CURRICULUM FRAMEWORK FOR THREE YEAR UG DEGREE/FOUR YEAR UG DEGREE (HONOURS WITHOUT RESEARCH)/ FOUR YEAR UG DEGREE (HONOURS WITH RESEARCH) IN ANTHROPOLOGY

(As per NEP 2020 Guidelines)

(As approved by Board of Studies in Anthropology held on 31.05.2025)

DEPARTMENT OF ANTHROPOLOGY

NORTH LAKHIMPUR COLLEGE

(AUTONOMOUS)

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2025-26

1.1 Introduction

Anthropology poises itself as a discipline of infinite curiosity about human beings. As the study of humankind, it seeks to produce useful generalisations about people and their behaviour to arrive at the fullest possible understanding of human diversity. Anthropologists try to seek answers to an enormous variety of questions about humans. They are interested in discovering when, where and why humans first appeared on the earth; how and why they have changed since then; how and why modern human populations vary/overlap in certain physical features. They are also interested in knowing how and why societies in the past and present have similar/different norms, values, customs, beliefs and practices.

Anthropologists are generally thought of as individuals who travel to little known corners of the world to study peoples with simple technology or who dig deep into the earth to uncover the fossil remains or tools of people who lived long ago. Beginning with the earliest humans, who lived millions of years ago, anthropology traces human development from the beginning till the present. In fact, every human population, and not just the tribes and peasants, as is often made out, is of interest to anthropologists. Anthropologists not only study all varieties of people; they also study all aspects of human population. For example, when describing a group of people, an anthropologist might discuss the history of the area in which the people live, the physical environment, the social organisation, the general features of their language, the group's settlement patterns, political and economic systems, religion, styles of art and dress. Some are of course concerned primarily with biological or physical characteristics of human populations; others are interested principally in what we call cultural or linguistic characteristics. There are also some who study the prehistoric cultures and still others who study the human languages in order to understand their culture and society.

1.2 Nature and extent of the B.A. /B.Sc. (Anthropology)

Higher education encourages technical know-how, utility skills, employability, a sense of responsibility and prosperity among the students of nation besides dealing with personality development and entrepreneurship. The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualification

such as B.Sc. / B.A (Anthropology) are awarded on the basis of demonstrated achievement of outcomes based on Bloom's Taxonomy (in terms of knowledge, understanding skills, attitudes, employability and values) and academic qualities expected from a graduate of professional programme such as B.Sc. / B.A. in Anthropology. The learning outcomes specify what exactly graduates after successfully completing degree programme of study are expected to know, understand and able to practice at the professional level. The expected learning outcomes are very important in present day context, as it helps to develop professional curriculum based on outcomes. Therefore, higher education degrees must formulate Graduate Attributes (GAs), qualification descriptors, learning outcomes and course learning outcomes which will help in curriculum planning and development in the form of design and delivery. The overall formulation of the curriculum has been developed keeping all these attributes to facilitate the competencies of the learner to match with the expectations of the employer.

The overall objectives of the learning outcomes-based curriculum framework are to:

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and Course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- Enable prospective students, parents, employers and other understand the nature and level of learning outcomes (knowledge, skills, attitude and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.1 Aims of Bachelor's Degree Programme in Anthropology subject

1) To define the types and levels of learning outcomes - knowledge, skills, attitudes, and values that graduate students should be able to exhibit upon successfully completing their studies for prospective students, parents, employers, and others.

2) To help with the development of graduate attributes, qualification descriptors, programme learning outcomes, and course-level learning outcomes that a graduate is expected to demonstrate.
3) To ensure global competitiveness and graduate mobility and maintenance of national standards and international comparability of standards.
4) To serve as a crucial point of reference for higher education institutions when developing and evaluating standards for students and teachers

1.2 Graduate Attributes:

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country.

The Attributes define the characteristics of a student's degree programme, and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme contexts in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes.

The graduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate.

Some of the desirable attributes which a graduate should demonstrate will include the following:

1. **Disciplinary Knowledge**: Demonstrate basic knowledge and understanding of one or more disciplines that form a part of the UG programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.
2. **Communication Skills**: Express thoughts and ideas in writing and orally, communicate with others using appropriate media, confidently share one's views and express herself/himself, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
3. **Critical Thinking**: Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, evaluate practices, policies and theories by following scientific approach to knowledge development.
4. **Problem Solving**: Demonstrate capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.
5. **Analytical Reasoning**: Demonstrate the ability to evaluate the reliability and relevance of evidence, identify flaws in the arguments of others, draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.
6. **Research-related Skills**: Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, demonstrate the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.
7. **Collaboration/Cooperation/Team work**: Demonstrate ability to work with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work as a member of a team.
8. **Reflective Thinking**: Demonstrate sensibility to lived experiences.

9. **Multicultural Competence**: Demonstrate knowledge of the values and beliefs of multiple cultures, effectively engage in a multicultural society, and interact respectfully with diverse groups.
10. **Moral and Ethical Awareness/Reasoning**: Demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.
11. **Community Engagement**: Demonstrate responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civic affairs.
12. **Leadership Readiness/Qualities**: Demonstrate capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.
13. **Lifelong Learning**: Demonstrate the ability to acquire knowledge and skills, including 'learning how to learn' that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

1.3 Qualification Descriptors

Qualificators descriptors reflect disciplinary knowledge and understanding of Anthropology, its generic skills, and global competitiveness, which all learners in the programme should acquire. Some of the characteristics that a graduate should have been as follows:

1. Disciplinary Knowledge: Having the ability to demonstrate in-depth knowledge and comprehension of the subject.
2. Communication Skills: The capacity to communicate ideas and concepts clearly both vocally and in writing, read and write critically, and deliver difficult information to various audiences in a clear and succinct way.

3. Moral and Ethical awareness/reasoning: Capability of demonstrating the ability to recognize ethical issues that are relevant to one's work, avoid unethical behaviour such as fabricating, falsifying, or misrepresenting data or engaging in plagiarism, respecting environmental and sustainability issues, and taking actions that are objective, unbiased, and truthful in all facets of one's work.
4. Multicultural Competence: To effectively participate and study diverse cultural groups (extinct and extant) biologically and socio-culturally and to help understand, relate and tolerate the ideologies of different human groups. It involves knowledge of the values and beliefs of various cultures in a regional as well as in global perspective.
5. Information/digital literacy: Acquiring the use of ICT to gather variety of relevant information sources and use of appropriate computer applications and software for data analysis.
6. Reflective thinking: Coping and adapting to real field experiences of ethnic communities with the understanding of reflexivity of both self and society.
7. Cooperation/Team work: Ability to facilitate cooperative effort as the part of a group and act together as a team in the field situation and work efficiently as a member of the team.
8. Research-related skills: Ability to ask relevant inquisitive research questions, formulating hypothesis, problematising and articulating information. Establishing rapport, understanding cause and effect relationships, analyze, interpret and draw conclusions from data and ability to plan, execute and report the results of the experiment or investigation in a precise manner.
9. Critical thinking: Ability to apply analytical thought to a body of knowledge; analyze and evaluate claims, evidence, and arguments based on empirical evidence; identify relevant assumptions or implications; create convincing arguments; and critically assess theories, practices, and policies by utilizing the scientific approach of the discipline.
10. Problem solving: Problem-solving skills include the ability to derive conclusions from what has been learned from the discipline, apply those skills

to solve other societal problems, and apply what has been learned to practical circumstances.

1.4 Programme Learning Outcome

To demonstrate the importance and coherence of Anthropology, its various branches, applications and its relationships to other disciplines. Furthermore, to demonstrate the procedural knowledge that enables learners to become one of the various professionals associated with the disciplinary or subject area of anthropology, such as those involved in research and development, teaching, and government or public service. To design and carry out experiments or fieldwork, analyze and interpret data gathered using appropriate methodologies, including the use of software applications, and accurately report the results of the experiment/fieldwork. To demonstrate the capacity to utilize Anthropological understanding in formulating and tackling societal problems, as well as identifying and applying appropriate anthropological principles and methodologies to solve a wide range of Anthropology related issues.

Programme Specific Outcome-

The students who complete three years of full-time study of an undergraduate programme of study in Anthropology will be awarded a Bachelor's Degree. Some of the desirable learning outcomes which a student should be able to demonstrate on completion of a Bachelor's Degree will include the following:

PSO 1: Demonstrate a fundamental or coherent understanding of the subject Anthropology, its different learning areas and applications, and its linkages with related disciplinary areas/subjects.

PSO 2: Demonstrate a fundamental or coherent understanding of the academic field of Anthropology, its different branches and applications and different theories related to biological, socio-cultural and archaeological; and (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public service.

PSO 3: Apply anthropological disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyse problems and issues and solve complex problems with well-defined solutions.

PSO 4: Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

PSO 5: Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject for formulating evidence-based solutions and arguments.

PSO 6: Demonstrate the ability to use the knowledge of Anthropology in formulating and tackling Anthropology-related problems and identifying and applying appropriate anthropological principles and methodologies to solve a wide range of problems associated with Anthropology.

PSO 7: Plan and execute Anthropology-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software, and report accurately the findings of the experiment/field investigations.

PSO 8 : Demonstrate relevant generic skills and global competencies such as (i) problem solving skills that are required to solve different types of Anthropology-related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Anthropology-related issues and problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiencesand (iv) personal skills such as the ability to work both independently and in a group.

PSO 9: Demonstrate professional behaviour such as (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical behaviour such as fabricating, falsifying or misrepresenting data or to committing plagiarism; (ii)the ability to identify the potential ethical issues in work-related situations; and (iii) promoting safe learning and working environment.

Programme Outcome (PO) statements (Regular and Honours Degree in B.Sc in Anthropology)

1.5 **Course learning Outcome:** On completion of the specific programme (Regular and Honours Degree in Anthropology) following are the outcomes expected from students:

- **Define** major theories of human evolution and variation.
- **Explain** the history and interdisciplinary relevance of Physical Anthropology.
- **Compare** traits of non-human and human primates.
- **Demonstrate** anthropometric techniques for measuring human body parts.
- **Describe** geological time scales and **apply** dating methods in anthropological contexts.
- **Illustrate** primate evolution and speciation using fossil evidence.
- **Define** major theories of human evolution and variation.
- **Explain** the history and interdisciplinary relevance of Physical Anthropology.
- **Compare** traits of non-human and human primates.
- **Demonstrate** anthropometric techniques for measuring human body parts.
- **Describe** geological time scales and **apply** dating methods in anthropological contexts.
- **Illustrate** primate evolution and speciation using fossil evidence.
- **Identify** and **classify** non-human primates from fossil casts and specimens.
- **Explain** the relationship between museums and anthropology in India.
- **Outline** procedures for museum documentation, display, and preservation.
- **Analyse** community healthcare systems through field-based reporting.
- **Document** healthcare delivery mechanisms with ethnographic precision.
- **Describe** the relevance of Social-Cultural Anthropology and its interdisciplinary scope.

- **Discuss** concepts such as society, culture, stratification, family, and kinship.
- **Apply** qualitative data collection methods in social-cultural research.
- **Evaluate** the concept and classification of tribes in India based on diverse criteria.
- **Create** an annotated bibliography and distribution map of tribal groups.
- **Assess** museum operations including security, storage, and marketing.
- **Interpret** the anthropological aspects of tourism and its impact on culture and economy.
- **Evaluate** prehistoric cultural evolution through archaeological findings and tool typologies.
- **Demonstrate** craniometric and lithic analysis methods in the study of human origins.
- **Analyse** the anthropological aspects of health and epidemiology in diverse contexts.
- **Investigate** tribal livelihood systems and formulate tribal profiles.
- **Assess** business anthropology methods through fieldwork in industrial settings.
- **Formulate** hypotheses and test them through social-cultural fieldwork.
- **Prepare** a dissertation or detailed field report using anthropological research design and analysis.

1.9 Assessment and Outcome Measurement Methods

The assessment of students' achievement in Anthropology will be aligned with the course/programme learning outcomes and the academic and professional skills that the Programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary areas of Anthropology will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment laboratory reports, observation of practical skills, individual project reports, seminar presentation; viva voce interviews; literature surveys and evaluations, project activities, teaching skills in practice teaching and internship, group discussion etc.

2.0 Certification Criteria

- **UG Certificate**: Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.
- **UG Diploma**: Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant discipline/subject.
- **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.
- **4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.
- **4-year UG Degree (Honours with Research):** A four year UG Degree in Honours with Research will be awarded to those Students who complete a four-year degree programme with 160 credits, including 12 credits from a research project/dissertation in the major discipline.

2.1 Other Key Criteria for UG Programme

- **Summer Internship/Apprenticeship**: Summer internship/apprenticeship is mandatory for all the Anthropology students; UG certificate, UG Diploma, 3-year UG Degree, 4-year UG Degree (Honours), and 4-year UG Degree (Honours with Research). However, for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2nd semester or 4th semester, and for other it has to be mandatorily completed by the 5th semester. The students will select a vocational course for internship from the basket of vocational courses provided in the common structure.
- **Exit and re-entry**: Exit and re-entry option in the degree programme in Anthropology will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively.

Summary of the UG Course Structure as per NEP 2020 Guidelines

Department of Anthropology

SEMESTER-I

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core/DSC/ Major -1	Introduction to biological anthropology	MAJ -5-ANT-101	5 (3+2)	100	42 40	18
DSE/ MINOR- 1	Palaeoanthropology	MIN-5-ANT-101	5 (3+2)	100	42 40	18
MDC/IDC-1	Museum and Cultural Resource Management	MDC-3-ANT-101	3(1+2)	80	28 40	12
SEC-1	Public Health and Epidemiology	SEC-3-ANT-101	3 (1+2)	80	28 40	12
	TOTAL		**16**	**360**	**300**	**60**

Semester-I

Course Code : MAJ-5-ANT-101

Course Title : Fundamentals of Biological Anthropology

Nature of the Course : DSC

Total Credit assigned : 5

Component of the course: Lecture: 30 Practical: 30 Tutorial: 15

Distribution of Marks : Marks: 60 End Semester: 42 In Semester: 18

Course Objectives:

CO 1- U**nderstand** the theories related to human evolution and variation in ancient times.

1.1 Explain the history and development of understanding human variation and evolutionary thought.

CO 2- Understand the meaning of physical anthropology.

2.1 Discuss about theaim and scope of physical anthropology.

2.2Explain history of Physical Anthropology and development in modern Biological Anthropology.

CO 3- Interpret the relationship between non-human and human primates and **compare** the anatomy and behaviour of human and non-human primate.

CO 4- Understand the human biological categories in the context of human genome research.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 History and development of understanding human variation and evolutionary thought 1.2 theories of evolution, human variation and evolution in ancient times 1.3 theories of evolution: 1.3.1 Lamarckism, 1.3.2 Neo Lamarckism, 1.3.3 Darwinism, 1.3.4 Synthetic Theory,	12	10		5

	1.3.5 Mutation and Neo-Mutation theories.				
II	2.1 History of Physical Anthropology and development of Modern Biological Anthropology. 2.2 aim, scope of physical anthropology. 2.3 relationship with allied disciplines. 2.4 differences in modern and traditional approaches in Biological Anthropology.	10	7		4
III	3.1 non-human primates and human evolution. 3.2 classification and characteristics of living primates. 3.3 comparative anatomy and behaviour of human and non-human primates, 3.4 significance of studying non-human primates in Biological Anthropology.	10	7		4
IV	4.1 Great divisions of humanity: comparative account of various racial classifications 4.1.1 Risley, Guha, Sarkar, Hooton, 4.2 Paradigm shift in racial studies: from typological to populational model; 4.3 UNESCO statement on race 4.4 recent understanding of human biological categories in the context of human genome research	10	6		2
	Total	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Expected Course Learning Outcomes:

After completion of the course the student will be able to:

CLO-1.Explain theories related to human evolution and variation in ancient times.

1.1 **Describe** the historical development of evolutionary thought and human variation.

CLO-2.Demonstrate an understanding of the meaning, aim, and scope of physical anthropology.

2.1**Discuss** the aim and scope of physical anthropology.

2.1**Outline** the history of Physical Anthropology and **identify** key developments in modern Biological Anthropology.

CLO-3.Analyse the relationship between human and non-human primates.

3.1 **Compare** the anatomy and behaviour of human and non-human primates.

3.2 **Interpret** similarities and differences in evolutionary traits.

CLO-4.Evaluate human biological categories in light of findings from human genome research.

4.1 **Assess** how genetic research influences our understanding of human diversity.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2	CO-1, CO-2.1				
Conceptual Knowledge	CO1, CO2	CO-1.1, CO-2.2, CO-4	CO3	CO-3	CO-4	
Procedural Knowledge		CO3, CO4		CO-3		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	3	2	1	2	3	2	1	1
CLO2	3	3	2	2	1	2	-	2	-
CLO3	3	3	3	2	3	3	1	1	-
CLO4	3	3	3	2	2	2	1	-	1
Average	3	3	2.5	1.75	2	2.5	1	1	.50

(3=High, 2= Moderate 1= Low)

Course Code : MAJ-P2-ANT-101

Course Title : Somatometry and Somatoscopy

Nature of the Course : DSC

Total Credit assigned : 2

Component of the course: Lecture: Practical: 30 Tutorial:

Distribution of Marks : Marks: 40

Course Objectives:

CO-1.**Define** key terms and principles related to somatometry and human body measurements.

1.1 **Identify** the anatomical landmarks required for accurate somatometric measurements.

1.2 **Demonstrate** how to **measure** the following somatometric parameters using standard anthropometric tools and techniques.

1.3 **Compare** somatometric data across individuals or groups to **identify** human biological variation.

CO-2. **Identify** and **describe** various visible morphological traits used in anthropological classification.

2.1 **Compare** somatoscopic features among individuals and groups to **recognize** patterns of human variation.

Unit	PRACTICAL Credit-2 Marks-40	M	L	P	T
Unit -I	**1.1 Somatometry** 1.1.1 Maximum head length, 1.1.2 Maximum head breadth, 1.1.3. Minimum frontal breadth, 1.1.4. Maximum bizygomatic breadth, 1.1.5. Bi-gonial breadth 1.1.6. Nasal Height, 1.1.7. Nasal length, 1.1.8 Nasal breadth, 1.1.9	20		**15**	

	Physiognomic facial height, 1.1.10 Morphological facial height, 1.1.11 Physiognomic upper facial height, 1.1.12 Body weight, 1.1.13 Morphological upper facial height, 1.1.14 Head circumference, 1.1.15 Stature, 1.1.16 Sitting height.				
Unit - II	**2.1 Somatoscopy** . Head form 2. Hair form 3. Facial form 4. Eye form 5. Nose form 6. Hair colour 7. Eye colour 8. Skin colour	20		**15**	
	Total	**40**		**30**	

Course Learning Outcomes:

After completion of the course the student will be able to:

CLO-1: Define key terms and principles related to somatometry and human body measurements.

1.1 Identify key anatomical landmarks essential for accurate somatometric measurements.

1.2Demonstrate the use of anthropometric tools to **measure** somatometric parameters such as head length, nasal height, facial height, stature, and sitting height.

1.3Compare somatometric data across individuals or groups to **identify** patterns of human biological variation.

CLO-2: Identify and describe various visible morphological traits used in anthropological classification.

2.1:Identify and **describe** key somatoscopic traits, including head form, hair form, facial form, eye form, nose form, hair colour, eye colour, and skin colour.

2.2:Compare somatoscopic features among individuals and groups to **recognize** patterns in human variation and **interpret** their anthropological significance.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1, CO2	CO1, CO2	CO 1, CO2			
Conceptual Knowledge	CO 1, CO2	CO1, CO2	CO1,	CO1,CO2		
Procedural Knowledge			CO1, CO2	CO1, CO2		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
CLO_2	3	3	3	1	1	1	-	-	-
Average	**3**	**3**	**2.5**	**1.75**	**1**	**1**	**-**	**.50**	**.50**

Mode of Transaction: Lecture cum Discussion, Seminars, Workshops, Group discussion, Self-study and Library work etc.

Mode of In-Semester Assessment: 18 Marks

A. **Sessional Test:**	**Marks - 10**
B. Other Sessional Activities:	**Marks - 8**
In-semester Assessment:	**Marks - 18**

B. Sessional activity-

1. Internal Examination **10 Marks**

2. Others (Any one) **8Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

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Course Code : MIN-5-ANT-101

Course Title : Palaeoanthropology

Nature of the Course : DSE-1

Total Credit assigned : 5

Component of the course: Lecture: 30 Practical: 30 Tutorial: 15

Distribution of Marks : Marks: 60 End Semester: 42 In Semester: 18

Course Objectives:

CO-1 Understands about geological time scale, dating methods and interpretation of palaeontological and archaeological records.

CO-2 Understand about different processes of human evolution

CO-3 Learn about different biological evolutionary stages of human being.

CO-4 U**nderstand** and **compare** the behaviou**r**of the primate and non-primate.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Dating methods, 1.2 geological time scale, 1.3 taphonomy and interpretation of the paleontological and archaeological records, 1.4 taxonomic and chronological problems of fossils records.	12	7		4
II	2.1Primate speciation and extinctions: 2.1.1 geological perspective, 2.1.2adaptive primate radiation, 2.2 differential rate of somatic evolution	10	7		4
III	3.1 Evolutionary biology: 3.1.1 origins and evolution of stone age technology (human origins: development	10	11		5

	3.2 distribution and fossilized evidence: 3.2.1 Australopithecines, 3.2.2 Paranthropus (Zinjanthropus), 3.2.3 Homo habilis, 3.2.4Homo erectus, 3.2.5 Archaic H. sapiens, 3.3 prehistoric huntergatherers, modern pastoral communities, 3.4 emergence of prehistoric people in Africa).				
IV	4.1 Primate and non-primate models for early hominid behaviour, 4.2 hominization Process: evolution of hominid-human bipedalism.	10	5		2
	Total	**42**	**30**		**15**

Expected Course Learning Outcomes:

After completion of the course the student will be able to:

CLO-1:Explain the geological time scale and dating methods.

1.2 **Analyse the** palaeontological and archaeological records of a site.

CLO-2:Describe the processes of human evolution.

2.1 **illustrate** key evolutionary transitions.

CLO-3:Identify and **compare** different biological evolutionary stages of human beings.

CLO-4:Differentiate and **evaluate** the behaviour of primates and non-primates.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3	CO1, CO2 CO3, CO4	CO3			
Conceptual Knowledge	CO 1, CO2	CO1, CO2 CO3, CO4,	CO3,	CO3	CO3	
Procedural Knowledge		CO4, CO3		CO 4	CO3	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
CLO_2	3	3	3	1	1	-	-	1	-
CLO_3	3	3	2	2	2	2	1	-	1
CLO_4	3	3	3	2	2	1	2	1	-
Average	**3**	**3**	**2.5**	**1.75**	**1.5**	**1**	**.75**	**.75**	**.50**

Course Code : MIN-P2-ANT-101

Course Title : Osteology

Nature of the Course : DSE-1

Total Credit assigned : 2

Component of the course: Lecture: Practical: 30 Tutorial:

Distribution of Marks : Marks: 40

Course Objective:

CO 1- Identify, describe and draw the different bones of human body

Unit	PRACTICAL Credit-2 Marks-40	M	L	P	T
Unit -I	**1.1 Osteology: Draw and Describe of the following bones:** **1.1.2- Bones of Skull** **1.1.3- Scapula** **1.1.3- Clavicle** **1.1.4 Humerus, Ulna and Radius** **1.1.5- Pelvic Girdle** **1.1.6- Femur, Tibia and Fibula**	40		**30**	
	Total	40		**30**	

Course Learning Outcome

CLO 1- Draw, describe and **identif**y the different bones of human body.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	C01	CO1	CO1		
Conceptual Knowledge	CO 1	CO1				
Procedural Knowledge	CO1	CO1		CO1		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	3	2	2	1	1	1	1
Average	**3**	**3**	**3**	**2**	**2**	**1**	**1**	**1**	**1**

Mode of In-Semester Assessment: 18 Marks

A. Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 8**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **10 Marks**

2. Others (Any one) **8 Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

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Conroy, G.C. 2005. *Reconstructing Human Origins*. WW Norton and Company.

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Waldron, T. 2008: *Palaeopathology*. Cambridge University Press.

Course Code : MDC-3-ANT-101

Course Title : Museum and Cultural Resource Management

Nature of the Course : MDC/IDC-1

Total credit assigned: 3 (2+1)

Component of the course: Lecture: 15 Practical: 15 Tutorial: 15

Distribution of Credits Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives:

CO 1- Understand about the history of museums in India.

1.1 **Explain** the relationship between museums and anthropology.

CO 2- Describe different aspects of museum methods of documentation.

2.1 Classify the different museum collection, documentation and display.

Course Content:

Unit	Contents	M	L	P	P
I	History and Development: definitions and objectives, history of museums in India, relationship between anthropology and museum	14	6		6
II	Museum collection, documentation and display: collection: purchase, gift, fieldwork, treasure trove, bequest, exchange, loan; documentation: need, methods of documentation; display: permanent exhibition, temporary exhibition, travelling exhibition.	14	9		9
	Total	**28**	**15**		**15**

Mode of In-Semester Assessment: 18 Mark

Course Learning Outcome

CLO-1 Describe the historical development of museums in India.

1.1 **Explain** how museums are related to the field of anthropology.

CLO-2 Identify and **classify** various methods of museum documentation.

2.1 Analyse different types of collections and display techniques.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2				
Conceptual Knowledge	CO 1, CO2	CO1, CO2,	CO2	CO2		
Procedural Knowledge	CO2	CO2		CO2		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	2	2	2	2	1	1	-	-	-
CLO_2	2	2	1	1	1	-	-	-	-
Average	**2**	**2**	**.75**	**.75**	**1**	**.50**	**-**	**-**	**-**

Course Code : MDC-P1-ANT-201

Course Title : Museum and Cultural Resource Management

Nature of the Course : MDC/IDC-2

Total credit assigned: 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Unit	PRACTICAL Credit-2	M	L	P	T

	Marks-30				
I	1.1 Documentation of five cultural items collected from surrounding communities 1.2 Methods of conservation of the above items	20		**15**	
	Total	20		**15**	

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	C01	CO1			
Conceptual Knowledge	CO 1	CO1				
Procedural Knowledge	CO1	CO1	CO1			
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	2	2	1	1	-	-	1	-	1
Average	**2**	**2**	**1**	**1**	**-**	**-**	**1**	**-**	**1**

A. Sessional Test: **Marks - 06**

B. Other Sessional Activities: **Marks - 06**

In-semester Assessment: **Marks - 12**

B. Sessional activity-

1. Internal Examination **06 Marks**

2. Others (Any one) **06Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

Ambrose, Timothy and Crispin Paine. 2012. *Museum Basics*. Third Edition. New York: Routledge.

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Course Code :SEC-3-ANT-101

Course Title :Introduction to Tourism Anthropology

Nature of the Course : SEC-1

Total credit assigned : 3 (2+1)

Component of the course: Lecture: 15 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 28 In Semester:12

Course Objectives-

CO1- Understand the meaning, scope, and anthropological perspectives of tourism and its relevance in contemporary society.

1.1: Analyze the relationship between tourists and host communities and examine the socio-cultural dimensions of tourism.

1.2: Explain different forms of tourism such as pilgrimage tourism, eco-tourism, food tourism, cultural tourism, heritage tourism, and rural tourism.

1.3 Assess the impacts of tourism on culture, society, and local communities from an anthropological perspective.

1.4 Develop practical skills in observing, documenting, and analyzing tourism-related cultural phenomena through field-based learning.

CO2- Explain the interaction between tourists and host communities.

2.1: Analyze cultural tourism and its role in preserving and promoting cultural heritage.

2.2: Discuss the significance of heritage tourism in cultural conservation and economic development.

2.3: Describe the concept, opportunities, and challenges of rural tourism.

2.4: Assess the effects of tourism on cultural change and cultural adaptation.

Unit	Contents	M	L	P	T
I	1.1 Tourism Anthropology: 1.1.1 Meaning, scope of Tourism Anthropology; 1.1.2 Anthropologyof Tourism 1.2 Tourist and types of tourists 1.3 Ethnographer as tourist, 1.4 Pilgrimage tourism, 1.5 Eco-tourism	14	8		7
II	2.1 Tourism: Aspects and prospects 2.2 Anthropological approach 2.3 Anthropological issues and theoretical concern 2.4 The rise of anthropology of tourism 2.5 Social impact of tourism 2.6 Responsible and sustainable tourism	14	7		8
	Total	**28**	**15**		**15**

Course Learning Outcomes (CLOs)

CLO1:Explain theconcepts, andthe significance of Tourism Anthropology.

1.1**Discuss** different types and forms of tourism.

CLO1:Describe the tourist-host relationships and cultural change.

2.1 Discuss the social impacts of tourism.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1.1, CO2.1				
Conceptual Knowledge	CO1, CO2	CO1.2, CO2.2, CO2.3				
Procedural Knowledge		CO1.4				
Meta cognitive knowledge						

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	3	1	1	1	2	–	1	–
CLO2	3	2	2	2	1	2	–	1	–

Scale:
3 = High Correlation
2 = Moderate Correlation
1 = Low Correlation
– = No Significant Correlation

Practical

Course Code :SEC-P1-ANT-101

Course Title :Introduction to Tourism Anthropology

Nature of the Course : SEC-1

Total credit assigned : 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Unit	PRACTICAL Credit-2 Marks-15	M	L	P	T
I	1.1 The practical component of this paper will be to visit one of the tourism and travel agency or a detailed study of one tourist site and those who make a living out of that site or;Observation of tourist-host interaction in a tourist site of the locality and have to prepare a project report.	**20**		**15**	
	Total	**20**		**15**	

References

Chambers, E. 2000. *Native Tours: The Anthropology of Travel and Tourism*. Prospect Heights: Waveland.

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SEMESTER II

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core/DSC/ Major -1	Introduction to Socio-Cultural Anthropology	MAJ -5-ANT-201	5 (3+2)	100	42 40	18
DSE/ MINOR- 1	Tribal Cultures of India	MIN-5-ANT-101	5 (3+2)	100	42 40	18
MDC/IDC-1	Museum and Cultural Resource Management	MDC-3-ANT-101	3(2+1)	80	28 20	12
SEC-1	Tourism Anthropology: Tourism in India	SEC-3-ANT-101	3 (2+1)	80	28 20	18
	TOTAL		**16**	**360**	**300**	**60**

MAJOR

Course Code : MAJ-5-ANT-201

Course Title : Introduction to Socio-Cultural Anthropology

Nature of the Course : Major

Total Credit assigned : 5 (3+2)

Component of the course: Lecture: 30 Practical: 30 Tutorial: 15

Distribution of Marks : End Semester: 42 In semester: 18

Course Objectives-

CO1-Understand about the concept of socio-cultural anthropology, its scope and relation with other discipline.

CO2- Learn about the concept of society and culture.

2.1 understand about the types of culture and different theories of culture.

CO3- Learn about different social institution.

3.1 Analyse the importance of social intuitions in maintaining the society.

Course Content

Unit	Contents	M	L	P	T
I	1.1 Anthropological perspective and orientation- 1.2 scope and relevance of Social Anthropology 1.3 relationship of Social Anthropology with other disciplines.	12	10		05
II	2.1 Concepts of society 2.2 culture- 2.1.1 types of culture - material and non-material 2.1.2 culture trait 2.1.3 culture area 2.1.4 culture complex 2.1.5 dynamics of culture	10	10		05

III	Social-cultural institutions- 3.1. family- 3.1.1 functions of family 3.1.2 types of family 3.1.3 Changing pattern of family system 3.2 marriage- 3.2.1 Definitions of marriage 3.2.2Regulations of marriage- Monogamy Polygamy: polyandry, polygyny, hypergamy, cross cousin marriage 3.2 kinship 3.3 religion.	10	10		05
	Total	**42**	**30**		**15**

Course Learning Outcomes

CLO 1- D**escribe** the concept of socio-cultural anthropology.

1.1 Explain the scope of socio-cultural anthropology.

1.2 Analyse its interrelationship with other disciplines.

CLO2-D**efine** society and culture.

2.1 **differentiate** between the types of cultures.

2.2 **Evaluate** various theories of culture.

CLO3-Identify major social institutions and **analyse** their role in maintaining the structure and function of society.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3	CO1, CO2, CO3				
Conceptual Knowledge	CO 1, CO2 , CO3	CO1, CO2, CO3	CO2, CO3	CO2, CO3	CO2, CO3	
Procedural Knowledge	CO2, CO3	CO2, CO3		CO2, CO3	CO2, CO3	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	-	1
CLO_2	3	3	3	1	1	1	-	1	-
CLO_3	3	3	2	2	2	1	1	1	-
Average	**3**	**3**	**2.3**	**1.6**	**1.3**	**1**	**.33**	**.67**	**.33**

Course Code : MAJ- P2 -ANT--201

Course Title : Introduction to Socio-Cultural Anthropology

Nature of the Course : DSE-1

Total Credit assigned : 2

Component of the course: Lecture: Practical: 30 Tutorial:

Distribution of Marks : Marks: 40

Course Outcome-

CO1- Understand different techniques of data collection.

1.1 **Apply** this method for analysing the data.

Unit	PRACTICAL Credit-2	M	L	P	T

	Marks-40				
I	The practical will include the following techniques and methods in collection of data in Social Anthropology- 1.1 Observation method 1.2 Interview method 1.3 Questionnaire method 1.4 Survey Schedule method 1.5 Case Study method	40		**30**	
	Total	**40**		**30**	

CLO1- I**dentify** various data collection techniques.

1.1 **Apply** appropriate methods to **analyse** anthropological data.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1,	CO1,				
Conceptual Knowledge	CO 1,	CO1,	CO1			
Procedural Knowledge	CO1	CO1	CO1			
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	-	1
Average	**3**	**3**	**2**	**2**	**1**	**1**	**-**		**1**

Mode of In-Semester Assessment: 18 Marks

A. Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 8**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **10 Marks**

2. Others (Any one) **8 Marks**

● Group Discussion

References

Beattie, J. 1964. *Other Cultures.* London: Cohen & West Limited. Bernard, H.R. 1940. Research Methods in Cultural Anthropology. Newbury Park: Sage.

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Course Code : MIN-5-ANT-201

Course Title : Tribal Cultures of India

Nature of the Course : DSE-2

Total Credit assigned : 5

Component of the course: Lecture: 30 Practical: 30 Tutorial: 15

Distribution of Marks : Marks: 60 End Semester: 42 In Semester: 18

Course Objectives-

CO1-Understandvarious concepts of tribes and the importance of studying them.

CO1- Learnabout the difficulties of differentiating between tribe and caste in India.

CO3- Analyse the classification of tribes based on religion, economy, occupation, race, etc.

Course Content

Unit	Contents	M	L	P	T
I	1.1 Concepts of tribe and debates centring around the various concepts of tribe 1.1.1 general and specific characteristics of tribes. 1.1.2 tribes in India: antiquity, historical, academic, administrative and anthropological importance 1.1.3Denotified tribes.	12	15		05
II	2.1 Tribe-caste continuum 2.2 constitutional safeguard/provisions for scheduled tribes. 2.3 gender and tribe 2.4 regional and linguistic distribution of tribes in India.	10	08		05
III	3.1 Classification of tribes based on their economy and occupation, 3.2 Tribal religion, 3.3 racial elements among the tribes in India	10	06		05

	3.4 Scheduled and non-scheduled categories of tribes.				
	Total	**42**	**30**		**15**

CLO1-D**escribe** the key concepts related to tribes.

1.1 **Explain** the significance of studying tribal communities in anthropology.

CLO1- Discuss the complexities and **evaluate** the challenges in distinguishing between tribe and caste in the Indian context.

CLO3- A**nalyse** different bases for classifying tribes and **categorize** them according to religion, economy, occupation, and race.

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3	CO1, CO2 CO3,				
Conceptual Knowledge	CO 1, CO2, CO3	CO1, CO2 CO3		CO3		
Procedural Knowledge		CO2, CO3		CO 3		
Metacognitive Knowledge						

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	-	1
CLO_2	3	3	3	1	1	-	-	-	-
CLO_3	3	3	2	2	2	2	1	2	1
Average	**3**	**3**	**2.5**	**1.75**	**1.5**	**1**	**.75**	**1**	**1**

Course Code : MIN -P2-ANT -201

Course Title : Tribal Cultures of India

Nature of the Course : DSE-2

Total Credit assigned : 2

Component of the course: Lecture: Practical: 30 Tutorial:

Distribution of Marks : Marks: 40

CO1- Understand the distribution of tribe throughout India.

1.1 **Locate** different tribes in India.

1.2 **Give and analysis** social structure of a tribe.

	PRACTICAL **Credit-2** **Marks-40**	**M**	**L**	**P**	**T**
Unit -I	1.1 Distribution of Indian Tribes: Denotified& Nomadic Tribes, Vulnerable Tribes, Scheduled Tribes 1.2. Location of different tribes on the map of India. 1.3. Write an annotated bibliography on any one tribe. 1.4. Write an essay on the social structure of any one tribe of India	40		**30**	
	Total	**40**		**30**	

CLO1- Identify major tribes across different regions of India.

1.1 **Analyse** the social structure of a selected tribe.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1,	CO1,				
Conceptual Knowledge	CO 1,	CO1,		CO1		
Procedural Knowledge	CO1	CO1				

Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	-
Average	**3**	**3**	**2**	**2**	**1**	**1**	**-**	**1**	**-**

Mode of In-Semester Assessment: 18 Marks

A. Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 8**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **10 Marks**

2. Others (Any one) **8 Marks**

- Group Discussion

References

Behera, D.K. and Georg Pfeffer.1997. *Contemporary Society Tribal Studies*, Volume I to VII. New Delhi: Concept Publishing Company.

Georg Pfeffer. Hunter., *Tribes and Peasant: Cultural Crisis and Comparison*. Bhubaneswar: Niswas. Vidyarthi, L.P. and B.K. Rai. Applied Anthropology in India.

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Course Code : MDC-3-ANT-201

Course Title : Museum and Cultural Resource Management

Nature of the Course : MDC/IDC-2

Total credit assigned: 3

Component of the course: Lecture: 15 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 28 In Semester: 12

CO1- Understand about the museum storage.

CO2- Assessments of different museum specimen.

2.1 Classify the museum specimen in a standard manner.

Unit	Contents	M	L	P	T
I	1.1 Museum storage, security and marketing: 1.2 Storage: various facilities for storage 1.3 Security against theft, fire and other disaster, marketing: understanding its market.	13	7		8
II	2.1 Classification of museum specimen: 2.1.1 Cleaning, treatment and preservation of the museum specimen by different methods	15	8		7
	Total	**28**	**15**		**15**

Course Learning Outcome-

CLO-1- E**xplain** the principles and methods of museum storage.

1.1 **Describe** its significance in collection management.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2,				
Conceptual Knowledge	CO 1, CO2,	CO1, CO2,	CO2	CO2		
Procedural Knowledge	CO2,	CO2,		CO2		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	1	1	1	-	1	1
CLO_2	3	2	2	1	2	-	-	1	-
Average	**3**	**2**	**1.25**	**1**	**1.25**	**.75**	**-**	**1**	**.50**

Practical

Course Code : MDC-P1-ANT-201

Course Title : Museum and Cultural Resource Management

Nature of the Course : MDC/IDC-2

Total credit assigned: 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

CO1- Understand the methods of conservation of the museum items.

1.1 Apply the knowledge in take account of a museum collection based on field visit.

Unit	PRACTICAL Credit-1 Marks-28	M	L	P	T
I	1.1 Methods of Conservation of the museum items. 1.2 Account of museum (based on the visit)	20		**15**	
	Total	**20**		**15**	

Course Learning Outcomes-

CLO1- Describe various methods of museum item conservation.

1.1 **Apply** appropriate techniques during the assessment of collections through field visits.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1,	CO1,	CO 1,			
Conceptual Knowledge	CO 1,	CO1,				
Procedural Knowledge		CO1	CO1			
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	-	1

CLO_2	3	3	3	1	1	-	-	-	-
Average	**3**	**3**	**2.5**	**1.75**	**1.5**	**1**	**.75**	**1**	**1**

Mode of In-Semester Assessment: 18 Marks

A. Sessional Test: **Marks - 6**

B. Other Sessional Activities: **Marks - 6**

In-semester Assessment: **Marks - 12**

B. Sessional activity-

1. Internal Examination **6 Marks**

2. Others (Any one) **6 Marks**

● Group Discussion

References

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Course Code :SEC-3-ANT-201

Course Title :Tourism Anthropology: Tourism in India

Nature of the Course : SEC-2

Total credit assigned : 3 (2+1)

Component of the course: Lecture: 15 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 28 In Semester:12

Course Objectives-

CO1: Understand the historical development, policies, and growth of tourism in India.

1.1and explain the diverse tourism resources of India, including natural, cultural, and heritage resources.

CO2: Examine major tourism circuits, heritage sites, ecotourism destinations, and food tourism attractions in India.

2.1 Assess the opportunities and challenges of ecotourism and sustainable tourism development.

Unit	Contents	M	L	P	T
I	1.1 Tourism in India: 1.1.1 History and Development of Tourism in India 1.1.2 Tourism Policies	14	8		8

	1.2 Tourism resources of India: Natural, Cultural and Heritage resources. 1.3 Importance of tourism in national development and employment generation.				
II	2.1 Major tourism placesin India; 2.1.1 Major Tourist Sites: Taj Mahal, Ajanta and Ellora Cave, Konark Sun temple 2.2 Ecotourism in India: Challenges and Opportunities 2.2.1 Major ecotourist sites in India: Jim Corbett National Park,Sundarbans National Park 2.3Major Food Tourism in India: 2.3.1 North Indian food cuisine 2.3.2 South Indian food cuisine 2.3.3 Western India food cuisine	14	7		7
	Total	**28**	**15**		**15**

Course Learning Outcomes-

CLO 1.1: Describe the history and evolution of tourism in India.

1.2: Explain the major tourism policies and initiatives adopted by the Government of India.

1.3: Identify and classify the tourism resources of India into natural, cultural, and heritage categories.

1.4: Discuss the significance of India's cultural and natural heritage in tourism development.

CLO 2.1: Identify the major tourism circuits and tourist destinations of India.

2.2: Describe the historical, cultural, and architectural significance of the Taj Mahal, Ajanta and Ellora Caves, and Konark Sun Temple.

2.3: Explain the concept, scope, and importance of ecotourism in India.

2.4: Assess the opportunities and challenges associated with ecotourism development.

2.5: Discuss the ecological and tourism significance of Jim Corbett National Park, and Sundarbans National Park.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CLO1.1, CLO1.2, CLO1.3, CLO2.1, CLO2.2	CLO1.4, CLO2.3, CLO2.5				
Conceptual Knowledge	CLO1.1, CLO2.1	CLO1.4, CLO2.2, CLO2.3, CLO2.6	CLO1.5	CLO2.4		
Procedural Knowledge		CLO2.3	CLO1.5, CLO2.5			
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	3	1	1	1	2	-	1	-
CLO2	3	3	2	1	2	2	-	1	1
Average	3.00	3.00	1.50	1.00	1.50	2.00	0.00	1.00	.50

Scale:
3 = High Correlation
2 = Moderate Correlation
1 = Low Correlation
– = No Significant Correlation

PRACTICAL

Course Code :SEC-P1-ANT-201

Course Title :Tourism Anthropology: Tourism in India

Nature of the Course : SEC-2

Total credit assigned : 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1 Tour Itinerary Preparation 1.1.1Preparation of a 3-day tour itinerary for a selected tourist destination. 1.1.2Preparation of a budget plan including transport, accommodation, food, and sightseeing. 1.1.3Designing a tourism package for domestic tourists.			**15**	
	TOTAL	**20**		**15**	

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SEMESTER III

Course	Course Title	Course Code	Credit	Practical Marks	End Sem Marks	Internal Assessment
Anthropology	Introduction to Archaeological Anthropology	MJ-ANT-T4-301	4	20	42	18
	Fundamental of Human Origin and Evolution	MJ-ANT-T4-302	4	20	42	18
	Indian Archaeology	DSE-ANT-T2-301(B)	2		28	12
	Anthropology of Health	MN-ANT-T2-301 A	2		28	12
	Physiological Anthropology	MN-ANT-T2-301 B	2		28	12
	Anthropology of Tribal Development	MDC-ANT-T3-301	3	20	28	12
	Tourism Anthropology: North East India and Assam	SEC-ANT-T3-301	3	20	28	12

Course Code : MAJ-4-ANT-301

Course Title : Introduction to Archaeological Anthropology

Nature of the Course : Major

Total Credit assigned : 4

Component of the course: Lecture: 30 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives-

CO1: Understand the concept of archaeological anthropology, its scope and its relation with other allied discipline.

1.1 Explain different methods of studying archaeological anthropology.

CO2: Interpret different methods of estimation of time and reconstruction of the past.

CO3: Understand the geochronology of Pleistocene epoch.

CO4: Explain about the Three Age System of prehistoric period.

4.1Distinguish different tool types of different period of prehistoric ages.

Course Content

Unit	Contents	M	L	P	T
I	1.1 Introduction: 1.1.1 Definition and scope of archaeological anthropology 1.1.2 Relationship with other branches of anthropology and allied disciplines 1.1.3 Methods of studying archaeological anthropology.	12	8		05
II	2.1 Methods of Estimation of Time and Reconstruction of the Past:	10	8		05

	2.1.1 Absolute dating methods 2.1.2 Relative dating methods .				
III	3.1 Geological Time Scale. 3.2Geochronology of Pleistocene Epoch: 3.2.1 Glacial and Interglacial Period 3.2.2 Pluviation and Inter Pluviation Period	10	7		03
IV	4.1 Three Age System: 4.1.1 Tool making techniques of different periods of three age system. 4.1.2 Tool typology of Palaeolithic, Mesolithic and Neolithic Period.	10	7		02
	Total	**42**	**30**		**15**

CLO1:Describe the concept, scope, and interdisciplinary relevance of archaeological anthropology.

1.1 **Explain** different methods used in its study.

CLO2: I**nterpret** various methods for time estimation and the reconstruction of the past in archaeological contexts.

CLO3: Demonstrate an understanding of the geochronology of the Pleistocene epoch and its relevance to human evolution.

CLO4: Explain the Three Age System of the prehistoric period.

4.1Distinguish between different tool types across prehistoric age.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2 CO3, CO4	CO2, CO4			
Conceptual Knowledge	CO 1, CO2	CO1, CO2		CO4,		

	CO3, CO4	CO3, CO4,		CO2		
Procedural Knowledge		CO2, CO4		CO 4		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	1	2	1	1	1	-	1
CLO_2	3	3	2	1	1	-	1	-	-
CLO_3	3	3	1	2	2	2	-	1	1
CLO_4	3	3	2	2	2	1	1	1	2
Average	**3**	**3**	**1.5**	**1.75**	**1.5**	**1**	**.75**	**.50**	**1**

(3=High, 2= Moderate 1= Low)

Course Code : MAJ-P1-ANT-301

Course Title : Introduction to Archaeological Anthropology

Nature of the Course : Major

Total Credit assigned : 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives:

CO-1.The students will **Draw and Describe** the tool types of different prehistoric period.

1.1 They will **Identify** various tools of the prehistoric ages.

	PRACTICAL **Credit-2** **Marks-30**				
Unit -I	**1.1** Identification, interpretation and drawings of at least two artifacts from each tool type given below:	20		**15**	**15**

	1.1 Tools of Palaeolithic period- 1.1.1 Lower Palaeolithic 1.1.2 Middle Palaeolithic 1.1.3 Upper Palaeolithic 1.2 Tools of Mesolithic Period 1.3 Tools of Neolithic Period				
	Total	**20**		**15**	**15**

Course L earning Outcome:

CLO-1. **identify**, **draw**, and **describe** different tool types associated with various prehistoric periods.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1, CO2	CO1, CO2	CO2			
Conceptual Knowledge	CO 1, CO2	CO1, CO2				
Procedural Knowledge	CO1	CO1				
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9

CLO_1	3	3	2	2	1	1	-	1	-
Average	**3**	**3**	**2**	**2**	**1**	**1**	**-**	**1**	**-**

Mode of Transaction: Lecture cum Discussion, Seminars, Workshops, Group discussion, Self-study and Library work etc.

Mode of In-Semester Assessment: 18 Marks

B. **Sessional Test:** **Marks - 10**

B. Other Sessional Activities: **Marks - 8**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **10 Marks**

2. Others (Any one) **8Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

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Course Code : MAJ-ANT-T4-302

Course Title :Fundamentals of Human Origin And Evolution

Nature of the Course : Major

Total Credit assigned: 4

Component of the course: Lecture: 30 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 42 In Semester: 18

Course Objective-

CO1- Understand the origin and evolution of Hominoids.

1.1 Discuss about the Miocene Hominoids.

CO2-Discuss the characteristics features of various groups of Australopithecine and genus homo.

2.1Interpret their phylogenetic position in the line of evolution.

CO3- Classify and **Explain** the Homo Erectus from Asia, Europe and Africa.

CO4- Understand the origin of Homo sapience.

4.1 Interpret the fossil evidence of Neanderthal and Archaic Homo Sapience.

Unit	Contents	M	L	P	T
I	1.1 Primate origins and radiation with special reference to Miocene hominoids: 1.1.1 Ramapithecus: 1.1.1.2 Distribution 1.1.1.3 Characteristic features 1.1.1.4 their phylogenetic status	10	08		05
II	2.1 Australopithecines: 2.1.1Distribution 2.1.2 Characteristic features 2.1.3Their phylogenetic Status 2.1 Appearance of genus Homo (Homo habilis) and related finds.	12	07		04
III	3.1 Homo erectus from Asia, Europe and Africa 3.1.1: Distribution.	10	08		03

	3.1.2Characteristics features. 3.1.3Phylogenetic Status.				
IV	4.1 Origin of Homo sapiens 4.1.1 fossil evidences of Neanderthals 4.1.2 Archaic Homo sapiens 4.2 The process of hominisation.	10	07		03
	Total	**42**	**30**		**15**

Course Learning Objective-

CLO1- Explain the origin and evolution of Hominoids.

1.1 **Discuss** the significance of Miocene Hominoids in human ancestry.

CLO2-Analyse the characteristic features of various Australopithecine groups and the genus *Homo*.

2.1 Interpret their phylogenetic position in human evolutionary history.

CLO3-Explain the regional variations of *Homo erectus* fossils from Asia, Europe, and Africa.

3.1 Classify the fossils of evidence of Homo erectus found from Asia, Europe and Africa.

CLO4- Describe the origin of *Homo sapiens.*

4.1interpret the fossil evidence related to Neanderthals and Archaic *Homo sapiens*.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge	Remember	Understand	Apply	Analyze	Evaluate	Crea

Dimension						te
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2 CO3, CO4	CO2, CO3, CO4	CO3		
Conceptual Knowledge	CO 1, CO2, CO3, CO4	CO1, CO2 CO3, CO4,	CO3, CO4	CO3		
Procedural Knowledge		CO2, CO3, CO4	CO3, CO4			
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	-	1
CLO_2	3	3	3	1	1	2	-	-	-
CLO_3	3	3	2	2	2	2	1	2	1
CLO_4	3	3	3	2	2	1	2	2	2
Average	**3**	**3**	**2.5**	**1.75**	**1.5**	**1.5**	**.75**	**1**	**1**

(3=High, 2= Moderate 1= Low)

PRACTICAL

Course Code : MAJ-P1-ANT -302

Course Title : Osteology

Nature of the Course : Major

Total Credit assigned: 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives:

CO-1.The students will **Draw and Describe** the bones of human body.

1.1 They will **Identify** the different bones of the human body.

	PRACTICAL **Credit-1** **Marks-20**	**M**	**L**	**T**	**P**
	1.1 Osteology **1.1.1** Draw and describe the different bones of human body. **1.1.2** Identify the following bones- Humerus, Mandible, Radius, Ulna, Femur, Tibia, Fibula.	**20**		**15**	**5**

Course Learning Outcome:

CLO-1.**Draw and describe** the bones of human body.

1.1 Identify the different bones of the human body.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1	CO1				
Conceptual Knowledge	CO 1	CO1				
Procedural Knowledge	CO1	CO1				
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9

CLO_1	3	3	1	2	1	1	-	1	-
Average	**3**	**3**	**1**	**2**	**1**	**1**	**-**	**1**	**-**

Mode of Transaction: Lecture cum Discussion, Seminars, Workshops, Group discussion, Self-study and Library work etc.

Mode of In-Semester Assessment: 18 Marks

C. **Sessional Test:** **Marks - 10**

B. Other Sessional Activities: **Marks - 8**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **10 Marks**

2. Others (Any one) **8Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

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Swindler, D. R. 2009. Introduction to the Primates. New Delhi: Overseas Press India Pvt. Ltd.

Course Code : MN-2-ANT-301 (A)
Course Title : Physiological Anthropology
Nature of the Course :Minor/DSE
Total Credit assigned: 2
Component of the course: Lecture: 15 Practical: 0 Tutorial: 15
Distribution of Marks : End Semester: 28 In Semester: 12

Course Outcome

CO1- Understand the fundamental concept of work physiology.

CO2- Explain about physiological adjustments to various environmental stresses.

CO3- Analyse the influence of factors like smoking, drinking and pollution on physiological performance.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Fundamentals of work physiology 1.1.1 Homeostasis 1.1.2 Metabolism 1.1.3 Energy 1.1.4 Systems 1.1.5 Exercise	**10**	**06**		**05**

	1.1.6 Respiratory system 1.1.7 Haemodynamic				
II	2.1Acute physiological adjustments during transition from resting homeostasis to sub-maximal 2.2Maximal exercise, 2.3 Chronic physiological adaptations to exercise training 2.4 Age, sex and population variation in the physiological characteristics.	**10**	**04**		**05**
III	4.1 Impact of smoking, alcohol, drug, 4.2 Pollution and occupation on cardio-respiratory Functions 4.3Physical performance and environmental stress 4.4 Chronic diseases 4.5 Malnutrition 4.6 Lifestyle disease	**8**	**05**		**05**
	Total	**28**	**15**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcome

CLO1- Discuss the fundamental concepts of work physiology.

1.1 **Explain** their relevance to human performance.

CLO2- Explain the physiological adjustments the human body makes in response to various environmental stresses such as heat, cold, and altitude.

CLO3- Analyse the effects of lifestyle factors such as smoking, alcohol consumption, and pollution on physiological performance and overall health.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2		CO3		
Conceptual Knowledge	CO 1, CO2	CO1, CO2,CO3	CO2, CO3	CO3		

Procedural Knowledge	CO2, CO3	CO2, CO3		CO3		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	-	1
CLO_2	3	3	3	1	1	-	-	-	-
CLO_3	3	3	2	2	2	2	1	2	1
Average	**3**	**3**	**2.3**	**1.25**	**1**	**.75**	**.25**	**.5**	**.5**

Mode of In-Semester Assessment: 18 Marks

D. **Sessional Test:** **Marks - 6**

B. Other Sessional Activities: **Marks - 6**

In-semester Assessment: **Marks - 12**

B. Sessional activity-

1. Internal Examination **6Marks**

2. Others (Any one) **6Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

Case, R.M. 1985. Variations in Human Physiology. Manchester University Press.

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Wildmaier, E.P., Raff, H, Strang, K.T. 2014. Vander's Human Physiology: The Mechanisms of Body. McGraw-Hill Education.

OR

Course Code : MN-2-ANT-301 (B)
Course Title : Indian Archaeology
Nature of the Course :Minor/DSE
Total Credit assigned: 2
Component of the course: Lecture: 15 Practical: 0 Tutorial: 15
Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives-

CO-1- Understand the cultural and technological evolution of early human societies through tool analysis.

1.1Identify and **differentiate** prehistoric tools from various periods.

CO-3- Explore and **analyse** the scientific methods used for climatic reconstruction.

CO-4- Examine the development and variation of human habitats and economies across different prehistoric cultures.

4.1Evaluate archaeological findings and interpret socio-economic patterns of the Indus Valley Civilization.

Course Content

Unit	Contents	M	L	P	T
I	**1.1** Understanding culture: **1.1.1** Technique of tool manufacturing and estimation of their relative efficiency **1.2** classification of tools: **1.2.1** Tools of Palaeolithic period **1.2.2** Tools of Mesolithic period **1.2.3** Tools of Neolithic period	10	06		05
II	**2.1**Methods of climatic reconstruction: **2.1.1** Palynology, **2.1.2** Palaeontology	10	04		02
III	**3.1** Character, distribution and interpretation of habitat and economy of: **3.1.1**Lower Palaeolithic **3.1.2** Middle Palaeolithic **3.1.3**Upper Palaeolithic **3.1.4**Mesolithic culture **3.1.5**Neolithic Culture in India. **3.1.6** Indus Valley Civilization	8	05		08
	Total	**28**	**15**		**15**

Course Learning Outcome-

CLO-1-Discuss the processes involved in tool manufacturing and their relative efficiency.

1.2Classify prehistoric tools based on typology and chronology.

1.2 Compare the technological advancements across the Palaeolithic, Mesolithic, and Neolithic periods.

CLO-2-Explain the scientific principles behind palynology and palaeontology.

2.1 Discuss the application of these methods to reconstruct prehistoric climatic conditions.

CLO-3-Differentiate between the various prehistoric cultural phases.

3.1 Examine the ecological and economic aspects of human settlements.

3.2 Assess the growth and complexity of the Indus Valley Civilization.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3	CO1, CO3			
Conceptual Knowledge	CO 1, CO2, CO3	CO1, CO2, CO3	CO1, CO2, CO3	CO1, CO3		
Procedural Knowledge	CO2, CO3	CO2, CO3		CO3		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	1	1	1	-	1	1
CLO_2	3	2	3	1	2	-	-	1	-
CLO_3	3	3	2	1	2	2	1	-	1
Average	**3**	**2**	**2.5**	**.75**	**1.25**	**.75**	**.25**	**.50**	**.50**

Mode of In-Semester Assessment: 18 Marks

E. **Sessional Test:** **Marks - 6**

B. Other Sessional Activities: **Marks - 6**

In-semester Assessment: **Marks - 12**

B. Sessional activity-

1. Internal Examination **6Marks**

2. Others (Any one) **6Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

Bhattacharya, D. K. 1996. An Outline of Indian Prehistory. Delhi: Palika Prakashan.

Sankalia, H. D. 1974. Prehistory and Protohistory of India and Pakistan. Poona: Deccan College.

Sankalia, H. D. 1982. Stone Tool Type and Technology. Delhi: B.R. Publication.

Course Code : MN-2-ANT-301 (C)

Course Title : Anthropology of Health

Nature of the Course :Minor/DSE

Total Credit assigned: 2

Component of the course: Lecture: 15 Practical: 0 Tutorial: 15

Distribution of Marks : End Semester: 28 In Semester: 12

COURSE OBJECTIVES-

CO-1- Understand the foundational concepts of health, illness, and disease from an anthropological perspective.

CO-2- Analyze morbidity and mortality patterns and their epidemiological implications.

2.1 Examine the epidemiology of major communicable and non-communicable diseases.

CO-3- Evaluate various health care systems and public health initiatives in national and global contexts.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Introduction and overview of the field of anthropology and health 1.1.1 Defining health, illness and disease in cross-cultural perspective 1.1.2 WHO's definition of health.	**8**	**05**		**05**
II	2.1 Morbidity, mortality and epidemiology: meaning, scope and methods, 2.2 Epidemiology of common communicable diseases: malaria, tuberculosis, leprosy, diabetes, 2.2. Cardiovascular disease 2.3 Sexually transmitted diseases (STDs), HIV/AIDS.	**10**	**04**		**05**
III	3.1 Variations in health care systems 3.1.1 Health promotion 3.1.2 Health care delivery programmes 3.1.3 Family welfare programmes 3.1.4 Child health 3.1.5 Nutrition programmes 3.1.6 reproductive health awareness, 3.1.7 Important issues in global health.	**10**	**06**		**05**
	Total	**28**	**15**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

COURSE LEARNING OUTCOME-

CLO-1- Define key concepts of health, illness, and disease across different cultures.

1.1 **Explain** the anthropological relevance of health and wellness.

1.2 **Interpret** the WHO's definition of health within cultural and social frameworks.

1.3 **Compare** cultural perceptions of illness and healing practices.

CLO-2- Describe the meaning and scope of epidemiology in public health.

2.1Identify epidemiological methods used to study diseases.

2.2Analyse the distribution and impact of communicable and non-communicable diseases.

2.3Assess public health challenges associated with STDs and HIV/AIDS.

CLO-3-Compare health care systems and their effectiveness.

3.1Evaluate the role of health promotion and delivery programmes.

3.2Discuss the objectives and outcomes of child health and nutrition initiatives.

3.3Examine reproductive health awareness and its social implications.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3				
Conceptual Knowledge	CO 1, CO2, CO3	CO1, CO2, CO3	CO3	CO3		
Procedural Knowledge	CO2, CO3	CO2, CO3		CO3		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9

CLO_1	3	3	2	1	1	1	-	1	1
CLO_2	3	2	2	1	2	-	-	1	-
CLO_3	3	3	2	1	1	2	1	-	1
Average	**3**	**2**	**1.5**	**.75**	**1**	**.75**	**.25**	**.50**	**.50**

Mode of In-Semester Assessment: 18 Marks

F. **Sessional Test:** **Marks - 6**

B. Other Sessional Activities: **Marks - 6**

In-semester Assessment: **Marks - 12**

B. Sessional activity-

1. Internal Examination **6Marks**

2. Others (Any one) **6Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

Albrecht, Gary L., Ray Fitzparick, and Susan C. Scrimshaw (eds.). 2000. The Handbook of Social Studies in Health and Medicine. SAGE Publications.

Bannerman, Robert, J. Burton, and Ch'en Wen-Chieh (eds.). 1983. Traditional Medicine and Health Care Coverage. Geneva: World Health Organization.

Basch, Paul F. 1999. Textbook of International Health. New York: Oxford University Press.

Chen, Lincoln C., Arthur Kleinman, and Norma C. Ware. 1994. Health and Social Change in International Perspective. Harvard University Press.

Chin, James, M.D., M.P.H. (ed.) 2000. Control of Communicable Diseases Manual. 17th Edition. American Public Health Association.

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Helman, Cecil G. 2001. Culture, Health, and Illness. 4th ed. London: Arnold.

Inhorn, Marcia C. and Peter J. Brown. 1997. The Anthropology of Infectious Disease: International Health Perspectives. Gordon and Breach Publishers.

Khanna, Rajesh and A.K. Kapoor. 2007. Ethnic Groups and Health Dimensions. New Delhi: Discovery Publishing House.

Koop, C. Everett, Clarence E. Pearson, and M. Roy Schwartz (eds.). 2001. Critical Issues in Global Health. San Francisco: Jossey-Bass.

Mann, Jonathon M., et al. (eds.). 1999. Health and Human Rights. New York: Routledge.

Mayer, Kenneth H. and H.F. Pizer (eds.). 2000. The Emergence of AIDS. The Impact on Immunology, Microbiology, and Public Health.

Washington, D.C.: American Public Health Association. Nichter, Mark and Mimi Nichter. 1996. Anthropology and International Health: Asian Case Studies.

Gordon and Breach Publishers. Paul, Benjamin D. (ed.). 1955. Health, Culture, and Community: Case Studies of Public Reactions to Health Programmes.

Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.). 1997. Reproductive Health in Developing Countries. Washington, D.C.: National Academy Press

Course Code : MDC-3-ANT-301
Course Title : Anthropology of Tribal Development
Nature of the Course : MDC/IDC-3
Total credit assigned: 3
Component of the course: Lecture: 15 Practical: 15 Tutorial: 15
Distribution of Credits Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives-

CO-1-Understand the concepts, classifications, and geographical distribution of tribes in India.

CO-2- Analyse the economic life and subsistence patterns among tribal communities.

CO-3- Evaluate the social, economic, and political challenges faced by tribes in contemporary India.

3.1 Interpret the constitutional provisions and safeguards meant for the welfare of Scheduled Tribes.

Course Content

Unit	Contents	M	L	P	T
I	1.1 Concepts of tribe, 1.2 Typologies and Distribution of tribes in India	**8**	**04**		**03**
II	2.1Economic aspects of the tribes: hunting & gathering 2.2 Shifting cultivation, 2.3 Pastoralism 2.4 Trade 2.5 Settled agriculture	**10**	**05**		**06**
III	3.1 Problems of tribes 3.1.1 Land alienation, 3.1.2 Displacement and 3.1.3 Rehabilitation 3.2 Constitutional safeguards of Scheduled Tribes	**10**	**06**		**06**
	Total	**28**	**15**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Objectives-

CLO1- Define the term "tribe" and its relevance in anthropological discourse.

1.1 **Describe** different typologies of Indian tribes.

1.2 **Identify** the geographical distribution of major tribal communities in India.

1.3 **Illustrate** the diversity among tribes using examples from various regions.

CLO2- Explain the various subsistence strategies of tribal communities.

2.1 **Compare** traditional and modern tribal economic practices.

2.2 **Analyse** the impact of ecological and social changes on tribal economies.

2.3 **Assess** the sustainability of different tribal economic systems.

CLO-3- Identify major socio-economic problems faced by tribal communities.

3.1 Discuss the causes and consequences of land alienation and displacement.

3.2Evaluate rehabilitation efforts and government interventions.

3.3Interpret the constitutional and legal provisions for the protection of Scheduled Tribes.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3	CO2	CO2, CO3		
Conceptual Knowledge	CO 1, CO2, CO3	CO1, CO2, CO3	CO3	CO3		
Procedural Knowledge		CO2, CO3				
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	3	2	1	1	-	1	1
CLO_2	3	3	2	2	2	-	-	-	1
CLO_3	3	3	2	1	1	2	-	1	-
Average	**3**	**3**	**1.75**	**1.25**	**1.33**	**1**	**-**	**.66**	**.66**

PRACTICAL

Course Code : MDC-P1-ANT-301

Course Title : Anthropology of Tribal Development

Nature of the Course : MDC/IDC-2

Total credit assigned: 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives:

CO-1.The students will **Understand** about how to prepare a term paper on any aspect of a tribe.

1.1 Apply anthropological research methods to investigate historical, economic, political, or religious aspects of tribal communities in India.

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1 The students shall write two term papers on historical, economic, political or religious aspect of any two tribes of India.	20		**15**	
	Total	20		**15**	

Course Objectives:

CLO-1- S**elect** appropriate tribal communities and relevant aspects for research.

1.1Investigate the chosen topics using academic sources and field data (if applicable).

1.2Organize the information coherently in a written format.

1.3Demonstrate academic writing skills and citation practices.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1	CO1				
Conceptual Knowledge	CO 1	CO1				
Procedural Knowledge	CO1	CO1				
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	1	2	1	1	-	1	-
Average	**3**	**3**	**1**	**2**	**1**	**1**	**-**	**1**	**-**

Mode of In-Semester Assessment: 18 Marks

G. **Sessional Test:** **Marks - 6**

B. Other Sessional Activities: **Marks - 6**

In-semester Assessment: **Marks - 12**

B. Sessional activity-

1. Internal Examination **6Marks**

2. Others (Any one) **6Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

Ao, S. 1967. Report of the Study Team on Tribal Development Programme. New Delhi: Govt. of India.

Chaudhuri, B. (ed). 1990. Tribal Transformation in India. New Delhi: Inter-India. Danda, A.K. 1990. Tribal Economy in India. New Delhi: Inter-India.

Dhebar, U.N. 1961. Report of the Scheduled Tribe Commission. New Delhi: Govt. of India.

Elwin, V. 1960. Report of the Committee on Special and Multipurpose Tribal Blocks. New Delhi: Govt. of India.

Mishra, S.N. 1998. Ownership and Control of Resources among Indian Tribes. New Delhi: Inter-India.

Nair, M.K.S. 1986. Tribal Economy in Transition. New Delhi: Inter-India.

Roy Burman, B.K. 1994. Tribes in Perspective. New Delhi: Mittal Publications.

Singh, K.S. ed. 1969. Tribal Situation in India. Shimla: Indian Institute of Advance Study.

Subba, T.B. (ed.) 2012. North-East India: A Handbook of Anthropology. New Delhi: Orient Blackswan.

Course Code :SEC-3-ANT-301

Course Title :Tourism Anthropology: Tourism in North-East India

Nature of the Course : SEC-3

Total credit assigned : 3 (2+1)

Component of the course: Lecture: 15 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 28 In Semester:12

Course Objectives-

CO1: Understand the concept, scope, and significance of tourism in the North Eastern region of India.

1.1 Explain the geographical, cultural, and ecological diversity of North East India and its tourism potential.

1.2 Identify and evaluate the major tourism resources, tourist destinations, and tourism policies of the North Eastern states.

CO2: Examine different forms of tourism in Assam, including river tourism, tea tourism, festival tourism, and wildlife tourism.

2.1 Explain the opportunities and challenges of tourism infrastructure and sustainable tourism development in North East India and Assam.

Unit	Contents	M	L	P	T
I	1.1 Concept, scope and significance of tourism in NE India: 1.1.1 Geographical and cultural diversity of North East India. 1.2 Tourism resources of the North Eastern Region. 1.3Tourism policies and initiatives in North East India. 1.4Major Tourist Destinations: Shillong, Cherrapunji (Sohra) ,Tawang, Gangtok, Darjeeling, Ziro Valley.	14	8		7
II	2.1 Tourism in Assam: 2.1.1Natural and cultural heritage of Assam. 2.1.2 River tourism and tea tourism. 2.1.3Festivals and fairs as tourism resources. 2.2 Major Tourist Sites of Assam**:** Kaziranga National Park, Manas National Park, Majuli, Kamakhya Temple, Charaideo, Joy Daul, Siva Daul.	14	7		8
	Total	28	15		15

Course Learning Outcome-

CLO 1.1: Explain the concept, scope, and significance of tourism in the context of North East India.

1.2: Describe the geographical diversity and cultural uniqueness of the North Eastern region.

1.3: Identify the major tourism resources of North East India, including natural, cultural, and heritage attractions.

1.4: Analyze the contribution of tourism to regional development and economic growth.

1.5: Discuss the tourism policies and initiatives undertaken for the development of tourism in North East India.

CLO 2.1: Describe the natural and cultural heritage resources of Assam.

2.2: Explain the concepts and significance of river tourism and tea tourism in Assam.

2.3: Analyze the role of festivals and fairs in promoting tourism and cultural identity.

2.4: Assess the existing tourism infrastructure and challenges affecting tourism development in Assam.

2.5: Explain the ecological, cultural, and economic importance of major tourist destinations of Assam.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CLO1.1, CLO1.2, CLO1.3, CLO1.5, CLO2.1, CLO2.2	CLO2.5				
Conceptual Knowledge	CLO1.1, CLO1.3	CLO1.2, CLO1.5	CLO1.4	CLO2.3, CLO2.4		
Procedural Knowledge		CLO2.2	CLO1.4, CLO2.5			
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1.1	3	3	1	1	1	2	-	1	-
CLO1.2	3	3	2	1	2	2	-	2	1
Average	3.00	3.00	1.50	1.00	1.50	2.00	0.00	1.50	0.50

Scale:
3 = High Correlation
2 = Moderate Correlation
1 = Low Correlation
– = No Significant Correlation

Practical

Course Code :SEC-P1-ANT-301

Course Title :Tourism Anthropology: Tourism in North-East India

Nature of the Course : SEC-3

Total credit assigned : 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1: Tourism map work 1.1.1: Identification and marking of important tourist destinations of North East India and Assam on maps. 1.2: Visit any of the nearby tourist destination, heritage site, museum, eco-tourism site or religious centre and Prepare a field report.		**15**	**20**	**0**
			15	**20**	**0**

Crick, M. 1994. Anthropology and the Study of Tourism: Theoretical and Personal Reflections. In Crick, M. (ed.). *Resplendent Sites, Discordant Voices: Sri Lankans and International Tourism*. Chur: Harwood Publishers.

Dann, G. 2002. *The Tourist as a Metaphor of the Social World*. Wallingford: CAB International.

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Gmelch, S.B. 2004. *Tourists and Tourism: A Reader*. Long Grove: Waveland.

Graburn, N.H.H. 1977. Tourism: The Sacred Journey. Hosts and Guests: *The Anthropology of Tourism.*

IV SEMESTER

Course	Course Title	Course Code	Credit	Practical Marks	End Sem Marks	Internal Assessment
Anthropology	Theories of Culture and Society	MJ-ANT-T4- 401	4	20	42	18
	Human Growth and Development	MJ-ANT-T4-402	4	20	42	18
	Research Methods	MJ-ANT-T4- 403	4	20	42	18
	Human Genetics	DSE-ANT-T4- 401 A	4	20	42	18
	Sports and Nutritional Anthropology	DSE-ANT-T4-401 B	4	20	42	18

Course Code : MAJ- T4 ANT-401

Course Title : Theories of Culture and Society

Nature of the Course : Major

Total Credit assigned: 4

Component of the course: : Lecture: 30 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives-

CO1-Understand the development of anthropological thought in the context of evolutionary theory and colonialism.

1.1 Differentiate between the theories of anthropological thought.

CO2-Understand the shift from general to particularist approaches in anthropology.

2.1 E**valuate** the contributions of neo-evolutionary thinkers.

CO3- Explore the development of Functionalism and Structural-functionalism.

3.1Interpret their roles in understanding society and culture.

CO4- Examine the rise of interpretive and symbolic approaches in anthropology.

4.1analyse their theoretical significance.

Course Content

Unit	Contents	M	L	P	T
I	1.1 Evolutionary theory and colonialism 1.2 Changing perspectives on – 1.2.1 Evolutionism, 1.2.2 Diffusionism and 1.2.3 Culture area theories	**12**	**12**		**05**
II	2.1 Historical Particularism 2.2 Neo-evolutionism	**10**	**06**		**03**
III	3.1 Functionalism 3.2 Structural-functionalism	**10**	**07**		**03**
IV	3.1 Structuralism, 3.2 Symbolic interactionism 3.3 interpretative anthropology	**10**	**05**		**04**
	Total	**42**	**43**		**15**

Course Learning Outcome-

CLO-1- Examinethe development of anthropological thought in the context of evolutionary theory and colonialism.

1.1Compare between major early schools such as Evolutionism, Diffusionism, and Culture Area Theories.

CLO-2-Explain the core principles of Historical Particularism.

2.1 Assess the theoretical framework of Neo-evolutionism.

CLO-3- Differentiate between Functionalism and Structural-functionalism.

3.1Apply their concepts to analyse social institutions.

CLO4- Interpret key concepts of Structuralism.

4.1Elucidatethe concept of Symbolic anthropology.

4.2Explain the role of meaning in Interpretative Anthropology.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4			
Conceptual Knowledge	CO 1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4	CO3, CO4		
Procedural Knowledge	CO3, CO4	CO3, CO4		CO3, CO4		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
CLO_2	3	2	3	1	2	-	-	1	-
CLO_3	3	3	2	1	2	2	1	-	1
CLO_4	3	2	2	2	1	-	1	1	-
Average	**3**	**2.5**	**2.25**	**1.50**	**1.50**	**1.50**	**.50**	**.75**	**.50**

PRACTICAL

Course Code : MAJ- P1- ANT-401

Course Title : Theories of Culture and Society

Nature of the Course : Major

Total Credit assigned: 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives-

CO1- Identify a contemporary social issue and **formulate** relevant research questions grounded in theoretical perspectives.

1.1 Recognize and **define** key variables and hypotheses in social research.

1.2 Apply appropriate methods for hypothesis testing in practical research settings.

1.3 Determine the universe and unit of study and **justify** their selection.

1.4 Select suitable research techniques and methods aligned with theoretical frameworks.

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Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1 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. 1.1.1Identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived. 1.1.2 Identify variables of a study. 1.1.3 Formulate a hypothesis. 1.1.4 Test of hypothesis. 1.1.5 Identify the universe and unit of study with justifications. 1.1.6 Choose an appropriate research technique and method in the context of theoretical framework.	**20**		**15**	
	Total	20		**15**	

Course Learning Outcome-

CLO1- Formulate research questions based on a contemporary issue and link them to appropriate theoretical perspectives.

1.1Identify and **define** variables and **construct** testable hypotheses.

1.2 Apply basic statistical or analytical methods to **test** hypotheses effectively.

1.3 Justify the choice of the universe and unit of study in a research context.

1.4 **Select** and **implement** appropriate research techniques and methods consistent with the study's theoretical framework.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1	CO1				
Conceptual Knowledge	CO 1	CO1	CO1	CO1		
Procedural Knowledge	CO1	CO1		CO1		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	1	2	1	1	-	1	-
Average	**3**	**3**	**1**	**2**	**1**	**1**	**-**	**1**	**-**

A. Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 08**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **12Marks**

2. Others (Any one) **08Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

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.

Moore, M. and Sanders T. 2006. Anthropology in Theory: Issues in Epistemology, Malden, MA: Blackwell Publishing.

Course Code : MAJ- T4 -ANT-402

Course Title : Human Growth and Development

Nature of the Course : Major

Total Credit assigned: 4

Component of the course: : Lecture: 30 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives-

CO1- Understand the concept and indicators of human growth and development.

CO2- Explain the pre and postnatal growth.

2.1- Analyse the sex differences in the growth curve.

CO3- Understand bio-cultural factors that influence growth.

3.1- Interpret the methods and techniques for studying growth.

CO4- Understand nutritional epidemiology.

4.1-Analyse the Impact of malnutrition (over and under) with special reference to obesity

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Concept of human growth and development 1.2 Differentiation and maturation 1.3 Significance/applicability of growth studies.	**8**	**07**		**04**
II	2.1 Prenatal (conception till birth) and postnatal (birth till senescence) period of growth 2.2 Pattern of normal growth curves 2.3 Variation from normal growth (canalization, catch-up growth and catch-down growth) 2.4 Sex differences in growth curves.	**12**	**06**		**04**
III	3.1Bio-cultural factors (genetic, social, and ecological factors) 3.2 Influencing patterns of growth and development 3.3 Methods and techniques for studying growth.	**10**	**07**		**03**
IV	4.1 Nutritional epidemiology 4.1.1 Concept of balanced diet 4.1.2 Impact of malnutrition (over and under) with special reference to obesity 4.1.3Kwashiorkor and Marasmus 4.1.4 Assessment of nutritional status.	**12**	**10**		**04**
	Total	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcome-

CLO1- 1.1:Identify the key concepts and indicators of human growth and development.

1.2:Differentiate between various stages and patterns of growth.

CLO2- 2.1 Describe the characteristics of pre and postnatal growth.

2.2:Analyse the sex differences in the growth curve.

CLO3- 3.1 Examine the role of bio-cultural factors in influencing human growth.

3.2:Interpret the methods and techniques used for studying growth.

CLO4-4.1 Illustrate the principles of nutritional epidemiology.

4.2:Analyse the impact of malnutrition (over and under) with special reference to obesity.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4			
Conceptual Knowledge	CO 1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO2, CO3, CO4	CO2, CO3, CO4		
Procedural Knowledge	CO3, CO4	CO3, CO4		CO2, CO3, CO4		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
CLO_2	3	2	3	1	2	2	-	1	-
CLO_3	3	3	2	1	2	2	1	-	1
CLO_4	3	2	2	2	1	1	1	1	-
Average	**3**	**2.5**	**2.25**	**1.50**	**1.50**	**1.50**	**.50**	**.75**	**.50**

PRACTICAL

Course Code : MAJ- P1 -ANT-402

Course Title : Human Growth and Development

Nature of the Course : Major

Total Credit assigned: 1

Component of the course: : Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives-

CO1-Understand about how to assess growth, obesity and nutritional status.

1.1 Apply practical methods to assess human growth, obesity, and nutritional status using anthropometric and dietary tools.

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1 Growth status: 1.1.1 Somatometry (stature, body weight, mid upper arm circumference etc) 1.1.2 Assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age. 1.2 Obesity assessment 1.2.1 General (BMI, body fat %, Conicity index, body adiposity indices) 1.2.2 Regional adiposity indices (WC, WHR). 1.3 Nutritional assessment through dietary pattern and Anthropometric indices.	**20**		**15**	
	Total	**20**		**15**	

Course Learning Objectives-

CLO1-1.1 **Measure** growth status using somatometric techniques such as stature, body weight, and mid-upper arm circumference.

1.2 **Calculate** chronological age, percentiles, z-scores, height-for-age, weight-for-age, and BMI-for-age to assess growth status.

1.3 **Evaluate** general obesity using BMI, body fat percentage, conicity index, and body adiposity indices.

1.4 **Analyse** nutritional status through dietary patterns and anthropometric indices.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1	CO1				
Conceptual Knowledge	CO 1	CO1	CO1	CO1	CO1	
Procedural Knowledge	CO1	CO1		CO1	CO1	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	1	2	1	1	-	1	1
Average	**3**	**3**	**1**	**2**	**1**	**1**	**-**	**1**	**1**

A. Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 08**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **12Marks**

2. Others (Any one) **08Marks**

- Group Discussion

● Seminar Presentation on any of the relevant topics.

● Assignment on any of the relevant topics.

References

Bogin, B. 1999. Patterns of human growth. Cambridge University Press.

Cameron, N. and Bogin, B. 2012. Human Growth and Development. Second Edition. Academic Press.

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Harrison, G.A. and Howard, M. 1998. Human Adaptation. Oxford University Press.

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McArdle, W.D., Katch, F.I., Katch, V.L. 2001. Exercise Physiology: Energy, Nutrition, and Human Performance.

Sinha, R. and Kapoor, S. 2009. Obesity: A multidimensional approach to contemporary global issue. Delhi: Dhanraj Publishers.

Course Code : MAJ- 4 -ANT-403
Course Title : Research Methods

Nature of the Course : Major
Total Credit assigned: 4
Component of the course: : Lecture: 30 Practical: 15 Tutorial: 15
Distribution of Marks :End Semester: 42 In Semester: 18

Course Objectives-

CO1- Understand about the fieldwork traditions in Anthropology.

CO2- Learn to Formulate the research problems.

CO3- Interpret the methods and techniques of data collection.

CO4-Analyse various methods for creating a research project.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Definition and distinction between technique, method and methodology 1.2 Review of literature, 1.3 Formulation of research problem.	**10**	**10**		**03**
II	2.1 Field work tradition in Anthropology 2.1.1ethnographic approach 2.1.2 Contribution of Malinowski, Boas.	**10**	**07**		**02**
III	3.1Tools and techniques of data collection 3.1.1 Survey, 3.1.2 Questionnaire 3.1.3 Interview schedule 3.1.4 Observation, 3.1.5 Interview 3.1.6 Case study	**12**	**07**		**06**
IV	4.1 Writing up: 4.1.1 Preface, 4.1.2 Chapterization, 4.1.3 Bibliography and references 4.1.4 Glossary 4.1.5 Appendix.	**10**	**06**		**04**
	Total	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes-

CLO1- Understand about the fieldwork traditions in Anthropology.

CLO2- Learn to Formulate the research problems.

CLO3- Interpret the methods and techniques of data collection.

CLO4- Analyse various methods for creating a research project

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4			
Conceptual Knowledge	CO 1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO2, CO3, CO4	CO2, CO3, CO4		
Procedural Knowledge	CO3, CO4	CO3, CO4		CO2, CO3, CO4		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
CLO_2	3	2	3	1	2	2	-	1	-
CLO_3	3	3	2	1	2	2	1	-	1
CLO_4	3	2	2	2	1	1	1	1	-
Average	**3**	**2.5**	**2.25**	**1.50**	**1.50**	**1.50**	**.50**	**.75**	**.50**

PRACTICAL

Course Code : MAJ- P1 -ANT-403

Course Title : Research Methods

Nature of the Course : Major

Total Credit assigned: 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

CO1- Understand different methods of data collection.

1.1 Apply different methods for collecting the data**.**

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1 Construction of tables and charts and their interpretation. 1.2 Observation: Direct, Indirect, Participant, Non-participant, Controlled 1.3 Questionnaire and Schedule, Interview 1.3.1 Unstructured, Structured 1.3.2 Key informant interview, 1.3.3 Focussed Group Discussion. 1.4 Case study 1.5 Life history.	20		**15**	
	Total	20		**15**	

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1	CO1				
Conceptual Knowledge	CO 1	CO1	CO1	CO1		
Procedural Knowledge	CO1	CO1		CO1		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	1	2	1	1	-	1	1
Average	**3**	**3**	**1**	**2**	**1**	**1**	**-**	**1**	**1**

A. Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 08**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **12Marks**

2. Others (Any one) **08Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

Bernard, H.R. 2006. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications.

Bernard, R. 2011. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press.

Emerson, R.M., Fretz, R.I. and Shaw, L. 1995. Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.

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Madrigal, L. 2012. Statistics for Anthropology. Cambridge: Cambridge University Press.

Michael, A. 1996. The Professional Stranger. Emerald Publishing.

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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.

MINOR/DSE

Course Code : DSE- 4 -ANT-401
Course Title : Human Genetics
Nature of the Course : DSE
Total Credit assigned : 4
Component of the course: Lecture: 30 Practical: 15 Tutorial: 15
Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives-

CO1- Understand about human genes, their structure, replication and function.

CO2-Interpret the expression of genetic information.

CO3- Analyse the methods of studying human genes.

CO4- Make an assessment of genetic diversity and human evolution.

Unit	Contents	M	L	P	T
I	1.1 Structure, function and inheritance of the human genome 1.1.1 gene, DNA structure and replication, DNA repair and recombination, gene expression, coding and non-coding region	**10**	**07**		**04**
II	2.1 Expression of genetic information: from transcription to translation 2.2 Relationship between genes and protein 2.3 Transcriptions 2.3.1Transcription and RNA processing 2.3.2 Encoding genetic information 2.3.3 Decoding the codons 2.3.4 The role of transfer RNAs.	**10**	**07**		**05**
III	2.4Methods of genetic study in humans 2. 4.1 Pedigree analysis and expressivity 2.4.2 Chromosomal basis of genetic disorders (Karyotypes and identification of chromosome Variation 2.4.3 Nucleic acid hybridization assays 2.4.4 Cytogenetic mapping).	**12**	**08**		**03**
IV	4.1 Genomic diversity & human evolution 4.1.1 Peopling of the Indian subcontinent 4.1.2 Evidence from mtDNA and Y-chromosome 4.1.3 Evolutionary genetics 4.1.4 Molecular evolution 4.1.5 DNA sequence variation 4.1.6 Human origins.	**10**	**8**		**03**
	Total	**42**	**30**		**15**

Course Learning Outcome-

CLO1- Understand about human genes, their structure, replication and function.

CLO2- Interpret the expression of genetic information.

CLO3- Analyse the methods of studying human genes.

CLO4- Make an assessment of genetic diversity and human evolution

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4			
Conceptual Knowledge	CO 1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO2, CO3, CO4	CO2, CO3, CO4		
Procedural Knowledge	CO3, CO4	CO3, CO4		CO2, CO3, CO4		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
CLO_2	3	2	3	1	2	2	-	1	-
CLO_3	3	3	2	1	2	2	1	-	1
CLO_4	3	2	2	2	1	1	1	1	-
Average	**3**	**2.5**	**2.25**	**1.50**	**1.50**	**1.50**	**.50**	**.75**	**.50**

PRACTICAL

Course Code : DSE- P1-ANT-401

Course Title : Human Genetics

Nature of the Course : DSE

Total Credit assigned: 1

Component of the course: : Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objective-

CO1-Understand the method of DNA extraction, quantification, gel documentation, etc.

1.1 Apply this method for the extraction of DNA from white blood.

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1Blood Collection, transportation and storage in field 1.2. DNA Extraction from whole blood 1.3. DNA Quantification, Aliquoting and sample preparation 1.4. PCR and electrophoresis 1.5. Gel Documentation	20		**15**	
	Total	20		**15**	

Note: If a college or university does not have facilities for conducting the above practicals it may allow students to prepare a project report, based on secondary literature, on any one of the practical topics.

Course Learning Outcome-

CLO1-Understand the method of DNA extraction, quantification, gel documentation, etc.

1.1 Apply this method for the extraction of DNA from white blood.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1	CO1				
Conceptual Knowledge	CO 1	CO1	CO1	CO1		
Procedural Knowledge	CO1	CO1		CO1		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	1	2	2	2	-	1	1
Average	**3**	**3**	**1**	**2**	**2**	**2**	**-**	**1**	**1**

A. Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 08**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **12Marks**

2. Others (Any one) **08Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

Avalli-sforza, L.L, Menozzi, P., Piazza, A. 1994. History and Geography of Human Genes. Princeton University.

Cummings, M.R. 2011. Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning.

Giblett, E.R. 1969. Genetic Markers in Human Blood. Oxford: Blackwell Scientific.

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Lewis, R. 2009. Human Genetics: Concepts and Application. McGraw Hill Company, Inc.

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Snustad, D.P. and Simmons, M.J. 2006. Principles of Genetics, Fourth Edition, John Wiley & Sons.

Strachan, T. and Read, A.P. 2004. Human Molecular Genetics. Garland Science.

Vogel, F. and Motulsky A.G. 1996. Human Genetics. Springer, 3rd revised edition

OR

Course Code : DSE- 4 -ANT-401
Course Title : Sports and Nutritional Anthropology
Nature of the Course : DSE
Total Credit assigned : 4
Component of the course: Lecture: 30 Practical: 15 Tutorial: 15
Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives-

CO1- Understand about the anthropology of sports and physical conditioning of sports persons.

CO2-Interpret the environmental effects on physical performances.

CO3-Explain body composition and the athletes.

CO4- Interpret cultural constructions and physiologic implications of food across time, space and society

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Anthropology of sports 1.1.1 Physical fitness, 1.1.2Component of physical fitness	**10**	**05**		**03**
II	2.1Physical conditioning 2.2 Training-techniques and physiological effects 2.3 Environmental effects on physical performance 2.3.1 Effect of heat stress 2.3.2 Cold stress 2.3.3 High altitude on physiological response and 2.3.4 Performance.	**15**	**10**		**06**
III	3.1 Body composition and athletes 3.2 Sports selection and monitoring	**08**	**05**		**02**
IV	4.1 Human biological variability 4.2 Health and nutrition 4.3 Doping and performance 4.4 Cultural constructions and physiologic implications of food across time, space and society 4.5 Integrated bio-behavioural perspective towards food preference	**09**	**10**		**04**
	Total	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcome-

CLO1- Understand about the anthropology of sports and physical conditioning of sports persons.

CLO2- Interpret the environmental effects on physical performances.

CLO3- Explain body composition and the athletes.

CLO4- Interpret cultural constructions and physiologic implications of food across time, space and society

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4			
Conceptual Knowledge	CO 1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO2, CO3, CO4	CO2, CO3, CO4		
Procedural Knowledge	CO3, CO4	CO3, CO4		CO2, CO3, CO4		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
CLO_2	3	2	3	1	2	2	-	1	-
CLO_3	3	3	2	1	2	2	1	-	1
CLO_4	3	2	2	2	1	1	1	1	-
Average	**3**	**2.5**	**2.25**	**1.50**	**1.50**	**1.50**	**.50**	**.75**	**.50**

Course Code : DSE- P1 -ANT-401

Course Title : Sports and Nutritional Anthropology

Nature of the Course : DSE

Total Credit assigned : 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objective-

CO1-Assessment of daily nutrient intake.

1.1 Demonstrate cultural perspective for preference of specific food of a population

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1. Assessment of daily nutrient intake 1.2. Evaluate association of nutritional status and physical performance 1.3. Demonstrate cultural perspective for preference of specific food of a population	20		**15**	
	Total	20		**15**	

Course Objective-

CO1-Understandabout how to assess nutrient intake and how it is related to physical performance.

1.1**Assessment** of daily nutrient intake.

1.2**Demonstrate** cultural perspective for preference of specific food of a population

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1	CO1				
Conceptual Knowledge	CO 1	CO1	CO1	CO1		
Procedural Knowledge	CO1	CO1		CO1		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	1	2	2	-	1	1
Average	**3**	**3**	**2**	**1**	**2**	**2**	**-**	**1**	**1**

A. Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 08**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **12Marks**

2. Others (Any one) **08Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

Brughart, R. 1990. The Cultural Context of Diet, Disease and the Body. In Diet and Disease in Traditional and Developing Societies.

G.A. Harrison and J.C. Harrison. Quandt, S.A. 1987. Methods for Determining Dietary Intake. In Nutritional Anthropology. F.E. Johnston ed., 67-84.

NY. Rozin, P. 1987. Psychobiological Perspectives on Food Preferences. In Food and Evolution: Toward a Theory of Food Habits. M. Harris and E.B. Ross (eds.). Temple University Press, Philadelphia, pp. 181-205.

Stinson, S. 1992. Nutritional Adaptation. Annual Review of Anthropology, 21:143-170.

Ulijasek, S.J. and Strickland, S.S. 1993. Introduction. In Nutritional Anthropology: Prospects and Perspectives, pp. 1-5. Smith Gordon.

MN-ANT-T4-401: Sports and Nutritional Anthropology

Theory (Credit-2)

Unit I: Anthropology of sports: physical fitness, component of physical fitness.

Unit II: Physical conditioning, training-techniques and physiological effects; environmental effects on physical performance: effect of heat stress, cold stress and high altitude on physiological response and performance.

Unit III: Body composition and athletes, sports selection and monitoring.

Practical (Credit-2)

1. Evaluate association of nutritional status and physical performance

2. Demonstrate cultural perspective for preference of specific food of a population

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the anthropology of sports and physical conditioning of sports persons.

2. They will learn about body composition and sports selection.

3. They will also learn about human biological variability and its relationship with food.

4. From the practical component they will learn about how to assess nutrient intake and how it is related to physical performance.

References

Brughart, R. 1990. The Cultural Context of Diet, Disease and the Body. In Diet and Disease in Traditional and Developing Societies.

G.A. Harrison and J.C. Harrison. Quandt, S.A. 1987. Methods for Determining Dietary Intake. In Nutritional Anthropology. F.E. Johnston ed., 67-84.

NY. Rozin, P. 1987. Psychobiological Perspectives on Food Preferences. In Food and Evolution: Toward a Theory of Food Habits. M. Harris and E.B. Ross (eds.). Temple University Press, Philadelphia, pp. 181-205.

Stinson, S. 1992. Nutritional Adaptation. Annual Review of Anthropology, 21:143-170.

Ulijasek, S.J. and Strickland, S.S. 1993. Introduction. In Nutritional Anthropology: Prospects and Perspectives, pp. 1-5. Smith Gordon.

SEMESTER V

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment	Practical Marks

Core-VIII-(5 Credit**)**	Introduction to Archaeological Anthropology	MAJ-5-ANT-501	5	100	56	24	20
Core-IX	Anthropology of India	MAJ-4-ANT-502	4	80	42	18	20
Core -X	Palaeolithic Culture in India	MAJ-4-ANT-503	4	80	42	18	20
DSE-VI(A) Or DSE-VI(B)	Forensic Dermatoglyphic OR Visual Anthropology	MIN-3-ANT-501	3	60	28	12	20
	Internship		4	80	80		
Total			**20**	**400**	**248**	**72**	**80**

DSC-VIII

Course Code : MAJ-5-ANT-501

Course Title : Fundamentals of Human Genetics

Nature of the Course : DSC

Total Credit assigned : 5 (4+1)

Component of the course: Lecture: 45 Practical: 15 Tutorial: 15

Distribution of Marks : Marks: 80 End Semester: 56 In Semester: 24

Course Objectives-

CO1- Understand the fundamental principles and historical development of genetics.

CO2- Explain patterns of Mendelian and non-Mendelian inheritance in humans.

CO3- Analyse factors influencing gene frequency and evolutionary genetics.

CO4- Evaluate population structure and apply genetic principles in real-world contexts like forensics and disease studies.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Essentials of Genetics 1.1.1 Landmarks in the history of genetics 1.1.2 Principles in human genetics 1.1.3 Single locus (Mendelian) versus multilocus (quantitative/complex) inheritance 1.1.4 Chromosome theory of inheritance (segregation and independent assortment).	**10**	**8**		**4**
II	2.1 Mendelian inheritance (single factor and multifactorial inheritance, polygenic inheritance), 2.2 Non-Mendelian inheritance (multiple allelism, co-dominance, sex-linked, epistasis, penetrance and expressivity, Cytoplasmic inheritance).	**10**	**8**		**5**
III	3.1 Mechanism for dynamics in gene frequency 3.1.1 Mutation, 3.1.2 Selection (pattern and mechanism) 3.1.3 Genetic drift (bottle neck and founder effect) 3.1.4Gene flow/migration 3.1.5 Inbreeding (inbreeding co-efficient and its genetic	**12**	**8**		**4**

	consequences).				
IV	4.1 Population structure and admixture in human populations 4.1.1 Random & non-random mating (positive and negative assortative mating) 4.1.2Heritability 4.1.3 Linkage disequilibrium 4.1.4 Genetic markers utility of genetic markers in forensic population 4.1.5 Disease association studies.	**10**	**9**		**2**
	Total	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes-

CLO1- 1.1: **Describe** the key landmarks in the history of genetics.

1.2: **Explain** the principles of human genetics.

1.3: **Differentiate** between Mendelian and complex modes of inheritance.

1.4: **Interpret** the chromosome theory of inheritance, including **s**egregation and independent assortment**.**

CLO2- 2.1: **Apply** Mendel's laws to single and multifactorial inheritance cases.

2.2: **Illustrate** examples of polygenic inheritance.

2.3: **Analyse** non-Mendelian inheritance patterns like co-dominance, sex-linkage, epistasis, and cytoplasmic inheritance.

2.4: **Discuss** genetic terms like penetrance and expressivity with examples.

CLO3- 3.1: Define mutation and its role in gene frequency.

3.2: **Explain** different types of natural selection and their outcomes.

3.3: **Differentiate** between genetic drift effects such as the bottleneck and founder effect.

3.4: **Discuss** gene flow and migration in population genetics.

3.5: **Calculate** inbreeding coefficient and **evaluate** its genetic consequences.

CLO4- 4.1 **Compare** random and non-random mating patterns.

4.2: **Measure** heritability and **interpret** its implications.

4.3: **Define** and **illustrate** the concept of linkage disequilibrium.

4.4: **Explain** the use of genetic markers in forensic and population studies.

4.5: **Apply** knowledge of genetics to disease association studies.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2 CO3, CO4	CO2, CO4			
Conceptual Knowledge	CO 1, CO2 CO3, CO4	CO1, CO2 CO3, CO4,		CO4, CO2		
Procedural Knowledge		CO2, CO4		CO 4		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	1	2	1	1	1	-	1
CLO_2	3	3	2	1	1	-	1	-	-
CLO_3	3	3	3	2	2	2	-	1	1
CLO_4	3	3	2	2	2	1	1	1	2
Average	**3**	**3**	**2**	**1.75**	**1.5**	**1**	**.75**	**.50**	**1**

(3=High, 2= Moderate 1= Low)

Course Code : MAJ-P2-ANT-501

Course Title : Fundamentals of Human Genetics

Nature of the Course : DSC

Total Credit assigned : 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives

CO1- 1.1 Perform basic genetic screening tests to identify inherited traits in humans.

1.2 Demonstrate the ability to observe, record, and interpret human phenotypic variations.

1.3 Develop analytical skills to connect genotype with phenotype through practical experimentation.

Unit	PRACTICAL Credit-2 Marks-20	M	L	P	T
I	1.1. Colour Blindness Test 1.2 Sickle cell trait identification 1.3. PTC tasting ability	20		**15**	
	Total	20		**15**	

Course Content

Course Learning Outcomes-

CLO1- 1.1 Conduct and **interpret** a Colour Blindness Test to **identify** X-linked recessive traits.

1.2 Apply diagnostic techniques to **detect** the presence of sickle cell trait using suitable methods.

1.3 Assess PTC tasting ability to **demonstrate** the inheritance of Mendelian traits in taste perception.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1, CO2	CO1, CO2	CO2			
Conceptual Knowledge	CO 1, CO2	CO1, CO2		CO1		
Procedural Knowledge	CO1	CO1				
Metacognitive Knowledge				CO1		

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	2	1	1	1	1
Average	**3**	**3**	**2**	**2**	**2**	**1**	**1**	**1**	**1**

Mode of In-Semester Assessment: 24 Marks

H. **Sessional Test:** **Marks - 14**

B. Other Sessional Activities: **Marks - 10**

In-semester Assessment: **Marks - 24**

B. Sessional activity-

1. Internal Examination **14 Marks**

2. Others (Any one) **10 Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

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DSC- IX

Course Code :MAJ-4- ANT -503

Course Title : Anthropology of India

Nature of the Course : DSC

Total Credit assigned: 4 (3+1)

Component of the course: Lecture: 42 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives:

CO 1- Understand the origin and development of Anthropology in India.

CO2- Identify and **classify** the geographical, linguistic, and social diversity of Indian society.

CO3- Examine key anthropological concepts used to understand Indian society and culture.

CO4- Evaluate the contributions of prominent Western anthropologists to the Anthropology of India.

Course Content

Unit	Contents	M	L	P	T
I	1.1 Origin, history and development of Anthropology in India 1.2 Geographical and linguistic elements in Indian population.	**10**	**6**		**5**
II	2.1 Understanding the diversity of Indian society 2.1.1 Varna 2.1.2 Jati 2.1.3 Caste 2.1.4 Tribe	**10**	**8**		**3**
III	3.1 Basic concepts for understanding Indian society and culture 3.1.1Great tradition and little tradition 3.1.2Universalization and parochialization 3.1.3 Sanskritization 3.1.4Dominant caste 3.1.5 Tribe-caste continuum 3.1.6 Nature-man-spirit complex.	**10**	**8**		**3**
IV	Contribution of Indian anthropologists to Anthropology of India: LP Vidyarthi, MN Srinivas, SC Roy, DN Majumdar, B M Das, NK Bose	**12**	**8**		**4**
	TOTAL	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcome

CLO1- 1.1 **Explain** the origin, historical milestones, and institutional development of Anthropology in India.

1.2: **Identify** the geographical and linguistic components of the Indian population and **illustrate** their anthropological significance.

CLO2- 2.1 **Define** and **differentiate** the concepts of Varna, Jati, Caste, and Tribe.

2.2 **Discuss** the roles these categories play in shaping India's socio-cultural landscape.

CLO 3- 3.1 **Describe** the ideas of great tradition and little tradition.

3.2: **Analyse** the processes of universalization and parochialization.

3.3: **Interpret** the concepts of Sanskritization, dominant caste, and tribe-caste continuum.

3.4: **Explain** the nature-man-spirit complex in tribal societies.

CLO4- 4.1 Summarize the contributions of S.C. Roy, N. K. Bose, D.N. Majumdar, M.N. Srinivas, etc.

4.2: **Assess** the relevance of their work in contemporary Indian anthropological studies.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3	CO1, CO2 CO3, CO4				
Conceptual Knowledge	CO 1,	CO1, CO2	CO2,	CO3		

	CO2, CO3, CO4	CO3, CO4,	CO3,			
Procedural Knowledge		CO4, CO3	CO2, CO3	CO 4		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	2	1	1	-	1
CLO_2	3	3	3	2	1	1	1	-	-
CLO_3	3	3	2	2	2	2	1	2	1
CLO_4	3	3	3	2	2	1	2	2	2
Average	**3**	**3**	**2.5**	**2**	**1.75**	**1.25**	**1.25**	**1**	**1**

Course Code :MAJ-P1- ANT -503

Course Title : Palaeolithic Culture in India

Nature of the Course : DSC

Total Credit assigned: 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives:

CO 1- Critically analyse scholarly works related to Indian social structure.

1.1 **Recognize** the intellectual contributions of Indian anthropologists.

1.2 **Develop** the ability to synthesize key sociocultural concepts from academic texts.

Unit	**PRACTICAL** **Credit-1** **Marks-20**	**M**	**L**	**P**	**T**
	1.1 Review a book on Indian social structure such as caste, religion,	**20**			**15**

I	tribe or rural population and give its salient features. 1.2. Highlight the contributions of any one Indian anthropologist.				
	TOTAL	**20**			**15**

Course Learning Outcomes

CLO 1- Review a book on Indian social structure (caste, religion, tribe, or rural population) and summarize its key features.

1.2: **Highlight** and **discuss** the contributions of a notable Indian anthropologist to the field.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1, CO2	CO1, CO2	CO2			
Conceptual Knowledge	CO 1, CO2	CO1, CO2		CO1	CO1	CO1
Procedural Knowledge	CO1	CO1				
Metacognitive Knowledge				CO1		

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	1	1	1
Average	**3**	**3**	**2**	**2**	**1**	**1**	**1**	**1**	**1**

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DSC-X

Course Code :MAJ-4- ANT -504

Course Title : Palaeolithic Culture in India

Nature of the Course : DSC

Total Credit assigned: 4 (3+1)

Component of the course: Lecture: 42 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives:

The course is designed to enable the students to:

CO1- Assess Prehistoric cultures through Archaeological remains by sequential development of Prehistoric Stone Age cultures and their geographical distribution in India.

CO 2- Recognize Middle Palaeolithic culture, typological variations, raw material and its tools.

CO 3- Recognize major Upper Palaeolithic sites in India along with its lithic raw materials, typological variations and technology of productions.

Course Content:

Unit	Contents	M	L	P	T
I	LOWER PALAEOLITHIC PERIOD - 1.1 Types and Typological variations, Lithic Raw materials and Technology of production 1.2 Authors of Acheulian and Hominid fossil ancestors in India. 1.3 Potwar Plateau (de Terra and T.T. Paterson's work), Kashmir and Rajasthan, Central India with special reference to Bhimbetka and Adamgarh, Attirampakkam (South India), Chota Nagpur Plateau.	**14**	**10**		**5**
II	MIDDLE PALAEOLITHIC PERIOD 2.1 Nevasa and Middle Palaeolithic Culture, Tools and Typological variation, Raw materials for tools and technology of production. 2.2 Middle Palaeolithic sites in India, Primary and Secondary context sites.	**14**	**10**		**5**
III	UPPER PALAEOLITHIC PERIOD 3.1 Tools and Typological variation, Lithic Raw materials and Technology of production	**14**	**10**		**5**

	3.2 Major Upper Palaeolithic sites in India: Patne, Kurnool caves, Bagor and Tilwara, Langhnaj, Birbhanpur, Teri sites, Adamgarh, Bhimbetka, Sarai Nahar Rai.				
	TOTAL	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes

CLO1- 1.1: **Identify** key characteristics of Lower, Middle, and Upper Paleolithic cultures in India.

1.2: **Analyse** the sequence and development of Stone Age cultures in archaeological contexts.

CLO2- 2.1: Describe the main tool types of Middle Palaeolithic culture in India.

2.2: **Differentiate** between raw materials used and **classify** tools based on typological variations.

2.3: **Evaluate** the technological and cultural advancements during the Middle Palaeolithic period.

CLO3- 3.1: List major Upper Palaeolithic sites and **locate** them on a map of India.

3.2: **Examine** the lithic raw materials and **explain** tool production methods used during this period.

3.3: **Compare** typological variations of Upper Palaeolithic tools with earlier phases of the Stone Age.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create

Factual Knowledge	CO1, CO2, CO3	CO1, CO2 CO3, CO4	CO2, CO3			
Conceptual Knowledge	CO 1, CO2	CO1, CO2 CO3, CO4,	CO2, CO3,	CO2, CO4	CO3, CO4	
Procedural Knowledge		CO4, CO3		CO3, CO 4	CO3, CO4	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	1	1	1
CLO_2	3	3	3	1	1	-	1	-	1
CLO_3	3	3	2	2	2	2	1	1	-
Average	**3**	**3**	**2.33**	**1.66**	**1.33**	**1**	**1**	**.66**	**.66**

Course Code :MAJ-P1- ANT -504

Course Title : Palaeolithic Culture in India

Nature of the Course : DSC

Total Credit assigned: 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives:

The course is designed to enable the students to:

CO-1: Outline the tool making technology of few tools of Lower and Middle Palaeolithic cultural period.

Unit	PRACTICAL Credit-1	M	L	P	T

	Marks-20				
I	1.1 Identify the tool and describe the tool making technology of the following specimens: 1.1.1 Handaxe 1.1. 2. Cleaver 1.1. 3. Chopper-Chopping 1.1. 4. Scraper 1.1. 5. Harpoon 1.1.6 Arrow Head 1.1.7 Baton-da-Commandment	20			**1**

Course Learning Outcomes

CLO1- Categorize the tool making technology of few tools of Lower and Middle Palaeolithic cultural period.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	C01	CO1	CO1		
Conceptual Knowledge	CO 1	CO1				
Procedural Knowledge	CO1	CO1		CO1		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
Average	**3**	**3**	**2**	**2**	**1**	**1**	**-**	**1**	**1**

Mode of Transaction: Lecture cum Discussion, Seminars, Workshops, Group discussion, Self-study and Library work etc

Mode of In-Semester Assessment: 18 Marks

A.Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 8**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **10 Marks**

2. Others (Any one) **8Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

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DSE- VI

Course Code :MN- 3- ANT-501

Course Title :Forensic Dermatoglyphic

Nature of the Course : DSE

Component of the course: 3 (2+1)

Distribution of Credits : Lecture: 15 Practical:15 Tutorial: 15

Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives:

CO1- Understand the historical background, scope, and applications of dermatoglyphics.

CO2- Explain the biological formation and classification of fingerprint patterns.

CO3- Apply traditional and modern techniques for identifying and analyzing various types of fingerprints.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Introduction to dermatoglyphics 1.1.1 History and development 1.1.2 Scope 1.1.3 Applications	**10**	**5**		**5**
II	2.1 Formation of fingerprint ridges 2.2 Pattern types and patterns area 2.3 Classification of fingerprints- Henry Classification.	**10**	**5**		**5**
III	3.1Types of fingerprints 3.1.1 Plastic, visible and latent prints 3.1.2 Conventional and modern methods for development of latent Fingerprints	**8**	**5**		**5**
	TOTAL	**28**	**15**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes

CLO 1- 1.1: **Describe** the history and development of dermatoglyphics as a scientific field.

1.2: **Explain** the scope and interdisciplinary significance of dermatoglyphics.

1.3: **Identify** and **discuss** various applications of dermatoglyphics in anthropology, medicine, and criminology.

CLO 2- 2.1: **Illustrate** the biological process involved in formation of fingerprint ridges.

2.2: **Identify** and **classify** pattern types (loops, whorls, arches) and pattern areas**.**

2.3: **Apply** the Henry Classification System to organize fingerprint records.

CLO3- 3.1: Differentiate between plastic, visible, and latent fingerprints.

3.2: **Demonstrate** conventional methods (e.g., powder, iodine) and modern methods (e.g., cyanoacrylate fuming) to develop latent fingerprints.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2		CO3		
Conceptual Knowledge	CO 1, CO2	CO1, CO2, CO3	CO2, CO3	CO3		
Procedural Knowledge	CO2, CO3	CO2, CO3		CO3		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	1	1	1
CLO_2	3	3	3	1	1	-	1	1	-
CLO_3	3	3	2	2	2	2	1	2	1
Average	**3**	**3**	**2.3**	**1.66**	**1.66**	**1**	**1**	**1.33**	**.66**

Course Code : MIN- P2- ANT-501

Course Title :Forensic Dermatoglyphic

Nature of the Course : DSE

Component of the course: 1

Distribution of Credits : Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives:

CO 1- 1.1 Develop practical skills in recording, analyzing, and comparing finger and palm prints.

1.2 Apply chemical and powder-based techniques for latent fingerprint development.

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1 Recording and Study of Finger and Palm Prints 1.2 Determination of palmar main line formula, Ridge count and indices 1.3Comparison of Fingerprints and Palmprints on the basis of class and individual ridge characteristics 1. 4 Development of latent fingerprints using different chemical and powder methods.				
	TOTAL	**20**		**15**	

Course Learning Outcomes

CLO1- 1.1 **Record** and **analyse** finger and palm prints using standard dermatoglyphic techniques.

1.2: **Determine** the palmar main line formula**,** ridge count**,** and ridge indices.

1.3 Compare fingerprints and palm prints based on class characteristics (e.g., pattern types) and individual ridge characteristics (e.g., bifurcations, ridge endings).

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1, CO2	CO1, CO2	CO2			
Conceptual Knowledge	CO 1, CO2	CO1, CO2		CO1	CO1	
Procedural Knowledge	CO1	CO1		CO1		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	1	1	-
Average	**3**	**3**	**2**	**2**	**1**	**1**	**1**	**1**	**-**

References

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OR

DSE- VI

Course Code :MIN- 3- ANT-501

Course Title :Visual Anthropology

Nature of the Course : DSE

Total Credit assigned : 3(2+1)

Component of the course: Lecture: 15 Practical: 15 Tutorial: 15

Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives:

CO 1- Understand the foundations of visual anthropology and the role of visual media in anthropological inquiry.

CO2- Examine theories of representation and the ethical implications of visual documentation in anthropology.

CO3- Analyse the methodologies, conventions, and debates in ethnographic photography and visual practices.

Course Content:

Unit	Contents	M	L	P	T

I	1.1 Introduction to Visual Anthropology 1.2 Visual culture 1.3 Photographic and digital media 1.3.1 Still 1.3.2 Interactive 1.3.3 Moving.				
II	2.1 Theory and representation 2.2 Anthropology and images 2.3 Ethnographic films and mass media 2.4 Ethical dimensions of ethnographic				
III	3.1 Ethnographic photography 3.1.1 Conventions and methodologies 3.1.2 Paradigms and debates.				

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes

CLO1- 1.1: **Define** the field of visual anthropology and its scope.

1.2: **Explore** elements of visual culture in anthropological contexts.

1.3: **Differentiate** among photographic and digital media:

CLO2- 2.1: **Discuss** theories of representation and their impact on anthropological narratives.

2.2: **Evaluate** the relationship between anthropology and images.

2.3: **Interpret** the role of ethnographic films and mass media in constructing cultural knowledge.

CLO3- 3.1: **Describe** the conventions and methodologies used in ethnographic photography.

3.2: **Debate** emerging paradigms and challenges in the visual representation of cultures.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2		CO3		
Conceptual Knowledge	CO 1, CO2	CO1, CO2, CO3	CO2, CO3	CO3		
Procedural Knowledge	CO2, CO3	CO2, CO3		CO3		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	1	-	1
CLO_2	3	3	3	1	1	1	-	1	-
CLO_3	3	3	2	2	2	2	1	2	1
Average	**3**	**3**	**2.33**	**1.66**	**1.33**	**1.33**	**.66**	**1**	**.66**

DSE- VI

Course Code :MIN- P1- ANT-501

Course Title :Visual Anthropology

Nature of the Course : Minor/DSE-VI

Total Credit assigned : 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives:

CO 1- Understand the techniques of making an ethnographic film.

1.1 **Analyse** the visual data from classical ethnographies.

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1 This paper deals with analysis of visuals such as photographs and films pertaining to cultural practices dealing with institutions of religion, economy and politics. The students are required to do the following exercises:				

	1.1.1 Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera. 1.1 2. Analyze the visual data from classical ethnographies signifying how 'otherness' is constituted. 1.1.3. A gendered analysis of visuals produced during colonial and postcolonial times. 1.1.4. Hypertext and multimedia as analytic end points. 1.1.5. Collection, reporting and analysis of photo-ethnographic data. 1.1.6. Digital mirror: computer assisted exercises leading to production of ethnographic text.				

Course Learning Outcomes

CLO1- Analyse the visual data from classical ethnographies to interpret how cultural meanings and representations are constructed through film.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO 1, CO2	CO1, CO2	CO2			
Conceptual Knowledge	CO 1, CO2	CO1, CO2		CO1		
Procedural Knowledge	CO1	CO1				
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9

CLO_1	3	3	2	1	1	1	1	1	-
Average	**3**	**3**	**2**	**1**	**1**	**1**	**1**	**1**	**-**

Mode of In-Semester Assessment: 12 Marks

A.Sessional Test: **Marks - 8**

B. Other Sessional Activities: **Marks - 4**

In-semester Assessment: **Marks - 12**

B. Sessional activity-

1. Internal Examination **8 Marks**

2. Others (Any one) **4 Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

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SEMESTER VI

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment	Practical Marks
Core-XI	Dissertation	MAJ-5-ANT-601	5	100	100		
Core-XII	Forensic Anthropology	MAJ-4-ANT-602	4	80	42	18	20
Core-XIII	Anthropology in Practice	MAJ-4-ANT-603	4	80	42	18	20
Core - XIV	Anthropology of Religion, Politics and Economy	MAJ-4-ANT-604	4	80	42	18	20
DSE-VII(A) Or DSE-VII(B)	Prehistory in South-East Asia OR Fashion Anthropology	MIN-3-ANT-601	3	60	42	18	
Total			**20**	**400**	**268**	**72**	**60**

DSC-XI

Course Code : MAJ-5-ANT-601

Course Title : Dissertation

Nature of the Course : Major/DSC XI

Total Credit assigned : 5

Component of the course: Lecture: Practical: 60 Tutorial: 15

Distribution of Marks : End Semester: 100

Course Objectives:

The course is designed to enable the students to:

CO 1 Conduct a field investigation for 15 days**. Analyse** and **interpret** the data collected by using appropriate mythology and report the findings of the field investigation

Students will prepare a dissertation based on ethnographic fieldwork and submit the same for evaluation. He/she will be attached with one supervisor or guide.

Learning Outcomes

The learning outcomes of this paper are:

CLO-1 The students will conduct and collect data with appropriate methodology from field. They will also analyse and interpret and report the findings

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	-	-	-	-	-	-
Conceptual Knowledge	CO1	CO1	CO1	CO1	CO1	CO1
Procedural Knowledge	CO1	CO1	CO1	CO1	CO1	CO1
Metacognitive Knowledge	CO1	CO1	CO1	CO1	CO1	CO1

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	1	1	2	2	3	3	3	3	3
Average	**1**	**1**	**2**	**2**	**3**	**3**	**3**	**3**	**3**

(3=High, 2= Moderate 1= Low)

DSC-XII

Course Code : MAJ-4-ANT-602

Course Title : Forensic Anthropology

Nature of the Course : DSC

Total Credit assigned : 4 (3+1)

Component of the course: Lecture: 30 Practical: 15 Tutorial: 15

Distribution of Marks : Marks: 60 End Semester: 42 In Semester: 18

Course Objectives:

The course is designed to enable the students to:

CO 1- Explain the scope, history, and interdisciplinary nature of forensic anthropology.

CO2- Identify and **evaluate** human skeletal remains for personal identification including ancestry, age, sex, and stature.

CO3: **Apply** techniques for personal identification using biological and physical markers in living persons.

CO4: **Demonstrate** understanding of forensic serology techniques for identifying body fluids.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Introduction to Forensic Anthropology 1.1.1 Definition 1.1.2 Brief history 1.1.3 Scope 1.1.4 Applications and integration of Forensic Anthropology. 1.2 Basic Human Skeletal Biology 1.2.1 Identification of human and non-human skeletal remains 1.2.2 Ancestry, age, sex and stature estimation from bones 1.2.3 Discovery and techniques for recovering skeletonized human remains.	**15**	**10**		**5**
II	2.1 Personal identification 2.1.1 Complete and partial identification 2.1.2 Methods of identification in living persons 2.1.2.1 Bite marks 2.1.2.2 Tattoo marks, 2.1.2.3 Fingerprints 2.1.2.4 Lip prints 2.1.2.5 Nails 2.1.2.6 Handwriting 2.1.2.7 Deformities and 2.1.2.8 Others.	**15**	**10**		**5**
III	3.1 Serology 3.1.1 Identification and individualization of bloodstain 3.1.2 Urine 3.1.3 Semen and 3.1.4 Saliva.	**12**	**10**		**5**
	TOTAL	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes

CLO1- 1.1 Understand the basic concepts, history, and the scope and applications of forensic anthropology.

1.2: **Distinguish** between human and non-human skeletal remains using skeletal markers.

1.3: **Estimate** ancestry, age, sex, and stature from skeletal remains.

1.4: **Apply** appropriate methods for discovering and recovering skeletonized remains **i**n forensic contexts.

CLO2- 2.1 Differentiate between complete and partial identification in forensic cases.

2.2: **Identify** individuals using biological markers.

CLO-3. **Identify** and individualize body fluids including: Bloodstains**,** Urine**,** Saliva.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3	CO1, CO2 CO3			CO1	
Conceptual Knowledge	CO 1, CO2	CO1, CO2 CO3	CO3,	CO3	CO1	
Procedural Knowledge		CO3		CO 3		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	3	3	3	1	1	1
CLO_2	3	3	2	3	3	3	1	1	1
CLO_3	3	3	2	3	3	3	1	1	1
Average	**3**	**3**	**2**	**3**	**3**	**3**	**1**	**1**	**1**

Course Code : MAJ-P1-ANT-602

Course Title : Forensic Anthropology

Nature of the Course : DSC

Total Credit assigned : 1

Component of the course: Lecture: Practical: 15 Tutorial:

Distribution of Marks : End Semester: 20

Course Objectives:

CO 1- Apply fundamental forensic techniques to **analyse** skeletal remains, biological fluids, and identification markers for human identification.

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1 Study of human long bones: estimation of age, sex and stature from bones 1.2 Identification of 1.2.1 Bloodstain 1.2.2 Urine 1.2.3 Saliva. 1.3 Examination of 1.3.1 Fingerprints and	20		**15**	

	1.3.2 Handwriting.				
	TOTAL	20		**15**	

Course Learning Outcomes

CLO 1- 1.1: **Estimate** age, sex, and stature from the examination of human long bones**.**

1.2: **Identify** biological fluids such as: Bloodstain**,** Urine**,** Semen**,** Saliva.

1.3: **Examine** physical identification markers including: Fingerprints**,** Handwriting.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO 1	CO1	CO1	CO1		
Procedural Knowledge		CO1		CO1		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	1	1	1
Average	**3**	**3**	**2**	**2**	**1**	**1**	**1**	**1**	**1**

(3=High, 2= Moderate 1= Low)

Mode of Transaction: Lecture cum Discussion, Seminars, Workshops, Group discussion, Self-study and Library work etc.

Mode of In-Semester Assessment: 18Marks

A.Sessional Test: **Marks - 10**

B. Other Sessional Activities: **Marks - 8**

In-semester Assessment: **Marks - 18**

B. Sessional activity-

1. Internal Examination **10 Marks**

2. Others (Any one) **8Marks**

- Group Discussion
- Seminar Presentation on any of the relevant topics.
- Assignment on any of the relevant topics.

References

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DSC- XIII

Course Code : MAJ-4-ANT-603

Course Title : Anthropology in Practice

Nature of the Course : major/ DSC

Total Credit assigned : 4 (3+1)

Component of the course: Lecture: 30 Practical: 30 Tutorial: 15

Distribution of Marks : Marks: 60 End Semester: 42 In Semester: 18

Course Objectives-

CO 1- Differentiate between various branches of applied anthropology and understand their relevance in academic and practical settings.

CO 2- Evaluate the role of anthropology in development practices and public policy.

CO 3- Examine emerging trends and future dynamics in applied anthropological research and professional engagement.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Academics and practitioners 1.1.1 Differences between Applied Anthropology, Action Anthropology and Development Anthropology 1.1.2 Trends in Anthropology 1.1.2.1 Anthropology of Tourism 1.1.2.2 Anthropology of Design and Fashion 1.1.2.3 Visual Anthropology.	**14**	**10**		**5**
II	2.1 Role of Anthropology in Development 2.1.1 Anthropology and Public Policy 2.1.2 Community Development 2.1.3 Anthropology of NGOs 2.1.4 Management Anthropology 2.1.5 Environment and Community Health 2.1.6 Social and economic sustainability 2.1.7 Cultural resource management	**14**	**10**		**5**
III	3.1 Future Dynamics in Anthropology Trends in Anthropology: 3.1.1 Anthropology of Tourism, 3.1.2 Anthropology in Census 3.1.3 Designing and Fashion 3.1.4 Visual Anthropology	**14**	**10**		**5**

	TOTAL	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes

CLO 1- Differentiate between Applied Anthropology, Action Anthropology, and Development Anthropology.

1.1 **Identify** key academic and professional domains in Applied Anthropology.

1.2 **Explain** the emerging subfields such as Anthropology of Tourism, Design and Fashion, and Visual Anthropology.

1.3 **Evaluate** how these trends influence anthropological research and practice.

1.4 **Illustrate** the relationship between theoretical anthropology and its applied branches

CLO 2- 2.1 **Examine** the contribution of anthropologists to development and public policy.

2.2 **Assess** the impact of anthropological insights on community development programs.

2.3 **Interpret** the role of NGOs through an anthropological lens.

2.4 **Discuss** the relevance of anthropology in organizational and management contexts.

2.5 **Analyze** the anthropological approach to environmental and community health.

2.6 **Appraise** strategies for achieving social and economic sustainability using anthropological perspectives.

CLO 3- 3.1**Explore** future directions in applied anthropology.

3.2 **Investigate** the evolving roles of anthropologists in fields like tourism, census, and design.

3.3 **Critique** the application of visual anthropology in documenting and interpreting cultures.

3.4 **Develop** a futuristic perspective on interdisciplinary trends in anthropology.

3.5 **Synthesize** knowledge from previous units to predict emerging challenges and roles in anthropology.

Course Code : MAJ-P1-ANT-603
Course Title : Forensic Anthropology
Nature of the Course : DSC
Total Credit assigned : 1
Component of the course: Lecture: Practical: 15 Tutorial: 15
Distribution of Marks : End Semester: 20

CO 1- Explore the application of anthropology in real-world settings such as NGOs, government institutions, or corporate offices.

1.1 Develop practical insights into applied anthropological themes through project-based fieldwork.

Unit	PRACTICAL Credit-1 Marks-20	M	L	P	T
I	1.1. The students will visit an NGO or corporate office or census office in the state capital and its adjoining areas and write principal observations on the same. 1.2. The student will submit a project on Religious Tourism / Tribal Tourism / Health Tourism / Fashion / Human Rights / Ecotourism.	20		**15**	
	TOTAL	20		**15**	

Course Learning Outcomes

CLO 1- Observe and **document** anthropological applications during field visits to an NGO, corporate, or census office.

1.2: **Prepare** and submit a detailed project report on one of the following thematic areas: Religious Tourism**,** Tribal Tourism**,** Health Tourism**,** Fashion**,** Human Rights**,** Ecotourism

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO 1	CO1	CO1	CO1		
Procedural Knowledge		CO1		CO1		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
Average	**3**	**3**	**2**	**2**	**1**	**1**	**-**	**1**	**1**

(3=High, 2= Moderate 1= Low)

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Noaln, RW. 2002. Anthropology in Practice: Building a Career outside the Academy. Lynne Reinner.

DSC-XIV

Course Code : MAJ-4-ANT-604
Course Title : Anthropology of Religion, Politics and Economy
Nature of the Course : DSC
Total Credit assigned : 4
Component of the course: Lecture: 45 Practical: Tutorial: 15
Distribution of Marks : Marks: 80 End Semester: 56 In Semester: 24

Course Objectives:

The course is designed to enable the students to:

CO 1 Understand and evaluate the anthropological approaches of religion.

1.1 **Critically analyse** different theories of religion.

CO 2 Understand different aspects of economic institutions in the human societies.

2.1 **Compare** the economic institution present in the simple and complex

CO 3 Evaluate different political institutions present in the simple and complex societies.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Anthropological approaches to understanding religion 1.1.1 Magic 1.1.2 Animism 1.1.3 Animatism 1.1.4 Totemism 1.1.5 Naturism 1.2 Witchcraft and sorcery 1.3 Religious specialists 1.3.1 Shaman 1.3.2 Priests 1.3.3 Sorcerer 1.4 Anthropological theories of religion.	**20**	**10**		**5**
II	2.1 Economic institutions in simple and complex societies 2.1.1 Principles of production 2.1.2 Distribution and Consumption 2.2 Various forms of exchange 2.2.1 Barter 2.2.2 Trade 2.2.3 Market 2.3 Forms of currencies 2.4 Reciprocities 2.4.1 Generalized 2.4.2 Balanced and Negative.	**20**	**10**		**5**
III	3.1 Political institutions 3.1.1 Concepts of power and authority	**16**	**10**		**5**

	3.1.2 Types of authority 3.1.3 Law and justice in simple and complex societies.				
	TOTAL	**56**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes

CLO 1- 1.1 **Identify** key religious concepts such as magic**,** animism**,** animatism**,** totemism**,** and naturalism**.**

1.2: **Distinguish** between different types of religious specialists such as shamans**,** priests**,** and sorcerers**.**

1.3: **Evaluate** major anthropological theories of religion in relation to social structure and belief systems.

1.4: **Describe** the anthropological interpretations of witchcraft and sorcery in various cultures.

CLO 2- 2.1 **Explain** the principles of production, distribution, and consumption in simple and complex societies.

2.2: **Compare** various forms of exchange including barter**,** trade, and market systems**.**

2.3: **Classify** different forms of currencies used in traditional and modern economies.

2.4: **Differentiate** between generalized**,** balanced, and negative reciprocities in social transactions.

CLO 3- 3.1 Define the concepts of power and authority within different sociopolitical systems.

3.2: **Interpret** various types of authority in relation to kinship, religion, and state structure.

3.3: **Assess** the systems of law and justice in both simple and complex societies from an anthropological perspective.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3	CO1, CO2 CO3				
Conceptual Knowledge	CO 1, CO2	CO1, CO2 CO3	CO2, CO3,	CO2, CO3		
Procedural Knowledge		CO3	CO3	CO3		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9
CLO_1	3	3	2	2	1	1	-	1	1
CLO_2	3	2	3	1	1	-	1	2	1
CLO_3	3	3	2	2	2	2	1	1	1
Average	**3**	**2.66**	**2.33**	**1.33**	**1.33**	**1**	**.66**	**1.33**	**1**

(3=High, 2= Moderate 1= Low)

Mode of In-Semester Assessment: 24 Marks

A.Sessional Test: **Marks - 14**

B. Other Sessional Activities: **Marks - 10**

In-semester Assessment: **Marks - 24**

B. Sessional activity-

1. Internal Examination **14 Marks**

2. Others (Any one) **10 Marks**

- Group Discussion

References

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DSE-VII

Course Code : MIN-3-ANT-601

Course Title : Prehistory in South-East Asia

Nature of the Course : DSE

Total Credit assigned : 3

Component of the course: Lecture: 30 Practical: Tutorial: 15

Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives-

CO 1- Understand the cultural developments during the Palaeolithic period in Asia.

CO 2- Explore the significance of Hoabinhian and early Holocene cultures.

CO 3- Analyse the emergence and evolution of food production across Southeast Asia and India.

Course Content:

Unit	Contents	M	L	P	T
I	**PALAEOLITHIC CULTURAL DEVELOPMENTS** 1.1 Choukoutien of China 1.2 Anyathian of Burma, Patjitanian of Java, Tampanian of Malaya 1.3 Soanian and Madrasian Cultural Developments	**14**	**10**		**5**
II	**HOABINHIAN AND EARLY HOLOCENE CULTURES** 2.1 Hoabinhian Cultural Development in Southeast Asia 2.2 Early Holocene Cultures in India	**14**	**10**		**5**
III	**EVOLUTION OF FOOD PRODUCTION**	**14**	**10**		**5**

	3.1 Evolution of Food Producing Cultures in Southeast Asia 3.2 Early Food Producing Cultural Patterns in India with special reference to Northeast India				
	Total	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes-

CLO 1- Identify the key features of the Choukoutien culture of China.

1.1 Compare the Anyathian, Patjitanian, and Tampanian cultural sequences.

1.2 Describe the distinctive characteristics of Soanian and Madrasian cultural developments.

CLO 2- Explain the development of Hoabinhian culture in Southeast Asia.

2.1 Analyse the archaeological evidence of early Holocene cultures in different parts of India.

CLO 3- Interpret the emergence of food-producing cultures in Southeast Asia.

3.1 Evaluate early food-producing patterns in India with a focus on Northeast India.

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CLO1, CO2	CLO1, CO2			CO2	
Conceptual Knowledge	CO1, CO2,CO3	CO1, CLO2, CO3	CO2, CO3	CLO2, CO3		
Procedural Knowledge			CLO3	CO2, CLO3	CO2, CLO3	
Metacognitive Knowledge						

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9

CLO1	3	2	2	1	2	1	1	1	-
CLO2	3	3	2	1	2	2	1	1	1
CLO3	3	3	3	2	3	3	2	1	1
Average	**3**	**2.66**	**2.33**	**1.33**	**2.33**	**2.33**	**1.33**	**1**	**.66**

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OR

DSE-VII

Course Code : MIN-3-ANT-601
Course Title : Fashion Anthropology
Nature of the Course : Minor/DSE VII
Total Credit assigned : 3
Component of the course: Lecture: 30 Practical: Tutorial: 15
Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives:

CO 1- Understand the basic anthropological perspectives on fashion and consumption, and **trace** the historical evolution of dress and its cultural significance.

CO 2- Analyse theoretical frameworks and **Evaluate** ethnographic case studies in relation to colonialism, identity, and fashion.

CO 3- Explore the intersections of gender, religion, and social practices with fashion across traditional and modern societies.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Introduction: fashion, consumption and Anthropology 1.1.1 From evolution to compassionate consumption 1.1.2 Rise and fall of evolution in dress.	**14**	**10**		**5**

II	2.1 Theoretical and ethnographic approaches to understanding fashion and consumer society 2.2 Colonialism, 2.3 Dress and identity 2.4 Colonialism, consumption and civilising fashion.	**14**	**10**		**5**
III	3.1 Gender, fashion and consumption in different societies 3.2 Application of fashion in understanding traditional and modern societies 3.3 Role of religion in fashion. 3.4 Globalization and dress	**14**	**10**		**5**
	TOTAL	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes

CLO 1- Define the concept of fashion and consumption from an anthropological perspective.

1.1 Explain the shift from evolutionary perspectives to compassionate consumption.

1.2 Analyse the historical rise and fall of evolutionary interpretations in dress practices.

CLO 2- Interpret key theoretical and ethnographic approaches to fashion and consumer society.

2.1 Discuss the impact of colonialism on dress and identity.

2.2 Assess the interplay of colonialism, consumption, and the concept of "civilizing fashion".

CLO 3- E**xamine** the role of gender in fashion and consumption across cultures.

3.1 Apply fashion as a tool to understand socio-cultural patterns in both traditional and modern societies.

3.2 Evaluate the influence of religion in shaping fashion norms and values.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CLO1, CLO2	CLO1, CLO2		CLO1		
Conceptual Knowledge	CLO1, CLO2, CLO3	CLO2	CLO2	CLO2	CLO2, CLO3	
Procedural Knowledge		CLO3	CLO2, CLO3		CLO3	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	3	2	1	2	1	1	1	1
CLO2	3	3	3	2	3	2	-	2	1
CLO3	3	3	3	2	3	3	2	1	1
Average	**3.0**	**3.0**	**2.66**	**1.66**	**2.66**	**2**	**3**	**1.33**	**1**

(3=High, 2= Moderate 1= Low)

References

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Miller, Daniel and Sophie Woodward, eds. 2011. Global Denim. Berg.

SEMESTER VII AND VIII

BA/BSc with Honours with Research

<table>
<tr><td rowspan="4">Semester VII
(20 Credit)</td><td>DSC</td><td>DSE</td><td>Research Project/ Dissertation</td></tr>
<tr><td>Core-701: Demographic Anthropology (4 Credit)</td><td>DSE-701: Anthropology of North East India (4 Credit)[to be opted for by students of the department (of Major subject) concerned]</td><td rowspan="4"></td></tr>
<tr><td>Core-702: Anthropology of Religion (4 Credit)</td><td rowspan="2">Minor-701: Public Health and Gerontology(4 Credit) [To be opted for by students of the other departments]</td></tr>
<tr><td>Core-703: Archaeological Anthropology: Methods and Principles (4 Credit)</td></tr>
<tr><td>Semester VIII
(20 Credit)</td><td>Core 801: Anthropology of Disaster</td><td></td><td></td></tr>
</table>

	Management (4 Credit) Core 802: Research Methodology (4 Credit)		
	Core -803: Applied Anthropology (4 Credit)		
	Core 804: Practical in Physical Anthropology (4 Credit)		
	Core- 805: Prehistoric Cultures (4 Credit)		**Dissertation of 12 credits in lieu of 3 core courses of 4 credits each for students opting for UG Honours with Research**

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core-701	Demographic Anthropology	MAJ-4-ANT-701	4	80	56	24
Core-702	Anthropology of Religion	MAJ-4-ANT-702	4	80	56	24
Core-703	Archaeological Anthropology: Methods and Principles	MAJ-4-ANT-703	4	80	56	24
DSE-701	Anthropology of North East India	MIN-4ANT-701	4	80	56	24
Minor- 701	Public Health and Gerontology	MIN-4-ANT-702	4	80	56	24
Total			**20**	**400**	**280**	**120**

SEMESTER VII

CORE-701

Course Code :MAJ-5-ANT-701

Course Title :Demographic anthropology

Nature of the Course: DSC

Total Credit Assigned: 4

Component of the course: Lecture: 45 Practical: 0 Tutorial: 15

Distribution of Credits: End Semester: 56 In Semester: 24

Course Objectives

CO 1 – Explain the concept, scope, significance, and basic principles of Demographic Anthropology and its relevance to anthropological studies.

CO 2 – Describe major population theories and demographic concepts, including population composition, distribution, growth, and demographic transition.

CO 3 – Analyse demographic processes such as fertility, mortality, migration, and population growth with special reference to India and tribal populations.

CO 4 – Examine the impact of demographic changes, urbanization, and migration on tribal and non-tribal communities from an anthropological perspective.

Course Content:

Unit	Contents	M	L	P	T
I	Demographic Anthropology: Introduction, definition and basic concepts. Relationship between demography, population studies and anthropology. Importance of population studies in Anthropology	**14**	**10**		**3**

II	Population Theories: John Graunt, Thomas R. Malthus. Biological theory of population. Theory of demographic transition Tools for studying Demographic data. Measures of population composition, distribution and growth	**14**	**10**		**5**
III	Measures of fertility, mortality and migration. Population of India: Sources of demographic data in India. Growth of Indian population. Demography of Indian tribal and non-tribal groups. Anthropological determinants of population growth. Impact of urbanization on the migration of tribal groups.	**14**	**13**		**4**
IV	National policies and role of Anthropology: National Population Policy, National Health Policy, National Policy on Reproductive and Child Health, National Policy for Older Person.	**14**	**12**		**3**
	TOTAL	**56**	**45**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning outcomes

CLO 1: Define Demographic Anthropology and explain its basic concepts.

1.1 Describe the relationship between demography, population studies, and anthropology.

1.2 Discuss the importance of population studies in anthropological research.

CLO 2: Explain the contributions of John Graunt, Thomas R. Malthus, and biological theories of population.

2.1 Describe the Theory of Demographic Transition and its stages.

2.2 Apply demographic tools and measures to analyse population composition, distribution, and growth.

CLO 3: Explain measures of fertility, mortality, and migration.

3.1 Identify the major sources of demographic data in India.

3.2 Analyse the growth patterns of the Indian population and demographic characteristics of tribal and non-tribal groups.

3.3 Evaluate anthropological determinants influencing population growth.

CLO 4: Examine the effects of urbanization on migration among tribal communities.

4.1 Interpret demographic changes and migration patterns using anthropological perspectives.

4.2 Assess the socio-cultural consequences of population mobility on tribal and non-tribal populations.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CLO1, CLO2, CLO3, CLO4	CLO1, CLO3 CLO4		CLO3		
Conceptual Knowledge	CLO1, CLO2, CLO4	CLO2, CLO4 CLO3	CLO2, CLO3	CLO2, CLO4	CLO4,	
Procedural Knowledge			CLO4	CLO4		
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	2	1	1	1	1	1	2	2
CLO2	3	3	2	1	2	2	1	2	2
CLO3	2	3	3	2	3	3	2	2	2
CLO4	2	2	2	1	2	3	1	2	2
Average	**2.5**	**2.5**	**2.0**	**1.25**	**2.0**	**2.25**	**1.25**	**2.0**	**2.0**

(3=High, 2= Moderate 1= Low)

Mode of In-Semester Assessment: (30 Marks)

A. Sessional Test: 2 **Marks: 20**

B. Other Sessional Activities: **Marks: 10**

In- Semester Assessment **Marks: 30**

A. Sessional Activity

a) Seminar
b) Group discussion
c) Home Assignment

References

Bhende, A. and Kanitkar, T. (2006). Principles of Population Studies. Mumbai:Himalaya Publishing House.

Caldwell, J.C. (2006). Demographic Transition Theory. Manhattan, NYC: Springer.

Gautam, R.K., Kshatriya, G.K. and Kapoor, A.K. (2010). Population Ecology and Family Planning. New Delhi: Serials Publications.

Howell, N. (1986). Demographic Anthropology. Annual Review of Anthropology. 15: 219-246.

Kshatriya, G.K. (2000). Ecology and health with special reference to Indian tribes. Human Ecology. Special volume 9:229-245

Kshatriya, G.K., Rajesh, G. and Kapoor, A.K. (2010). Population Characteristics of Desert Ecology. V.D.M. Verlag. Germany: Dr. Muller Gmbh and Co.

Misra, B.D. (1982). An Introduction to the study of Population. New Delhi: South Asia Publication Ltd.

Sharma, A.K. (1979). Demographic transition: A Determinant of Urbanization. Social Change (9: 13-17).

CORE-702

Course Code **:MAJ-5-ANT-702**

Course Title **:Anthropology of Religion**

Nature of the Course: DSC

Total Credit Assigned: 4

Component of the course: Lecture: 45 Practical: 0 Tutorial: 15

Distribution of Credits: End Semester: 56 In Semester: 24

Course Objectives:

CO 1: Explain the major anthropological approaches to the study of religion and their significance in understanding human belief systems.

CO 2: Analyse religious symbols, meanings, and cultural expressions through major anthropological perspectives.

CO 3: Examine the roles of religious specialists, magical practices, and supernatural beliefs in different societies.

CO 4: Evaluate the influence of major world religions and religious movements on tribal and indigenous societies.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Anthropological approaches to the study of religion: 1.1.1 Animism 1.1.2 Fetishism 1.1.3 Naturism 1.1.4 Totemism 1.1.5 Monotheism 1.1.6 Polytheism 1.1.7 Atheism	**11**	**9**		**2**
II	2.1 Symbolism in religion and cultural expression: 2.1.1 E.E. Evans Pritchard 2.1.2 Sherry Ortner 2.1.3 Clifford Geertz 2.1.4 Mary Douglas 2.1.5 Victor Turner	**15**	**12**		**3**
III	3.1 Religious specialists, belief and practice: 3.1.1 Shamans	**15**	**11**		**4**

	3.1.2 Priest 3.1.3 Medicine Man 3.1.4 Yogis 3.2 Magic 3.1.4 Witchcraft and supernaturalism				
IV	4.1 Impact of Hinduism, Buddhism, Christianity, Islam and other religions on tribal societies 4.2 Religious movements	**15**	**12**		**3**
	Total	**56**	**45**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning outcomes

CLO 1- 1.1: Define religion from an anthropological perspective and explain its role in human societies.

1.2: Describe the concepts and characteristics of Animism, Fetishism, Naturism, and Totemism.

1.3: Differentiate between Monotheism, Polytheism, and Atheism with suitable ethnographic examples.

1.4: Analyse the contributions of classical anthropologists in explaining the origin and development of religion.

CLO 2-2.1 Explain the concept of symbolism and its importance in religion and culture.

2.2: Describe E. E. Evans-Pritchard's contribution to the understanding of religious beliefs and symbolism.

2.3: Interpret Sherry Ortner's symbolic approach and its relevance to cultural analysis.

2.4: Examine Clifford Geertz's interpretive approach to religion as a cultural system.

2.5: Discuss Mary Douglas's ideas on purity, pollution, and symbolic classification.

CLO 3-3.1 Identify various religious specialists and explain their functions in society.

3.2: Describe the role of Shamans, Priests, Medicine Men, and Yogis in maintaining religious traditions.

3.3: Explain the anthropological understanding of magic and its relationship with religion.

3.4: Distinguish between magic, religion, and science from an anthropological perspective.

3.5: Analyse beliefs related to witchcraft, sorcery, and supernaturalism in different cultural settings.

3.6: Evaluate the social and cultural significance of religious specialists and supernatural beliefs.

CLO 4- 4.1: Explain the processes through which major religions interact with tribal societies.

4.2: Assess the impact of Hinduism on the social and cultural life of tribal communities.

4.3: Examine the influence of Buddhism, Christianity, Islam, and other religions on indigenous populations.

4.4: Analyse religious change, conversion, syncretism, and cultural adaptation among tribal groups.

4.5: Describe the nature, causes, and consequences of religious movements.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2 CO3, CO4				
Conceptual Knowledge	CO 1, CO2, CO3, CO4	CO1, CO2 CO3,CO4,	CO2, CO3	CO3	CO3,	
Procedural Knowledge		CO2,CO4, CO3	CO4,	CO 4	CO4,	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	3	2	2	1	1	1	1	1
CLO2	3	2	3	2	2	1	1	2	2
CLO3	3	3	2	2	1	1	1	1	1
CLO4	2	3	3	3	2	1	2	1	1
Average	**2.75**	**2.75**	**2.50**	**2.25**	**1.50**	**1**	**1.25**	**1**	**1.25**

(3=High, 2= Moderate 1= Low)

Mode of In-Semester Assessment: (30 Marks)

C. Sessional Test: 2 **Marks: 20**

D. Other Sessional Activities: **Marks: 10**

In- Semester Assessment **Marks: 10**

B. Sessional Activity

d) Seminar
e) Group discussion
f) Home Assignment

Suggested books

Emile Durkheim, 1964, The Elementary Forms of the Religious life, Gorge Allen and Unwin London.

E.E.Evans Pritchard, 1976, Witchcraft, Oracles and Magic among the Azande, Oxford University Press

Bronislaw Malinowski, 1948, Magic, Science and Religion and other Essays, The Free Press, Illinois

Mary Douglas, 1996, Natural Symbols: Explorations in Cosmology, Routledge, New York

R.H. Lowie, Primitive Religion

Victor Turner, 1969, The Ritual Process: Structure and Anti-Structure, Aldine, Chicago

Dalton, George.: Tribal and Peasant Economies: Readings in Economic Anthropology

Levi-Strauss, Claude. : The elementary structures of kinship.

Mair, Lucy. : An Introduction to Social Anthropology.

Norbeck, Edward. : Primitive Religion.

CORE-703

Course Code :MAJ-4-ANT-703
Course Title :Archaeological Anthropology: Methods and Principles
Nature of the Course: DSC
Total Credit Assigned: 4
Component of the course: Lecture: 45 Practical: 0 Tutorial: 15
Distribution of Credits: End Semester: 56 In Semester: 24

Course Objectives:
The course is designed to enable the students to:
CO 1-Understand the foundational concepts archaeological anthropology.

1.1 **Describe** the aims, scope, and conceptual development of archaeology.

1.2 Identify its various branches of archaeological anthropology.

CO 2- Explore the principles and applications of geoarchaeology

2.1Understand the role of palaeontology and palaeobotany in archaeological interpretation.

CO 3- Analyse the nature of archaeological sites.

3.1 E**xamine** modern archaeological subfields such as salvage, ethnoarchaeology, experimental, and settlement archaeology

CO 4- Compare and analyse th**e** Prehistoric Technology- rock type, tool making technique, ceramic technology and artefacts.

CO 5- Describe the stages of human cultural evolution using Thomsen's model.

5.1Evaluate key prehistoric periods through archaeological evidence.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Advanced Archaeological Anthropology 1.1.1 Aims and Scope 1.1.2 Conceptual Development of Archaeology: Proconsul or New Archaeology, Post-Proconsul Archaeology 1.1.3 Multidisciplinary nature of Archaeology	**8**	**6**		**2**
II	2.1 Principles of Geoarchaeology 2.2 Palaeontology 2.3 Palaeobotany and Archaeo-botany 2.4 Archaeo-zoology	**8**	**6**		**2**
III	3.1 Typical Archaeological Studies 3.1.1 Sites – Geological and Archaeological 3.2 Archaeological Concepts 3.2.1 Salvage Archaeology 3.2.2 Ethnoarchaeology 3.2.3 Experimental Archaeology 3.2.4 Settlement Archaeology	**15**	**10**		**5**
IV	4.1 Prehistoric Technology 4.1.1 Basic rock types used in Stone Age for manufacturing of tools 4.1.2 Source of raw materials, their properties and behaviour 4.1.3 Tool making techniques 4.1.4 Ceramic technology 4.1.5 Artefact typology and classification	**12**	**8**		**3**
V	5.1 Introduction to Cultural Chronology 5.2 Thomsen model/Three age system 5.2.1 Palaeolithic 5.2.2 Mesolithic 5.2.3 Neolithic	**13**	**8**		**3**

	5.2.4 Chalcolithic 5.2.5 Bronze Age 5.2.6 Iron Age				
	TOTAL	**56**	**45**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning outcomes

CLO 1- Define the basic concept and scope of archaeological anthropology.

1.1 **Explain** the conceptual development of archaeology as a discipline.

1.2 Identify the major branches of archaeology and their relevance.

CLO 2- Describe the basic principles of geoarchaeology.

2.1 **Illustrate** the relevance of palaeontology in archaeological contexts.

2.2 Discuss the importance of palaeobotany for reconstructing past environments.

CLO 3- Differentiate between geological and archaeological sites.

3.1Interpret the concepts and methodologies of salvage archaeology.

3.2Illustrate the role and applications of ethnoarchaeology and experimental archaeology.

3.3Evaluate settlement patterns using archaeological data.

CLO 4- Identify basic rock types and sources of raw materials used in prehistory.

4.1 Describe prehistoric tool-making techniques and ceramic technology.

4.2 Classify artefacts based on typology and technological traits.

4.3 Assess material properties and their behaviour in tool-making.

CLO 5- Summarize the concept and significance of cultural chronology.

5.1Explain Thomsen's Three Age System.

5.2Differentiate among the cultural characteristics of the Palaeolithic, Mesolithic, Neolithic, Chalcolithic, Bronze, and Iron Ages.

5.3Interpret archaeological evidence to understand cultural transitions.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3	CO3	CO4	CO5	
Conceptual Knowledge	CO1, CO2, CO4, CO5	CO1, CO2, CO3, CO5	CO3, CO4	CO3, CO4	CO5	
Procedural Knowledge		CO3, CO4	CO3, CO4	CO4	CO5	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO 1	3	3	2	2	1	1	-	-	1
CLO 2	3	3	3	1	2	1	-	-	-
CLO 3	3	3	2	2	2	2	1	2	1
CLO 4	3	3	3	2	2	1	2	2	2
CLO 5	3	3	2	2	2	2	1	2	1
Average	**3**	**3**	**2.4**	**1.8**	**1.8**	**1.4**	**1.0**	**1.6**	**1.0**

(3=High, 2= Moderate 1= Low)

Mode of In-Semester Assessment: (24 Marks)

E. Sessional Test: 2 **Marks: 18**

F. Other Sessional Activities: **Marks: 6**

In- Semester Assessment **Marks: 24**

C. Sessional Activity

g) Seminar
h) Group discussion
i) Home Assignment

References

Brothwell D. and E. Higgs : Science in Archaeology

Butzer Karl : Environment and Archaeology

Chard : Man in Prehistory

Daniel Glyn : The Idea of Prehistory

Daniel Glyn : The Origin and Growth of Archaeology

Fagan, Brian M. : In the Beginning – An Introduction to Archaeology (6th edition)

Hole F. and R.F. Heizer : An Introduction to Prehistoric Archaeology

Jain K.C. : Prehistory and Protohistory of India

DK Bhattacharya, Prehistoric Archeology

HD Sankalia, Prehistory and Protohistory of India and Pakistan

DK Chakaraborti, History of Indian Archaeology:The beginning to 1947

K Paddayya, Neolithic Ash mound of the Deccan: Their place in the Archaeology of Peninsular India

DSE-701

Course Code :DSE-4-ANT-701

Course Title :Anthropology of North East India

Nature of the Course : DSE

Total Credit Assigned: 4

Component of the course: Lecture: 45 Practical: 0 Tutorial: 15

Distribution of Credits: End Semester: 56 In Semester: 24

Course Objectives-

CO 1- Understand the ethnic composition, population migration, and linguistic landscape of North East India.

CO 2- Examine the evolution and key areas of physical anthropological research in North East India.

CO 3- Analyse the emergence, development, and current trends in social anthropological research in North East India.

CO 4- Explore the history, cultural patterns, and ethnoarchaeological relevance of prehistoric North East India.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 North East India 1.1.1 Distribution of Ethnic groups 1.1.2 Population migration	**11**	**9**		**3**

	1.1.3 Ethnic elements 1.1.4 Linguistic diversity.				
II	2.1 History and development of Physical anthropology in North East India. 2.2 Demographic studies 2.3 Population Genetics studies 2.4 Growth and nutritional studies 2.5 Dermatoglyphics, 2.6 Studies on haemoglobinopathies 2.7 Contribution of eminent scholars from region.	**15**	**12**		**3**
III	3.1 Emergence and development of Social anthropological studies in North East India 3.1.1 A Review 3.2 Trends in Social anthropological studies in North East India 3.2.1 Problems and prospects 3.3 Major Social anthropological studies in North East India 3.3.1 Problems and prospects 3.4 Contribution of eminent scholars from region- Varrier Elwin, AC Bhagawati, TC Sharma	**15**	**12**		**5**
IV	4.1 History and Development of Prehistoric Archaeology in North East India. 4.2 Prehistoric Cultural patterns of North East India 4.3 Scope and Development of Ethno- archaeology in North East India 4.4 Living megaliths in NE India	**15**	**12**		**4**
	TOTAL	**56**	**45**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning outcomes

CLO 1- 1.1 **Describe** the distribution of ethnic groups in North East India.

1.2 **Explain** patterns of population migration in the region.

1.3 **Identify** different ethnic elements.

1.4 **Classify** the linguistic diversity found in North East India.

CLO 2- 2.1 **Trace** the history and development of physical anthropology in the region.

2.2 **Discuss** demographic and population genetics studies.

2.3 **Evaluate** growth, nutritional, and dermatoglyphic studies.

2.4 **Analyse** the prevalence and research on haemoglobinopathies.

2.5 **Recognize** the contributions of eminent scholars in physical anthropology.

CLO 3- 3.1 Review the origin and growth of social anthropological studies in the region.

3.2 Interpret the existing trends, challenges, and opportunities.

3.3 Assess region-specific problems and prospects in social anthropology.

3.4 Appraise the contributions of eminent social anthropologists from North East India.

CLO 4- 4.1 **Outline** the historical development of prehistoric archaeology in the region.

4.2 **Describe** the key prehistoric cultural patterns in North East India.

4.3 **Explain** the scope and importance of ethnoarchaeology in the regional context.

4.4 **Recognize** the archaeological contributions of eminent regional scholars.

Cognitive Map Based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CLO 1, CO2, CO3	CLO 1, CO2				
Conceptual Knowledge		CLO 2, CLO 3, CLO 4	CLO 3	CLO 2, CLO 3, CLO 4	CLO 3	
Procedural Knowledge		CLO 2, CLO 3, CLO 4	CLO 4	CLO 3	CLO 2, CLO 3	
Metacognitive Knowledge						

Mapping of CLOs with PSOs

CLO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9

CLO1	3	3	2	2	2	1	-	1	1
CLO2	3	3	2	2	2	2	2	2	1
CLO3	3	3	3	2	2	2	1	2	2
CLO4	3	3	3	2	2	2	1	2	2
Average	**3**	**3**	**2.5**	**2**	**2**	**1.75**	**1.33**	**1.75**	**1.5**

(3 = High, 2 = Moderate, 1 = Low)

Mode of In-Semester Assessment: (18 Marks)

G. Sessional Test: 2 **Marks: 14**
H. Other Sessional Activities: **Marks: 4**

In- Semester Assessment **Marks: 18**

D. Sessional Activity

j) Seminar
k) Group discussion
l) Home Assignment

References

Das, P.B. : Physical Anthropology in N.E. India – A Review of Progress. In Eastern Himalayas. Edited by T.C. Sharma & D.N. Mazumdar.

Das, B.M. : The Brahmaputra Valley Population. Physical Anthropology in N.E. India: A Short Review in Contemprorary Anthropological research in N.E. India.

Goswami, M.C. & P.B. Das : The People of Arunachal Pradesh – A Physical Survey.

Das, T.C. : The Purums. Goswami, M.C. and D.N. Majumdar : Social Institutions of the Garos of Meghalaya.

Abbe, B.L. and Satish Saberwal (ed.) : Urgent Research in Social Anthropology. (pp. 54-60).

Sharma, T.C. and D.N. Majumdar : Eastern Himalaya: A Study in Tribalism in N.E. India (Relevant parts).

Roy, Sachin : Aspects of Padam Minyong Culture.

Majumdar, D.N. :Culkture Change in Two Garo Villages. Journal of the Indian Anthropological Society, 1994. Nos. 1,2 and 3 (selected papers) (Relevant Chapters of the following books)

Sankalia, H.D. : Prehistory and Protohistory of India and Pakistan.

Singh, J.P. & G. Sengupta : Archaeology of North Eastern India (eds).

Sing, O.K. : Stone Age Archaeology of Manipur.

Sharma, T.C. and Mazumdar, D.N. : Eastern Himalaya: A Study in Tribalism in N.E. India. Relevant recent research publications.

MINOR-701

Course Code :MIN-4-ANT-701

Course Title :Public health and Gerontology

Nature of the Course : DSE

Total Credit Assigned :4

Component of the course: Lecture: 45 Practical: 0 Tutorial: 15

Distribution of Credits: End Semester: 56 In Semester: 24

Course Objectives:

CO 1- Understand the meaning, objectives, and importance of Public health and epidemiology.

CO 2: Describe and **analyse** the meaning of gerontology and aging

CO 3: Evaluate the socio-cultural dimension of aging

CO4: Examine different kind of national welfare programmes and policies for senior citizen of India

Course Content

Unit	Contents	M	L	P	T
I	1.1 Principles of epidemiology in public health 1.1.1 Overview of epidemiology methods used in research studies to address disease patterns in community	15	12		5

	1.1.2 Clinic-based populationsdistribution and determinants of health-related states or events in specific populations, 1.1.3 Strategies to control health problems.				
	1.1.4 Communicable and non-communicable diseases (malaria, tuberculosis; diabetes and cardio vascular diseases, Covid 19, Cancer); 1.1.5 sexually transmitted diseases (AIDS/HIV).				
II	2.1 Gerontology and ageing: Introduction and meaning of gerontology, its scope and significance, 2.2 Biological aspects of ageing 2.3 Physiological ageing during ageing 2.4 Health and nutrition in old age	15	13		4
III	Socio-cultural dimension of ageing: 3.1 Status of elderly population in different societies 3.2 Family support system and elderly care	15	12		4
IV	4.1 Public health and ageing: 4.1.1 National policies and welfare programmes for senior citizens of India	11	8		2
	Total	56	45		15

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcomes

CLO 1- Define key concepts and **explain** the objectives and significance of Public health and epidemiology.

1.1 Apply epidemiological tools to assess the distribution and determinations of health related events.

CLO 2- Explain the meaning and scope of gerontology

2.1 Examine the biological and physiological aspects of aging.

CLO 3 - Interpret the socio-cultural dimensions of aging

CLO4- **Analyse** different age related welfare programs for senior citizens of India

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CLO 1	CLO 1, CLO 3, CLO 2	CLO 2			
Conceptual Knowledge		CLO 1, CLO 2, CLO 4		CLO 1. CLO 3, CLO 4	CLO 3, CLO 4	
Procedural Knowledge			CLO 1, CLO 2	CLO 3, CLO 4	CLO 3, CLO 4	
Metacognitive Knowledge					CLO 4, CLO 3	

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	3	2	2	2	2	1	2	2
CLO2	3	3	2	2	2	3	2	2	2
CLO3	3	3	3	2	3	3	2	3	2
CLO4	3	3	3	3	3	3	2	3	3
Average	**3**	**3**	**2.5**	**2.25**	**2.5**	**2.75**	**1.75**	**2.5**	**2.25**

(3=High, 2= Moderate 1= Low)

Mode of In-Semester Assessment: (18 Marks)

I. Sessional Test: 2 **Marks: 14**

J. Other Sessional Activities: **Marks: 4**

In- Semester Assessment **Marks: 18**

E. Sessional Activity

m) Seminar
n) Group discussion
o) Home Assignment

References

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SEMESTER VIII

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core- 801	Anthropology of Disaster Management	MAJ-3-ANT-801	4	60	42	18
Core-802	Research Methodology	MAJ-3-ANT-802	4	60	42	18
Core -803	Applied Anthropology	MAJ-4-ANT-803	4	80	56	24
Core-804	Practical in Physical Anthropology	MAJ-4-ANT-804	4	80	80	-
Core-805 (A) OR Core-805 (B)	Prehistoric Culture **Or** **Research Project**	MAJ-4-ANT-805 OR MAJ-4-ANT-805	4 OR 4	80 OR 80	56 OR 80	24 OR -
Total			**20**	**400**	**304/328**	**96/72**

Course Code **:MAJ-3-ANT-801**

Course Title **:Anthropology of Disaster Management**

Nature of the Course : DSC

Total Credit Assigned :4

Component of the course: Lecture: 30 Practical: 0 Tutorial: 15

Distribution of Credits: End Semester: 56 In Semester: 24

Course Objectives:

CO 1- Understand the definition of disaster.

1.1 **Classify** the various types of natural and man-made disasters.

CO 2- Explain the components of disaster management including response, recovery, rehabilitation, and preparedness.

2.1 Examine anthropological perspectives and cultural beliefs related to disasters across different communities.

CO 3-Analyse indigenous practices and case studies to assess local knowledge systems and resilience mechanisms.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Disaster, definition, classification- natural and man-made 1.1.1 Floods 1.1.2 Famines 1.1.3 Earthquakes 1.1.4 Epidemics 1.1.5 Fire 1.1.6 Chemical and nuclear leaks 1.1.7 Wars 1.1.8 Ethnic conflicts/violence)	**15**	**12**		**4**
II	2.1 Disaster Management 2.2 Response 2.3 Recovery 2.4 Re-construction 2.5 Rehabilitation 2.6 Mitigation 2.7 Preparedness.	**15**	**10**		**6**
III	3.1 Anthropological perspectives on disasters 3.2 Cultural perception of disasters in different communities 3.3 Belief system, folklore, etc., on disasters 3.4 Indigenous ideas and methods of precautions and preparedness 3.5 Case studies 3.2 Floods and erosion in Assam 3.2.1 Ethnic clashes in North East India	**12**	**8**		**5**
	TOTAL	**42**	**30**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning outcomes

CLO 1- Define disaster and **categorize** them into natural and man-made types.

1.2Identify and **explain** examples such as floods, famines, earthquakes, epidemics, fires, chemical/nuclear leaks, wars, and ethnic conflicts.

CLO 2- **Describe** and **interpret** the stages of disaster management: response, recovery, reconstruction, rehabilitation, mitigation, and preparedness.

2.2: **Apply** knowledge to evaluate real-world disaster response strategies and **recommend** improvements.

CLO 3- Discuss anthropological theories and perspectives on how different cultures perceive and respond to disasters.

3.2: **Analyse** the role of belief systems, folklore, and cultural values in shaping disaster response.

3.3: **Evaluate** indigenous methods of disaster preparedness and community-based coping mechanisms.

3.4: **Examine** case studies (e.g., floods and erosion in Assam, ethnic clashes in Northeast India) to **assess** localized disaster impacts and community adaptations.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CLO 1.1, CLO 1.2, CLO 2	CLO2, CLO1				
Conceptual Knowledge		CLO 2.1, CLO 3.1		CLO 3.2	CLO 3.3	
Procedural Knowledge			CLO 2.2, CLO 3.3	CLO 3.4	CLO 2.2, CLO 3.3, 3.4	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	3	2	2	2	2	1	2	2
CLO2	3	3	3	3	3	3	2	3	2

CLO3	3	3	3	3	3	3	2	3	3
Average	**3**	**3**	**2.67**	**2.67**	**2.67**	**2.67**	**1.67**	**2.67**	**2.33**

Mode of In-Semester Assessment: (18/12 Marks)

K. Sessional Test: 2 **Marks: 14**
L. Other Sessional Activities: **Marks: 4**

In- Semester Assessment **Marks: 18/12**

F. Sessional Activity

p) Seminar
q) Group discussion
r) Home Assignment

References

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Hoffman, Susanne, M., and Anthony Oliver Smith, 2001, Catastrophe and Culture- The Anthropology of Disaster, School of American Research Press, Santa Fe, New Mexico. Keller, Stephen,L.,Uprooting and Social Change, Manohar Book Service, New Delhi.

Patnaik, S.M., 1996, Displacement, Rehabilitation and Social Change, Inter India Publications, New Delhi.

Narayan, S., 2000, Anthropology of Disaster Management. Gyan Publishing House, New Delhi

Course Code **:MAJ-4-ANT-802**
Course Title **:Research Methodology**

Nature of the Course : DSC

Total Credit Assigned :4

Component of the course: Lecture: 30 Practical: 0 Tutorial: 15

Distribution of Credits: End Semester: 56 In Semester: 24

Course Objectives:

CO 1- Understand the empirical foundation and **explain** the aims and objectives of anthropological research and fieldwork traditions.

CO 2- Identify and **apply** appropriate research methods, techniques, and research design in anthropological investigations.

CO 3- Analyse primary and secondary sources of data collection and **evaluate** their relevance in different research contexts.

CO 4- Apply elementary statistical tools and techniques to organize**,** summarize, and interpret anthropological data.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Fieldwork and empirical tradition in Anthropology 1.2 Aims and Objective of Anthropological research.	**11**	**9**		**4**
II	2.1 Methods and Techniques of Investigation 2.1.1 Ethnographic method 2.1.2 Comparative method 2.1.3 Geneaological method 2.1.4 Case study 2.1.5 Survey method 2.1.6 Research Design; exploratory, descriptive and experimental. 2.1.7 Formulation of Hypothesis 2.1.8 Research questions 2.1.9 Literature Review	**15**	**12**		**4**
III	3.1 Sources of Data 3.1.1 Primary sources 3.1.1.1 Observation	**15**	**12**		**3**

	3.1.1.2 Interview 3.1.1.3 Key informant 3.1.1.4 Schedule and questionnaire 3.1.1.5 Life-history 3.1.1.6 Focused group interview 3.1.1.7 Scaling techniques 3.1.1.8 RRA, 3.1.1.9 PRA 3.1.1.10 RAP 3.1.1.11 Audio-visual recording 3.1.2 Secondary sources 3.1.2.1 Census 3.1.2.2 National sample survey 3.1.2.3 Documents and records 3.1.2.4 Maps 3.1.2.5 National and international reports (UNDP, World Bank, UNICEF, etc.).				
IV	4.1 Elementary Statistics 4.1.1 Sampling 4.1.2 Classification and tabulation of data 4.1.3 Variables 4.1.4 Frequency distribution 4.1.5 Histogram and polygon	**15**	**12**		**4**
	TOTAL	**56**	**45**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning outcomes

CLO 1- 1.1: **Describe** the role of fieldwork and empirical tradition in anthropology.

1.2: **Explain** the aims and objectives of anthropological research.

CLO 2- 2.1: **Define** and **distinguish** various research methods including ethnographic, comparative, genealogical, case study, and survey methods.

2.2: **Design** appropriate research frameworks (exploratory, descriptive, experimental).

2.3: **Formulate** research hypotheses and **construct** relevant research questions.

CLO 3- 3.1: **Identify** various primary sources of data including observation, interviews, and key informants.

3.2: **Apply** tools such as schedules, questionnaires, life histories, and group interviews.

3.3: **Utilize** participatory tools like RRA, PRA, RAP, and audio-visual recording techniques.

3.4: **Classify** and **evaluate** secondary sources such as census, NSSO data, maps, and global reports (e.g., UNDP, World Bank).

CLO 4- 4.1:Demonstrate the use of statistical techniques including sampling, classification, and tabulation.

4.2: **Explain** statistical variables and **construct** frequency distributions.

4.3: **Interpret** graphical representations like histograms and polygons

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CLO 2.1, CLO 3.1	CLO 1.1, CLO 1.2	CLO 3.2			
Conceptual Knowledge		CLO 2.1, CLO 2.2, CLO 4.2	CLO 2.3, CLO 3.3, CLO 4.1	CLO 3.4	CLO 3.4, CLO 4.3	
Procedural Knowledge			CLO 2.2, CLO	CLO 3.4	CLO 3.3, CLO 4.3	

			3.2, CLO 4.1			
Metacognitive Knowledge				CLO 2.3, CLO 4.2	CLO 3.4, CLO 4.3	

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	3	2	2	2	2	1	2	2
CLO2	3	3	3	2	3	3	2	3	2
CLO3	3	3	3	3	3	3	2	3	2
CLO4	3	3	2	2	3	3	3	2	2
Average	**3**	**3**	**2.5**	**2.25**	**2.75**	**2.75**	**2**	**2.5**	**2**

(3=High, 2= Moderate 1= Low)

Mode of In-Semester Assessment: (18/12 Marks)

M. Sessional Test: 2 **Marks: 14**
N. Other Sessional Activities: **Marks: 4**

In- Semester Assessment **Marks: 18/12**

G. Sessional Activity

s) Seminar
t) Group discussion
u) Home Assignment

References

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Danda, Ajit. Research Methodology in Anthropology. Inter-India, New Delhi.

Evan Pritchard, E.E. 1972. Social Anthropology. Routledge and Kegan Paul. London.

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Goode, W. J. and P.J. Hatt. 1952. Methods in Social Research. McGraw Hill Book Company, Auckland.

Murdock G.P , Outlines of Cultural Materials. Human Relations Area Files, New Haven.

Young, P.V. 1966. Scientific Social Survey and Research. Prentice Hall. Englewood Cliffs.

Course Code :MAJ-4-ANT-803

Course Title :Applied Anthropology

Nature of the Course : DSC

Total Credit Assigned :4

Component of the course: Lecture: 45 Practical: 0 Tutorial: 15

Distribution of Credits: End Semester: 56 In Semester: 24

Course Objectives

CO 1- Understand the nature, aims and scope of Applied Physical Anthropology.

1.1 Trace it's historical development and relevance.

CO 2-Explore and **Examine** the application of anthropometry in designing tools, selecting personnel and supporting healthcare and sports sector.

CO 3- Analyse the applications of human genetics in medico-legal issues, counselling, screening and engineering.

CO 4- Asses the development and **explain** the shifting roles of applied social and cultural anthropology in historical and modern context.

CO 5- Apply anthropological knowledge to solve practical problems in administration, industry, agriculture, education, medicine and public health.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Nature, aim and scope of Applied Physical Anthropology 1.2 Brief history and development of Applied Physical Anthropology 1.3 Application of Anthropometry: making clothing, footwear, furniture, automobile, defense equipment, selecting defense personnel, games and sports, dentistry, surgery.	**14**	**10**		**4**
II	2.1 Application of human genetics 2.1.1 Medico-legal aspects 2.1.2 Genetic counselling 2.1.3 Eugenics 2.1.4 Genetic screening 2.1.5 Genetic engineering	**14**	**12**		**4**
III	3.1 Applied, action and development Anthropology 3.1.1 History of development of Applied social and cultural Anthropology 3.1.2 Role of Applied social and cultural Anthropology in the colonial era 3.1.3 Changing role of Applied social and cultural Anthropology in the contemporary developing societies.	**16**	**13**		**3**
IV	4.1 Application of Anthropological knowledge 4.1.1 Administration 4.1.2 Industry 4.1.3 Agriculture 4.1.4 Education 4.1.5 Medicine 4.1.6 Public health. 4.1.7 Heritage	**12**	**10**		**4**
	TOTAL	**56**	**45**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning outcomes

CLO 1- 1.1 **Describe** the nature, aim, and scope of Applied Physical Anthropology.

1.2 – **Outline** the historical development of Applied Physical Anthropology.

1.3 – **Identify** and **explain** anthropometric applications in daily life (e.g., clothing, footwear, vehicles, defense, sports, medicine, etc.).

CLO 2- 2.1 – **Discuss** the applications of genetics in medico-legal contexts and public health.

2.2 – **Illustrate** the significance of genetic counselling and genetic screening.

2.3 – **Examine** the role of eugenics and genetic engineering in contemporary society.

CLO 3- 3.1- Trace the historical development of applied socio-cultural anthropology.

3.2 – **Analyse** the colonial context and its influence on applied anthropology.

3.3 – **Evaluate** the evolving role of anthropology in modern developing societies.

CLO 4- 4.1Apply anthropological insights to improve practices in administration and industry.

4.2 – **Demonstrate** the role of anthropology in agriculture, education, and medicine.

4.3 – **Assess** the importance of anthropological knowledge in promoting public health.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CLO 1.1, 1.2, CLO2.1	CLO 1.3				
Conceptual Knowledge	CLO 2.2 , CLO3	CLO 2.1, 2.2, 3.1	CLO 4.1, 4.2	CLO 2.3, 3.2	CLO 3.3, 4.3	
Procedural Knowledge			CLO 4.1, 4.2	CLO 2.3, 3.2	CLO 4.3	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO/PSO	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6	PSO_7	PSO_8	PSO_9

CLO_1	3	3	2	2	1	1	-	-	1
CLO_2	3	3	3	1	1	-	-	-	-
CLO_3	3	3	2	2	2	2	1	2	1
CLO_4	3	3	3	2	2	1	2	2	2
Average	**3**	**3**	**2.5**	**1.75**	**1.5**	**1**	**.75**	**1**	**1**

(3=High, 2= Moderate 1= Low)

Mode of In-Semester Assessment: (24 Marks)

O. Sessional Test: 2 **Marks: 18**
P. Other Sessional Activities: **Marks: 6**

In- Semester Assessment **Marks: 24**

H. Sessional Activity

v) Seminar
w) Group discussion
x) Home Assignment

References

Foster, G.M. Traditional Cultures : Impact of technological changes.

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Vidyarthi, L.P. B.K. Verma 1963. Some aspects of Applied Physical Anthropology. Ranchi : CSCR

Vidyarthi, L.P. 1968. Applied Anthropology in India. Allahabad : Kitab Mahal

Course Code **:MAJ-4-ANT-804**

Course Title **:Practical in Physical Anthropology**

Nature of the Course : DSC

Total Credit Assigned : 4

Component of the course: Lecture: Practical: 45 Tutorial: 15

Distribution of Credits: End Semester: 80 In Semester: 0

Course Objectives:

CO 1- Understand the principles and **demonstrate** proficiency in **measuring** and **interpreting** cranial and mandibular dimensions using direct and indirect methods.

CO 2- Develop skills to **apply**osteometric techniques on post-cranial bones to understand human variation and assist forensic, clinical, and anthropological analysis

CO3- Explore and **implement** basic serological and genetic tests to **assess** physiological traits and population-level variations.

CO4- Investigate dermatoglyphic patterns and **apply** fingerprint and palmar analyses to understand hereditary and population-level variations.

Course Content

Unit	Content	M	L	P	T
I	**1.1 Craniometry** 1.1.1 Linear and angular measurements are to be taken on TWO human skulls 1.1.1.1 Direct Linear Measurements on Skull 1.1.1.1.1 Maximum cranial length 1.1.1.1.2 Glaballa inion length 1.1.1.1.3 Nasion inion length 1.1.1.1.4 Maximum cranial breadth 1.1.1.1.5 Maximum frontal breadth 1.1.1.1.6 Bi-Mastoid diameter 1.1.1.1.7 Minimum frontal breadth 1.1.1.1.8 Bizygomatic breadth 1.1.1.1.9 Nasion Prosthion line 1.1.1.1.10 Nasal height 1.1.1.1.11 Nasal breadth 1.1.1.1.12 Orbital height 1.1.1.1.13 Maxillo-Alveolar length 1.1.1.1.14 Maxillo-Alveolar breadth 1.1.1.1.15 Palatal length 1.1.1.1.16 Platal breadth 1.1.1.1.16 Length of occipital foramen 1.1.1.1.17 Breadth of occipital foramen 1.1.1.1.18 Frontal chord 1.1.1.1.19 Parietal chord 1.1.1.1.20 Occipital chord 1.1.1.1.21 Auriculo-Bregmatic height 1.1.1.1.22Basilo-Brogmatic height 1.1.1.1.23 Auriculo-Bregmatic height. 1.1.1.2 Direct Liner Measurements on Mandible	**20**		**10**	**3**

	1.1.1.2.1 Bicondylar breadth 1.1.1.2.2 Bigonial breadth 1.1.1.2.3 Height of ramus 1.1.1.2.4 Length of lower jaw/Mandibular length 1.1.1.3 Direct Angular Measurements on Skull and Mandible 1.1.1.3.1 Facial profile angle 1.1.1.3.2 Nasal profile angle 1.1.1.3.3 Alveolar profile angle 1.1.1.3.4 Metopic angle 1.1.1.3. .Calvarial base angle 1.1.1.3.6 Bregma angle of Schwalbe 1.1.1.3.7 Lambda angle of Schwalbe 1.1.1.3.8 Mandibular angle 1.1.1.4 Linear Measurements on Sectional Drawing of Skull (Craniographic Contour) 1.1.1.4.1. Basion-Bregma height 1.1.1.4.2 Nasion-inion line 1.1.1.4.3 Nasion-Basion line 1.1.1.4.4 Prosthion-Basion line 1.1.1.4.5 Nasion-Prosthion line 1.1.1.4.6 Nasion-Lambda line 1.1.1.4.7 Basion-Lambda line 1.1.1.4.8 Frontal chord 1.1.1.4.9 Parietal chord 1.1.1.4.10. Occipital chord 1.1.1.4.11 Calvarial height 1.1.1.4.12 Lambda -Calvarial height 1.1.1.4.13 Frontal perpendicular 1.1.1.4.14 Lambda -Calvarial height 1.1.1.4.15 Occipital perpendicular 1.1.1.5 Angular Measurements on Sectional Drawing of Skull : 1.1.1.5.1 Metopic angle 1.1.1.5.2 Facial profile angle				

	1.1.1.5.3 Nasal profile angle 1.1.1.5.4 Alveolar profile angle 1.1.1.5.5 Calvarial base angle 1.1.1.5.6. Occipital curvature angle 1.1.1.5.7 Profile angle of nasal roof 1.1.1.5.8 Frontal angle of Schwalbe 1.1.1.5.9 Bregma angle Schewalbe 1.1.1.5.10 Angle of facial triangle 1.1.1.5.11 Angles of cranial quadrilateral				
II	**2.1Osteometry** 2.1.1 Osteometric measurements on ONE set (Two bones of both are to be taken 2.1.1.1 Clavicle 2.1.1.1.1 Linear Measurements 2.1.1.1. 1.1 Vertical diameter in the middle 2.1.1.1.1.1.1 Sagital diameter in the middle 2.1.1.1.1.1.2 Girth in the middle 2.1.1.1.1.1.3 Breadths of curvature of shaft 2.1.1.1.1.2 Angles 2.1.1.1.2.1. Two angles of curvature : Inner and outer 2.1.1.1.3 Index 2.1.1.1.3.1 Caliber Index 2.1.1.2 Scapula 2.1.1.2.1 Linear measurement 2.1.1.2. 1. Anatomical breadth 2.1.1.2.2 Anatomical length. 2.1.1.2.3 Length of cranial border 2.1.1.2.4 Length of axillary border. 2.1.1.2.5 Projected breadth of spine 2.1.1.2.6 Anatomical breadth of Supra -Spinous line 2.1.1.2.7 Anatomical breadth of Infra -Spinous 22 line 2.1.1.2.8 Length of glenoid fossa.	**20**		**15**	**2**

	2.1.1.2.9 Breadth of glenoid fossa 2.1.1.2.2 Angles 2.1.1.2.2. 1. Breadth-length angle 2.1.1.2.2.2 Supra-Spinous angle. 2.1.1.2.2.3 Infra-Spinous angle 2.1.1.2.2.4 Axillo- Spinal angle. 2.1.1.2.3 Index 2.1.1.2.3.1.Scapula index 2.1.1.3 HUMERUS 2.1.1.3.1 Linear Measurements 2.1.1.3.1.1 Maximum length 2.1.1.3.1.2. Breadth of proximal epiphysis 2.1.1.3.1.3 Epiphysis 2.1.1.3.1.4 Least girth of shaft 2.1.1.3.1.5 Epiphysis 2.1.1.3.1.6 Max. vertical diameter of head 2.1.1.3.2 Angles 2.1.1.3.2. 1 Torsion angle 2.1.1.3.2.2 Head-Shaft or Capito-Dia-physical angle 2.1.1.3.2.3 Condylo-Diaphysial or Trochlear angle 2.1.1.3.3 Index 2.1.1.3.3.1Caliber index 2.1.1.4 RADUS 2.1.1.4.1 Linear Measurements 2.1.1.4.1.1 Maximum length 2.1.1.4.1.2 Physiological length 2.1.1.4.1.3 Least girth of shaft 2.1.1.4.1.4 Transevers diameter of shaft 2.1.1.4.1.5Sagittal diameter of shaft 2.1.1.4.2 Angle 2.1.1.4.2.1Collo-diaphysial angle 2.1.1.4.3. Indices 2.1.1.4.3.1 Caliber Index				

	2.1.1.4.3.2 Cross-section index of shaft 2.1.1.4.3.3 Curvature index 2.1.1.5 ULNA 2.1.1.5.1 Linear Measurements 2.1.1.5.1. 1 Maximum length 2.1.1.5.1. 2 Physiological length 2.1.1.5.1. 3 Least girth of shaft 2.1.1.5.1.4 Breadth of olecranon 2.1.1.5.1.5 Height of elecranon 2.1.1.5.1.6 Thickncess of olecranon 2.1.1.5.1.7 Height of olecranon cap 2.1.1.5.2 Angles 2.1.1.5.2.1 Olecranon -coronoid angle 2.1.1.5.2.2Joint axis angle 2.1.1.5.3 Indices 2.1.1.5.3.1 Caliber index 2.1.1.5.3.2 Curvature index 2.1.1.5.3.3 Olecranon cap index 2.1.1.6 FEMUR 2.1.1.6.1 Linear Measurements 2.1.1.6.1.1 Maximum length 2.1.1.6.1.2 Physiological length 2.1.1.6.1. .Trochantric length 2.1.1.6.1.4 Sagittal diameter of middle shaft 2.1.1.6.1.5 Transverse diameter of mideleshaf 2.1.1.6.1.6 Upper sagittal diameter of shaft 2.1.1.6.1.7 Lower transverse diameter of shaft 2.1.1.6.2 Angles 2.1.1.6.2.1 Torsion angle 2.1.1.6.2.2 Collo -diaphysial angle 2.1.1.6.2.3 Condylo -diaphysial angle 2.1.1.6.3 Indices 2.1.1.6.3.1 Pilastric index				

	2.1.1.6.3.2 Platymetric index				
III	**3.1Serology-Students shall learn the following methods on FIVE individuals**. 3.1.1Standard method of testing ABO and Rh blood groups 3.1.2 Estimation of Hb level. 3.1.3 Taste sensitivity to PTC 3.1.3.1 Students shall learn the method of finding the threshold value in respect of ability of tasting PTC on FIVE individuals	**20**		**10**	**5**
IV	**4.1 Dermatoglyphics: (5 individuals)** 4.1.1dentification of finger patterns and ridge counting 4.1.2Tracing of the main line formula on the palm.	**20**		**10**	**5**
	TOTAL	**80**		**45**	**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning outcomes

CLO 1- 1.1Identify key anatomical landmarks of the human skull and mandible.

1.2Perform linear and angular measurements on skulls and mandibles.

1.3Interpretcraniographic contour drawings and derived angular relationships.

1.4Compare cranial features across individuals based on measurements.

CLO 2- 2.1Measure long bones (clavicle, scapula, humerus, radius, ulna, femur) using standardized osteometric methods.

2.2 Calculate indices and angles to assess morphological variation.

2.3 Applyosteometric data to **analyze** skeletal differences.

2.3Evaluate the functional implications of variations in long bone morphology.

CLO 3- 3.1Determine ABO and Rh blood groups using standard serological methods.

3.2Estimatehemoglobin levels and **assess** individual health status.

3.3Evaluate PTC taste sensitivity and **identify** threshold levels among individuals.

3.4Interpret physiological traits to understand genetic variability.

CLO 4-4.1Identify fingerprint types and **perform** ridge counting.

4.2 Trace and **record** main line formulae on palms.

4.3 Compare dermatoglyphic traits among individuals.

4.4 Discuss dermatoglyphics in relation to genetic inheritance and population studies.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CLO1.1		CLO3.1			
Conceptual Knowledge		CLO1.4, CLO4.4	CLO3.4	CLO2.3, CLO3, CLO4.3	CLO2.4, CLO 3, CLO4	
Procedural Knowledge		CLO1.2, CLO 3, CLO4	CLO1.3, CLO2.1, CLO3.2, CLO3.3, CLO4.1, CLO4.2	CLO2.2, CLO 4	CLO3.4, CLO 4	
Metacognitive Knowledge						

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO1	3	3	2	2	2	1	1	2	2
CLO2	3	3	3	3	3	2	1	1	1
CLO3	3	2	3	2	3	2	2	2	2
CLO4	3	2	3	3	3	2	2	1	2
Average	**3**	**2.5**	**2.75**	**2.5**	**2.75**	**1.75**	**1.5**	**1.5**	**1.75**

(3=High, 2= Moderate 1= Low)

References

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DSC-XXII

Course Code :MAJ-4-ANT-805
Course Title :Prehistoric Cultures

Nature of the Course : DSC

Total Credit Assigned : 4

Component of the course: Lecture:45 Practical: Tutorial: 15

Distribution of Credits: End Semester: 56 In Semester: 24

Course Objectives:

CO 1- Understand the development of Oldowan, Abbevillian, and Acheulian cultures in Africa, Europe, and India, and **analyse** their technological features.

CO 2- Examine the Mousterian and Levalloisean cultures of Europe and their allied development in India through comparative analysis.

CO3- Explore the evolution of Upper Palaeolithic culture and **evaluate** its artistic expressions in Europe and their Indian counterparts.

CO4- Analyse the impact of post-Pleistocene climatic changes and **interpret** their influence on Mesolithic cultures and art in Europe and India.

CO5- Investigate the origin and **trace** the development of Neolithic cultures and the shift to food production in West Asia and India.

Course Content:

Unit	Contents	M	L	P	T
I	1.1 Oldowans culture of Africa 1.2 Acheulian development in Europe and allied development in India.	**10**	**8**		**2**
II	2.1 Mousterian and Levalloisean cultures of Europe and allied development in India	**10**	**8**		**2**
III	3.1 Development of Upper Palaeolithic Culture in Western Europe and allied development in India 3.2 Upper Palaeolithic art in Europe.	**12**	**10**		**4**
IV	4.1 Post Pleistocene climatic change in Europe and cultural developement in Europe and India 4.2 Mesolithic Art in India	**12**	**10**		**3**
V	5.1 Neolithic culture development 5.1.1 Origin and development of food production in West Asia (Near East). Neolithic cultural pattern in India.	**12**	**9**		**4**
	Total	**56**	**45**		**15**

M- Marks, L- Lecture, P- Practical, T- Tutorial

Course Learning Outcome

CLO 1-1.1Identify the main features of Oldowan culture in Africa.

1.2Compare Abbevillian and Acheulian tools from Europe with allied developments in India.

1.3Illustrate technological and typological changes during the Lower Palaeolithic period.

CLO 2- 2.1Describe Mousterian and Levalloisean cultures in Europe.

2.2Analyse allied tool developments in India.

2.2 Interpret patterns of continuity and change across Middle Palaeolithic cultures.

CLO 3- 3.1Explain the Upper Palaeolithic cultural developments in Western Europe.

3.2Compare these with allied developments in the Indian subcontinent.

3.3Evaluate Upper Palaeolithic art in Europe and **assess** its symbolic significance.

CLO 4- 4.1Analyse post-Pleistocene climatic changes and their impact on human adaptation.

4.2Summarize Mesolithic cultural developments in Europe and India.

4.3Interpret artistic traditions in Mesolithic India.

CLO 5- 5.1 Investigate the origin of food production in West Asia.

5.2Describe Neolithic cultural patterns in India.

5.3Distinguish between early Neolithic adaptations in West Asia and India.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CLO 1.1, 2.1, CLO 3.1, CLO4, CLO 5.2	CLO 1.2, 2.2, 5.3	—	—	—	—

Conceptual Knowledge	—	CLO 3.1, 4.2	CLO 1.3	CLO 2.3, 4.1, 5.3	CLO 3.3	—
Procedural Knowledge	—	—	CLO 1.3, 3.2	CLO 2.2, 4.3	CLO 3.3	—
Metacognitive Knowledge	—	—	—	—	—	—

Mapping of PSO with CLO

CLO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CLO 1	3	3	2	2	2	1	1	2	1
CLO 2	3	3	3	2	2	1	1	2	1
CLO 3	3	3	3	2	2	2	2	1	1
CLO 4	3	3	2	2	2	2	2	1	1
CLO 5	3	3	2	2	2	1	2	1	1
Average	**3.0**	**3.0**	**2.4**	**2.0**	**2.0**	**1.4**	**1.6**	**1.4**	**1**

(3=High, 2= Moderate 1= Low)

Mode of In-Semester Assessment: (24 Marks)

Q. Sessional Test: 2 **Marks: 18**

R. Other Sessional Activities: **Marks: 6**

In- Semester Assessment **Marks: 24**

I. Sessional Activity

y) Seminar
z) Group discussion
aa) Home Assignment

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Brace, C.L. : The Stage of Human Evolution

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Turnbaugh, H.N. Robert, Jur Main and Lynn, Kilgore: Understanding Physical Anthropology and Archaeology