



**Department Of Anthropology
University Of Allahabad**

**Four-Year Undergraduate Course
in
ANTHROPOLOGY**

(NEP-2020)

**Department of Anthropology
University of Allahabad**

B.A./B.Sc.

Second Year (Semester I and Semester II)

NEP 2020 Syllabus for Four-Year Undergraduate Course in Anthropology

MAJOR

Course Code	Semester	Course Title	Credit
ANT-101	Semester-I	Biological Anthropology-I	3
ANT-102	Semester-I	Social-Cultural Anthropology-I	3
ANT-103	Semester-I	Archaeological Anthropology-I	2
ANT-104	Semester-II	Biological Anthropology-II	3
ANT-105	Semester-II	Social-Cultural Anthropology-II	3
ANT-106	Semester-II	Archaeological Anthropology-II	2

MINOR

Course Code	Semester	Course Title	Credit
ANT-101	Semester-I	Biological Anthropology-I	2
ANT-102	Semester-I	Social-Cultural Anthropology-I	1
ANT-103	Semester-I	Archaeological Anthropology-I	1
ANT-104	Semester-II	Biological Anthropology-II	2
ANT-105	Semester-II	Social-Cultural Anthropology-II	1
ANT-106	Semester-II	Archaeological Anthropology-II	1

Learning Outcomes Descriptors and Programme Outcomes (P.O.) for a Bachelor's degree (Level 5.5)

Bachelor's degree: The bachelor's degree qualifies students who can apply abroad and coherent body of knowledge and skills in a range of contexts to undertake professional work and/or for further learning.

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	Comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning.
P.O. 2.	Knowledge of the current and emerging issues and developments within the chosen field(s) of learning.
P.O. 3.	Procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:
P.O. 4.	Cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning.
P.O. 5.	Cognitive and technical skills required to evaluate and analyze complex ideas,
P.O. 6.	Cognitive and technical skills required to generate solutions to specific problems associated with the chosen fields of learning.
Descriptor	Application of knowledge and skills: The graduates should be able to demonstrate the ability to:
P.O. 7.	Apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyze quantitative/qualitative data to assess the appropriateness of different approaches to solving problems,
P.O. 8.	Employ the right approach to generate solutions to problems related to the chosen fields of learning.

Descriptor	Generic learning outcomes: The graduates should be able to demonstrate the ability to:
P.O. 9.	Listen carefully, to read text related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences.
P.O. 10.	Communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning,
P.O. 11.	Make coherent arguments to support the findings/results of the study undertaken to specialist and non-specialist audiences.
P.O. 12.	Meet one's own learning needs relating to the chosen field(s) of learning,
P.O. 13.	Pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of the workplace and pursue higher level of education and training.
P.O. 14.	Critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence.
P.O. 15.	Make judgements and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems,
P.O. 16.	Exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.
Descriptor	Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:
P.O. 17.	Embrace constitutional, humanistic, ethical, and moral values, and practice these values in life.
P.O. 18.	Identify ethical issues related to the chosen fields of study,
P.O. 19.	Formulate coherent arguments about ethical and moral issues, including. Environmental and sustainable development issues, from multiple

	perspectives.
P.O. 20.	Follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of:
P.O. 21.	Knowledge and essential skills set and competence that are necessary to take up a professional job relating to the chosen field of learning and professional practice,
P.O. 22.	Entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment requiring the exercise of full personal responsibility for the outputs of own work, and full responsibility for the output of the group,
P.O. 23.	The ability to exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environments.

Learning Outcomes Descriptors and Programme Outcomes for a Bachelor's degree (Honours/ Honours with Research) or the Post-Graduate Diploma (Level 6)

Bachelor's degree (Honours): Prepare individuals who can apply a body of knowledge in a specific context to undertake professional work and for research and further learning.

Bachelor's degree (Honours with Research): Prepare individuals who can apply an advanced body of knowledge in a range of contexts to undertake professional work and apply specialized knowledge and skills for research and scholarship, and/or for further learning relating to the chosen field(s) of learning, work/vocation, or professional practice.

Post-Graduate Diploma: The Post-Graduate Diploma qualifies students who can apply a body of advanced knowledge and skills in a range of contexts to undertake professional or highly skilled work and/or further learning.

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	Advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/ interdisciplinary context.
P.O. 2.	A coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning.
P.O. 3.	an awareness and knowledge of the emerging developments and issues in the chosen fields of learning.
P.O. 4.	Procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
Descriptor	General, technical, and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:
P.O. 5.	Arrange of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning,
P.O. 6.	Cognitive and technical skills relating to the established research methods and techniques,

P.O. 7.	Cognitive and technical skills required to evaluate complex ideas and undertake research and investigations to generate solutions to real-life problems,
P.O. 8.	Generate solutions to complex problems independently, requiring the exercise of full personal judgement, responsibility, and accountability for the output of the initiatives taken as a practitioner.
Descriptor	Application of knowledge and skills: The graduates should be able to demonstrate the ability to:
P.O. 9.	Apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning,
P.O. 10.	Apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Descriptor	Generic learning outcomes: The graduates should be able to demonstrate the ability to:
P.O. 11.	Listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/ audiences,
P.O. 12.	Communicate technical information and explanations, and the findings/ results of the research studies relating to specialized fields of learning,
P.O. 13.	Present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues.
P.O. 14.	Meet own learning needs relating to the chosen fields of learning,
P.O. 15.	Pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue a higher level of education and research.
	The graduates should be able to demonstrate:

P.O. 16.	A keen sense of observation, enquiry, and capability for asking relevant/appropriate questions,
P.O. 17.	The ability to problematize, synthesize and articulate issues and design research proposals,
P.O. 18.	The ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
P.O. 19.	The capacity to develop appropriate tools for data collection,
P.O. 20.	The ability to plan, execute and report the results of an experimenter investigation,
P.O. 21.	The ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in own research work, regardless of the funding authority or field of study,
P.O. 22.	Examine and assess the implications and consequences of emerging developments and issues relating to the chosen fields of study based on empirical evidence.
P.O. 23.	Make judgement in arrange of situations by critically reviewing and consolidating evidence,
P.O. 24.	Exercise judgement based on evaluation of evidence from a range of sources to generate solutions to complex problems, including real-life problems, associated with the chosen field(s) of learning requiring the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member.
Descriptor	Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:
P.O. 25.	Embrace and practice constitutional, humanistic, ethical, and moral values in life.

P.O. 26.	Adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.
P.O. 27.	Present coherent arguments in support of relevant ethical and moral issues.
P.O. 28.	Participate in actions to address environmental and sustainable Development issues.
P.O. 29.	Follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification, or misrepresentation of data or committing plagiarism.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:
P.O. 30.	Adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.
P.O. 31.	Managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for the output of own work as well as for the output of the group as a member of the group/team.
P.O. 32.	Exercising supervision in the context of work having unpredictable changes.
Credit requirements	Successful completion of the 4-year (eight semesters) undergraduate programme involving a minimum of 160 credits, with a minimum of 40 credits each at level 4.5, 5, 5.5, and 6 of the NHEQF. A 1-year/2-semester Post-Graduate Diploma programme builds on a 3-year/6-semester bachelor's degree and requires a minimum of 40 credits for individuals who have completed a bachelor's programme.

	An individual seeking admission to the bachelor's degree (Honours/ Honours with Research) in a specified field of learning would normally have completed all requirements of the relevant 3-year bachelor's degree. (After completing the requirements of a 3-year bachelor's degree, candidates who meet a minimum 75% marks or its equivalent grade will be allowed to continue studies in the fourth year of the undergraduate programme leading to the bachelor's degree (Honours with Research).
Entry requirements	Continuation of undergraduate programme leading to the bachelor's degree (Honours/ Honours with Research) will be open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Continuation of the programme of study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue study during the fourth year (semesters 7 & 8) of the 4-year Bachelor's degree (Honours/ Honours with Research) programme. Lateral entry into the programme of study at NHEQF level 6 will be based on the validation of prior learning outcomes, including those achieved outside of formal learning or through learning and training in the workplace, through continuing professional development activities, or through independent/self-managed learning activities.

Programme Learning Outcomes of Anthropology U.G. Programme

Qualification descriptors define the knowledge, skills, attitudes, and values students gain in a specific program. They cover both subject-specific and transferable abilities, which students should show upon completing their undergraduate studies. These descriptors also prepare students for further education, work, and active citizenship.

Programme learning outcomes outline the minimum essential learning required to complete a program of study, ensuring comparability of learning levels and academic standards across colleges/universities. They provide a broad picture of the level of competence of undergraduates of a given programme of study. Here are 10 Programme Learning Outcomes (PLOs) for a undergraduate (B.A./B.Sc.) Anthropology programme, aligned with the graduate attributes and qualification descriptors mentioned above:

- PSO1. Enhanced Disciplinary Knowledge and Understanding:** Demonstrate a critical understanding of advanced theoretical and methodological approaches in anthropology, including the ability to analyze and synthesize knowledge across subfields such as social-cultural anthropology, biological anthropology, and archaeology.
- PSO2. Critical Thinking and Problem-Solving:** Exhibit the ability to critically evaluate anthropological theories, data, and evidence to identify, analyze, and solve complex disciplinary and interdisciplinary problems.
- PSO3. Communication Skills:** Effectively communicate anthropological knowledge, research findings, and arguments to specialized and non-specialized audiences using clear and coherent language supported by appropriate evidence.
- PSO4. Learning and Adaptability:** Cultivate the ability to pursue independent, self-directed learning to adapt to evolving disciplinary advancements, technologies, and professional environments.
- PSO5. Global and Local Engagement:** Demonstrate an understanding of anthropological knowledge's relevance to local communities and global contexts, fostering cultural sensitivity and contributing to solutions for real-world issues.
- PSO6. Humanistic, Constitutional, and Environmental Values:** Integrate constitutional, ethical, and moral values in professional practices, advocating for inclusivity, cultural preservation, and sustainable development while addressing societal and environmental challenges.
- PSO7. Research Proficiency and Application:** Develop and apply advanced research methodologies and techniques, both qualitative and quantitative, to conduct original and ethical anthropological research, contributing to new knowledge in the discipline.
- PSO8. Interdisciplinary Integration:** Apply anthropological insights to broader interdisciplinary contexts, addressing complex and emerging global challenges related to culture, society, health, environment, and human evolution.
- PSO9. Ethical and Responsible Research Practices:** Uphold ethical principles in anthropological research, including respect for cultural diversity, informed consent, and academic integrity, while addressing contemporary challenges such as sustainability and social justice.
- PSO10. Employability and Professional Skills:** Develop transferable skills, including teamwork, project management, data analysis, and digital tools, to prepare for employment or entrepreneurial opportunities in academia, industry, development, and socio-cultural heritage sectors.

SEMESTER-I

BIOLOGICAL ANTHROPOLOGY-I

Course Code: ANT-101
L + T: 3
Nature of the Course: Theory

Credits: 3 (Major), 2 (Minor)
Course duration: One Semester
Course Contact Hours: 60 Hours

Objectives

1. To help students understand biological anthropology.
2. To enable the students to understand its relationship with other disciplines
3. To help the students understand the process of organic evolution.
4. To acquaint the students with the concept of race and the world's racial classification

Course Learning Outcome

After completion of the course, the students will be able to:

- CO1:** Appreciate the history and development of biological anthropology and understand its interdisciplinary nature.
- CO2:** Critically examine the theories and basic concepts of organic evolution and evaluate their contributions and limitations.
- CO3:** Appreciate human biological variability worldwide and learn about the racial criteria and the classification of the world's population.

Mapping of Course Outcomes

Course Outcome	PSO 1	PSO5	PSO6	PSO7	PSO8	PO1	PO2	PO13	PO17
CO1	✓	✓				✓		✓	✓
CO2		✓	✓				✓		✓
CO3	✓	✓					✓	✓	

Unit 1

Introduction: Introduction to Anthropology, Meaning, and scope of biological anthropology. History and development of biological anthropology. Relationship with other disciplines of Science & Medicine.

Unit 2

Theories of Organic Evolution: Lamarckism and Neo-Lamarckism, Darwinism and Synthetic theory of evolution

Unit 3

Concept of Biological variability: Concept of Race, UNESCO Statement on Race,

Criteria of Racial classification, Racial/ethnic classification of the World Population.

Recommended Reading:

1. Campbell, B. 1998. Human Evolution: An Introduction to Man's Adaptations. Routledge; fourth edition.
2. Montagu, M.F.A. 1964. The Concept of Race. Free Press of Glencoe.
3. Montagu, M.F.A. 1951. An Introduction to Physical Anthropology. Charles C Thomas, Springfield Illinois.
4. Bodmer, W.F. & Cavalli-Sforza, L.L. 1976. Genetics, Human genetics, Human evolution. San Francisco: W.H. Freeman
5. Buettner-Janusch, J. 1966. Origins of Man: Physical Anthropology. John Wiley & Sons.
6. By Harry, N. & Jurmain, R. 1999. Introduction to Physical Anthropology. Eighth edition, S. Chand (G/L) & Company Ltd.
7. Das, B.M. 2013. Outlines of Physical Anthropology. 26th Edition, Kitab Mahal Publishers, Delhi
8. Jha P.R., Barnwal D. & Jha R. K. Manav Vigyan Part-II. Madhya Pradesh Hindi Granth. Academy

Paper II: SOCIAL-CULTURAL ANTHROPOLOGY-I

Course Code: ANT-102

L + T: 3

Nature of the Course: Theory Course

Credits: 3 (Major), 1 (Minor)

Course duration: One Semester

Contact Hours: 60 Hours

Objectives:

1. To acquaint the students with the meaning, scope, and development of social anthropology
2. To make the students understand the relationship between social anthropology and other social science disciplines.
3. To make students understand the importance of social institutions like Kinship, Family and Marriage
4. To give students a cross-cultural understanding of various social institutions.

Course Learning Outcome

After completion of the course, the students will be able to:

CO1: Explain and appreciate the emergence and development of social anthropology.

CO2: Understand the relationship of anthropology with other disciplines.

CO3: Explain and compare major anthropological concepts of kinship, family and marriage including cultural variations across societies.

CO4: Analyze and interpret functions of kinship, family, and marriage institutions in the maintenance of society.

Mapping of Course Outcomes

Course Outcome	PSO1	PSO5	PSO6	PSO7	PSO8	PO1	PO2	PO13	PO17
CO1	✓	✓				✓		✓	✓
CO2	✓	✓	✓				✓		✓
CO3	✓	✓					✓	✓	
CO4	✓	✓				✓		✓	

Unit 1

Introduction: Introduction to Anthropology, Meaning and scope of social-cultural anthropology. History and development of social anthropology. Relationship with other disciplines- like Psychology, Sociology, History, and Economics etc.

Unit 2

Marriage and Family: Definition and its types: Preferred, Prescribed and prohibited categories, Monogamy and Polygamy, Endogamy and Exogamy; Post-marital residence rules. Studies on Indian systems and practices related to marriage. Changing patterns of marriage. Family: Definition and its types: Nuclear, Extended, and Joint: Universality of family; Joint family system in India. Studies in Indian family system, changes in family due to industrialization, globalization, and urbanization.

Unit 3

Kinship: Definition, Importance of Kinship studies in Anthropology. Kinship and social organization in simple societies. Basis of kinship formations; development of theory in Kinship studies- Morgan and Durkheim, Levi-Strauss. What anthropologists know about Kinship systems? Types of Kin: Consanguineal, Affinal, Primary, Secondary and Tertiary Kinship Terminology (Murdock's classification), Categories. Kin Groups: Lineage, Clan, Phratry and Moiety.

Recommended Reading:

1. Evans-Pritchard, E.E. 1951. Social anthropology. London: Cohen and West.
2. Mair Lucy. 1965. An Introduction to Social Anthropology. Oxford. Clarendon Press.
3. Beattie, J. (1964). Other Cultures: Aims, methods and achievements in social anthropology. Routledge. London
4. Majumdar, D.N. & Madan T.N. (1956). An introduction to social anthropology. National Publishing House. New Delhi.
5. Eriksen, T.H. (2004). What is anthropology? London. Pluto Press.
6. Fox, R. (1967). Kinship and marriage: An Anthropological Perspective. Cambridge. Cambridge University Press.

Paper III: ARCHAEOLOGICAL ANTHROPOLOGY-I

Course Code: ANT-103

L + T: 2

Nature of the Course: Theory

Credits: 2 (Major), 1 (Minor)

Course duration: One Semester

Contact Hours: 40 Hours

Course Objectives:

1. To acquaint the students with the definition, scope, and methods of archaeological anthropology, its relationship with other branches of anthropology, and key contributions of Indian archaeologists to world archaeology.
2. To make the students understand the paleo-environment, Pleistocene climatic fluctuations, explore the geochronology of the Pleistocene Epoch, focusing on glacial, interglacial, pluviation events, and theories surrounding glaciation and pluviation.
3. To make students understand the absolute and relative dating methods used in archaeological studies to estimate time.
4. To enable students to comprehend the basics regarding reconstruction of the past

Learning outcomes:

- CO1:** The student will understand the definition, scope, and methods of archaeological anthropology, its relationship with other branches of anthropology, and key contributions of Indian archaeologists to world archaeology.
- CO2:** The student will understand the palaeo-environment, Pleistocene climatic fluctuations, explore the geo chronology of the Pleistocene Epoch, focusing on glacial, interglacial, pluviation events, and theories surrounding glaciation and pluviation.
- CO3:** The student will earn about absolute and relative dating methods used in archaeological studies to estimate time.
- CO4:** The student will comprehend the basics regarding reconstruction of the past.

Mapping of Course Outcomes

Course Outcome	PSO1	PSO5	PSO6	PSO7	PSO8	PO1	PO2	PO13	PO17
CO1	✓	✓				✓		✓	✓
CO2	✓	✓	✓				✓		✓
CO3	✓	✓					✓	✓	
CO4	✓	✓				✓		✓	

Unit 1

Definition and scope of archaeological anthropology, relation with other disciplines (science, social sciences, earth sciences), methods of studying archaeological anthropology, different branches of archaeology. Concepts: History, Pre-history, and Proto history.

Unit 2

Geochronology of Pleistocene Epoch: Geological time scale, Glacial and Interglacial, Pluviation and Inter Pluviations, different types of geo climatic events.

Unit 3

Methods of estimation of time and reconstruction of the Past: Chronometric dating methods (Potassium-Argon method, Fluorine dating, C-14 Radio-Carbon dating), non-chronometric dating methods (Stratigraphy, River terraces, Dendrochronology, thermoluminescence dating, Pollen analysis).

Recommended Reading:

1. Burkitt, M.C. Old Stone Age
2. Child, V.G. Man Makes Himself
3. Verma, R.K. Pragaitahasik Manavvigyan
4. Banerjee, H.N. Introduction to Social Anthropology
5. Bhattacharya, D. K Outlines of Indian Prehistory (in Hindi also)
6. Sankalia, H.D. Pre and Proto history in India and Pakistan
7. Sankalia, H.D. Stone Age Tools: Their Techniques, Names and Functions
8. Allchin and Allchin. 1993. The Rise of Civilization of India and Pakistan. Cambridge University Press.
9. Bhattacharya, D.K. 1978. Emergence of Culture in Europe, Delhi: B.R. Publication.
10. Bhattacharya, D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
11. Bhattacharya, D.K. 1996. Paleolithic Europe. Humanities Press. Champion et al. 1984. Prehistoric Europe. New York: Academic Press.
12. Fagan, B.M. 1983. People of Earth: An Introduction. Boston: Little, Brown & Company.
13. Phillipson, D.W. 2005. African Archaeology. Cambridge: Cambridge University Press.
14. Sankalia, H.D. 1964. Stone Age Tools. Poona: Deccan College.
15. H.D. Sankalia (1974) Prehistory and Proto history of India and Pakistan. Poona, Deccan College.
16. H.D. Sankalia (1982) Stone Tool Type and Technology. Delhi, B.R. Publication.
17. Majumdar D.N. Sharangopal. 2003 Pragati Haas Delhi: Hindi Medium Kary Anway Nideshalaya.
18. Child, Gordon 2019. Auzarokaaltihis (Anuvad-Sushil Kumar), Delhi: Gargi Prakash

SECOND SEMESTER

BIOLOGICAL ANTHROPOLOGY-II

Course Code: ANT-104

L + T: 3

Nature of the Course: Theory

Credits: 3 (Major), 2 (Minor)

Course duration: One Semester

Contact Hours: 60 Hours

Course Objectives

1. To help students understand the position of Man in the Animal Kingdom
2. To enable the students to understand the hominization process
3. To help the students understand Primate evolution & radiation.
4. To acquaint the students with the stages of hominid evolution

Course Learning Outcome

After completion of the course, the students will be able to:

- CO1:** Explain the position of man among other animals and his relation with other members of the Primate world.
- CO2:** Identify and analyze the anatomical difference between humans and apes and describe the anatomical changes that occurred in the human body during evolution.
- CO3:** Describe how living primates evolved and lived during the Tertiary and Quaternary periods.
- CO4:** Explain the stages of human evolution and the corresponding anatomical changes at each stage.

Mapping of Course Outcomes

Course Outcome	PSO1	PSO5	PSO6	PSO7	PSO8	PO1	PO2	PO13	PO17
CO1	✓	✓				✓		✓	✓
CO2	✓	✓	✓				✓		✓
CO3	✓	✓					✓	✓	
CO4	✓	✓				✓		✓	

Unit1

Position of Man in the Animal Kingdom: Classification, distribution, and characteristic features of living primates.

Unit2

Comparative anatomy of man and Apes, Hominization process with special reference to changes in skull, vertebral column, upper & lower limbs, including hand & foot. Primate Evolution and radiation: Emergence and spread of Primates during Tertiary & Quaternary periods, with special reference to Dryopithecine complex (including Ramapithecus)

Unit3

Human evolution: During the Plio-Pleistocene to Pleistocene period, distribution, anatomical features & phylogenetic position of Australopithecines, Homo habilis, Homo erectus (Pithecanthropus and Sinanthropus), Archaic Homo sapiens (Neanderthal), Anatomically Modern Homo sapiens-Cro-Magnon.

Recommended Reading:

1. Campbell, B.1998.Human Evolution: An Introduction to Man's Adaptations. Routledge; 4th edition.
2. Montagu, M.F.A.1964.The Concept of Race. Free Press of Glencoe.
3. Montagu, M.F.A.1951.An Introduction to Physical Anthropology. Charles C Thomas, Springfield Illinois.
4. Bodmer, W.F. & Cavalli-Sforza, L.L.1976.Genetics, Human genetics, Human evolution. San Francisco: W.H. Freeman
5. Buettner-Janusch, J.1966.Origins of Man: Physical Anthropology. John Wiley & Sons.
6. By Harry, N. & Jurmain, R.1999.Introduction to Physical Anthropology. Eighth edition, S. Chand (G/L) & Company Ltd.
7. Das, B.M.2013. Outlines of Physical Anthropology.26th Edition, Kitab Mahal Publishers, Delhi Jha P.R., Barnwal D. & Jha R. K. Manav Vigyan Part – II. Madhya Pradesh Hindi Granth.
8. Academy

SOCIAL-CULTURALANTHROPOLOGY-II

Course Code: ANT-105

L + T: 3

Nature of the Course: Theory Course

Credits: 3 (Major), 1 (Minor)

Course duration: One Semester

Contact Hours: 60 Hours

Objectives

1. To introduce foundational concepts and theoretical approaches in economic anthropology, religion, and political anthropology
2. To familiarize students with cross-cultural variations in economic systems, religious beliefs and practices and political organizations
3. To develop critical thinking skills to analyze how economic, religious, and political institutions interact and shape social life.
4. To make students understand the dynamics of production, exchange, belief systems,

power, and authority.

Course Learning Outcome

After completion of the course, the students will be able to:

CO1: Describe and explain key concepts and debates in economic anthropology, religion, and political anthropology.

CO2: Identify and compare different forms of economic exchange, religious practices, and political systems across cultures.

CO3: Apply anthropological perspectives to analyze interconnections between economic activities, religious worldviews, and political structures in ethnographic context.

CO4: Understand how economic, religious, and political institutions influence social organizations and culture change.

Mapping of Course Outcomes

Course Outcome	PSO1	PSO5	PSO6	PSO7	PSO8	PO1	PO2	PO13	PO17
CO1	✓	✓				✓		✓	✓
CO2	✓	✓	✓				✓		✓
CO3	✓	✓					✓	✓	
CO4	✓	✓				✓		✓	

Unit 1

Economic Anthropology: Economics and economic anthropology, Differences between modern and primitive economy, Formalist's and substantives' approaches to economic anthropology, Exchange: reciprocal, Redistribution, and market.

Unit 2

Religion and Magic: Definition, Functions, and Theories of origin of Religion, religious Functionaries: Priest, Pahan, Baiga, and Shaman. Comparative study of magic, religion, and science. Religion in contemporary world. Religious organizations.

Unit 3

Political Anthropology: Meaning and Scope. Political organizations-State and Stateless Societies, law, and politics. Differences between Primitive and Modern Laws.

Recommended Readings:

1. Evans-Pritchard, E.E.1951.Social anthropology. London: Cohen and West.
2. Mair Lucy.1965. An Introduction to Social Anthropology. Oxford. Clarendon Press.

3. Beattie, J. (1964). Other Cultures: Aims, methods and achievements in social anthropology. Routledge. London
4. Majumdar, D.N. & Madan T.N. (1956). An introduction to social anthropology. National Publishing House. New Delhi.
5. Eriksen, T.H. (2004). What is anthropology? London. Pluto Press.
6. Carrier J.G. (ed.). 2005. A Handbook of Economic Anthropology. UK. Edward Elgar
7. Lewellen T.C. 2003. Political Anthropology: An Introduction. Westport. Prager Publishers
8. Eller J.D. 2007. Introducing Anthropology of Religion. New York. Routledge.

ARCHAEOLOGICAL ANTHROPOLOGY-II

Course Code: ANT-106
L + T: 2
Nature of the Course: Theory

Credits: 2 (Major), 1 (Minor)
Course duration: One Semester
Contact Hours: 40 Hours

Course Objectives

1. To introduce the basics of lithics, techniques of tool manufacturing, classification, and typology, and assess the relative efficiency of tools in cultural contexts.
2. To familiarize students about Paleolithic, Mesolithic and Neolithic cultures of Europe, their cultural evolution in the past.
3. To develop critical thinking skills to analyze about the Paleolithic, Mesolithic and Neolithic cultures of India and associated sites of archaeological importance.
4. To make students to comprehend the Proto history of India with special reference to Indus Valley Civilization. Students would be able to connect with glorious past.

Course Learning Outcome

After completion of the course, the students will be able to:

- CO1:** Understand the basics of lithics, techniques of tool manufacturing, classification, and typology, and assess the relative efficiency of tools in cultural contexts.
- CO2:** Learn about Palaeolithic, Mesolithic and Neolithic cultures of Europe, their cultural evolution in the past.
- CO3:** Explore and learn about the Palaeolithic, Mesolithic and Neolithic cultures of India and associated sites of archaeological importance.
- CO4:** Comprehend the Proto history of India with special reference to Indus Valley Civilization. Students would be able to connect with glorious past.

Mapping of Course Outcomes

Course Outcome	PSO1	PSO5	PSO6	PSO7	PSO8	PO1	PO2	PO13	PO17
CO1	✓	✓				✓		✓	✓
CO2	✓	✓	✓				✓		✓

CO3	✓	✓					✓	✓	
CO4	✓	✓				✓		✓	

Unit 1

Tool Typo-technology: Techniques of tool manufacture and identification of their relative efficiency and evolution, types of tools.

Unit 2

Palaeolithic art, Mesolithic & Neolithic cultures, brief mention of important sites. Prehistoric Cultures of Europe: Lower, middle & upper Palaeolithic cultures,

Unit 3

Prehistory & Proto history of India: Palaeolithic cultures, Mesolithic & Neolithic cultures, brief mention of important sites. Indus Valley Civilization: Main features town planning, economy, polity, religion, art & craft, and causes of decline.

Recommended Reading:

1. Burkitt, M.C. Old Stone Age
2. Child, V.G. Man Makes Himself
3. Verma, R.K. Pragaetahasik Manavvigyan
4. Banerjee, H.N. Introduction to Social Anthropology
5. Bhattacharya, D. Outlines of Indian Prehistory (in Hindi also)
6. Sankalia, H.D. Pre and Proto history in India and Pakistan
7. Sankalia, H.D. Stone Age Tools: Their Techniques, Names and Functions
8. Allchin and Allchin.1993. The Rise of Civilization of India and Pakistan. Cambridge University Press.
9. Bhattacharya, D.K.1978. Emergence of Culture in Europe, Delhi: B.R. Publication.
10. Bhattacharya, D.K.1979.Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
11. Bhattacharya, D.K.1996. Paleolithic Europe. Humanities Press. Champion et al.1984. Prehistoric Europe. New York: Academic Press.
12. Fagan, B.M.1983.People of Earth: An Introduction. Boston: Little, Brown & Company.
13. Phillipson, D.W.2005. African Archaeology. Cambridge: Cambridge University Press.
14. Sankalia, H.D.1964. Stone Age Tools. Poona: Deccan College.
15. H.D. Sankalia (1974) Prehistory and Protohistory of India and Pakistan. Poona, Deccan College.
16. H.D. Sankalia (1982) Stone Tool Type and Technology. Delhi, B.R. Publication.
17. Majumdar D.N. Sharangopal.2003 Pragati Haas Delhi: Hindi Medium Karyanvay Nideshalaya.
18. Child, Gordon2019.Auzarokaltihis(Anuvad-SushilKumar),Delhi:GargiPrakash.

**Department of Anthropology
University of Allahabad
Prayagraj-211002**

B.A./B.Sc.

Second Year (Semester III and Semester IV)

NEP 2020 Syllabus for Four-Year Undergraduate Course in Anthropology

MAJOR

Course Code	Semester	Course Title	Credit
ANT-107	Semester-III	Indian Anthropology-I	3
ANT-108	Semester-III	Research Methodology-I	3
ANT-109	Semester-III	Anthropology Practical-I	2
ANT-110	Semester-IV	Indian Anthropology-II	3
ANT-111	Semester-IV	Research Methodology-II	3
ANT-112	Semester-IV	Anthropology Practical-II	2

MINOR

Course Code	Semester	Course Title	Credit
ANT-107	Semester-III	Indian Anthropology-I	2
ANT-108	Semester-III	Research Methodology-I	1
ANT-109	Semester-III	Anthropology Practical-I	1
ANT-110	Semester-IV	Indian Anthropology-II	2
ANT-111	Semester-IV	Research Methodology-II	1
ANT-112	Semester-IV	Anthropology Practical-II	1

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VAC & MD COURSES

Course Code	Semester	Course Title	Credit
Value Added Course ANTVAC001	Semester III/IV	Folklore and Folk Art of Uttar Pradesh	2
Multi-disciplinary Course ANTMD001	Semester III/IV	Crime Scene Investigation in Forensic Anthropology	2








SEMESTER-III

INDIAN ANTHROPOLOGY- I

Course Code: ANT-107

L+T+P: 1+1+0

Course Type: Major /Minor

Nature of the Course:

Credits:3 (Major), 2 (Minor)

Course duration: One Semester

Contact Hours: 60 Hours

Theory Course

Course Objectives

1. Introduce the foundations of Indian Anthropology: To acquaint students with the historical development, scope, and significance of anthropological studies in India.
2. Understand India's cultural diversity: To provide knowledge about the ethnic, linguistic, religious, and social variations across Indian communities.
3. Explore social structures and institutions: To examine kinship, caste, tribe, religion, and other institutions that shape Indian society.
4. Relate anthropology to contemporary issues: To connect anthropological perspectives to modern challenges such as development, social change, and cultural preservation in India.

Course Learning Outcomes

CO1 Describe the evolution of Indian Anthropology: Students will be able to outline its historical trajectory, major trends, and contributors.

CO2 Recognise cultural and social diversity: Students will identify and compare cultural patterns, social institutions, and traditions across India's regions.

CO3 Apply anthropological concepts to social issues: Students will relate theoretical knowledge to issues such as caste dynamics, tribal livelihoods, and rural-urban transitions.

CO4 Interpret ethnographic examples: Students will evaluate ethnographic case studies to understand the lived realities and cultural contexts within Indian society.

Mapping Course Outcomes

Course Outcome	PSO1	PSO4	PSO5	PSO7	PSO9	PO3	PO7	PO9
CO1	✓	✓	✓	✓	✓	✓		✓
CO2	✓	✓	✓	✓	✓			✓
CO3	✓	✓	✓	✓	✓	✓	✓	
CO4	✓	✓	✓	✓	✓			✓

Unit 1

Emergence and development of Anthropology in India. India as a socio- cultural entity, Racial (B.S. Guha, H.H. Risley & S.S. Sarkar), ethnic and linguistic elements in Indian Population.

Unit 2

The basis of the Indian Social system: Varna, Ashram, Purushartha. Caste: Definition, Origin, characteristics, Caste system in India.

Unit 3

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Indian village: Characteristics, Unity and Extension, Major perspectives on Indian Village- Metcalf, Marx, Wiser (Jajmani), M.N. Srinivas, S.C. Dubey, McKim Marriott, F.G. Bailey, Andre Beteille, Mahatma Gandhi and B.R. Ambedkar.

Recommended Readings

1. Foster, G.M. (1969). *Applied anthropology*. Little, Brown and Company
2. Hasnain, N. (2022). *Tribal India* (13th ed.). Palaka Prakashan.
3. Vidyarthi, L. P., & Rai, B. K. (1977). *The tribal culture of India*. Concept Publishing Company.
4. Sahay, V. S., & Singh, P. K. (1997). *Indian anthropology*. KK Publications.
5. Srivastava, A. R. N. (1999). *Janjatiyavikaskepanchdashak*. Madhya Pradesh Hindi Granth Academy

RESEARCH METHODOLOGY- I

Course Code: ANT-108

L+T+P: 1+1+0

Course Type: Major /Minor

Nature of the Course:

Credits:3 (Major), 2 (Minor)

Course duration: One Semester

Contact Hours: 60 Hours

Theory Course

Course Objectives

1. To introduce anthropological research and basic concepts associated with research.
2. To familiarise students with basic approaches to research.
3. To introduce the fieldwork tradition in anthropology.
4. To develop research aptitude in the students.

Course Learning Outcome

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

- CO1:** Understand the nature, scope and significance of scientific research and its relevance in anthropology
- CO2:** Differentiate between major qualitative and quantitative approaches, methods, and techniques used in anthropological research
- CO3:** Analyse the historical development and methodological tradition of fieldwork in anthropology, including participant observation and ethnography
- CO4:** Develop understanding of basic concepts in research in anthropology.

Mapping Course Outcomes

Course Outcome	PSO1	PSO4	PSO5	PSO7	PSO9	PO3	PO7	PO9
CO1	✓	✓	✓	✓	✓			✓
CO2	✓	✓	✓	✓	✓			✓
CO3	✓	✓	✓	✓	✓	✓	✓	
CO4	✓	✓	✓	✓	✓			✓

Unit 1

Introduction to Research; Anthropological Enquiry: Introduction to Scientific Research, Basic Concepts: Methodology, Methods, Tools and Techniques.

Unit 2

Research approaches: Inductive and Deductive approaches, Nomothetic and Ideographic Inquiry, Qualitative and Quantitative approaches.

Unit 3

Fieldwork tradition in Anthropology: History of fieldwork in anthropology, fieldwork do's and don'ts.

Recommended Readings

1. Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th ed.). Rowman & Littlefield
2. Pelto, P. J., & Pelto, G. H. (1978). *Anthropological research: The structure of inquiry* (2nd ed.). Cambridge University Press.
3. Konopinski, N. (Ed.). (2014). *Doing anthropological research: A practical guide*. Routledge
4. Stewart, A. (1998). *The ethnographer's method*. SAGE Publications
5. Srivastava, V. K. (Ed.). (2004). *Methodology and fieldwork*. Oxford University Press.
6. Babbie, E. R. (2002). *An introduction to social research*. Wadsworth / Thomson Learning.

ANTHROPOLOGY PRACTICAL -I

BIOLOGICAL ANTHROPOLOGY PRACTICAL

Course Code: ANT-109

L+T+P: 0+0+1

Course Type: Major /Minor

Nature of the Course:

Credits: 2 (Major), 1 (Minor)

Course duration: One Semester

Contact Hours: 60 Hours

Practical Course

Course Objectives

1. Identify various parts of the human skeletal system and determine the anatomical side of paired bones.
2. Cranial Measurements: Identify landmarks on the human skull and perform standard craniometric measurements using specialised anthropometrical instruments.
3. Living Anthropometry: Conduct standardised somatometric measurements on living human subjects using precise anatomical landmarks.
4. Document Quantitative Data: Record and organise metric data systematically across multiple skeletal specimens and living subjects.

Course Learning Outcomes

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

CO1: Identify the different parts of the human skeletal system and determine the side of the given bone

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CO2: Quantify Skull Morphology: Identify various landmarks on the human skull and generate precise metric profiles using measurements.

CO3: Perform Somatometric measurements using anatomical landmarks.

CO4: Analyse the datasets and compute indices using various measurements.

Mapping Course Outcomes

Course Outcome	PSO1	PSO4	PSO5	PSO7	PSO9	PO3	PO7	PO9
CO1	✓	✓	✓	✓	✓			✓
CO2	✓	✓	✓		✓			✓
CO3	✓	✓	✓	✓	✓	✓	✓	
CO4	✓		✓	✓	✓			✓

Unit 1

Osteology: Identification and description of long bones and girdles, side identification in paired bones

Unit 2

Craniometry (on five skulls):

Maximum Cranial Length, Maximum Cranial Breadth, Maximum Frontal Breadth, Nasal Height, Nasal Breadth, Upper Facial Height, Bizygomatic Breadth, Basion-Bregma Height, Circumference of the Skull, Bicondylar Breadth, Bigonial Breadth.

Unit 3

Somatometry (on five subjects):

Height Vertex, Height Tragus, Height Acromion, Height Dactylion, Sitting height Vertex, Maximum head length, Maximum head breadth, Minimum frontal breadth, Nasal breadth, Nasal length, Bizygomatic breadth.

Practical Record: Students will maintain Practical records for Biological Anthropology

Recommended Readings

1. Singh, I. P., & Bhasin, M. K. (1989). *Anthropometry*. Kamla-Raj Enterprises.
2. Mitra, M. (1998). *Manavmiti*. Madhya Pradesh Hindi Granth Academy
3. Shukla, B. R. K., & Rastogi, S. (2017). *Laboratory manual of physical anthropology*. Bharat Book Centre

SEMESTER IV

INDIAN ANTHROPOLOGY- II

Course Code: ANT-110
L+T+P: 1+1+0
Course Type: Major /Minor
Nature of the Course:

Credits:3(Major), 2 (Minor)
Course duration: One Semester
Contact Hours: 60 Hours
Theory Course

Course Objectives

1. Introduce the tribal situation in India: To acquaint students with the characteristics of tribes and tribal culture in India.
2. Understand major concepts of Indian Anthropology: To provide knowledge about the conceptual development in Indian Anthropology.
3. Explore and understand the issues related to welfare and development of tribes: To examine various problems Indian tribes/STs are facing and to understand approaches and measures for their development.
4. Relate Indian Anthropology to contemporary issues: To connect anthropological perspectives to modern challenges such as tribal development, social/cultural change, and cultural preservation in India.

Course Learning Outcomes

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

- CO1:** Recognise cultural and social diversity: will identify and compare tribal cultures, their sociocultural contexts, and cultural change taking place across India.
- CO2:** Describe conceptual development in Indian Anthropology: will be able to understand the historical trajectory, major trends, and contributions in Indian Anthropology.
- CO3:** Apply anthropological concepts to tribal issues: will relate theoretical knowledge to issues on tribal livelihoods, development, welfare and transitions.
- CO4:** Interpret ethnographic examples: will evaluate ethnographic case studies from tribal India to understand the lived realities and cultural contexts within Indian society.

Mapping Course Outcomes

Course Outcome	PSO1	PSO4	PSO5	PSO7	PSO9	PO3	PO7	PO9
CO1	✓	✓	✓	✓	✓		✓	✓
CO2	✓	✓	✓	✓	✓			✓
CO3	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓				✓

Unit 1

Tribal Situation in India: Biogenetic Variability, Linguistic and Socio-Economic characteristics, Geographical distribution, Demographic profile, reports on tribal status and development.

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Unit 2

Major Concepts in Indian Anthropology: Dominant Caste, Sanskritisation, Westernization, Sacred complex, Nature-Man-spirit complex, Little and Great Tradition, Tribe-caste continuum.

Unit 3

Problems and welfare measures relating to the tribe: Land Alienation, Forest Rights, Education, Drinking, Displacement, and Rehabilitation, Indebtedness, Health and nutrition, and Deforestation. Special Constitutional Provisions: for Sc and ST.

Recommended Readings

1. Foster, G.M. (1969). *Applied anthropology*. Little, Brown and Company
2. Hasnain, N. (2022). *Tribal India* (13th ed.). Palaka Prakashan.
3. Vidyarthi, L. P., & Rai, B. K. (1977). *The tribal culture of India*. Concept Publishing Company.
4. Sahay, V. S., & Singh, P. K. (1997). *Indian anthropology*. KK Publications.
5. Srivastava, A. R. N. (1999). *Janjatiyavikaskepanchdashak*. Madhya Pradesh Hindi Granth Academy

RESEARCH METHODOLOGY-II

Course Code: ANT-111

L+T+P: 1+1+0

Course Type: Major /Minor

Nature of the Course:

Credits:3(Major), 2 (Minor)

Course duration: One Semester

Contact Hours: 60 Hours

Theory Course

Course Objectives:

1. To introduce the major research tools of data collection
2. To make students understand research design and its various types
3. To introduce the concept of research sampling and scaling
4. To familiarise students with data analysis of both quantitative and qualitative data.

Course Learning Outcome

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

- CO1:** Appreciate and understand the importance of research tools in data collection. Students will also be able to prepare tools such as an interview and a questionnaire, and understand survey research.
- CO2:** Understand various types of research designs used in anthropology. Students will also be able to understand sampling and its various types.
- CO3:** Define and understand the concept of scaling in research. They will learn the importance of scaling in data analysis.
- CO4:** understand and appreciate various methods of data analysis. They will also learn the advantages and disadvantages of qualitative and quantitative data analysis.

Mapping Course Outcomes

Course Outcome	PSO1	PSO4	PSO5	PSO7	PSO9	PO3	PO7	PO9
CO1	✓	✓	✓	✓	✓			✓
CO2	✓	✓	✓	✓	✓			✓
CO3	✓	✓	✓	✓	✓	✓	✓	
CO4	✓	✓	✓	✓	✓			✓

Unit 1:

Major tools of research: observation, interview, case study, life history, survey research, schedule and questionnaire, genealogical method.

Unit 2:

Research Design: definition, types and formulation. Sampling and its types: probability and non-probability sampling. Scaling: definition, levels of scale: nominal, ordinal, ratio, interval scales. Thurston, Bogardus sociometric scale.

Unit 3:

Data analysis: measures of central tendency: (Mean, Median, Mode), measures of variability: range, variance and standard deviation, coefficient of variation; Chi-square test, student's t-test. Qualitative data analysis: content analysis, narrative analysis.

Recommended Readings

1. Srivastava, V. K. (Ed.). (2004). *Methodology and fieldwork*. Oxford University Press.
2. Babbie, E. R. (2002). *An introduction to social research*. Wadsworth / Thomson Learning.
3. Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th ed.). Rowman & Littlefield
4. Young, P. V. (1966). *Scientific social surveys and research: An introduction to the background, content, methods, principles, and analysis of social studies* (4th ed.). Prentice-Hall
5. Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*. McGraw-Hill.

ANTHROPOLOGY PRACTICAL-II

SOCIAL ANTHROPOLOGY PRACTICAL

Course Code: ANT-112

L+T+P: 0+0+1

Course Type: Major /Minor

Nature of the Course:

Credits: 2 (Major), 1 (Minor)

Course duration: One Semester

Contact Hours: 60 Hours

Practical Course

Course Objectives

1. Map Kinship Structure: Construct genealogical charts to visualize household patterns and track generational shifts in marriage age and education.



2. Evaluate Behavioral Cues: Analyze verbal and non-verbal interactions within structured role-plays or recorded social frames using systematic observation techniques.
3. Design Field Instruments: Formulate structured questionnaires and targeted Knowledge, Attitude, and Practice (KAP) interview guides for empirical data collection.
4. Document Life Chronologies: Capture personal histories systematically to build linear timelines mapping critical life events and socio-cultural transitions.

Course Outcomes

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

- CO1:** Correlate Socio-Demographic Variables: Formulate kinship charts that successfully demonstrate the statistical relationship between formal education levels and age at marriage.
- CO2:** Decode Social Interactions: Record and interpret subtle behavioural cues, role enactments, and interpersonal relationships from live or recorded group dynamics.
- CO3:** Administer Primary Surveys: Conduct field interviews and questionnaire surveys efficiently while maintaining data integrity and respondent rapport.
- CO4:** Synthesize Biographies: Produce comprehensive life histories that contextualize individual experiences within broader historical and anthropological timelines.

Mapping Course Outcomes

Course Outcome	PSO1	PSO4	PSO5	PSO7	PSO9	PO3	PO7	PO9
CO1	✓	✓	✓	✓	✓			✓
CO2	✓	✓	✓	✓				✓
CO3	✓		✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓			✓

Unit 1

Genealogy: Construct the genealogy with the following aims: showing the pattern of household, to find a relation between education and age at marriage.

Unit 2

Observation: To observe the given frame in a classroom activity (role play) or to observe relationships, verbal and non-verbal cues in role enactment of a given recorded frame. Interview: to construct a KAP (Knowledge, Attitude, Practice) interview guide on a given subject and administer it to respondents.

Unit 3

Questionnaire: to construct a questionnaire on a given topic and record the responses. To write the life history of a person, indicating important events of life in a timeline

Practical Record: Students will maintain Practical records for Social Anthropology

Recommended Readings

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1. Royal Anthropological Institute. (1971). *Notes and queries on anthropology* (6th ed.). Routledge & Kegan Paul.
1. Bernard, H. Russel (1990): *Research Methods in Cultural Anthropology*, New Delhi, Sage Publications
2. Berg Bruce L. (1995): *Qualitative Research Methods for the Social Sciences*, London, Allyn and Bacon



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VALUE-ADDED COURSE SEMESTER III/ IV

FOLKLORE AND FOLK ART OF UTTAR PRADESH

Course Code: ANTVAC001

L+T+P: 1+0+0

Course Type: Value Added Course

Nature of the Course: Theory

Assessment and Evaluation

Credit: 2

Course Duration: One Semester

Contact Hours: 40 Hours

100% - Continuous Internal Assessment

Course Objectives:

1. Understand the concept, nature and significance of folklore and folk art in cultural traditions of Uttar Pradesh
2. Familiarise with the major folk traditions, oral narratives, performing arts and craft traditions of different regions of Uttar Pradesh
3. Analyse the role of folklore and folk art in preserving the cultural identity and indigenous knowledge system
4. Develop sensitivity towards preservation and promotion of local cultural heritage and community traditions.

Course Learning Outcome

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

CO1: Explain major concepts and forms of folklore and folk art traditions of UP.

CO2: Identify and describe important folk songs, folk dances, folk theatre forms and traditional crafts of the region.

CO3: Interpret folklore as a reflection of social structure

CO4: Demonstrate appreciation for cultural diversity and contribute towards the documentation and preservation of local heritage.

Mapping Course Outcomes

Course Outcome	PSO1	PSO4	PSO5	PSO7	PSO9	PO3	PO7	PO9
CO1	✓	✓	✓	✓	✓		✓	✓
CO2	✓	✓	✓	✓	✓			✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓		✓			✓

Unit 1:

Folklore as oral tradition and cultural heritage, types of folklore: myths, legends, folktales, proverbs, riddles, folk songs, regional diversity of folklore in UP, folklore and community identity.

Unit 2:

Folk music traditions: kajri, birha, alha, sohar, chaiti, folk dances: raslila, charkula, karma, dhobia, folk theatre traditions: nautanki, ramlila, swang, ritual festivals and performance traditions, role of folk traditions in social cohesion

Unit 3:

Traditional folk arts of UP, terracotta, pottery, woodcraft, brassware, textile and embroidery traditions, folk art and local economy, challenges of globalization and cultural preservation, museum, archives and digital documentation of folk culture.

Recommended Readings

1. Rai, A. K. (2023). *Folk literature and art in eastern UP and its role in social integration*. Discount group of publication.
2. Bhargava, G. (2010). *Uttar Pradesh ki kala evamsanskriti*. Kalpaz Publication.
3. Mehrotra, D. P. (2018). *Gulab Bai: The queen of Nautanki theatre*. Penguin Random House India.
4. Tewari, L. G. (2005). *Folk songs from Uttar Pradesh*. D. K. Printworld

MULTI-DISCIPLINARY COURSE SEMESTER III/IV

CRIME SCENE INVESTIGATION IN FORENSIC ANTHROPOLOGY

Course Code: ANTMD001

L+T+P: 1+0+1

Course Type: Multi-Disciplinary

Nature of the Course:

Assessment and Evaluation

Credits: 2

Course duration: One Semester

Contact Hours: 15 (L) + 30 (P) Hours

Theory and Practical

100% - Continuous Internal Assessment

Course Objectives

The course will enable the learners to:

1. Be introduced to the specialised field of Forensic Anthropology
2. Understand the legal and technical issues of the crime scene
3. Learn the techniques of collecting and preserving evidences
4. Learn the methods of analysing evidence in the laboratory

Learning Outcomes:

After completion of the course, the students will be able:

CO1: To investigate a Forensic anthropological crime scene

CO2: To apply archaeological techniques in Forensic anthropological crime scenes investigation

CO3: To apply the photography techniques in forensics to collect evidence

CO4: To preserve evidence and maintain the chain of custody to

CO5: To analyse the bones from a forensic point of view

Mapping Course Outcomes

Course Outcome	PSO1	PSO4	PSO5	PSO7	PSO9	PO3	PO7	PO9
CO1	✓	✓	✓	✓	✓			✓
CO2	✓	✓	✓		✓			✓
CO3	✓	✓	✓	✓	✓	✓	✓	
CO4	✓	✓		✓	✓	✓		✓
CO5	✓	✓		✓	✓	✓		✓

THEORY

UNIT 1

Introduction to Forensic Anthropology

UNIT 2

Legal considerations at the crime scene, search for the crime scene, securing and recording the crime scene, techniques used for the recovery of buried remains

UNIT 3

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Crime Scene Photography: sketching proper documentation of a crime scene, photographic evidence, and Log Recording

UNIT 4

Evidence collection techniques, chain of custody, and laboratory analysis

PRACTICALS

1. Study of human bones
2. Case Study: Analysis of Landmark Crime Scene Investigation Cases
3. Mock Crime Scene: Techniques to process and document a crime scene

Recommended Readings

1. Blau, S., Ubelaker, D. (ed.) (2009). *Handbook of forensic archaeology and anthropology* (World Archaeological Congress Research Handbooks in Archaeology). Walnut Creek: Left Coast Press.
2. Boddington, A., Garland, A.N., Janaway, R.C. (ed.) (1987). *Death, decay and reconstruction: approaches to archaeology and forensic science*. Manchester: Manchester University Press.
3. Cheetham, P., Hanson, I. (2009). *Excavation and recovery in forensic archaeological investigations*, in S. Blau & D. Ubelaker (ed.) *Handbook of forensic archaeology and anthropology* (World Archaeological Congress Research Handbooks in Archaeology): 141-9. Walnut Creek: Left Coast Press.
4. Cox, M., Flavel, A., Hanson, I., Laver, J., Wessling, R.(ed.) 2007. *The scientific investigation of mass graves: towards protocols and standard operating procedures*. Cambridge: Cambridge University Press.
5. Haglund, W.D., Sorg, M.J. (ed.) *Forensic taphonomy: the postmortem fate of human remains*: 479-509. Boca Raton: CRC Press.
6. Killam, E.W. 1990. *The detection of human remains*. Springfield: Charles C. Thomas.



B.A. /B.Sc. PART- III

Paper I

HUMAN GENETICS, HUMAN GROWTH & DEVELOPMENT

- Unit 1 History of Human genetics** and fields of human genetics. Structure of cell, chromosomes, cell division: Mitosis & Meiosis.
- Unit 2 Mendel's laws of inheritance**, its application on human: Autosomal, sex linked & y linked inheritance. Concepts: Co-dominance, multiple allelism, multifactorial inheritance, sex limited traits, sex influenced traits
- Unit 3 Methods of Human genetic studies:** Cytogenetics (Karyotyping), Family study (pedigree analysis), Twins Study (heritability) Genetic mapping.
- Unit 4 Concepts of:** growth, development, differentiation and maturation; phases of human growth: Prenatal (conception till birth) and postnatal (birth till senescence) periods of growth, patterns of normal growth curves, adolescent spurt, Secular trend.
- Unit 5 Factors influencing pattern of growth:** Genetic, socio-demographic and ecological factors; methods of studying human growth, its significance and application.
- Unit 6 Nutrition & Growth:** Concept of food, balanced diet and nutrition (macro and micro), malnutrition & undernutrition, obesity, Under nutrition: Kwashiorkor and Marasmus, Anaemia, Lactose Intolerance (LDH deficiency and anthropological perspective)
- Unit 7 Somatotyping and human physique** with reference to Sheldon, Parnell, Heath and Carter methods.
- Unit 8 Biological & cultural adaptation to environmental stresses:** heat, cold and altitude. Homeostasis and thermoregulation, ecological rules and their applicability among human beings. Agriculture- Malaria and Hemoglobinopathy.

Books Recommended

Bogin, Barry	:	Patterns of Human Growth
Cameron, N	:	Human Growth and Development. Academic Press
Harrison GA, Weiner JS	:	Human Biology: An Introduction to Human Evolution
Tanner JM, Barnikott, NA	:	Variation, Growth and Ecology, OUP
Winchester	:	Genetics
Winchester	:	Human Genetics
Sinnot, Dunn & Dobzansky	:	Principles of Genetics
Curtstern	:	Principles of Human Genetics
Harrison, GA	:	Human Adaptation, Oxford University Press

B.A. /B.Sc. PART- III

Paper II

THEORIES OF SOCIAL-CULTURAL ANTHROPOLOGY

- Unit 1 Evolutionism:** a) Classical- Basic postulates, Contributions of L.H. Morgan and E.B. Tylor, and James Frazer b) Neo-evolutionism- contributions of Childe, White and Steward.

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Unit 2 Diffusionism: British, American and German schools.

Unit 3 Functionalism: a) Biological Contributions of Malinowski, b) Structural-Contributions of Radcliff Brown.

Unit 4 Structuralism- Claude Levi-Strauss

Unit 5 Culture and Personality: Contributions of Mead, Benedict, Linton, Kardiner and Cora du Bois.

Unit 6 Contributions of the following Anthropologists: a) Robert Redfield, b) E. Durkheim, c) L. P. Vidhyarthi, d) M.N. Srinivas, e) N.K. Bose, f) D.N. Majumdar, g) Iravati Karve, h) S.C. Dube, i) S.C. Roy, j) G.S. Ghurye.

Books Recommended

1. Barnard A. 2000. History and Theory in Anthropology. Cambridge. Cambridge University Press.
2. Moore J.D. 2009. Visions of Culture: An Introduction to Anthropological Theories and Theorists. Lanham. Altamira Press.
3. Mc Gee R.J. and Warms R.L. 2008. Anthropological Theory: An Introductory History (4th Edition). New York. McGraw Hill.
4. Harris Marvin. 2001. The rise of anthropological theories: history of theories in anthropology. Walnut Creek. Altamira Press.

B.A. /B.Sc. PART- III PAPER III FIELD WORK AND FIELD REPORT

Every student has to stay in the field for 30 days under the supervision of a teacher and conduct fieldwork on the topic assigned to him/her by the teacher. The student has to write a field report on the basis of fieldwork so conducted. A Viva-voce examination will be conducted on the field report.

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