

THE DEPARTMENT OF ANTHROPOLOGY
T.S.PAUL MANIPUR WOMEN'S COLLEGE,
MONGSHANGEL, IMPHAL WEST, MANIPUR

Syllabus

1st Semester

AN501 Fundamental to Physical Anthropology

Theory

100 marks

Unit I: History and development of understanding human variation and evolutionary thought, theories of evolution, human variation and evolution in ancient times, theories of evolution: Lamarckism, Neo Lamarckism, Darwinism, Synthetic Theory, Mutation and Neo-Mutation theories.

Unit II: History of Physical Anthropology and development of Modern Biological Anthropology; aim, scope and relationship with allied disciplines; differences in modern and traditional approaches in Biological Anthropology.

Unit III: Non-human primates and human evolution, classification and characteristics of living primates, comparative anatomy and behaviour of human and non-human primates, significance of studying non-human primates in Physical Anthropology.

Unit IV: Great divisions of humanity: comparative account of various racial classifications (Blumenbach, Hooton, Haddon, Deniker), paradigm shift in racial studies: from typological to populational model; UNESCO statement on race, recent understanding of human biological categories in the context of human genome research.

Practical

50 marks

Somatometry

- | | |
|--------------------------------------|---------------------------------------|
| 1. Maximum head length | 2. Maximum head breadth |
| 3. Minimum frontal breadth | 4. Maximum bizygomatic breadth |
| 5. Bigonial breadth | 6. Nasal height |
| 7. Nasal length | 8. Nasal breadth |
| 9. Physiognomic facial height | 10. Morphological facial height |
| 11. Physiognomic upper facial height | 12. Morphological upper facial height |
| 13. Head circumference | 14. Stature |

15. Sitting height

16. Body weight

Somatoscopy

1. Head form

2. Hair form

3. Facial form

4. Eye form

5. Nose form

6. Hair colour

7. Eye colour

8. Skin colour

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various theories related to human evolution and variation.
2. They will learn about history of Physical Anthropology and how it is related to other disciplines.
3. They will also learn about the relationship between non-human and human primates.
4. From the practical component, they will learn about how to measure and study various parts of the human body.

References

Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.

Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. Wadsworth Publ.

Krober, A. L. 1948. Anthropology. Oxford & IBH Publishing Co.

Molnar, Stephen. 1975. Human Variations: Race Types and Ethnic Groups. London: Routledge.

Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.

Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race 1972. Issued by UNESCO. Oxford University Press.

AN 502 Fundamental Social-Cultural Anthropology

150 marks

Theory

100 marks

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

Unit II: Concepts of society and culture, status and role, social stratification, and civil society.

Unit III: Social-cultural institutions: family, marriage, kinship, religion.

Unit IV: Linguistic Anthropology: cultural setting of language, Sapir-Whorf hypothesis, cultural analysis of colour and kinship terminologies, lingua-franca and language, multilingualism and diglossia.

Practical

50 marks

The practical will include the following techniques and methods in collection of data in Social Anthropology:

- | | |
|-------------------------------|---------------|
| 1. Observation | 2. Interview |
| 3. Questionnaire and Schedule | 4. Case study |
| 5. Life history | |

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about concepts of society, culture, social stratification, etc.
3. They will also learn about important institutions like family, marriage and kinship.
4. From the practical component, they will learn how to follow up on some of the commonly used techniques of data collection in Social-Cultural Anthropology.

References

Beattie, J. 1964. Other Cultures. London: Cohen & West Limited.

Bernard, H.R. 1940. Research Methods in Cultural Anthropology. Newbury Park: Sage.

Davis, K. 1981. Human Society. New Delhi: Surjeet Publications.

Delaney, C. 2004. Orientation and disorientation. In Investigating Culture: An Experiential Introduction to Anthropology. Wiley-Blackwell.

Ember, C. R. et al. 2011. Anthropology. New Delhi: Dorling Kindersley.

Ferraro, G. and Andreatta S. 2008. In Cultural Anthropology: An Applied Perspective. Belmont: Wadsworth.

Hickerson, NP. 1980. Linguistic Anthropology. New York: Holt, Rinehart and Winston.

Lang, G. 1956. Concept of Status and Role in Anthropology: Their Definitions and Use. The American Catholic Sociological Review, 17(3): 206-218.

O'Reilly, K. 2012. Ethnographic Methods. Abingdon: Routledge.

Parsons, T. 1968. The Structure of Social Action. New York: Free Press.

Rapport, N. and Overing J. 2004. Key Concepts in Social and Cultural Anthropology. London: Routledge.

Royal Anthropological Institute of Great Britain and Ireland. 1971. Methods. In Notes and Queries on Anthropology. London: Routledge & Kegan Paul Ltd.

AN 521: Public Health and Epidemiology

100 marks

Theory

50 marks

Unit I: Principles of epidemiology in public health: overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events in specific populations, and strategies to control health problems

Unit II: Epidemiology of common communicable diseases and non-communicable diseases - malaria, tuberculosis, leprosy, diabetes, cardiovascular disease and sexually transmitted diseases (STDs), HIV/AIDS.

Practical

50 marks

Study the healthcare practices of a community/knowledge attitude practices of communicable or non communicable diseases for 15 days and prepare a report on it.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about how a community health centre works and delivers healthcare to the people.
2. They will also learn how to document the healthcare delivery systems as they exist in actual situations.
3. From the practical component, they will learn about the collection of data on healthcare delivery or health knowledge, attitude and practices of health issues and preparation of a report on the same.

References

- Aschengrau, A. and Seage, G.R. 2008. Essentials of Epidemiology in Public Health. Boston, Massachusetts.
- Edberg, M. 2013. Essentials of Health Behavior: Social and Behavioral Theory in Public Health. Second Edition. Jones and Bartlett Publishers.
- Gordis, L. 2004. Epidemiology. Third Edition. Philadelphia: Elsevier Saunders.
- Griffith, J.R and White, K.R. 2010. The Well-Managed Healthcare Organization. Chicago, IL: Health Administration Press.
- Kovner, A.R, McAlearney, A.S., Neuhauser, D. 2013. Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.
- Lee, L.M. 2010. Principles and Practice of Public Health Surveillance. Oxford University Press.
- Merson, M, Black, R, Mills, A. 2006. International Public Health: Diseases, Programs, Systems and Policies. Jones & Bartlett Learning.
- Pagano, M. and Gauvreau, K. 2000. Principles of Biostatistics. Belmont, CA: Wadsworth.
- Remington, P.L, Brownson, R.C., and Wegner, M.V. 2010. Chronic Disease Epidemiology and Control. American Public Health Association.
- Turnock, B. 2011. Essentials of Public Health. Jones & Bartlett Publishers.

2nd Semester

AN 503: Fundamental Prehistoric Anthropology

150 marks

Theory

100 marks

Unit I: Introduction: definition and scope of archaeological anthropology, relationship with other branches of anthropology and allied disciplines, methods of studying prehistoric anthropology.

Unit II: Methods of Estimation of Time and Reconstruction of the Past: absolute dating methods, relative dating methods, methods of climatic reconstruction: palynology, palaeontology, soil pH estimation.

Unit III: Geochronology of Pleistocene Epoch: Glacial and Interglacial Pluviation and Inter Pluviation, Different types of geoclimatic events.

Unit IV: Understanding Culture: technique of tool manufacturing and estimation of their relative efficiency, classification of tools, primary and combination fabrication techniques, typology and cultural nomenclature

Practical

50 marks

Identification, interpretation and drawings of at least two artefacts from each tool type given below:

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Types
5. Neolithic Tool Types

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about archaeological anthropology and its relationship with other sciences.
2. They will learn about how the past is reconstructed.
3. They will also learn about the method of understanding prehistoric culture on the basis of archaeological finds.
4. From the practical component, they will learn about the identification and interpretation of prehistoric tools.

References

- Allchin and Allchin. 1993. The Rise of Civilization of India and Pakistan. Cambridge University Press.
- Bhattacharya, D.K. 1978. Emergence of Culture in Europe, Delhi: B.R. Publication.
- Bhattacharya, D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
- Bhattacharya, D.K. 1996. Palaeolithic Europe. Humanities Press.
- Champion et al. 1984. Prehistoric Europe. New York: Academic Press.
- Fagan, B.M. 1983. People of Earth: An Introduction. Boston: Little, Brown & Company.
- Phillipson, D. W. 2005. African Archaeology. Cambridge: Cambridge University Press.
- Sankalia, H.D. 1964. Stone Age Tools. Poona: Deccan College.

AN 504: Human Origin & Evolution

150 marks

Theory

100 marks

Unit I: Primate origins and radiation with special reference to Miocene hominoids: Ramapithecus, distribution, features and their phylogenetic relationships.

Unit II: Australopithecines: distribution, features and their phylogenetic relationships; appearance of genus Homo (Homo habilis) and related finds.

Unit III: Homo erectus from Asia, Europe and Africa: distribution, features and their phylogenetic status.

Unit IV: Origin of Homo sapiens: fossil evidences of Neanderthals and Archaic Homo sapiens sapiens and the process of hominization, changes occurred in hominization.

Practical

50 marks

Craniology (five normas)

Craniometry: Maximum cranial length, Maximum cranial breadth, Maximum bizygomatic breadth, Maximum frontal breadth, Minimum frontal breadth, Nasal height, Nasal breadth, Bi-mastoid breadth, Greatest occipital breadth, upper facial height, Cranial index and Nasal index

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the origin of hominoid group in the primates.
2. They will learn about the origin, distribution and characteristics of extinct hominids and the process of hominization.
3. The components of the Practical paper will help students to understand how craniometric measurements and derived indices are useful in studying evolutionary changes in modern humans.

References

Buettner-Janusch, J. 1966. *Origins of Man: Physical Anthropology*. New York: John Wiley & Sons.

Campbell, Bernard G. and James D. Loy. 1996. *Human Kind Emerging*. London: Harper & Collins.

Conroy, G.C. 1997. *Reconstructing Human Origins: A Modern Synthesis*. New York: W. W. Norton & Company.

Howell, F.C. 1977. *Horizons of Anthropology*. Eds. S. Tax and L.G. Freeman. Chicago: Aldine Publishing House.

Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. *Laboratory Manual for Biological Anthropology*. Kolkata: Asian Books.

Nystrom, P. and Ashmore, P. 2011. *The Life of Primates*. New Delhi: PHI Learning Private Limited.

Seth, P. K. and Seth, S. 1986. *The Primates*. New Delhi: Northern Book Centre.

Singh, I. P. and Bhasin, M.K. 1989. Anthropometry: A Laboratory Manual on Biological Anthropology. Delhi: Kamla-Raj Enterprises.

Standford, C., Allen, J.S. and Anton, S.C. 2012. Biological Anthropology: The Natural History of Mankind. New Delhi: PHI Learning Private Limited.

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

AN 521: Tourism Anthropology

100 marks

Theory

50 marks

Unit I: Tourism: anthropological aspects, ethnographer as tourist, pilgrimage tourism, ecotourism, adventure tourism, sports tourism, and food tourism.

Unit II: Anthropology of tourism management, tourism and promotion/protection of local culture and heritage, tourism and local economy, tourism and commodification of culture, Internet and tourism.

Practical

50 marks

The practical component of this paper will include internship with one of the tourism and travel agencies or a detailed study of one touristic site and those who make a living out of that site, and making a report on it.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various types of tourism and how anthropologists look at them.
2. They will also learn about various aspects of tourism management, promotion of tourism, local culture and local economy.
3. From the practical component they will learn how tourism and travel agencies actually function, how they serve the tourists, and how they make a living not only for themselves but also for many engaged in subsidiary activities like providing transport, guide, etc.

References

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

Crick, M. 1995. The Anthropologist as Tourist: An Identity in Question. In Lanfant, M.F.,

Allcock, J.B., Bruner, E.M. (eds.) International Tourism: Identity and Change. London: Sage, pp. 205-223.

- 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.
- Dann, G.M.S., Nash, D. and Pearce, P.L. 1988. Methodology in Tourism Research. *Annals of Tourism Research*, 15:1-28.
- 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. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press, 33-47.
- Hitchcock. 1997. Cultural, Economic and Environmental Impacts of Tourism among the Kalahari. In Chambers, E. (ed.) *Tourism and Culture: An Applied Perspective*. SUNY Press.
- Kirshenblatt-Gimblett, B. 1998. *Destination Culture: Tourism, Museums, and Heritage*. University of California Press.
- Lippard, L.R. 1999. *On the Beaten Track: Tourism, Art and Place*. New Press.
- Nash, D. 1996. *Anthropology of Tourism*. New York: Pergamon.
- Picard, M. and Wood, R. 1997. *Tourism, Ethnicity, and the State in Asian and Pacific Societies*. University of Hawai Press.
- Richard, B. 1992. Alternative Tourism: The Thin Edge of the Wedge. In Valene Smith and Eadington (eds) *Tourism Alternatives: Potentials and Problems in the Development of Tourism*. University of Pennsylvania Press.
- Wood, R. 1997. Tourism and the State: Ethnic Options and the Construction of Otherness. In Picard and Wood, *Tourism, Ethnicity and the State in Asian and Pacific Societies*. University of Hawai Press.

3rd Semester

AN 601: Tribes and Peasants in India

150 marks

Theory

100 marks

Unit I: Anthropological concepts of tribe: problems of nomenclature, definition and classification, features of tribes in India.

Unit II: Tribes and the wider world, history of tribal administration, Constitutional safeguards, issues of acculturation, assimilation and integration; impact of development schemes and programmes on tribal life.

Unit III: Anthropological concept of peasantry: concepts of peasantry, approaches to the study of peasants – economic, political and cultural.

Unit IV: Tribal and peasant movements in 20th century India.

Practical

50 marks

Students are required to read and analyze any one of the ethnographies like the ones given below and prepare a report based upon it. The report should clearly link up the study with the concept of tribe/peasant and delineate clearly the following in the text:

1. Research questions/objectives of the study and their relevance.
2. Methods and techniques used in the study.
3. Key findings and their significance in the context of the objectives of the study.
4. Critical analysis of the finding on the basis of contemporary available resources.

Sample List of Ethnographies:

Berreman, G.D. 1963. Hindus of the Himalayas. Berkeley: California University Press.

Dube, S.C. 1955. Indian Village. London: Routledge and Kegan Paul Ltd.

Elwin, Verrier. 1992. The Muria and their Ghotul. Oxford: Oxford University Press.

Malinowski, B. 1922. Argonauts of the Western Pacific. London: Routledge and Kegan Paul Ltd.

Evans-Pritchard, E.E. 1940. The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People. Oxford: Clarendon Press.

Furer-Haimendorf, C.V. 1939. The Naked Nagas. London: Methuen and Co.

Majumdar, D. N. 1950. Affairs of Tribes. Lucknow: Universal Publishers Ltd.

Walker, A. 1986. The Todas. Delhi: Hindustan Publishing Corporation.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the concepts of tribes, their classification and distribution.
2. They will learn about how tribes are linked with the wider world.
3. They will also learn about peasantry and how it is related to tribes.

4. From the practical component they will learn to read original ethnographies and extract relevant information from the same.

References

- Gupta, D. 1991. Social Stratification. Delhi: Oxford University Press.
- Madan, V. 2002. The Village in India. Delhi: Oxford University Press.
- Nathan, D. 1998. Tribe-Caste Question. Simla: IIAS.
- National Tribal Policy (draft). 2006. Ministry of Tribal Affairs. Delhi: Government of India.
- Patnaik, S.M. 1996. Displacement, Rehabilitation and Social Change. Delhi: Inter India Publications.
- Shah, G. 2002. Social Movement and the State. Delhi: Sage.
- Shanin, T. 1987. Peasants and Peasantry. New York: Blackwell.
- Vidyarthi, L.P. and Rai B.K. 1985. Tribal Culture in India. New Delhi: Concept Publishing Company.
- Wolf, E. 1966. Peasants. NJ: Prentice Hall.

AN 602: Human Ecology: Biological & Cultural Dimensions

150 marks

Theory

100 marks

Biological Dimensions

Unit I: Human Ecology: definition, eco-sensitivity adaptation, acclimation, acclimatization, biotic and abiotic component.

Unit II: Adaptation to various ecological stresses, ecological rules and their applicability to human populations; Allen's and Bergman's rule, Gloger's Rule, and Thompson and Boxton rule.

Cultural Dimensions

Unit III: Culture as a tool of adaptation: various modes of human adaptation in hunting and food gathering, pastoralist, and shifting cultivation societies.

Unit IV: Ecological themes in state formation: 'Neolithic revolution' and Hydraulic civilization.

Practical

50 marks

Biological Dimensions:

Size and Shape Measurements

1. Stature

2. Sitting Height

3. Body Weight

4. Total Upper Extremity Length

5. Total Lower Extremity Length

6. Nasal Breadth

7. Nasal Height

Size and Shape Indices

1. Body Mass Index

2. Ponderal Index.

3. Relative Sitting Height Index

4. Relative Upper Extremity Length Index

5. Relative Total Lower Extremity Length

6. Nasal Index

Cultural Dimensions

Make a research design pertaining to any environmental problem and write a project report based on it.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about biological aspects of ecology and adaptation.
2. They will learn about cultural aspects of ecology and adaptation.
3. They will also learn about the relationship between ecology and state formation.
4. From the practical component they will learn about measurement of various parts of the human body and about preparing a research design on study of any environmental problem.

References

Berry, J.B. 1976. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. New York: John Wiley.

Cohen, Yehudi A. 1968. Man in adaptation: the cultural present. Chicago: Aldine Pub. Co.

Lee, Richard B. and Irven DeVore. 1969. Symposium on Man the Hunter. Chicago: Aldine Pub. Co.

Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress. 1973. Human ecology: Problems and Solutions. San Fransisco: W.H. Freeman & Company.

Redfield, Robert. 1965. Peasant society and culture an anthropological approach to civilization. Chicago: Univ. of Chicago Press.

Schutkowski, H. 2006. Human Ecology: Biocultural adaptation in human communities. Berlin: Springer Verlag.

Stapledon. 1964. Human ecology. London. Faber & Faber.

Theodorson, G.A. 1961. Studies in Human Ecology. New York: Row, Peterson & Company.

AN 603: Biological Diversity in Human Populations

150 marks

Theory

100 marks

Unit I: Concept of biological variability: race, sources of genetic variation, structuring genetic variation, interpretation of human variation, dermatoglyphics, and genetic variation

Unit II: Human adaptability: adaptive mechanisms determining the types of adaptation.

Unit III: Concept of ethnicity; Appraisal of contribution of Risley, Guha, Eickstedt and Sarkar towards understanding ethnic elements in the Indian populations.

Unit IV: Genetic diversity among Indian Populations.

Practical

50 marks

1. Determination of A1, A2, B, O; M N; and Rh (Test with five Anti-Rh sera) blood groups of at least 5 subjects.
2. Analysis and interpretation of finger ball pattern types, palmar main lines and pattern index for at least 5 subjects.
3. Finger print classification and development of chance prints and statistical treatment of the data collected (at least 5 Subjects).

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the use of various markers of biological variation.
2. They will learn about the mechanisms of human adaptability.
3. They will also learn about the contribution of some anthropologists towards understanding the population diversity in India.
4. From the practical component they will learn about the use of blood group antigens and dermatoglyphic traits in measuring biological diversity.

References

Baker, P.T. and J.S. Weiner (ed.). 1996. The Biology of Human Adaptability. Oxford & New York: Oxford University Press.

Bhende, A. and T. Kantikar. 2006. Principles of Population Studies. Mumbai: Himalayan Publishing House.

Bogin, B. 1999. Pattern of Human Growth. 2nd edition. Cambridge University Press. Cameron, Noel and Barry Bogin. 2012. Human Growth and development. Second Edition. Academic Press.

Eckhardt, R.B. 1979. The Study of Human Evolution. McGraw Hill Book Company.

Frisancho, R. 1993. Human Adaptation and Accommodation. University of Michigan Press.

Harrison, G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. 1988. Human Biology. Oxford University Press.

Jurmain, Robert Lynn kilgore Wenda Trevathan and Ciochon. 2010. Introduction to Physical Anthropology. Wadsworth Publishing.

Kapoor, A.K. and Satwanti Kapoor (ed). 1995. Biology of Highlanders. Jammu: Vinod Publisher & Distributor.

Kapoor, A.K. and Satwanti Kapoor (eds). 2004. India's Elderly-A Multidisciplinary Dimension. New Delhi: Mittal Publication.

Klepinge, L.L. 2006. Fundamentals of Forensic Anthropology. New Jersey: John Willey & Sons.

Malhotra, K.C. and B. Balakrishnan. 1996. Human Population Genetics in India.

Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.

Shukla, B.R. and Sudha Rastogi. 2012. Physical Anthropology and Human Genetics. Palaka Prakashan.

Stanford, C., Allen, S.J. and Anton, C.S. 2013. Biological Anthropology. 3rd Edition. Pearson.

4th Semester

AN 604: Theories of Culture and Society

150 marks

Theory

100 marks

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

Unit II: Historical Particularism, Neo-evolutionism.

Unit III: Functionalism and Structural-functionalism.

Unit IV: Structuralism, symbolic interactionism and interpretative anthropology.

Practical

50 marks

Review two books on any Anthropological thought and theories, and make a report on them.

Learning Outcomes

The learning outcomes of this paper are:

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

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.

McGee, R.J. and Warms R.L. 1996. Anthropological Theories: An Introductory History.

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

AN 605: Human Growth and Development

150 marks

Theory

100 marks

Unit I: Concept of human growth and development, differentiation and maturation, significance/applicability of growth studies.

Unit II: Prenatal (conception till birth) and postnatal (birth till senescence) period of growth, pattern of normal growth curves, variation from normal growth (canalization, catch-up growth and catch-down growth), sex differences in growth curves, secular trend.

Unit III: Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and development, methods and techniques for studying growth.

Unit IV: Nutritional epidemiology: concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus; assessment of nutritional status.

Practical

50 marks

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc), assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age.
2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR).
3. Nutritional assessment through dietary pattern and anthropometric indices.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the concepts and indicators of human growth and development.
2. They will learn about pre-natal and post-natal growth.
3. They will also learn about various bio-cultural factors that influence growth.
4. From the practical component they will learn about how to assess growth, obesity and nutritional status.

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.
- Frisancho, R. 1993. Human Adaptation and Accommodation. University of Michigan Press.
- Harrison, G.A. and Howard, M. 1998. Human Adaptation. Oxford University Press.
- Harrison, G.A., Tanner, J.M., Pibeam, D.R., Baker, P.T. 1988. Human Biology. Oxford University Press.
- Kapoor, A.K. and Kapoor, S. 1995. Biology of Highlanders. Vinod Publisher and Distributor.
- Kathleen, K. 2008. Encyclopedia of Obesity. Sage.
- 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.

AN 606: Anthropological Demography

150 marks

Theory

100 marks

Unit I: Demographic Anthropology: introduction, definition and basic concepts, relationship between demography, population studies and anthropology, importance of population studies in Anthropology.

Unit II: Population Theories: John Graunt, Thomas R. Malthus, biological theory of population, theory of demographic transition.

Unit III: Tools of demographic data: measures of population composition, distribution and growth, measures of fertility, measures of mortality, measures of migration.

Unit IV: 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.

Practical

50 marks

A student will collect and compile demographic data from different secondary sources on any given topic and a project report will be submitted for evaluation against two credits.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about demographic anthropology and its importance in anthropology.
2. They will learn about major theories of population.
3. They will also learn about the various sources of data in population studies.
4. From the practical component they will learn about how to collect demographic data from various sources and prepare a project report on the same.

References

Abela, Roth Eric. 2004. Culture, Biology and Anthropological Demography. Cambridge: Cambridge University Press.

Bhende, A. and Kaniikar, T. (2006) Principles of Population Studies. Himalaya Publishing House. Mumbai.

Caldwell, J.C. 2006. Demographic Transition Theory. Springer.

Census of India, 2001, 2011, SRS bulletin 2013, NFHS 2006, CRS, NSSO.

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. Ann. Rev. Anthropol., 15: 219-246.

Kshatriya, G.K., Rajesh, G. and Kapoor, A.K. 2010. Population Characteristics of Desert Ecology. VDM Verlag.

Misra, B.D. 1982. An introduction to the study of population. New Delhi: South Asia Publ. Ltd.

Park, K. 2000. Text book of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot.

Patra, P.K. and Kapoor, A.K. 2009. Demography and Development Dynamics in a Primitive Tribe of Himalayas. Dehradun: International Book Distributors.

Riley, N.E. and Mc Carthy, J. 2003. Demography in the Age of the Postmodern. Cambridge University Press, 1-13 and 32-98.

Sharma, A.K. 1979. Demographic transition: A Determinant of Urbanization. Social Change, 9: 13-17.

Srivastava, O.S. 1996. Demographic and Population Studies. New Delhi: Vikas Publishing House.

Zubrow, E.B.W. 1976. Demographic Anthropology: Quantitative Approaches. Albuquerque: University of New Mexico Press.

5th Semester

AN 701: Fundamentals of Human Genetics

150 marks

Theory

100 marks

Unit I. Essentials of Genetics: landmarks in the history of genetics, principles in human genetics, single locus (Mendelian) versus multilocus (quantitative/complex) inheritance, chromosome theory of inheritance (segregation and independent assortment).

Unit II: Methods of studying human genetics, Cell division: mitosis and meiosis, Human Chromosomes and Karyotyping, chromosomal aberrations: structure and numerical - Cri-du-chat, Down Syndrome, Patau's Syndrome, Turners syndrome, Klinefelter syndrome.

Unit III: Concept of gene, allelomorph, heterozygote, homozygote, phenotype, genotype. Nucleic Acid: DNA and RNA -structure and function, DNA replication

Unit IV: Mendelian inheritance (single factor and multifactorial inheritance, polygenic inheritance), non-Mendelian inheritance (multiple allelism, co-dominance, sex-linked, epistasis, penetrance and expressivity, Cytoplasmic inheritance).

Practical

50 marks

1. Colour Blindness Test

2. PTC tasting ability
3. Karyotyping (One normal male, One normal female, two different disorders of your choice)
4. Pedigree Analysis (Two genetic traits of your choice)

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about genetics and the principles of human genetics.
2. They will learn about inheritance and the factors influencing inheritance.
3. They will also learn about the role of admixture in population structure.
4. From the practical component they will learn about identifying colour blindness and PTC tasters, and also karyotyping and pedigree analysis.

References

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AN 702: Anthropology of India**150 marks****Theory****100 marks**

Unit I: Origin, history and development of Anthropology in India, geographical and linguistic elements in population.

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

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

Unit IV: Contribution of western anthropologists to Anthropology of India: W.H.R. Rivers, Scarlett Epstein, Gerald Berreman, Milton Singer, Ronald Inden, Verrier Elwin, and C. von Furer-Haimendorf.

Practical**50 marks**

1. Review a book on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
2. Highlight the contributions of any one Indian anthropologist.
3. Make an Atlas of India based on the linguistic elements of the Indian Population.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about how anthropology originated and evolved in India.
2. They will learn about Indian society on the basis of some key concepts developed by various anthropologists and sociologists.
3. They will also learn about the contributions of some western anthropologists to understanding Indian society and culture.
4. From the practical component they will learn about diversities in Indian society on the basis of biological and cultural traits.

References

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Biological variability in Ecological, Ethno-economic and Linguistic Groups. Delhi: Kamla-Raj Enterprises.

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- Trautmann, T.R. 2011. India: Brief history of Civilization. Delhi: Oxford University Press.
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AN 711C: Museology

150 marks

Theory

100 marks

Unit I: History and Development: definitions and objectives, history of museums in India, relationship between anthropology and museum.

Unit 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.

Unit III: Museum storage, security and marketing: storage: need, various facilities for storage, security against theft, fire and other disaster; marketing: understanding its market, marketing and developing new audience.

Unit IV: Conservation: causes of decay and deterioration of museum objects, care, handling, packing, cleaning and repairing of museum objects, examples of preventive and curative conservation.

Practical

50 marks

1. Collection and documentation of five cultural items from surrounding communities
2. Methods of conservation of the above items
3. Account of a museum (on the basis of visit)

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about history of museums in India and the relationship between museums and anthropology.
2. They will learn about museum collection, documentation and display.
3. They will also learn about security, storage and marketing.
4. From the practical component they will learn about how to document, conserve and prepare a profile of a museum.

References

- Ambrose, Timothy and Crispin Paine. 2012. Museum Basics. Third Edition. New York: Routledge.
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6th Semester

Forensic Anthropology

150 marks

Theory

100 marks

Unit I: Introduction to Forensic Anthropology: definition, brief history, scope, applications and integration of Forensic Anthropology.

Unit II: Basic Human Skeletal Biology: identification of human and non-human skeletal remains; ancestry, age, sex and stature estimation from bones; discovery and techniques for recovering skeletonized human remains.

Unit III: Personal identification: complete and partial identification, methods of identification in living persons: bite marks, tattoo marks, fingerprints, lip prints, nails, handwriting, deformities and others.

Unit IV: Serology: identification and individualization of bloodstain, urine, semen and saliva.

Practical

50 marks

1. Study of human long bones: estimation of age, sex and stature from bones.
2. Identification of bloodstain, urine, semen and saliva.
3. Examination of fingerprints and handwriting.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the aims and scope of forensic anthropology.
2. They will learn about identification of skeletal and non-skeletal human remains.
3. They will also learn about various methods of identifying living persons.
4. From the practical component they will learn about identification of individuals on the basis of bones, blood, urine, semen, saliva, fingerprint and handwriting.

References

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Spencer, C. 2004. Genetic Testimony: A Guide to Forensic DNA Profiling. New Delhi: Pearson.

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Wilkinson, C. 2004. Forensic facial reconstruction. Cambridge University Press.

AN 704: Gender Anthropology

150 marks

Theory

100 marks

Unit I: Introduction: concept of gender, theorizing gender, social and biological theories of gender, psychoanalytical theories, literary theories, theory of gender performativity and Queer theory.

Unit II: Anthropology and gender: Anthropology and gender studies, Anthropology and feminism, Anthropological approach to gender studies, cultural construction of gender; socialization and gender: agents of socialization: parents, schools, peers; the role of nuclear and extended families in constructing/reproducing gender; gender socialization in patrilineal and matrilineal societies.

Unit III: Changing genders and recent changes in gender studies: masculinities, feminities and third/ fourth genders in worldwide perspective, gay and trans-sexuality; discourses concerning gender and sexual orientation; feminist movement and gender movement.

Unit IV: Current gender issues: gender and rights of reproduction, gender discrimination, gender and violence, gender and development, gender and human rights.

Practical

50 marks

The students shall write a 3000 page report on any topic related to gender and assigned by the teacher concerned. The report may be based on secondary literature or fieldwork.

Learning Outcomes

1. The students will learn about the concepts and theories of gender.
2. They will learn about the relationship between gender and anthropology.
3. They will also learn about changing gender roles in societies.

4. From the practical component they will learn about collected gender data and writing a report on a given gender subject.

References

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Pal, M., P. Pathak, P. Bharati, B. Ghosh, and A. Majumdar. 2012. Gender Issues and Empowerment of Women. New York: Nova Science Publishers.

Rachel Alsop, Annette Fitzsimmons and Kathleen Lennon (eds). 2002. Theorizing Gender. Oxford: Polity Press.

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AN 712(A/B/C) One elective course from A, B and C

AN 712A: Sports and Nutritional Anthropology

150 marks

Theory

100 marks

Unit I: Anthropology of sports: scope and importance of sports and nutritional anthropology, 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, importance of nutrition in sports.

Unit IV: Human biological variability, health and nutrition; doping and performance, cultural constructions and physiologic implications of food across time, space and society; integrated bio-behavioural perspective towards food preference.

Practical

50 marks

1. Assessment of daily nutrient intake
2. Evaluate association of nutritional status and physical performance
3. 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.

AN 712B: Visual Anthropology

150 marks

Theory

100 marks

Unit I: Introduction to Visual Anthropology, visual culture, photographic and digital media: still, interactive and moving.

Unit II: Theory and representation, Anthropology and images, ethnographic films and mass media, theories of representation, modern media and political advocacy.

Unit III: Ethnographic photography: conventions and methodologies, paradigms and debates.

Unit IV: Ethnographic films: theoretical issues concerning ethnographic film, ethical dimensions of ethnographic film, interdependency of technology and culture.

Practical

50 marks

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. Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera.
2. Analyze the visual data from classical ethnographies signifying how 'otherness' is constituted.
3. A gendered analysis of visuals produced during colonial and postcolonial times.
4. Hypertext and multimedia as analytic end points.
5. Collection, reporting and analysis of photo-ethnographic data.
6. Digital mirror: computer assisted exercises leading to production of ethnographic text.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about Visual Anthropology and its scope.
2. They will learn about the theories of representation in visual media.
3. They will also learn about ethnographic films and photography.
4. From the practical component they will learn about the techniques of making an ethnographic film.

References

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Schneider, A. and Wright, C. 2010. Between Art and Anthropology: Contemporary Ethnographic Practice. Berg Publishers.

AN 713C: Prehistory of India

150 marks

Theory

100 marks

Unit I: General Introduction to Indian prehistory: Definition and scope, Concept of prehistoric culture, History of Development of Prehistoric Archaeology in India – contributions of Alexander Cunningham, John Marshall, Robert Bruce Foote, Mortimer Wheeler, H.D.Sankalia, Pleistocene chronology and development of prehistoric culture in India.

Unit II: Pleistocene Prehistoric culture: Nomenclatural problem of Indian prehistoric culture, Lower Palaeolithic: important characters of Soanian and Madrasian industries, Middle Palaeolithic: Nevasian - Geographical distribution and typo-technological characters, Upper Palaeolithic: Distribution and salient features of Blade and burin industries

Unit III: Holocene Prehistoric Culture: Early Holocene environment and Mesolithic culture in India, Mesolithic culture - regional distribution, typo-technology and economy of major Mesolithic sites (Langnaj, Bagor, and Damdama); Mesolithic Rock Art. Neolithic culture – concept and salient features of Neolithic Revolution, General features of Indian Neolithic culture, and salient characters of the following major Neolithic sites – Burzhom, Sangankallu, Koldihava, Sohgauna & Daojali Hading

Unit IV :Post –Neolithic Cultures: Salient Features of Ahar, Malwa and Maski Chalcolithic culture, Harappa Civilization - Origins, Town Planning, Economy, Religion and Causes of decline, Megalithic Culture complex in India - Regional development and salient features

Practical

50 marks

Practical Knowledge on the systematic classification and typo-technological identification of the following prehistoric tools -

- A. Core tools – Chopper, Chopping Tool, Handaxe, Cleaver
- B. Flake tools – Scraper, Point, Borer
- C. Blade tools – Simple blade, Backed blade, Knife blade, Simple point on blade, and tanged point
- D. Ground tools – Celts, Chisel, Shoulder tool

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about prehistoric culture of India through the technique of manufacturing tools, history of Indian Archaeology
2. They will learn about the methods of climatic reconstruction.
3. They will also learn about Pleistocene, Holocene and post Holocene chronology of India.
4. From the practical component they will learn about identification of tools and lithic technology.

References

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