

**PROPOSED SYLLABUS FOR UG COURSE  
UNDER NEP 2020 GUIDELINE**

**DEPARTMENT OF ANTHROPOLOGY**



**2023**

**NORTH LAKHIMPUR COLLEGE  
(AUTONOMOUS)**

## CONTENT

<b>YEAR</b>	<b>SEMESTER</b>	<b>CODE</b>	<b>PAPER CODE</b>	<b>TITLE</b>	<b>CREDIT</b>
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		<b>MD</b>	<b>MD-T3- ANT-101</b>	<b>MUSEUM AND CULTURAL RESOURCE MANAGEMENT</b>	<b>3</b>
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## SEMESTER I

### MAJOR

#### **MJ- ANT-101 Introduction to Biological Anthropology (Credit-5)**

##### **Theory (MJ-T3-ANT-101):**

**Credit-3**

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 Biological Anthropology.

Unit IV: Great divisions of humanity: comparative account of various racial classifications (Risley, Guha, Sarkar, Hooton), 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 (MJ-P2-ANT-101)**

**Credit-2**

##### **Somatometry**

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

13. Head circumference

15. Sitting height

14. Stature

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.

Kroeber, 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.

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## **SEMESTER I**

### **MINOR**

#### **MN-ANT-101 Palaeoanthropology (Credit-5)**

##### **Theory (MN-T3-ANT-101)**

**Credit-3**

Unit I: Dating methods, geological time scale, taphonomy and interpretation of the paleontological and archaeological records, taxonomic and chronological problems of fossils records.

Unit II: Primate speciation and extinctions: geological perspective, adaptive primate radiation, differential rate of somatic evolution.

Unit III: Evolutionary biology: origins and evolution of stone age technology (human origins: development, distribution and fossilized evidence of Australopithecines, Paranthropus (Zinjanthropus), Homo habilis, Homo erectus, Archaic H. sapiens, prehistoric huntergatherers, modern pastoral communities, emergence of prehistoric people in Africa).

Unit IV: Primate and non-primate models for early hominid behaviour, hominization Process: evolution of hominid-human bipedalism.

##### **Practical (MN-P2-ANT-101)**

**Credit-2**

1. Comparative primate osteology
2. Description and identification of the disarticulated human skeleton of non-human primates
3. Identification and description of fossil casts.
4. Excursion to a site for seven days for collection of fossil material and its report.

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

### **Learning Outcomes**

The learning outcomes of this paper are:

1. The students will learn about geological time scale and dating methods.
2. They will learn about primate speciation and evolution.
3. They will also learn about primate and non-primate hominid behaviour.
4. From the practical component they will learn about identification and description of nonhuman primates, fossil casts, etc.

### **References**

- Barnes, E. 2005. *Diseases and Human Evolution*. University of New Mexico Press.
- Boyd, R. and Silk, J.B. 2009. *How Humans Evolved*. London: WW Norton.
- Cameron, D.W. and Colin, P., Groves, C.P. 2004. *Bone, Stones and Molecules: "Out of Africa" and Human Origins*. Elsevier Inc.
- Cela-conde, C.J. and Frisancho, J. 2007. *Human Evolution: Trails from the past*. Oxford University Press.
- Hoppa, R.D. and Vaupel, J.W. 2002. *Paleodemography: Age Distributions from Skeletal Samples*. Cambridge University Press.
- Lansen, C.S., Matter, R.M. and Gebo, D.L. 1998. *Human Origin: The fossil Record*. Waveland Press.
- Napier, J.R. and Napier, P.H. 1985. *The Natural History of the Primates*. Cambridge, MA: The MIT Press.
- Pinhasi, R. and Mays, S. 2008. *Advances in Human Palaeopathology*. Chichester: John Wiley & Sons, Inc.
- Stringer, C. 2011. *The Origin of Our Species*. London: Allen Lane.
- Conroy, G.C. 2005. *Reconstructing Human Origins*. WW Norton and Company.

Tattersall, I. 2009. *The Fossil Trail: How We Know What We Think We Know about Human Evolution*. New York: Oxford University Press.

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

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## **SEMESTER I**

### **MULTIDISCIPLINARY/ INTERDISCIPLINARY**

#### **MD-ANT-101: Museum and Cultural Resource Management (Credit-3)**

##### **Theory (MD-T1-ANT-101)**

**Credit-1**

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.

##### **Practical (MD-P2-ANT-101)**

**Credit-2**

1. Documentation of five cultural items collected from surrounding communities
2. Methods of conservation of the above items

#### **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.

## References

- Ambrose, Timothy and Crispin Paine. 2012. *Museum Basics*. Third Edition. New York: Routledge.
- Basa, Kishor K. (ed). 2010. *Multiple Heritage: Role of Specialised Museums in India*. Bhopal & Delhi: IGRMS & Serials Publications.
- Basu, Paul and Wayne Modest (ed). 2015. *Museum, Heritage and International Development*. New York: Routledge.
- Behera, B. K. and S.K. Mohanty. 2007. *Museology and Museum Management in India*. Bhubaneswar: Mayur Publications.
- Dudley, Sandra H. (ed). 2010. *Museum Materialities: Objects, Engagements, Interpretations*. London: Routledge.
- Dudley, Sandra H. (ed.). 2012. *Museum Objects: Experiencing the Properties of Things*. New York: Routledge.
- Dutta, Sangeeta. 2010. *Ecomuseum: Perspectives in India*. Delhi: Agam Kala Prakashan.
- French, Ylva and Sue Runyard. 2011. *Marketing and Public Relations for Museums, Galleries, Cultural and Heritage Attractions*. London: Routledge.
- Gupta, S.P. and Mohit Srivastava. 2010. *Modern Museum Management*. New Delhi: Indraprastha Museum of Art and Archaeology & D.K. Printworld (P) Ltd.
- Sandell, Richard and Eithne Nightingale (eds). 2012. *Museums, Equality and Social Justice*. London: Routledge.
- Well, Stephen E. 2002. *Making Museums Matter*. Washington: Smithsonian Institution Press.
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## SEMESTER I

### SKILL ENHANCEMENT COURSE

#### SE-ANT-101: Public Health and Epidemiology (Credit-3)

##### Theory SE-T1-ANT-101

Credit-1

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. Communicable and non-communicable diseases (malaria, tuberculosis; diabetes and cardio vascular diseases); sexually transmitted diseases (AIDS/HIV).

##### Practical (SE-P2-ANT-101)

Credit-2

1. Study a community health centre or hospital for 15 days and prepare a report on healthcare delivery systems practised by 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 collection of data on healthcare delivery 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.

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## SEMESTER II

### MAJOR

#### **MJ-ANT-101: Introduction to Social-Cultural Anthropology (Credit-5)**

##### **Theory (MJ-T3-ANT-101)**

**Credit 3**

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

Unit II: Concepts of society, culture, types of culture (material and non-material), culture trait, culture area, culture complex, dynamics of culture.

Unit III: Social-cultural institutions: family (function, types, changes), marriage (definition, regulation of marriage, monogamy, polygamy: polyandry, polygyny, hypergamy, cross cousin marriage) kinship, religion.

## **Practical (MJ-P2-ANT-101)**

**Credit 2**

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 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.

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## SEMESTER II

### MINOR

#### **MN-ANT-201: Tribal Cultures of India (Credit-5)**

##### **Theory (MN-T3-ANT-201)**

**Credit-3**

Unit I: Concepts of tribe and debates centring around the various concepts of tribe, general and specific characteristics of tribes, tribes in India: antiquity, historical, academic, administrative and anthropological importance, denotified tribes.

Unit II: Tribe-caste continuum, constitutional safeguard/provisions, gender and tribe, regional and linguistic distribution of tribes in India.

Unit III: Classification of tribes based on their economy, occupation and religion, racial elements among the tribes, Scheduled and non-scheduled categories of tribes.

##### **Practical (MN-P2-ANT-201)**

**Credit-2**

1. Distribution of Indian Tribes: Denotified & Nomadic Tribes, Vulnerable Tribes, Scheduled Tribes

2. Location of different tribes on the map of India.

3. Write an annotated bibliography on any one tribe.
4. Write an essay on the social structure of any one tribe of India

### **Learning Outcomes-**

The learning outcomes of this paper are:

1. The students will learn about various concepts of tribes and the importance of studying them.
2. They will learn about the difficulties of differentiating between tribe and caste in India.
3. They will also learn about classification of tribes based on religion, economy, occupation, race, etc.
4. From the practical component they will learn about distribution of various categories of tribes in India and how to write an annotated bibliography and social structure of one of them.

### **References**

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

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

Vidyarthi, L.P. and B.N. Sahay.1980 *Applied Anthropology and Development in India*. New Delhi: National Publishing House.

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## SEMESTER II

### MULTIDISCIPLINARY/INTERDISCIPLINARY

#### MDC

#### **MD-ANT-201: Museum and Cultural Resource Management (Credit-3)**

##### **Theory (MD-T1-ANT-201)**

**Credit-1**

Unit-I: Museum storage, security and marketing: storage: various facilities for storage, security against theft, fire and other disaster, marketing: understanding its market.

Unit II: Classification of museum specimen: Cleaning, treatment and preservation of the museum specimen by different methods.

##### **Practical (MD-P2-ANT-201)**

**Credit-2**

1.Methods of conservation of the museum items

2. Account of a museum (based on the visit)

##### **Learning Outcomes-**

The learning outcomes of this paper are:

1. They will learn about museum collection, documentation and display.
2. They will also learn about security, storage and marketing.
3. 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.

Basa, Kishor K. (ed). 2010. *Multiple Heritage: Role of Specialised Museums in India*. Bhopal & Delhi: IGRMS & Serials Publications.

Basu, Paul and Wayne Modest (ed). 2015. *Museum, Heritage and International Development*. New York: Routledge.

Behera, B. K. and S.K. Mohanty. 2007. *Museology and Museum Management in India*. Bhubaneswar: Mayur Publications.

Dudley, Sandra H. (ed). 2010. *Museum Materialities: Objects, Engagements, Interpretations*. London: Routledge.

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Dutta, Sangeeta. 2010. *Ecomuseum: Perspectives in India*. Delhi: Agam Kala Prakashan.

French, Ylva and Sue Runyard. 2011. *Marketing and Public Relations for Museums, Galleries, Cultural and Heritage Attractions*. London: Routledge.

Gupta, S.P. and Mohit Srivastava. 2010. *Modern Museum Management*. New Delhi: Indraprastha Museum of Art and Archaeology & D.K. Printworld (P) Ltd.

Sandell, Richard and Eithne Nightingale (eds). 2012. *Museums, Equality and Social Justice*. London: Routledge.

Well, Stephen E. 2002. *Making Museums Matter*. Washington: Smithsonian Institution Press.

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## SEMESTER II

### SKILL ENHANCEMENT ELECTIVE COURSE

#### **SE-ANT-201: Tourism Anthropology (Credit-3)**

##### **Theory (SE-T1-ANT-201)**

**Credit-1**

Unit I: Tourism: anthropological aspects, ethnographer as tourist, pilgrimage tourism, eco-tourism and food tourism of NE India: Alkaline preparation, beverage, storage and preservation of food.

Unit II: Tourism in India and NE India, impact of tourism on Indian culture and economy, tourism in Assam, religious tourism in Assam: *Joy DouL, Siva DouL, Mahavairav Mandir,*

*Kamakhya Mandir and ambubachi*, eco-tourism: Kaziranga National Park, Manas National Park;

**Practical (SE-P2-ANT-201)**

**Credit-2**

The practical component of this paper will include an internship with one of the tourism and travel agencies or a detailed study of one tourist site and those who make a living out of that site.

**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.)1995. *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*.

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