

**BSCANH**

# **PROGRAMME GUIDE**

## **Bachelor of Science Honours in Anthropology**



**School of Social Sciences  
Indira Gandhi National Open University  
New Delhi**

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January, 2020

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Dear Learner,

Welcome to IGNOU and the degree programme in Bachelors of Sciences Honours in Anthropology. As you have joined the world's largest University imparting education through Open and Distance mode, it is necessary for you to become acquainted of the university and how it functions. You will also be keen to know in some detail about the programme you have joined and the way in which the university imparts instruction. This Programme Guide gives you the necessary information that will help you in knowing the university and pursuing the programme. We therefore advice you to **keep this Programme Guide safely till you complete the Programme.**

This Programme Guide is divided into two sections. The first part would take you through the University- a brief history, how it came into being, its schools and the Programme Bachelor of Science Honours in Anthropology in which you would be enrolling.

The second part of the Programme Guide gives the syllabus of all the courses that are on offer in this programme. This will you help you, among other things, in choosing Discipline Specific Electives courses suiting your interest, need, and career goals.

**Programme Coordinator,  
Dr. Rukshana Zaman  
Bachelor of Science Honours in Anthropology (BSCANH)  
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**PART I**

**PROGRAMME**  
**DETAILS**



# 1. THE UNIVERSITY

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The Indira Gandhi National Open University (IGNOU) is the world's largest University. It is a Central University established by an Act of Parliament in 1985, to advance and disseminate learning and knowledge by diverse means, including information communication technology. The objective is to provide opportunities for higher education to a large segment of the population and promote educational wellbeing of the larger society.

The University has continuously striven to build a knowledge society through inclusive education. It has imparted higher education by offering high quality teaching through the Open and Distance Learning (ODL) mode.

IGNOU in a relatively short time has made a significant contribution in the areas of higher education, community education, extension activities and continual professional development. As a world leader in distance education, it has been conferred with an Award of Excellence by the Commonwealth of Learning (COL), Canada.

IGNOU offers its academic programmes through its 21 Schools of Studies and a network of 67 Regional Centres (including 11 Recognised Regional Centres for the Indian Army, Navy and Assam Rifles), and about 3500 Study Centres (SCs). The University also has a network of 12 Overseas Study Centres (OSC).

Currently, IGNOU is offering over two hundred academic, professional, vocational, awareness generating and skill oriented programmes at the level of Certificate, Diploma, Bachelor's Degree, Master's Degree and Doctoral Degree through its Schools of Studies.

The 21 Schools of Study which design and develop academic programmes and courses at different levels are:

- School of Agriculture (SOA)
- School of Computer and Information Sciences (SOCIS)
- School of Continuing Education (SOCE)
- School of Education (SOE)
- School of Engineering and Technology (SOET)
- School of Extension and Development Studies (SOEDS)
- School of Foreign Languages (SOFL)
- School of Gender and Development Studies (SOGDS)
- School of Health Sciences (SOHS)
- School of Humanities (SOH)
- School of Interdisciplinary and Trans-disciplinary Studies (SOITS)
- School of Journalism and New Media Studies (SOJNMS)



- School of Law (SOL)
- School of Management Studies (SOMS)
- School of Performing and Visual Arts (SOPVA)
- School of Sciences (SOS)
- School of Social Sciences (SOSS)
- School of Social Work (SOSW)
- School of Tourism and Hospitality Service Management (SOTHSM)
- School of Translation Studies and Training (SOTST)
- School of Vocational Education and Training (SOVET)

The University provides multi-channel, multiple media teaching/learning packages for instruction and self-learning. The different components used for teaching/learning include, self-learning print and audio-video materials, radio and television broadcasts, face-to-face counseling/tutoring, laboratory and hands-on-experience, teleconferencing, video conference, interactive multimedia CD-ROM and internet-based learning, and the use of mobile phones for messaging and e-content.



Currently, the emphasis is being laid by the University on developing an interactive multimedia supported online learning as well as adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of blended learning. The recent initiatives of the University include: SWAYAM based Massive Open Online Courses (MOOCs), Shodhganga (UGC INFLIBNET Project), 24x7 SWAYAMPRAKHA, National Digital Library (MHRD Project), e-Gyankosh and IGNOU e-Content App for digital study material.

## **2. SCHOOL OF SOCIAL SCIENCES**

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The School of Social Sciences (SOSS) is one of the largest schools in IGNOU. SOSS offers academic programmes in eight disciplines: Anthropology, Economics, History, Library and Information Science, Political Science, Psychology, Public Administration, Sociology.

Programmes offered by the disciplines relate to core subject areas. At the same time they straddle other related disciplines making them truly interdisciplinary in nature. MA in Gandhi and Peace Studies and PG Diploma in Disaster Management are two examples of such programmes offered by the School. SOSS constantly strives to link the development of courses to the ever-expanding socio-economic and political contexts in which the social science processes take place.

In view of the fact that IGNOU is today the foremost centre of open and distance learning and is adequately equipped with modern educational technologies, the School has consciously tried to assign a significant role to ICT tools in devising the learning programmes.



The following features are hallmarks of its programmes:

- courses having core, elective and skill/ability enhancing components;
- short-term and long-term courses focused on vocational and professional needs;
- courses geared to meet the requirements of groups located on the fringes of society; and
- ICT based courses like MOOC courses offered through SWAYAM platform.

The School has a research programme that applies newer methodologies to elicit a more creative response, both from the discipline's own perspective and from an interdisciplinary perspective. It offers PhD in all disciplines and MPhil in three disciplines. In addition to research degree programmes, the School offers a large number of academic, professional and socially relevant programmes of study leading to the award of degrees, diplomas and certificates at different levels. In 2019, the School has replaced its Bachelor's Degree Programme with the one patterned on choice based credit system as prescribed by the University Grants Commission. Bachelor of Science Honours in Anthropology is being offered by the School from the session January, 2020 onwards. The new programme is a broad based programme with a mix of disciplinary, interdisciplinary and skill/ability enhancing programmes.



### 3. BACHELOR OF SCIENCE HONOURS IN ANTHROPOLOGY (BSCANH)

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With the academic session of January 2020 for the Honours Programmes, the Indira Gandhi National Open University has adopted the Choice Based Credit System introduced by the University Grants Commission. The Choice Based Credit System, which is on offer at the Bachelors level, provides flexibility for the students to study the subjects/courses of their choice depending on their needs and interests.

While IGNOU has been one of the earliest to introduce credit based academic programmes with wide choice of courses, **it now introduces an evaluation system based on 10 point grading system.**



The Bachelor of Science Honours in Anthropology (BSCANH) is a broad based programme with a mix of disciplinary, interdisciplinary and skill-based courses. It is designed to provide the learners with the information and skills necessary to understand and analyse their world by introducing them to the main themes and topics not only in Anthropology but disciplines like Humanities, Social Sciences and Sciences.

## **Bachelor of Science Honours in Anthropology Programme**

Human beings have always been curious about the ‘other’, what lies beyond their horizons. Anthropology takes into consideration the curiosity of human beings as to what it is to be a human? how one evolved? how societies and cultures have differences yet show similarity. It tries to understand the past, the present and how it can make the future better. Anthropology is the scientific study of human beings. Within the ambit of anthropology there are four major branches that deals with the *a.* evolution, physical and biological growth, *b.* social and cultural behaviours, *c.* reconstruction of the past through the prehistoric and the archaeological evidences and *d.* study how the different languages influence social life.

The Bachelor of Science Honours in Anthropology is based on an integrated approach that would emphasis on the study of human beings as a complex organism that evolved, has similarities and variations; the ability to create, think, use language to communicate and produce culture. Anthropology provides an insight into how human beings came into existence, their struggle for survival and how we can strive for a better future. Anthropology is a subject that seeks to be holistic; encompassing the study of human diversity and universality and comparative; taking into account the similarities and the diversities, as well as being critical and reflexive.



### **Aims and Objectives of the Programme**

The Bachelor of Science Honours in Anthropology Programme aims to develop professional competence in the light of perceivable need for trained anthropologists in academic and the research institutes, NGOs, government organisations and in the field of applied sciences. It intends to equip the learners with anthropological perceptions to understand and relate to the contemporary world.

### **Programme Outcome**

By choosing to study Bachelor of Science Honours in Anthropology the learner should be able to:

- discuss how human beings evolved;
- identify and distinguish the different societies and cultures;
- describe the past cultures; and
- critically examine why anthropology is a holistic science.



### **Eligibility**

In keeping with the policy of ‘openness’ and flexibility, admission to Bachelor of Science Honours in Anthropology is open to all those who have completed 10 plus 2 in any stream-arts, science or commerce. There is no entrance test for seeking admission.

## Duration

The Bachelor of Science Honours in Anthropology can be completed in a minimum of three years. However, flexibility is provided and learners are allowed to complete the programme in a maximum of six years.

## Medium of Instruction

The Bachelor of Science Honours in Anthropology programme is being offered in English and Hindi. The student has to opt for a particular medium of study while applying for online admission to the programme.

## Programme Structure Overview

The Programme Code of the Bachelor of Science Honours in Anthropology is **BSCANH**. The BSCANH is a **148** credit programme consisting of the following categories of courses:

- i) Core Courses (CCs)
- ii) Discipline Specific Electives (DSEs)
- iii) Ability Enhancement Compulsory Courses (AECCs)
- iv) Skill Enhancement Courses (SECs)
- v) Generic Electives (GEs)

The programme can be completed by earning the required number of credits under each category in a minimum period of three years (six semesters) or in the maximum period of six years. The required number of credits under each category is as follows: 84 credits of Core Courses, 24 credits of Discipline Specific Electives, 8 credits of Ability Enhancement Compulsory Courses, 8 credits of Skill Enhancement courses, and 24 credits of Generic Electives/Interdisciplinary Courses.

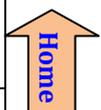
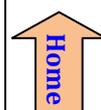
**A credit is equivalent to 30 hours of study time** comprising all learning activities (i.e. reading and comprehending the print material, listening to audios, watching videos, attending counselling sessions, teleconferencing and writing assignment responses). Most courses of this programme (CCs, DSEs and GEs) are of six credits. This means that you will have to put in 180 hours (6 x of study time to complete each of these courses. The programme also has four Ability and Skill Enhancement courses, each of four credit weightage i.e, 120 hours (4 x 30) of study time.

The programme has a mix of different types of courses in each of the six semesters. The total number of credits to study in each semester varies between 22- 28 credits. Table 2.1 gives an overview of the programme structure showing the distribution of different types of courses across the six semesters of the programme.



**Table 2.1 Bachelor of Sciences Programme Structure**

<b>Semester</b>	<b>Core Courses (6 credits each)</b>	<b>Discipline Specific Electives (6 credits)</b>	<b>Ability/Skill Enhancement Courses (4 credits)</b>	<b>Generic / Interdisciplinary Electives (6 credits)</b>	<b>Credits</b>
<b>I</b>	BANC 101 Introduction to Biological Anthropology  BANC 102 Introduction to Social and Cultural Anthropology	None	BEVAE 181: Environmental Studies	BPAG 171 Disaster Management	22
<b>II</b>	BANC 103 Archaeological Anthropology  BANC 104 Fundamentals of Human Origin & Evolution	None	<b>Any one:</b> BEGAE 182: English Communication  BHDAE 182: Hindi Bhasha and Samprashan	BGDG 172 Gender Sensitization: Society and Culture	22
<b>III</b>	BANC 105 Tribes and Peasants in India  BANC 106 Human Ecology: Biological & Cultural dimensions  BANC 107 Biological Diversity in Human Populations	None	BPCS 185 Developing Emotional Competence	BPCG 173 Psychology for Health and Well-Being	28
<b>IV</b>	BANC 108 Theories of Culture and Society  BANC 109 Human Growth and Development  BANC 110 Research Methods	None	BECS 184 Data Analysis	BPAG 174 Sustainable Development	28
<b>V</b>	BANC 111 Human Population Genetics  BANC 112 Anthropology in Practice	<b>Any two:</b> BANE 141 Physiological Anthropology BANE 143 Tribal Cultures of India BANE 147 Urban Anthropology	None	None	24
<b>VI</b>	BANC 113 Forensic Anthropology  BANC 114 Anthropology of India	<b>Any two:</b> BANE 144 Visual Anthropology BANE 154 Dissertation BSOE 144 Reading Ethnographies	None	None	24
<b>Total</b>	<b>84 credits</b>	<b>24 credits</b>	<b>16 credits</b>	<b>24 credits</b>	<b>148</b>



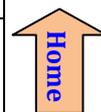
Now that you have an idea of how the Bachelor of Sciences programme is structured, let us get to know the specific components of the programme, i.e. the Core, Elective and Ability Enhancement courses.

### 3.1 Core Courses (CC)

The programme has fourteen core courses related to the main branches of anthropology. These courses which are on offer are integral to the understanding of anthropology as a holistic science. The courses would take the learner fluidly through the various developments: origin, evolution and variation of human beings in biological, social and cultural sphere. It would also bring to light the archaeological evidences that has helped the subject to grow as a holistic science. The courses would help answer the questions of subjectivity and objectivity in anthropology. The learners would come to know why anthropology is known as a science when they go through the course on research methods. The core courses are aimed at building a strong foundation in anthropology within the rubric of social sciences.

Each core course is of six credits. These courses cover more than half of the programme, 84 credits (14 courses  $\times$  6 credits) out of 148 credits of the programme.

Semester	Core Courses (6 credits each)	Core Course 1 (6 credits)	Core Course 3 (6 credits)	Total Credits
<b>First</b>	BANC 101 Introduction to Biological Anthropology	BANC 102 Introduction to Social and Cultural Anthropology	None	12
<b>Second</b>	BANC 103 Archaeological Anthropology	BANC 104 Fundamentals of Human Origin and Evolution	None	12
<b>Third</b>	BANC 105 Tribes and Peasants in India	BANC106 Human Ecology: Biological and Cultural Dimensions	BANC 107 Biological Diversity in Human Populations	18
<b>Fourth</b>	BANC 108 Theories of Culture and Society	BANC109 Human Growth and Development	BANC 110 Research Methods	18
<b>Fifth</b>	BANC 111 Human Population Genetics	BANC 112 Anthropology in Practice	None	12
<b>Sixth</b>	BANC 113 Forensic Anthropology	BANC 114 Anthropology of India	None	12



### 3.2 Discipline Specific Elective Courses

Discipline Specific Elective Courses are on offer in the fifth and sixth semesters of the programme. These six credit courses are intra-disciplinary in nature. The Discipline Specific Electives (DSEs) are specific (or specialised or advanced or supportive) to the study of anthropology. They provide an extended scope. The programme has six DSEs in offer. There are three DSEs each semester out of which you have to opt for two. They carry 24 credits (6 credits x 2 courses = 12 credits per semester). The DSEs on offer **in the fifth and sixth semesters** are given in Table 2.3 below:

**Table 2.3 Discipline Specific Elective (DSEs)**

<b>Fifth Semester (Select any two)</b>	<b>Sixth Semester (Select any two)</b>
BANE 141 Physiological Anthropology	BANE 144 Visual Anthropology
BANE 143 Tribal Cultures of India	BANE 154 Dissertation
BANE 145 Urban Anthropology	BSOE 144 Reading Ethnographies



### 3.3 Ability Enhancement Compulsory Courses

Ability Enhancement Compulsory Courses are of four credits each. As the name suggests, the Ability Enhancement Compulsory Courses (AECCs) are compulsory for all learners. There are two AECCs on offer, one each in the first and second semesters. The first AECC is an awareness course which is intended to sensitise the learners with environmental issues and introduce them to the policies and practices put in place to address environmental concerns at the local, national and global level. The other AECC, available in the second semester are BEGAE 182- English Communication Skills and BHDAE 182- Hindi Bhasha Aur Samprashan. These courses introduce the learners to the theory, fundamentals and tools of communication and develop in them vital communication skills which should be integral to personal, social and professional interactions.

**Table 2.4 Ability Enhancement Courses**

<b>First Semester</b>	<b>Second Semester (any one of the following)</b>	
BEVAE 181: Environmental Studies	English	BEGAE 182: English Communication
	Hindi	BHDAE 182: हिन्दी भाषा और संप्रेषण



### 3.4 Skill Enhancement Courses

Skill Enhancement Courses (SECs) are also ability enhancement courses. These courses seek to build specific skills set in some applied functional area of daily life. Each Skill Enhancement Course (SEC) is of four credits. These courses are on offer from the third semester onwards. SECs are compulsory courses as listed in in Table 2.5.

**Table 2.5 Skill Enhancement Courses (SECs)**

<b>Third Semester</b>	<b>Fourth Semester</b>
BPCS 185 Developing Emotional Competence	BECS 184 Data Analysis

### 3.5 Generic Electives

Generic Electives (GEs) are the other type of electives that are on offer in the first, second, third and fourth semesters of the programme. These courses are inter-disciplinary in nature. They provide an exposure to other disciplines/subjects nurturing the proficiency and understanding of social and scientific phenomena. The Generic Elective for each semester is listed below.

**Table 2.6 Generic Electives (GEs)**

<b>First Semester</b>	<b>Second Semester</b>
BPAG 171 Disaster Management	BGDG 172 Gender Sensitization: Society and Culture
<b>Third Semester</b>	<b>Fourth Semester</b>
BPCG 173 Psychology for Health and Well Being	BPAG 174 Sustainable Development



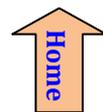
The Elective and Skill Enhancement courses that are listed in this Programme Guide are the ones that are currently available. The University will be adding new electives (Discipline Specific and Generic) and Skill Enhancement courses to the common pool from time to time. The new courses added to the common pool will be listed on the University website. You can choose them at the time of re-registration for the second or third year as and when available.

Now that we know the structure of the Bachelor of Science Honours in Anthropology programme and its components, let us now focus on choosing the best way to go through the programme.



## KNOW YOUR PROGRAMME COORDINATOR AND COURSE COODINATORS

**Programme Coordinator: Dr. Rukshana Zaman**



Se m.	Core Courses (6 Credits Each)	Discipline Specific Electives (6 Credits)	Ability/Skill Enhancement Courses (4 Credits)	Generic/Interd isciplinary Electives (6 Credits)
I	<b>BANC 101</b> Introduction to Biological Anthropology Course Coordinator: <i>Prof. Rashmi Sinha</i> <b>BANC 102</b> Introduction to Social and Cultural Anthropology Course Coordinator: <i>Dr. Rukshana Zaman</i>	None	<b>BEVAE 181</b> Environmental Studies	<b>BPAG 171</b> Disaster Management Course Coordinator: <i>Prof. Pradeep Sahni</i>
II	<b>BANC 103</b> Archaeological Anthropology Course Coordinator: <i>Dr. P. Venkatramana</i> <b>BANC 104</b> Fundamentals of Human Origin & Evolution Course Coordinator: <i>Prof. Rashmi Sinha</i>	None	Any One: <b>BEGAE 182:</b> English Communication  <b>BHDAE 182:</b> हिन्दी भाषा और संप्रेषण	<b>BGDG 172</b> Gender Sensitization: Society and Culture
III	<b>BANC 105</b> Tribes and Peasants in India Course Coordinator: <i>Dr. K. Anil Kumar</i> <b>BANC 106</b> Human Ecology: Biological & Cultural Dimensions Course Coordinator: <i>Dr. K. Anil Kumar</i> <b>BANC 107</b> Biological Diversity in Human Populations Course Coordinator: <i>Dr. P. Venkatramana</i>	None	<b>BPCS 185</b> Developing Emotional Competence Course Coordinator: <i>Prof. Swati Patra</i>	<b>BPCG 173</b> Psychology for Health and Well-Being Course Coordinator: <i>Prof. Suhas Shetgovekar</i>
IV	<b>BANC 108</b> Theories of Culture and Society Course Coordinator: <i>Dr. Rukshana Zaman</i> <b>BANC 109</b> Human Growth and Development Course Coordinator: <i>Prof. Rashmi Sinha</i> <b>BANC 110</b> Research Methods Course Coordinator: <i>Dr. Mitoo Das</i>	None	<b>BECS 184</b> Data Analysis Course Coordinator: <i>Prof. Narayan Prasad</i>	<b>BPAG 174</b> Sustainable Development Course Coordinator: <i>Prof. Alka Dhameja</i>
V	<b>BANC 111</b> Human Population Genetics Course Coordinator: <i>Dr. P. Venkatramana</i> <b>BNAC 112</b> Anthropology in Practice Course Coordinator: <i>Dr. Rukshana Zaman</i>	Any Two: <b>BANE 141</b> Physiological Anthropology Course Coordinator: <i>Prof. Rashmi Sinha</i> <b>BANE 143</b> Tribal Cultures of India Course Coordinator: <i>Dr. K. Anil Kumar</i> <b>BANE 147</b> Urban Anthropology Course Coordinator: <i>Dr. Mitoo Das</i>	None	None
VI	<b>BANC 113</b> Forensic Anthropology Course Coordinator: <i>Prof. Rashmi Sinha</i> <b>BNAC 114</b> Anthropology of India Course Coordinator: <i>Dr. K. Anil Kumar</i>	Any Two: <b>BANE 144</b> Visual Anthropology Course Coordinator: <i>Dr. Mitoo Das</i> <b>BANE 154</b> Dissertation Course Coordinator: <i>Dr. Rukshana Zaman</i> <b>BSOE 144</b> Reading Ethnographies Course Coordinator: <i>Dr. B. Kiranmayi</i>	None	None

## 4. PLANNING YOUR BACHELOR STUDIES

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The Bachelor of Science Honours in Anthropology programme offers flexibility and openness in the courses and duration for the completion of programmes. You should take full advantage of this flexibility. A little bit of systematic planning is all that is required to realize your goal of completing the 148 credits of this programme within the minimum period of three years. If, for any reason, you are unable to complete the programme within three years, please note that your registration for the programme is valid for six years and that you can get additional two years by applying for readmission.

As already mentioned, each credit of this programme is equivalent to 30 hours of learner study comprising all learning activities (i.e. reading and comprehending the print material, listening to audios, watching videos, attending counselling sessions, teleconferencing and writing assignment responses). This means that you will have to devote approximately 180 hours of study for a six-credit course and 120 study hours for a four credit course. Since you have three courses of six credits and one four credit course to complete in the first semester and a similar workload in the second semester, you need to put in a total of 1320 hours of study in a year. This means that you will have to devote around four and half hours of study everyday for at least 300 days in a year. You have to adjust your reading schedule keeping this workload in view. With this schedule, you will be able to complete all courses of the First year. Likewise, in the Second year you would have to prepare for a workload of 28 credits and for the Third year the workload would be for 24 credits. To complete the three-year programme in the minimum period of three years, you need to be focused. It is therefore helpful to study consistently throughout the year and not plan to speed up before the examinations.



If you are not able to fully devote yourself to the programme, you should set your targets for a particular semester/year. If you feel that instead of 22 credits, you would do only 12 or 16 credits in a year, plan for it accordingly from the beginning of the year. Study only the selected courses. Do the assignments of only those courses for which you plan to appear in the Term End Examination (TEE). Carry over the rest to next year. Again next year, decide your goals for the two semesters of that year. Whenever you decide to complete the previous semesters/years course and have not submitted the Assignments for evaluation, make sure that you attempt the current year's assignment (s) for that course and submit them according to the schedule to be eligible to appear in the TEE (For details see Section 6.1 of this Programme Guide). Through a proper planning you can complete this programme at your convenience.



## 5. FEE STRUCTURE AND SCHEDULE OF PAYMENT

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Fee Structure: A total of /- is to be paid for the Bachelor of Science Honours in Anthropology Programme, @ ₹5,200/year. In the First year, in addition to ₹ 5200/-, a Registration fee of ₹ 200/- also has to be paid. The programme fee should be paid only by means of Debit Card/Credit Card through online mode only via our website [www.ignou.ac.in](http://www.ignou.ac.in). Fee once paid is not refundable.

The University can revise the programme fee. In that case, the revised fee shall be payable by you as per the schedule of payment notified by the university.

Although the Bachelor of Sciences programme is a semester-based programme where course material would be sent semester wise, with examination and registration to be done annually. Just as you have registered for the first two semesters at the start of the programme, you will have to re-register for the Second year (third and fourth semesters) and third year (fourth and fifth semesters) before the beginning of the academic year as per the schedule given below:

Year	Amount (Payable online only)	When to Pay
1 <sup>st</sup>	₹5200 + ₹200 (Registration Fee)	Along with the admission form <b>Online mode</b>
2 <sup>nd</sup>	₹5200	<b>January admission cycle-</b> 1 <sup>st</sup> August to 30 <sup>th</sup> September  <b>July admission cycle-</b> 1 <sup>st</sup> February to 31 <sup>st</sup> March (Along with reregistration form)
3 <sup>rd</sup>	₹5200	<b>January admission cycle-</b> 1 <sup>st</sup> August to 30 <sup>th</sup> September  <b>July admission cycle-</b> 1 <sup>st</sup> February to 31 <sup>st</sup> March (Along with reregistration form)



### Schedule for Re-Registration

Learners are advised to submit the Re-Registration (RR) forms ‘Online’ only on the web portal [www.ignou.ac.in](http://www.ignou.ac.in) as per schedule being notified by the University from time to time.

**The programme fee has to be paid at the beginning of each year by online mode only by means of Debit Card/Credit Card.**

Timely payment of programme fees is the responsibility of the learner. The learner is expected to remit the fees as early as possible without waiting for the last date. Non-payment of fee would result in the withdrawal of access to study material and permission to write the examinations. It may also result in the cancellation of admission. In case any learner willfully appears in an examination without proper registration for a course, disciplinary action shall be taken against him or her as per rules of the University.



## 6. INSTRUCTIONAL SYSTEM

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The methodology of instruction adopted by the University is different from that in the conventional universities. The Open University system is more learner-oriented in which the learner is an active participant in the teaching-learning process. Most of the instruction is imparted through distance rather than face-to-face communication.

The University follows a multi-media approach for instruction. It comprises of

- Self-Learning Material
- Audio-video programmes transmitted through radio and television
- Teleconferencing sessions
- Face-to-face counselling at Study Centres by Academic Counsellors
- Assignments/ Tutorials/ Practicals/ Dissertation/ Project work

## 6.1 Course Material

Course material, in print or ebook format, is the primary form of instruction. You should concentrate mainly on the course materials that are sent to you in the form of printed books or ebooks. The course material would be sufficient to write assignment responses and prepare for the Term End Examination (TEE). We would, however, suggest you to read additional material, especially those given in the Suggested Reading section of the course material.



The course material prepared by the University is self-learning in nature. Each course is printed in the form of a single book or ebook. The course is divided into a number of **Blocks**. A six credit course generally has four to five Blocks. Each Block consists of Units (minimum two to maximum five units). Normally, the **Units** covered in a Block have a thematic unity. The introduction section of the book provides an overview of the course, its objectives, guidelines for studying the material, etc. The Block introduction explains the coverage of the Block as a whole as well as the coverage of each Unit in that Block.

Each Unit is structured in a way to facilitate self-study by you. Each Unit begins with learning **Objectives** which will give you an idea on what you are expected to learn from the Unit. The **Introduction** provides an overview of the major theme of the unit. An attempt is made to forge a link with the topics of the previous Units and the topic to be covered in the Unit. This is followed by the main text, which is divided, into various sections and subsections. At the end of each section we have provided questions for self-evaluation under the heading of **Check Your Progress**. You should attempt this part, as it will help you in assessing the immediate absorption and check your understanding of the topic. Questions in Check Your Progress are for your practice only, and you should not submit answers to these questions to the University for assessment. Hint answers to the Check Your Progress exercises are provided at the end of the unit. We have not provided the full length answers, as we would like to encourage you to write in your own words and not rely on memorizing the course material.



The section **Let Us Sum Up/Summary/Conclusion** gives a brief account of what has been discussed in the Unit. This summary enables you to recall the main points covered in the Unit. Each unit ends with **References** which gives the list of books and articles that have been consulted to prepare the unit. In addition, at the end of each Block/Course, a list of **Suggested Readings** is given. Some of these books listed in this section will be available in the Study Centre library.

In order to comprehend the SLMs, read the Units carefully and note down the important points. You can use the space in the margin of the printed pages for making notes and writing your comments. While reading the Units, you may mark the difficult words and look for the meaning of such words in a dictionary. If you still do not understand something, consult your counsellor during the face-to-face sessions at the Study Centre for clarification.

**A quick look at how your unit is structured.**

**Unit X\***

X.0. Objectives

X.1. Introduction

X.2. Section I (Theme of Section 1)

X.2.1. sub section 1 of section 1

X.2.2. sub section 2 of section 1

.....  
.....  
.....



Check Your Progress

X.3. Section I (Theme of Section 1)

X.3.1. sub section 1 of section 1

X.3.2. sub section 2 of section 1

.....  
.....  
.....

Check Your Progress

X.4\*\*. Summary

X.5. References/ Suggested Reading

X.6. Answers to Check Your Progress

**Dispatch of Study Material**



The dispatch of material will start once the online process of registration is complete. You can expect to receive your study material within one month of closing of the registration for the programme. If any course material is missing or you receive wrong or defective material, please address your query to the Regional Centre or write to Student Services Centre at **ssc@ignou.ac.in**.

For the students who have applied for digitized version, detailed information is available on the IGNOU website.

## 6.2 Academic Counselling

In distance education, face-to-face contact between the learners and their academic tutors/ counsellors is an important activity. The purpose of such an interaction is to answer some of your questions and clarify your doubts, which may not be possible through any other means of communication. It is also intended to provide you an opportunity to meet fellow learners.

There are experienced academic counsellors at the Study Centres to provide academic counselling and guidance to you in the courses that you have selected for study. The academic counselling sessions for each of the courses will be held at suitable intervals throughout the academic session. Attendance in the academic counselling sessions for theory courses is not compulsory, but we would suggest you to attend these sessions as they may be useful in certain respects, such as to share your views on the subject with teachers and fellow learners, comprehend some of the complex ideas or difficult issues, and get clarifications for any doubts which you would not otherwise try to raise. However, it is compulsory to attend practical sessions for the courses that have practicals or laboratory work.

Face-to-face counselling will be provided to you at the Study Centre assigned to you. You should note that the academic counselling sessions will be very different from the usual classroom teaching or lectures. Academic counsellors will not be delivering lectures or speeches. They will try to help you to overcome difficulties, which you face while studying for this programme. In these sessions, you must look into the subject-based difficulties and any other issues arising out of such difficulties. Besides, some of the audio and video material that is available at that time will be played in the counselling sessions. The University normally organizes six to seven academic counseling sessions for a 4-credit and nine to ten sessions for a six credit course. In case there are less than 10 students in a Study Centre, then intensive counselling sessions will be held which essentially means that 40 per cent of the prescribed counselling sessions will be conducted within a week's time.

Before you go to attend the academic counselling sessions, please go through your course material and note down the points to be discussed. Unless you have gone through the Units, there may not be much to discuss. Try to concentrate on relevant and important issues. Try also to understand each other's points of view. You may also establish personal contact with your fellow participants to get mutual help for academic purposes. Try to get the maximum possible help from your academic counsellors.

## 6.3 Study Centre

To provide effective student support, we have set up a number of Study Centres all over the country. You will be allotted one of these Study Centres taking into consideration your place of residence or work. However, each Study Centre can handle only a limited number of students and despite our best efforts, it may not always be possible to allot the Study Centre of your choice. The particulars regarding the Study Centre to which you are assigned will be communicated to you.



Every Study Centre will have:

- A Coordinator who will coordinate different activities at the centre.
- An Assistant Coordinator and other support staff appointed on a part-time basis.
- Academic Counsellors in different courses to provide counselling and guidance to you in the courses you have chosen.

A Study Centre will conduct these six major functions for the learner:

**Counselling:** Face-to-face counselling for the courses will be provided at the Study Centres. As mentioned earlier, there will be nine to ten academic counselling sessions for a 6-credit course and six to seven sessions for a 4-credit course.

The schedule of the counselling sessions will be communicated to you by the Coordinator of your Study Centre.

**Evaluation of Assignments:** Tutor Marked Assignments (TMA) will be evaluated by the Academic Counsellors appointed for different courses at the Study Centre. These assignments will be returned to you with tutor's comments and marks obtained. These comments will help you in your studies.

**Library:** For each course, some of the books suggested under 'Suggested Readings' will be available in the Study Centre Library. All audio and video tapes are also available in the library.

**Information and Advice:** At the Study Centre, you will get relevant information regarding the courses offered by the University, academic counselling schedules, examination schedule, etc. You will also get guidance in choosing your elective and application oriented courses.

**Audio-Video Facilities:** The Study Centre is equipped with audio-video facilities to help you make use of the audio and video materials prepared for different courses. Media notes, describing the contents of each programme, will also be available at the Study Centre. This will help you to know the contents of each programme.

**Interaction with Fellow-learners:** The Study Centre gives you an opportunity to interact with fellow learners.

Study Centre is the contact point for you. The University cannot send all the communication to all the students individually. All important information is communicated to the Coordinators of the Study Centers and Regional Directors. The Coordinators would display a copy of such important circular/notification on the notice board of the Study Centre for the benefit of all IGNOU learners. You are, therefore, advised to get in touch with your Study Centre for day-to-day information about assignments, submission of examination forms, TEE date-sheet, declaration of result, etc.



#### 6.4 Interactive Radio Counselling

The University has the facility of interactive counselling through All India Radio network all over India. You can participate in it by tuning in to your area Radio station. Experts from various discipline areas are available for this counselling. Students can put across their questions to these experts by using the telephone. The telephone numbers are announced by the respective Radio Stations. This counselling is available on all days. The topic for each session of the interactive radio programme is available in the Gyanvani section of the University website.

#### 6.5 Gyan Darshan

IGNOU in collaboration with Doordarshan now has an exclusive Educational TV Channel called Gyan Darshan. It is available through cable TV network. Apart from programmes of IGNOU, it will have educational programmes produced by various national education institutions. You should try to get access to it through your cable operator. The schedule of programmes and live sessions is available at the study centers one month in advance. You can also get the schedule of programmes and live sessions from the University website.



Currently, the Gyandarshan Channel is available on the following DTH platforms:

S.No.	DTH Platform	TV Channel No
1.	Airtel	442
2.	Tata Sky	755
3.	SunDirect	596
4.	Den	526
5.	In Digital	297
6.	Hathway	473
7	Independent TV	566

#### 6.6 Gyan Vani

Gyan Vani is an educational FM Radio network providing programmes covering different aspects and levels of education including Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education and Extension Education. There will be programmes on various aspects and courses of Bachelor of Science Honours in Anthropology. The schedule of the programmes shall be uploaded on the University website.



## 6.7 Teleconference/EDUSAT

To reach our learners spread in different parts of the country we take the help of teleconferencing. These sessions are conducted from Delhi. The students can attend these at the regional centres and specified study centres of IGNOU. It is a one way video and two way audio facility. The faculty members at Delhi and other experts as resource persons participate in these sessions. You can put your problems and questions to these experts through the telephone available at receiving centres. These will help in resolving your queries related to courses and other general information pertaining to the Bachelor of Sciences programme.

## 7. EVALUATION

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The system of evaluation followed by the University is also different from that of conventional universities. IGNOU has a multitier system of evaluation.

- Self-assessment exercises within each unit of study.
- Continuous evaluation mainly through assignments which are tutor-marked, practical assignments and seminar/ workshops/extended contact programmes, etc. depending on the nature of the course opted for.
- The Term End Examinations.
- Project/Practical work depending upon the requirement of the course.

The evaluation consists of two parts: i) continuous evaluation through assignments, and ii) term end examination. In the final result, all the assignments of a course carry 30% weightage while 70% weightage is given for the Term End Examination (TEE). University follows a grading system for continuous evaluation as well as term-end examination. It is done on a ten point scale using the letter grades as given below: The University has decided to provide numerical marking also in the grade card and award of division for the Bachelor of Science Honours in Anthropology Degree.

Letter Grade	Numerical Grade		Percentage
O (Outstanding)	10		$\geq 85$
A+ (Excellent)	9		$\geq 75$ to $\leq 85$
A (Very Good)	8		$\geq 65$ to $\leq 75$
B+ (Good)	7		$\geq 55$ to $\leq 65$
B (Above Average)	6		$\geq 50$ to $\leq 55$
C (Average)	5		$\geq 40$ to $\leq 50$
D (Pass)	4		$\geq 35$ to $\leq 40$
F (Fail)	0		$\leq 35$
Ab (Absent)	0		Absent



You are required to score at least 35% marks (Grade D) in both continuous evaluation (assignments) as well as the term-end examination of each course. In the overall computation also you must get at least 35% marks (Grade D) in each course to claim the B.Sc. degree. The scores of continuous evaluation and term-end examination are not complementary to each other for qualifying a course.

Students who do not qualify in the term-end examination are allowed to take up the Term End Examination in the next year. It means you can take the TEE of the first year courses in the second year of your study. But you can appear in the examination for not more than 48 credits in one TEE. Similarly, the first and second year courses can be carried over to the third year.

## 7.1 Assignments

Assignments constitute the continuous evaluation. **The marks that you secure in the assignments will be counted in your final result.** As mentioned earlier, an assignment of a course carries 30% weightage. You are therefore advised to take your assignment seriously. A simple omission on your part may put you in great inconvenience later.



For each course of this programme, you have to do two to three Tutor Marked Assignments (TMAs) depending upon the nature of the course. The TMA for each semester can be downloaded from the Student Zone of the University website.

You have to complete the assignment within the due dates specified in the assignment booklet.

**You will not be allowed to appear for the term-end examination for any course if you do not submit the hand written assignment in time for that course.** If you appear in term-end examination, without submitting the assignments, the result of the term-end examination is liable to be cancelled.

Ensure that your assignment responses are complete in all respects. Before submission you should ensure that you have answered all the questions in all assignments. Incomplete assignment responses may affect your grades adversely.

The main purpose of TMA is to test your comprehension of the learning materials you receive from us and also to help you get through the courses. The evaluators/academic counsellors after correcting the assignments return them back to you with their comments and marks. The comments will guide you in your study and help in improving it. It is therefore important that you collect the evaluated TMA along with a copy of the assessment sheet containing the comments of the evaluator on your performance.



The content provided in the printed course materials should be sufficient for answering the assignments. Please do not worry about the non-availability of extra reading materials for working on the assignments. However, if you have access to other books, you may make use of them. The assignments are designed in such a way as to help you concentrate mainly on the course material and exploit your personal experience.

**You have to submit your assignment response sheets to the Coordinator of the Study Centre assigned to you.** For your own record, retain a copy of all the assignment responses which you submit to the Coordinator. If you do not get back your duly evaluated tutor marked assignments along with a copy of the assessment sheet containing comments of the evaluator on your assignment within a month after submission, please try to get it personally from your Study Centre. This may help you to improve upon future assignments.

**Keep duplicate copies of hand written assignment responses of TMAs submitted to Study Centres.** They may be required to be produced at Student Evaluation Division on demand. Also maintain an account of the corrected assignment responses received by you after evaluation. This will help you to represent your case to the University in case any problem arises.

If you do not get a pass grade in any assignment, you have to submit it again. Get fresh assignments from the Student Zone tab of the University website. However, once you get the pass grade in an assignment, you cannot re-submit it for improvement of grade. Assignments are not subject to re-evaluation except for factual errors, if any, committed by the evaluator. The discrepancy noticed by you in the evaluated assignments should be brought to the notice of the Coordinator of the Study Centre, so that the correct score is forwarded by him/her to the Student Evaluation Division at Headquarters.



In case you find that the score indicated in the assignment sheet of your Tutor Marked Assignment has not been correctly reflected or is not entered in your grade card, you are advised to contact the Coordinator of your Study Centre with a request to forward the correct award list to the Student Evaluation Division at the Headquarters.

Do not enclose or express doubts for clarification, if any, about study material or assignment along with the assignment. **Send your doubts in a separate cover to The Programme Coordinator, Bachelor of Science Honours in Anthropology, School of Social Sciences at IGNOU, Maidan Garhi, New Delhi - 110068.** Give your complete enrolment number, name, address, title of the Course, and the number of the Unit or the assignment, etc. on top of your letter.

#### **SPECIFIC INSTRUCTIONS FOR TUTOR MARKED ASSIGNMENTS (TMA)**



- 1) Write your Enrolment Number, Name, Full Address, Signature and Date on the top right hand corner of the first page of your response sheet.
- 2) Write the Programme Title, Course Code, Course Title, Assignment Code and Name of your Study Centre on the left hand corner of the first page of your response sheet.

**Course Code and Assignment Code may be reproduced from the assignment.**

The top of the first page of your response sheet should look like this:

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**ENROLMENT NO.:**

**PROGRAMME TITLE** : .....NAME : .....

**COURSE CODE** : .....ADDRESS : .....

.....

**COURSE TITLE** : .....

**ASSIGNMENT CODE** : .....SIGNATURE : .....

.....

**STUDY CENTRE** : .....DATE : .....

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- 3) Read the assignments carefully and follow the specific instructions, if any, given on the assignment itself about the subject matter or its presentation.
- 4) Go through the Units on which the assignments are based. Make some points regarding the question and then rearrange those points in a logical order and draw up a rough outline of your answer. While answering an essay type question, give adequate attention to introduction and conclusion. The introduction must provide a brief interpretation of the question and how you propose to develop it. The conclusion must summarise your response to the question. Make sure that the answer is logical and coherent, and has clear connections between sentences and paragraphs. The answer should be relevant to the question given in the assignment. Make sure that you have attempted all the main points of the question. Once you are satisfied with your answer, write down the final version neatly and underline the points you wish to emphasise. While solving numerical problems, use proper format and give working notes wherever necessary.
- 5) Use only fool-scrap size paper for your response and tie all the pages carefully. Avoid using very thin paper. Allow a 4 cm margin on the left and at least 4 lines in between each answer. This may facilitate the evaluator to write useful comments in the margin at appropriate places.
- 6) Write the responses in your own hand. **Do not print or type the answers. Write in your own handwriting. Do not let anyone else write the answers for you.** Do not copy your answers from the Units/Blocks sent to you by the University. It is advised to write your answers in your own words as it will help in grasping the study material.
- 7) Do not copy from the response sheets of other students. If copying is noticed, the assignment will be rejected.



- 8) Write each assignment separately. All the assignments should not be written in continuity.
- 9) Write the question number with each answer.
- 10) The completed assignment should be submitted to the Coordinator of the Study Centre allotted to you. Attach a copy of the TMA question paper. TMAs submitted at any other place will not be evaluated.
- 11) After submitting the TMA, get the acknowledgement from the Coordinator on the prescribed assignment remittance-cum-acknowledgement card.
- 12) In case you have requested for a change of Study Centre, you should submit your TMA only to the original Study Centre until the change of Study Centre is notified by the University.
- 13) If you find that there is any factual error in evaluation of your assignments e.g. any portion of your assignment response has not been evaluated or the total of score recorded on your assignment response is incorrect, you should approach the Coordinator of your study centre for correction and transmission of correct score to headquarters.



## 7.2 Term End Examination

As stated earlier, the term-end examination is the major component of the evaluation system and it carries 70% weightage in the final result.

You must fill the Term End Examination form online before the last dates i.e. 31st March for June exam and 30th September for December exam.

The University conducts term end examinations twice a year i.e., in June and December. You can take the examination only after completing one year of study. The TEE for the First, Second and Third years will be conducted at the end of each year. The TEE for first and second semesters will be held together at the end of the First year. Similarly, in the Second and Third years of the programme, the TEE for the third and fourth semesters (Second year courses) and for the fifth and sixth semesters (Third year courses) will be conducted together. If you are unable to appear in any TEE, you may appear in the next December or June.



A learner is permitted to appear in the TEE, subject to the following conditions:

- Registration for the courses is valid and not time barred.
- Required number of assignments in the course has been submitted by the due date.
- Minimum time to pursue these courses as per the provision of the programme has been completed.
- Examination fee is paid for all the courses in which the learner is writing the examination.

In the case of non-compliance of any of the above conditions, the result of all such courses is liable to be withheld by the University.

In case you fail to get a pass score (35% marks) in the Term End Examination, you will have to reappear at the next Term End Examination for that course within the total span of the programme i.e. six years.

### **Submission of Online Examination Form**

The learners are required to fill in the Examination form to appear in the TEE each time i.e. for every exam (June/December) a learner has to apply afresh. Only one form is to be submitted online for all the courses that a learner plans to take in a TEE. To avoid discrepancies in filling up examination forms and avoid hardship in appearing in the TEE, you are advised to:

- 1) Remain in touch with the Study Centre/ Regional Centre/Student Evaluation Division for change in schedule of submission of examination form. Also visit our website regularly for updates
- 2) Fill up all the particulars carefully and properly in the examination form to avoid rejection/ delay in processing of the form
- 3) Retain proof of submission of examination form till you download your Hall Ticket.



### **Examination Fee and Mode of Payment**

The schedule for submission of Term End Examination Form is available at the IGNOU website [www.ignou.ac.in](http://www.ignou.ac.in) during each session.

#### ***Examination Fee***

₹. 150/- per theory course

#### ***Mode of Payment***

Credit Card/Debit Card/Net Banking

Examination fee once paid is neither refundable nor adjustable even if the learner fails to appear in the examination.



### **Hall Ticket for Term End Examination**

No hall ticket shall be dispatched to the examinees. Hall Tickets of all examinees are uploaded on the University website 7-10 days before the commencement of the Term End Examinations.

Students are advised to take the print out of the Hall Ticket from the University website after entering the enrolment number and name of the programme of study, and report at the examination centre along with the Identity Card issued by the University attested by the Director of the Regional Centre. Without a valid IGNOU Student ID Card issued by the Regional Centre/ University, examinees will not be permitted to appear in the examination.

Every student must bring his/her identity card for appearing in the TEE along with the Hall Ticket. Students will be allowed to appear in the TEE for those courses only for which registration is valid and the prescribed minimum duration of study is completed. In case, any learner has misplaced the Identity Card issued by the University, it is mandatory to apply for a duplicate Identity Card to the Regional Centre concerned well before commencement of the examinations. The learner without valid ID Card will not be allowed to enter the Examination Centre premises.

### **Examination Date Sheet**

Examination date sheets (i.e. schedule which indicates the date and time of examination for each course) are sent to all the Study Centers a month in advance. These are printed in IGNOU Newsletters and posted. The datasheet is also displayed on [www.ignou.ac.in](http://www.ignou.ac.in). You are advised to see whether there is any clash in the examination dates of the courses you wish to take, i.e. Examination of any two courses you wish to take are scheduled on the same day at the same time. **If there is any clash, you are advised to take the TEE for one course and the other course in the next TEE.**



### **Declaration of Result**

It is your duty to check whether you are registered for a course and whether you are eligible to appear for that examination. If you neglect this and take the examination without being eligible for it, your result will be cancelled.

All efforts are made to declare the results well before the deadline for submission of Examination Form for the next TEE. In case, result for a course is not declared you should fill the Examination Form for that course without Examination Fee. In case, you appear in the TEE of that course, you have to send a demand draft (drawn in favour of IGNOU, New Delhi) of requisite amount to the Registrar, Student Evaluation Division (SED) Division, New Delhi failing which your result of that course will not be declared.



### **Early Declaration of Result**

In order to facilitate learners who have secured admission for higher studies or got selected for employment, etc. and are required to produce statement of marks/grade cards by a specified date, the University provides for early declaration of result. The learner can apply for early processing of his/her answer scripts and declaration of result. Such a student is required to apply in prescribed form (available on the University website) along with i) fee of ₹. 1000/- per course through demand draft drawn in favour of IGNOU and payable at New Delhi, and ii) attested photocopy of the admission/employment offer. You must submit the

request for early declaration of result before the commencement of TEE, that is, before June 1st or December 1st for June and December TEE respectively. The University in such cases will make arrangement for early processing of answer scripts and declare the result as a special case possibly within a month's time from the conduct of examination.

### **Re-Evaluation of Examination Scripts**

Students who are not satisfied with the marks/grade awarded to them in the TEE may apply in prescribed form for re-evaluation within one month from the date of declaration of results, i.e. the date on which results are made available on the University website on payment of ₹. 750/-per course to be paid online. The better of the two scores of original marks/grade and marks/grade after re-evaluation will be considered and updated in the student's record.

Re-evaluation is permissible in TEE only and not in practical, project report, workshop, assignment, tutorials, seminar, etc. A sample application form with rules and regulations for this purpose is available at the University's website.



### **Improvement in Division/Class**

Students of the Bachelor degree programme who have completed the programme and wish to improve their Division / Class may do so by appearing in TEE. Only those students of the programme who fall short of less than 2% marks to secure 2nd and 1st division are eligible for reexamination.

Students may apply in the prescribed form from 1st to 30th April for June TEE and from 1st to 31st October for December TEE along with a fee of ₹. 750/- per course by means of a demand draft drawn in favour of IGNOU and payable at New Delhi.

### **Improvement is permissible in TEE only and not in Practicals /Lab courses, Project, Workshop, Assignment, Seminar, tutorials, etc.**

Students wishing to improve their marks will have to apply within six-months from the date of issue of final statement of marks/grade card to them, subject to the condition that their registration for the programme/course being applied for improvement, is valid till the next TEE in which they wish to appear for improvement. Rules and regulations in detail for this purpose are available at the University's website.



**Obtaining Photocopy of Answer Scripts:** After the declaration of result, if the learner is not satisfied with the marks awarded, he or she can request the University for obtaining Photocopy of Answer Scripts on payment of ₹. 100/- per course. The request for obtaining Photocopy of Answer Scripts by the student must be made within 45 days from the date of declaration of result to the Student Evaluation Division, IGNOU, New Delhi in the prescribed format along-with a fee of ₹.100/- per course to be paid online. New Delhi. While communicating with the University regarding examinations please write your enrolment number and complete address clearly. In the absence of such details, the Student Evaluation Division will not be able to attend to your problems.

## 8. OTHER USEFUL INFORMATION

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### **Scholarships and Reimbursement of Fees**

Reserved categories viz., scheduled caste/scheduled tribe and learners with physical disability, have to pay the fees at the time of admission to the University along with other students.

Learners with physical disability admitted to IGNOU are eligible for Government of India scholarships. They are advised to collect the scholarship forms from the Directorate of Social Welfare or Office of the Social Welfare Officer of the concerned State Government and submit the filled-in forms to them through the concerned Regional Director of IGNOU to SRD.

Similarly, for reimbursement of programme fees SC/ST students have to submit their forms to the Directorate of the Social Welfare or Office of the Social Welfare Officer of the respective State Government through the concerned Regional Director of IGNOU.

**Change of Medium** is permitted within 30 days from the receipt of first set of course material in the first semester/year ONLY, on payment of ₹. 350/- plus ₹. 350/- per 4 credit course and ₹. 700/- per 6 credit course for BSCANH programme. Payment should be made by way of a Demand Draft drawn in favour of “IGNOU” payable at the place of concerned Regional Centre. All such requests for change of Medium should be addressed to the concerned Regional Centre only, as per schedule.

### **Change or Correction of Address**

There is a printed form for the change/correction of address/name. A copy of the same is available online on the university websites under Student Zone. In case there is any correction or change in your address, you are directed to make use of that form addressed to the Registrar, Student Registration Division (through concerned Regional Director). You are advised not to write letters to any other officer in the University in this regard. Normally, it takes four to six weeks to effect the change. Therefore, you are advised to make your own arrangements to redirect the mail to the changed address during this period.

### **Change of Study Centre**

A student is required to opt for only such study centres which are activated for the programme. As far as possible the university will allot the study centre opted for by the student. However, the university may change the study centre at its convenience without concurrence of the student at any time.

For the purpose of change of Study Centre, you have to send a request to the Director of your Regional Centre. A copy of the same may be sent to the Student Evaluation Division at the headquarters.

Counselling facilities for a programme may not be available at all the Centres. Therefore, you are advised to make sure that counselling facilities are available for the programme you have chosen, at the new Centre opted for. As far as possible the request for change of Study Centre is considered favourably. However, the allotment of a new Study Centre is subject to availability of seats for the programme at the new Centre asked for.



## **Change of Regional Centre**

If you want to transfer from one region to another, you have to send your application seeking transfer to the Regional Centre from where you are seeking a transfer marking copies to the Regional Centre where you would like to be transferred to. Further, you have to obtain a certificate from the Coordinator of the Study Centre from where you are seeking transfer regarding the number of assignments submitted. The Regional Director from where the learner is seeking the transfer will transfer all records including details of fee payment to the new Regional Centre under intimation to the Registrar, Student Registration Division (SRD) and the learner as well. For change of Region in practical oriented courses like Psychology, 'No Objection Certificate' has to be obtained from the concerned Regional Centre/Study Centre where you wish to transfer. In case any learner is keen for transfer from Army/Navy/Air Force Regional Centre to any other Regional Centre of the University during the cycle/session, he/she would have to pay the fee-share money to the Regional Centre. In case the learner seeks transfer at the beginning of the session/cycle, the required programme course fee for the session/cycle shall be deposited at the Regional Centre. However, the transfer shall be subject to availability of seats wherever applicable.



## **Issue of Duplicate Grade Card/Mark sheet**

A duplicate Grade Card is issued after a request is made on the prescribed form along with a draft of ₹200/- to be paid in favour of IGNOU, New Delhi. The form for the purpose is available on the IGNOU website.

## **Issue of Duplicate Degree Certificate**

A duplicate degree certificate can be issued after a request is made on the prescribed form along with a demand draft of ₹. 750/- in favour of IGNOU, New Delhi. The following documents are required to be attached with the requests for issue of duplicate degree certificate:

- 1) Affidavit on non-judicial stamp paper of ₹. 10/- .
- 2) Copy of FIR lodged with the police station regarding loss of Degree Certificate.
- 3) Demand Draft/IPO for requisite fee.

The form and the format for the purpose is given on the University website.



## **Re-admission**

If you are not able to complete the programme in a maximum of 6 years, the University has made a special provision for re-admission. You have to take the following two steps for re-admission:

- a) Take admission afresh in the Programme like other students by fulfilling the admission criteria and paying requisite fee for the Programme.

- b) Apply to the University for the transfer of credits you have earned under the old enrolment with applicable fee.

Full credit transfer may be allowed if the syllabus and methodology now in vogue are similar to that governing the student under the old enrolment.

### **Simultaneous Registration**

A learner is permitted to register for only one programme in the given academic session. You are, therefore, advised to seek admission to only one programme in the given academic session. However, you are allowed to take a certificate programme of 6 months duration along with other programmes. Violation of this rule will result in cancellation of admission to all the programmes and forfeiture of the programme fees.

### **Migration Certificate**

For Migration Certificate, requisition may be sent to the Regional Director along with the following documents:

- 1) Application (can be obtained from the IGNOU website)
- 2) Attested copy of the marksheet.
- 3) Fee of ₹. 500/- in the form of demand draft drawn in favour of IGNOU payable at the city where the Regional Centre is located.

### **Refund of Fees**

The refund request will be considered as under:

- a) Before the last date for submission of admission form Programme fee will be refunded after deduction of ₹. 200/-
- b) Within 15 days from the last date for submission of admission form-Programme fee will be refunded after deduction of ₹. 500/-
- c) Within 30 days from the last date for submission of admission form-Programme fee will be refunded after deduction of ₹. 1,000/-.
- d) After 30 days from the closure of the last date- No refund will be allowed.
- e) The last dates for submission of admission form will be considered separately i.e. last date without late fee and last date with late fee. However, late fee, if any, will not be refunded.
- f) In cases of (a) to (c) above, the candidate will make a written request to the Regional Director (RD) concerned for such a refund. The Regional Centre (RC) will process the cases as soon as possible after ascertaining the credit of the same in IGNOU Accounts.

### **Disputes on Admission and other University Matters**

The place of jurisdiction for filing of a Suit, if necessary, will be only at New Delhi/Delhi.



## 9. SOME USEFUL ADDRESSES

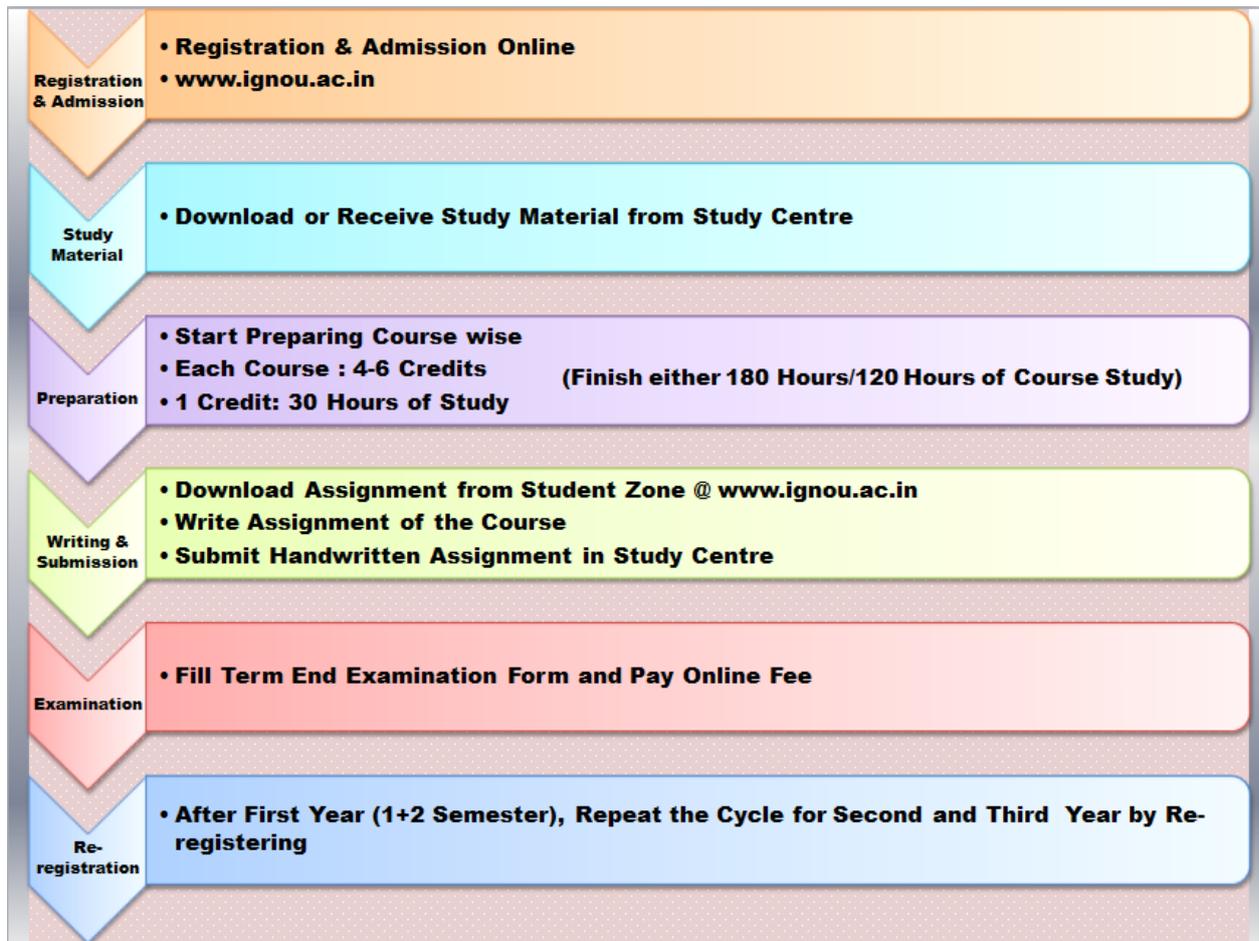
During the course of your study you might require some additional information about rules and regulations as well as how to resolve some of the issues in completing your studies at IGNOU. You must know whom to contact for specific information. Here is a list of addresses and contact numbers and emails of offices in the University to contact for specific information or problem.

1	Identity Card, Fee receipt, Bonafide Certificate, Migration, Scholarship forms	Concerned Regional Centre
2	Non-receipt of study material	Material Production and Distribution Division
3	Schedule/information regarding Exam form, Entrance test, Date-sheet, IGNOU Hall ticket	Asst. Registrar ( Exam-II), SED, Block-12, IGNOU, Maidan Garhi, New Delhi-110068 E-mail: <a href="mailto:evaluationised@ignou.ac.in">evaluationised@ignou.ac.in</a> , Ph. 29536743, 29535924-32 / Extn-2202, 2209
4	Result, Re-evaluation, Grade Card, Provisional Certificate, Early declaration of Result, Transcript	Dy. Registrar ( Exam.III), SED, Block-12, IGNOU, Maidan Garhi, New Delhi-110068 E-mail <a href="mailto:sedgrievance@ignou.ac.in">sedgrievance@ignou.ac.in</a> Ph. 29536103,29535924-32/Extn. 2201, 2211, 1316
5	Non- reflection of Assignment Grades/Marks	Asst. Registrar (Assignment), SED, Block-3, Room No-12, IGNOU, Maidan Garhi, New Delhi-110068 E-mail : <a href="mailto:assignments@ignou.ac.in">assignments@ignou.ac.in</a> Ph. 29535924, Extn-1312, 1319, 1325
6	Original Degree/ Diploma/ Verification of Degree/Diploma	Dy. Registrar ( Exam.I), SED, Block-9, IGNOU, Maidan Garhi, New Delhi-110068 E-mail <a href="mailto:evaluationised@ignou.ac.in">evaluationised@ignou.ac.in</a> Ph.29535438, 29535924-32/Extn-2224, 2213
7	Student Grievances related to Evaluation	Asst. Registrar (Student Grievance), SED, Block-3, IGNOU, Maidan Garhi, New Delhi-110068 E-mail <a href="mailto:sedgrievance@ignou.ac.in">sedgrievance@ignou.ac.in</a> Ph. 29532294, 29535924-32/Extn-1313
8	Academic Content	Director of the School concerned
9	Student Support Services and Student Grievances, Pre-admission inquiry of various courses in IGNOU	Regional Director, Student Service Centre, IGNOU, Maidan Garhi, New Delhi-110068 E-mail <a href="mailto:ssc@ignou.ac.in">ssc@ignou.ac.in</a> Ph. 29535714,29533869, 2953380 Fax-29533129



Most of the operations of the University are online. Wherever you are required to submit a hard copy, the University has made available different application forms on its website. Download these forms from the Student Zone of the University website.

## PROGRAMME SCHEDULE AT A GLANCE



**PART II**  
**SYLLABI OF**  
**COURSES**



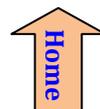
# FIRST SEMESTER

## SEMESTER-1, CORE COURSE -1

### BANC 101 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

Biological Anthropology, an important branch of Anthropology, is the study of biological aspects of humankind. This branch of anthropology traces the origin and evolution of humans through fossil records and explains the contemporary biological variations among human populations. It is also concerned with non-human primates and investigates the biological basis of primate behaviour. Biological anthropology, also known as physical anthropology, is an extremely diverse field that involves a wide range of biologically oriented topics such as genetics, evolutionary biology, nutrition, physiological adaptation, growth and development.

**Course details:** The present course on Introduction to Biological Anthropology is designed to acquaint learners with the fundamentals, sub-fields, approaches, relationship and applications of biological anthropology. This is a six credit course with four credits for theory and two credits for practical. In this course, learners are introduced to the basic concepts and theories of organic evolution to develop an understanding of human evolutionary process. This course also offers a broad survey of living primates and provides a comparative account of human and non-human primates. In the last section of the course, major racial divisions of mankind are presented with an emphasis on the concept of racism.



This course will help the learners to develop an overall understanding of biological anthropology and its sub-fields. Throughout the course, they will be able to evaluate and analyse the concept of human evolution and variation and will also gain a comparative perspective on human and non-human primates. Furthermore, this course will assist the students to learn about major racial groups of the world and the basis of racial classification. Evaluation process will include marking of assignments and term end examination.

### Learning Outcome

After reading the course you should be able to:

- i) develop an overall understanding of biological anthropology and its sub-fields;
- ii) evaluate and analyse the concept of human evolution and variation;
- iii) gain a comparative perspective on human and non-human primates; and
- iv) learn about major racial groups of the world and the basis of racial classification.



### Course Structure

#### THEORY

Credits -4

#### Block I Understanding Biological Anthropology

Unit 1 Introducing Anthropology;  
Unit 2 Relationship and applications of  
/Biological Anthropology;

Unit 3 Fundamentals and subfields of  
biological anthropology;  
Unit 4 approaches of traditional and  
modern Biological Anthropology

**Block II Understanding Human Variation and Theories of Evolution**

Unit 5 Human variation and evolution;  
Unit 6 Theories of Organic Evolution;  
Unit 7 Basic Concepts of Evolution

**Block III Living Primates: Human and non human**

Unit 8 Classification and characteristics of living primates;  
Unit 9 Behaviour of non-human primates;  
Unit 10 Comparative anatomy of human and non- human primates

**Block IV Great Divisions of Humanity**

Unit 11 Major Races of the world;  
Unit 12 Racial classification;  
Unit 13 Race and Racism

**PRACTICAL**

**Credits- 2**

Manual will be provided to the learners on the following topics.

**Somatometry**

Body weight; Stature; Sitting height; Bigonial breadth; Head circumference; Maximum bizygomatic breadth; Maximum head breadth; Maximum head length; Minimum frontal breadth Morphological facial height; Morphological upper facial height; Nasal breadth; Nasal height Nasal length; Physiognomic facial height; Physiognomic upper facial height



**Somatoscopy**

Head form; Hair form; Facial form; Eye form; Nose form; Hair colour; Eye colour; Skin colour

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

**SEMESTER-1, CORE COURSE -2**

**BANC- 102 INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY**

The course objective is to have a basic understanding of the foundation and the emergence of social and cultural anthropology. This course would help one understand how the subject was conceived and the developments in the field till date. Study of the forms and processes in the conceptualisation of society and culture, social groups, social institutions and organisations, concepts of kinship, family and marriage; religious ideas, ritual practices and rites of passage; cosmological ideas about space, time, the relation between human, animal, and spiritual existence; the production, consumption and exchange of necessities would be taken up in detail.



**Course Requirement:** Learners opting for B.Sc. in Anthropology (Honours) programme will have to complete this core course Introduction to Social and Cultural Anthropology in the first semester which comprises of four credit theory and two credit of practical. Evaluation

process will include marking of assignments and term end examination based on the theory and practical component.

## Learning Outcome

After reading the course the learner should be able to:

- i) explain the origin, historical background and foundation of social and cultural anthropology;
- ii) identify the various institutions in a society and relate to the cultural aspects present in societies;
- iii) discuss the theories and approaches to the study of social and cultural anthropology; and
- iv) describe how fieldwork is to be conducted in the field of social and cultural anthropology.

## THEORY

**Credit-4**

### Block I Nature And Scope

Unit 1: Social and Cultural Anthropology:  
Meaning, scope and relevance

Unit 2: History and Development

Unit 3: Relationship of Social and Cultural Anthropology: other branches of Anthropology and other disciplines

### Block II Basic Concepts

Unit 4: Society

Unit-5: Culture

Unit-6: Institutions I: Kinship, Family, and Marriage

Unit-7: Institutions II: Economic, Political and Religious

### Block III Theoretical Perspectives

Unit-8: Classical Theories

Unit-9: Theories of Structure and Function

Unit-10: Contemporary Theories

### Block IV Fieldwork

Unit-11: History of Fieldwork Tradition

Unit-12: Doing Fieldwork

Unit-13: Methods and Techniques



## PRACTICAL

**Credit-2**

Manual will be prepared detailing the methods and techniques of doing fieldwork in Social and Cultural Anthropology. The following topics would be covered:

- 1) Observation
- 2) Interview
- 3) Genealogy
- 4) Case Study
- 5) Life history
- 6) Questionnaire and Schedule



No practical sessions would be organised. Practical manual would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## SEMESTER- 1, ABILITY ENHANCEMENT COURSE

### BEVAE 181 ENVIRONMENT STUDIES

Earth is the only known planet in the solar system that supports life. Despite the vastness of the earth, life exists only in a very thin layer enveloping the earth called biosphere. Sun is the only source of energy which enables continuous interaction among various life forms. For a long period of time, there has been a symbiotic relationship between human being and nature. Due to excessive human interference and unsustainable practices, millions of people's life and livelihoods and other living organisms on the earth are at risk. These environmental issues have now become common problems and shared responsibility of each individual on the earth to act judiciously to reverse these negative impacts. Therefore, there has been a growing need to create awareness amongst all the stakeholders. Keeping this in view, Environmental Study is being introduced as a compulsory course for all the learners at under-Graduate level.

#### Course Structure



#### **Block I An Introduction to Environment and Environmental Issues**

Unit 1 Our Environment

Unit 2 Ecosystems

Unit 3 Major Ecosystems

Unit 8 Biodiversity: Threats and Conservation

Unit 9 Environmental Pollution and Hazard

Unit 10 Waste Management

#### **Block II Natural Resources**

Unit 4 Land and Water

Unit 5 Forest Resources

Unit 6 Biodiversity: Value and Services

Unit 7 Energy Resources

#### **Block IV Protecting our Environment: Policies and Practices**

Unit 12 Environmental Legislation

Unit 13 Human Communities and Environment

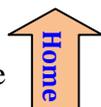
Unit 14 Environmental Ethics

#### **Block III Environmental Issues and Concerns**

## SEMESTER- 1, GENERIC /INTERDISCIPLINARY COURSE

### BPAG 171 DISASTER MANAGEMENT

Human vulnerability to disasters is an age-old phenomenon. Disasters play havoc with the lives of people. They cause excessive losses to the humanity and infrastructure. Disaster management as an area of study is of recent origin. Disaster management education seeks to provide understanding of different techniques and impediments in the way of disaster mitigation. IGNOU was the first University in India to launch a Certificate Programme in Disaster Management through ODL in 1999.



The Course aims to familiarise the learners with the: meaning and classification of disasters; institutional framework of disaster management in India; importance of preparedness,

prevention and mitigation; major steps in disaster response; dimensions of damage assessment; relevance of rehabilitation, reconstruction and recovery; climate change; relationship between disasters and development; relevance of indigenous knowledge, and disaster management strategies.

This introductory and multi-disciplinary course has no prerequisites and students from science/social science/ commerce background can take it up.

### Course Structure

#### Block I Introduction

- Unit 1 Meaning and Classification of Disasters
- Unit 2 Hazard, Risk and Vulnerability
- Unit 3 Natural and Man-made Disasters
- Unit 4 Disaster Profile of India

#### Block II Disaster Management:

##### Concepts and Institutional Framework

- Unit 5 Disaster Management: Act, Policy and Institutional Framework
- Unit 6 Disaster Management Cycle with focus on Preparedness, Prevention and Mitigation
- Unit 7 Disaster Relief and Response
- Unit 8 Damage Assessment

- Unit 9 Rehabilitation, Reconstruction and Recovery

#### Block III Inter-relationship between Disasters and Development

- Unit 10 Climate Change
- Unit 11 Disasters and Development

#### Block IV Disaster Management: Cross-Cutting Issues

- Unit 12 Relevance of Indigenous Knowledge
- Unit 13 Community Based Disaster Management
- Unit 14 Disaster Management Strategies
- Unit 15 Disaster Management: Case Studies



## SECOND SEMESTER

### SEMESTER- 2, CORE COURSE

#### BANC 103 ARCHAEOLOGICAL ANTHROPOLOGY

Archaeological anthropology is one of the main branches of Anthropology that deals with the origins and development of humankind prior to the invention of script. This branch reconstructs, describes and interprets the past human behaviour and cultural patterns through material remains such as food, tools, weapons, dresses, ornaments and houses by applying scientific methodology.

**Course details:** This course consists of three blocks of theory (4 credits) and a practical component (2 credits). Block - I deals with the definitions and scope of archaeological anthropology and will discuss the different methods of studying archaeological anthropology.



Block-II mainly focuses on various dating methods including the importance of Cenozoic era in prehistory. Block – III exposes the learners to different prehistoric cultural periods and will help them to understand the tools and techniques which were used by the prehistoric man. Further the evidences of cultures across the world are discussed. The practical component deals with tools and techniques of various prehistoric cultural periods. Evaluation process will include marking of assignments and term end examination.

### Learning Outcome

After reading the course the learner should be able to:

- i) discuss the origin, history and scope of Archaeological Anthropology;
- ii) describe different methods of Archaeological Anthropology and also various dating methods engaged in reconstructing the past; and
- iii) explain different prehistoric cultures i.e., Palaeolithic, Mesolithic and Neolithic with their stone tools and techniques.

### Course Structure

#### THEORY

Credits 4



#### Block I Introduction to Archaeological Anthropology

- Unit 1 Origin and scope of archaeological Anthropology
- Unit 2 Relationship of archaeological anthropology with other disciplines
- Unit 3 Methods of studying archaeological anthropology

- Unit 5 Methods of climatic reconstruction
- Unit 6 Cenozoic Era with special reference to Quaternary Period

#### Block III Understanding Prehistoric Cultures

- Unit 7 Prehistoric Technology
- Unit 8 Prehistoric Typology
- Unit 9 Cultural Chronology
- Unit 10 Earliest Evidences of Culture in the World

#### Block II Dating Methods and Reconstruction of the Past

- Unit 4 Dating methods

#### PRACTICAL

Credits 2

Manual will be provided to the learners on the following topics:

Typo-technological Analysis of Prehistoric Tools: Identification, interpretation and Drawing of the following tool types: Core tool types, Flake tool types, Blade tool types, Microlithic tool types, Neolithic tool types

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.



## SEMESTER- 2, CORE COURSE

### BANC 104 FUNDAMENTALS OF HUMAN ORIGIN AND EVOLUTION

The modern humans are products of a very long evolutionary history. Our rich evolutionary past begins with the origin of primates, divergence of human from apes, evolution of genus homo and finally leading to the emergence of modern humans. Palaeoanthropologists use different methodological approaches to trace and reconstruct the major evolutionary events in the origin and development of archaic and modern human species.

**Course details:** The present course on Fundamentals of Human Origin and Evolution gives an overview of human evolutionary history by introducing learners to the branch of palaeoanthropology. In the beginning section, the course gives an account of dating methods and provides an exploration of life through previous ages. This course explores the evolution of human from earliest times to the emergence of modern man. The course addresses the origin of primates, differentiation of human lineage from apes, the rise and fall of Australopithecines and *Homo habilis*, the origin and dispersal of *Homo erectus* and Neanderthals, and eventually the origin of modern human through hominization process.



Throughout the course, learners would be learning major events in evolutionary history. The knowledge of dating methods will facilitate the learners to reconstruct the timeline of evolutionary period. Additionally, this course will assist in analysing the morphological, physiological and behavioural transformation of hominids and radical evolutionary changes associated with the process of hominization. Evaluation process will include marking of assignments and term end examination.

#### Learning Outcome

After reading the course you should be able to:

- i) discuss and describe the major events in evolutionary history;
- ii) reconstruct the timeline of evolutionary period with the knowledge of dating methods;
- iii) analyse the morphological, physiological and behavioural transformation of hominids and radical evolutionary changes associated with the process of hominization.

#### Course Structure

##### **THEORY:**

**Credit-04**

##### **Block I Palaeoanthropology and Primate Evolution**

- Unit 1 Introducing Palaeoanthropology,
- Unit 2 Life through ages and dating methods;
- Unit 3 Primate Origin and Miocene hominoids

- Unit 5 Australopithecines;
- Unit 6 *Homo habilis*

##### **Block III Homo erectus to Modern Homo Sapiens**

##### **Block II Early Hominids Human Evolution**

- Unit 4 History of Human Evolution;

- Unit 7 *Homo erectus* from Asia, Europe, Africa;
- Unit 8 Neanderthals;
- Unit 9 Origin of modern humans;
- Unit 10 Hominisation process



**Practical:****Credit-02**

Manual will be provided to the learners on the following topics.

**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; Nasal index

**Osteometry**

Measurements of long bones: lengths, minimum/least circumference and caliber index  
Identification of casts of fossils of family hominidae: Drawing and comparison of characteristics.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

**SEMESTER- 2, ABILITY ENHANCEMENT COURSES****BEGAE 182 ENGLISH COMMUNICATION SKILLS****4 credits**

English Communication Skills is of 4 credits and has 3 Blocks and 11 Units. Communication involves both verbal and non-verbal communication. In this Course we give you an understanding of the communication process, the barriers to it, the skills involved in communication i.e. listening, speaking, reading and writing in both formal and informal contexts. We discuss the differences between spoken and written forms of the language and make you sensitive to conversational skills which include to a large extent, body language.

**हिन्दी भाषा और संप्रेषण (BHDAE 182)****4 credits**

इस पाठ्यक्रम में हिंदी भाषा और संप्रेषण से संबंधित बिंदुओं का अध्ययन कराया जाएगा। यह पाठ्यक्रम 4 क्रेडिट का है। इस पाठ्यक्रम में हिंदी भाषा और संप्रेषण से संबंधित निम्नलिखित बिंदुओं को शामिल किया गया है :

हिन्दी भाषा का विकास, भाषा की परिभाषा, प्रकृति एवं विविध रूप; **हिंदी भाषा की विशेषताएँ** : क्रिया, विभक्ति, सर्वनाम, विश्लेषण एवं अव्यय संबंधी। **हिंदी की वर्ण-व्यवस्था** : स्वर एवं व्यंजन। स्वर के प्रकार—ह्रस्व, दीर्घ तथा संयुक्त। व्यंजन के प्रकार—स्पर्श, अन्तस्थ, ऊष्म, अल्पप्राण, महाप्राण, घोष तथा अघोष। **वर्णों का उच्चरण स्थान** : कण्ठ्य, तालव्य, मूर्द्धन्य, दन्त्य, ओष्ठ्य तथा दन्तोष्ठ्य। बलाघात, संगम, अनुतान तथा संधि। **भाषा संप्रेषण के चरण** : श्रवण, अभिव्यक्ति, वाचन तथा लेखन। हिन्दी वाक्य रचना, वाक्य और उपवाक्य। वाक्य भेद। वाक्य का रूपान्तर। भावार्थ और व्याख्या, आशय लेखन, विविध प्रकार के पत्र लेखन।



## SEMESTER- 2, GENERIC /INTERDISCIPLINARY COURSES

### BGDG 172 GENDER SENSITIZATION: SOCIETY AND CULTURE

6 credits

The discipline/ field/areas of Women's and Gender Studies and Gender and Development Studies are the most debated in the contemporary world. It has inter-linkages with society and culture that determines gender discourse from historical to contemporary time. However, feminists offer a critical inquiry of the intersections of culture and society with gender. Further, they sharply pointed out that how patriarchy regulates through culture and society and retains its multifaceted forms via gendered roles, socialization and so on. They also argue that the constructed notions of gender, gender binaries based on sex/gender/public/private dichotomy and soon need to be critically engaged. The society and culture changes as the civilized society move on to progress. This progress can be measured through indicators and goals. The State formulates and implements number policies to achieve progress in the socio-economic areas. While, State deals with its complexities of its institutions, a number of categories play important roles. For instance, laws, media, labor, education, health sectors, etc. Still today, we witness huge violence, discrimination and subjugation against women, other gendered categories and all oppressed and marginal people.



#### Learning Outcome

After reading this Course, you should be able to:

- i) build understanding of women's status and condition in our society;
- ii) raise the fundamental question that evolves around the core debates between each of the categories (laws, media, work and health etc.), and gender;
- iii) interrogates its role with society and culture; and
- iv) focus ways and means to sensitize society on gender issues.

#### Course Structure

##### Block 1 Conceptualizing Gender

- Unit 1 Understanding Gender and Related Concepts
- Unit 2 Gender and Sexualities
- Unit 3 Masculinities
- Unit 4 Gender in Everyday Life

##### Block 2 Gender and Family

- Unit 5 Family and Marriage
- Unit 6 Motherhood

##### Block 3 Gender and Work

- Unit 7 Gendering Work
- Unit 8 Gender Issues in Work and Labour Market

##### Block 4 Health and Gender

- Unit 9 Reproductive Health and Rights
- Unit 10 Gender and Disability

##### Block 5 Gender, Law and Society

- Unit 11 Gendered Based Violence
- Unit 12 Sexual Harassment at Workplace

##### Block 6 Gender, Representation and Media

- Unit 13 Language and Gender
- Unit 14 Gender and Media
- Unit 15 Reading and Visualizing Gender



## THIRD SEMESTER

### SEMESTER-3, CORE COURSE

#### BANC 105 TRIBES AND PEASANTS IN INDIA

6 credits

Tribes and peasants are an integral part of the Indian society. This course is intended to acquaint the students of anthropology with the basic attributes of the tribes and peasants who constitute the Indian population. The main objective of the course is to familiarize the learners with the basic concept of the tribe and peasant; to analyse changes among the communities, identify the tribal problems and know about the development and welfare measures, recognise the characteristics of peasant societies, and current issues of both the communities which will help the learner to develop a comprehensive knowledge of the tribal and peasant societies in India.

This course with six credits is offered in the third semester four credits for theory and two credits for practical. In theory the course has been divided into four blocks: Tribes in India, Tribal Welfare and Development Administration, Peasants and Peasantry, and Contemporary Issues. The practical component of the course has two credits and the learner will be provided with a manual to understand the nuances of studying tribes and peasants. Evaluation process will include marking of assignments and term end examination.



#### Learning Outcome

After successful completion of this course the learner should be able to:

- i) define and discuss the concept of tribe, their classification and distribution;
- ii) identify the tribal organisation and their relationship with the nature;
- iii) assess the tribal problems and able to the analyze the issues of tribal development;
- iv) define and discuss peasantry and their characteristics in Indian village; and
- v) analyze and assess the contemporary issues of tribes and peasants.

#### Course Structure

##### THEORY

Credit- 4

##### Block I Tribes in India

- Unit 1 Concept of Tribe
- Unit 2 Geographical Distributions and Ecological Relations
- Unit 3 Tribal Organisation

Unit 4 The History of Tribal Administration

- Unit 5 Tribal Problems
- Unit 6 Tribal Welfare: Constitutional Provisions and Development Measures

##### Block II Tribal Welfare and Development Administration.

##### Block III Peasants and Peasantry

- Unit 7 The Concept of Peasantry
- Unit 8 Characteristics of Indian Village



Unit 9 Approaches to the Study of Peasants

Unit 11 Development: Impact, Response and Consequences

Unit 12 Protest, Resistance and Ethno-political Movements

#### **Block IV Contemporary Issues**

Unit 10 Market Economy, Agrarian Crises and Migration

#### **PRACTICAL**

**Credit -2**

Manual will be provided to the learners for an understanding of how to conduct research in a tribal or peasant community.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

### **SEMESTER-3, CORE COURSE**



#### **BANC 106 HUMAN ECOLOGY: BIOLOGICAL AND CULTURAL DIMENSIONS**

The anthropological perspective of human ecology deals with the question of “how human beings cope with the environment”. Since human relations are not mainly biological therefore the development of the cultural context is necessary. Human ecology also examines contemporary ecological concerns with the issues related to the exploitation of the environment, utilisation of resources and energy transformation in a cultural setting. The main objective of the course is to emphasize basic concepts of ecology and human ecology, human environment relationship human adaptation to various ecological zones, and dynamics of biological and cultural dimensions of human ecology which help the learner to develop a comprehensive knowledge of human ecology from anthropological perspective.

**Course details:** This core course consists of three blocks of theory (4 credits) and a practical component (2 credits). The theory component deals with the fundamentals of human ecology; biological and cultural dimensions. For the practical component the learner would be provided with a manual. Evaluation process will include marking of assignments and term end examination.

#### **Learning Outcome**

After successful completion of this course the learner should be able to:

- i) identify and connect the basic concepts, terminology and ideas found in the study of human ecology and anthropology;
- ii) describe different models and theories of human-environment relationship through time;
- iii) outline biological aspects of adaptation to various ecological zones;



- iv) develop a familiarity with relationships of human societies (pre and post-industrial societies) and environments through understanding of human ecology, culture and adaptation;
- v) express the effective knowledge of ecology as it relates to human and environmental interaction; and
- vi) assess the impact of humans upon the environment caused by different subsistence strategies.

### Course Structure

**THEORY** **Credit-4**

**Block I Fundamentals of Human Ecology**

- Unit 1 Basic Concepts of Ecology
- Unit 2 Understanding Human Ecology
- Unit 3 Anthropology and Human Ecology
- Unit 4 Methods of Studying Human Ecology

**Block II Human Ecology: Biological Dimensions**

- Unit 4 Adaptation to Various Ecological Zones
- Unit 5 Influence of Environmental Factors

- Unit 6 Ecological Adaptation to Various Diseases
- Unit 7 Application of Ecological Rules

**Block III Human Ecology: Cultural Dimensions**

- Unit 8 Understanding Theories of Human-environment Relationship
- Unit 9 Various Modes of Human Adaptation in Pre-industrial Societies
- Unit 10 Dynamics in Cultural Dimensions of Human Ecology



**PRACTICAL** **Credit- 2**

**Manual will be provided for the practical**

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

### SEMESTER-3, CORE COURSE

**BANC-107 BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS** **6 credits**

Physical or biological anthropology is one of the four main branches of Anthropology that encompasses the pattern of variation at population level by understanding the physical and genetic traits. Thus the course mainly focuses on the populations in total from micro to macro level including genetic traits to races. This course will allow the learners to equip themselves to find out the variations that precipitate in terms of abnormalities.



**Course details:** This course consists of three blocks of theory (4 credits) and a practical component (2 credits). Block-I provides a general introduction to biological anthropology in understanding variation from culture to genetics. Block- II explains the major races of the world. It also provides a detailed description on the classification of the people of the world with emphasis on India. Block-III covers in detail the demography particularly emphasising Indian scenario and inbreeding effects on demography. The practical manual describes craniometry, serology and dermatoglyphics, along with demographic data.

### Learning Outcome

After reading the course the learner would be able to:

- i) discuss the importance of Biological Anthropology and various concepts in understanding human biological variation;
- ii) explain how human variation is studied based on genetic polymorphisms;
- iii) examine Demography with Indian examples and the importance inbreeding; and
- iv) demonstrate the Craniometry, Serology and Dermatoglyphics from the practical manual.



### Course Structure

#### THEORY

Credits-4

#### Block I Introduction to Biological Diversity

- Unit 1 Importance and implications of Biological variation
- Unit 2 Sources of Genetic Variation
- Unit 3 Genetic Polymorphism
- Unit 4 Role of Bio-cultural Factors

Unit 5 Ethnic Elements in Indian population

- Unit 6 Classification of racial elements in India
- Unit 7 Major races of mankind

#### Block II Classification of Human Populations

#### Block III Demographic studies

- Unit 8 Demographic Anthropology
- Unit 9 Indian Demography
- Unit 10 Inbreeding and Consanguinity

#### PRACTICAL

Credits-2

Manual will be provided to the learners on the following topics:

- 1) Craniometric Measurements (Skull & Mandible).
- 2) Determination of A1, A2, B, O; M N; and Rh blood groups.
- 3) Analysis and interpretation of finger ball pattern types, palmar main lines and pattern index; and Finger print classification and development of chance prints.
- 4) Collection of demographic data from secondary sources.



No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## SEMESTER-3, ABILITY ENHANCEMENT COURSES

### BPCS 185 DEVELOPING EMOTIONAL COMPETENCE

4 Credits

The course is a skill enhancement course and is offered in the *third semester*. The course will introduce the concept of emotion and highlight the relationship between emotional intelligence and emotional competence. Further, it will help the learners know and acquire different strategies to develop emotional competencies.

#### Learning Outcome

At the end of this course, the learner will:

- i) gain knowledge about the concept of emotional intelligence and emotional competence;
- ii) be able to explain the components of emotional competencies; and
- iii) learn how to manage emotions and acquire different strategies to develop emotional competence.

#### Course Structure

##### Block I Introduction to Emotional Intelligence (EI) and Emotional Competence (EC)

- Unit 1 Concept of Emotion  
Unit 2 Concept, Historical Development and Components of EI

##### Block II Emotional Competencies

- Unit 3 Components of Emotional Competencies

##### Block III Strategies to Develop Emotional Competence

- Unit 4 Emotions, Self Control and Assertiveness  
Unit 5 Emotions, Self Regard and Self Actualization  
Unit 6 Strategies to Develop Emotional Competence



## SEMESTER-3, GENERIC /INTERDISCIPLINARY COURSES

### BPCG 173 PSYCHOLOGY FOR HEALTH AND WELL BEING

#### Learning Outcome

After completing the course the learners would be able to:

- i) acquaint themselves with the spectrum of health and illness;
- ii) identify and manage stress;
- iii) discuss the approaches to enhance well being; and
- iv) comprehend strategies to prevent illness, promote and manage health and well being.

#### Course Structure

##### Block I Introduction

- Unit 1 Introduction to Health and Well being  
Unit 2 Models of Health and Illness

##### Block II Introduction to Stress

- Unit 3 Stress: An Introduction  
Unit 4 Factors Contributing to Stress Proneness  
Unit 5 Effect of Stress



### **Block III Stress Management**

- Unit 6 Coping with Stress
- Unit 7 Stress Management Techniques I
- Unit 8 Stress Management Techniques II

### **Block IV Promotion of Physical and Mental Health**

- Unit 9 Physical Illness Experiences I
- Unit 10 Physical Illness Experiences I
- Unit 11 Mental Illness Experiences
- Unit 12 Prevention, Management and Intervention

## **FOURTH SEMESTER**

### **SEMESTER-4, CORE COURSE**

#### **BANC 108: THEORIES OF CULTURE AND SOCIETY**

Theories of Culture and Society takes into account the theoretical perspectives that have helped in the study of society and culture. The course looks into the classical theories and delineates the contributions of the thinkers that had dealt with the evolution of society and culture and how it might have moved on to other spaces through diffusion. It reflects on historical particularism as an approach that underlines the importance of studying a society or a culture for its own self rather than comparing with others and moves on to the contemporary anthropological theories of cultural evolution and relativity. Within the ambit of contemporary theories; interpretive anthropology, post-modernism, post-feminism and post-colonialism has been taken up. Theoretical paradigms and debates; forms of anthropological explanation; the role of theory in the practice of anthropology is the essence of this course.



**Course Requirement:** Learners opting for B.Sc. in Anthropology programme will have to complete this core course Theories in Social and Cultural Anthropology in the fourth semester which comprises of four credit theory and two credit of practical. Evaluation process will include marking of assignment and term end examination based on the theory and practical component.

#### **Learning Outcome**

After reading this course, you should be able to:

- i) discuss and explain the classical theories;
- ii) deliberate on the theory of historical particularism and cultural relativism;
- iii) debate on the contemporary theories; and
- iv) analyse the role of theories in the study of social and cultural anthropology.



#### **Course Structure**

##### **THEORY**

##### **Block I Emergence of Anthropology**

- Unit 1 Evolutionism
- Unit 2 Diffusionism
- Unit 3 Culture area theories

**Credit -4**

##### **Block II Emergence of Fieldwork tradition**

- Unit 4 Historical Particularism and Critique of Comparative Method
- Unit 5 American Cultural Tradition

Unit 6 Cultural Materialism

Unit 10 Conflict Theories

**Block III Theories of Social Structure and Function**

Unit 7 Social integration

Unit 8 Functionalism and Structural-functionalism

Unit 9 Structuralism

**Block IV Contemporary Theories**

Unit 11 Symbolic and Interpretative Approach

Unit 11 Feminism and Anthropology

Unit 12 New Ethnography and Contemporary Changes

**PRACTICAL**

**Credit -2**

As a part of practical following exercises will be undertaken by the learners so as to enable them to connect the theories they learn with things of everyday life. A practical manual would be provided to help them with the following:

- 1) Identify three topics relating to contemporary issue and formulate research questions around these topics.
- 2) Clearly identify the theoretical perspectives from which these objectives are derived or can be tested.



No practical sessions would be organised. Questions would be based from the practical manual in the Assignment and Term End Examinations.

**SEMESTER- 4, CORE COURSE**

**BANC 109 HUMAN GROWTH AND DEVELOPMENT**

The field of Human Growth and Development has been embodied an integral part of anthropology since the beginning of the discipline. The study of human growth and development is characterized by the understanding of change in size, shape and maturity of humans with reference to time. Human growth and development is a holistic study that incorporates biological, social and cognitive growth of the human body along with the progressive development of human behaviour.

**Course details:** This course gives an overview of different stages of human growth and development, including the methods and techniques to study human growth. The module in the first theme of the course discusses the evolutionary perspective on human growth to understand the special evolved features of human growth. The course explores various bio-cultural factors that influence patterns of human growth during each stage of development. This course is also designed to acquaint students with the ecological rules that determine interaction between humans and their surrounding environment. The course also places emphasis on nutritional aspects of humans by offering the knowledge of balanced diet, impact of malnutrition and methods to assess nutritional status.



The course would facilitate the learner in grasping and analysing the physical changes that occur throughout the lifespan of an individual. They will develop a broad understanding of

bio-cultural factors and environmental stresses that affect patterns of human growth by developing the knowledge of balanced diet and malnutrition. Evaluation process will include marking of assignments and term end examination.

### Learning Outcome

After reading the course you should be able to:

- i) analyse the physical changes that occur throughout the lifespan of an individual; and
- ii) identify and debate on the bio-cultural factors and environmental stresses that affect patterns of human growth based on knowledge of balanced diet and malnutrition.

### Course Structure

#### THEORY

Credit-04

#### Block I Fundamentals in Human Growth

Unit 1 Basic Concepts and Concept of Evolutionary Perspective on Human Growth;

Unit 2 Stages of Growth and Growth Pattern;

Unit 3 Methods and Techniques to Study Growth

Unit 5 Adaptation to Environmental Stress;

Unit 6 Ecological Rules

#### Block III Nutritional Anthropology

Unit 7 Assessment of Nutritional Status;

Unit 8 Concept of Balanced Diet;

Unit 9 Impact of Malnutrition

#### Block II Human Growth and Ecological Factors

Unit 4 Bio-Cultural Factors Influencing Patterns of Growth and Variation;

#### Block IV Body Composition, Human Physique and Somatotyping

Unit 10 Body composition;

Unit 11 Somatotyping and Human Physique;

Unit 12 Human physique

#### PRACTICAL

Credit-02

Manual will be provided to the learners on the following topics.

- 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, WHtR)
- 3) Estimation of body composition (fat percentage and muscle mass) with skinfold thickness and bioelectric impedance
- 4) Nutritional assessment through dietary pattern and anthropometric indices

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.



## SEMESTER-4, CORE COURSE

### BANC 110 RESEARCH METHODS

The course on Research Methods provides a graduate level introduction to different anthropological research methods of enquiry and investigation. This course plans to train the learner to become fundamentally equipped to conduct anthropological research and garner and disseminate anthropological knowledge in the process.

**Course details:** The course on Research Methods provides a graduate level introduction to different anthropological research methods of enquiry and investigation Block I of the course, begins with a discussion on the validity of scientific research in anthropology and also takes into account the history of how research got incorporated to the study of anthropology with examples from works of eminent anthropologists through the years. Block II highlights the importance of the fieldwork tradition in anthropology, the essentials of a good research design and the various steps followed in creating it. The course familiarises the learners with the building blocks like qualitative and quantitative methods, laboratory methods and field methods, ethnographic method, observation method, case-study, life-history, genealogical method, pedigree analysis etc. and the actual tools and techniques involving both primary and secondary sources like questionnaire, interview schedule, interview guide, unstructured interview, structured interview, focus group discussion, books, articles, newspapers, gazettes, internet, etc., employed to collect meaningful data. The last block (Block III) acquaints the learners about the ethical debates to be aware of while conducting research, the analysis of data, both statistical and otherwise and the points to be taken care of in the final creation of the research report.



In the practical component (2 credits) the learner will be guided about research methods with the help of a manual. Evaluation process will include marking of assignments and term end examination.

### Learning Outcome

After reading this course the learner should be able to:

- i) describe the importance of scientific research in anthropology;
- ii) identify the various methods of research, both primary and secondary; and
- iii) demonstrate how research can be conducted with the help of associated means.



### Course Structure

#### THEORY

Credit-4

#### Block I Scientific Research in Anthropology

Unit 1 Fundamentals of Scientific Research

Unit 2 Anthropology as a Science  
Unit 3 History of Research in Anthropology

**Block II Investigation of Data**

- Unit 4 Fieldwork Tradition in Anthropology
- Unit 5 Research Design
- Unit 5 Methods and Methodologies
- Unit 6 Tools and Techniques

**Block III Specific Essential Aspects in Research**

- Unit 8 Ethics in Research
- Unit 9 Statistical Analysis
- Unit 10 Analysis of Data and Writing of the Research Report

**PRACTICAL****Credit- 2****A manual will be provided for the following aspects:**

- 1) How to make a three generational genealogical chart/ family tree.
- 2) How to apply a method on any social event and give interpretation/observation of the same.
- 3) How to collect life-history to see the different kinds of medical system a person has followed for an ailment through his/her lifetime.
- 4) How to collect case-studies of individuals of any gender working in any organisation to understand how their jobs are adversely or positively affecting their lifestyles. How to present interpretation of the same.



No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

**SEMESTER-4, ABILITY ENHANCEMENT COURSES****BECS 184 DATA ANALYSIS****Credits- 4**

Many students who have mathematical, statistical and/or Economics background are pursuing Honours Program. They need to equip themselves with skills on applying statistical and mathematical knowledge in analysing real life situations. Such application oriented skill will enable them to find jobs in various social and cultural organisations, NGOs, etc. at lower and middle level. The course on Data Analysis aims at catering to this need.

**Course Structure****Block I Review of Mathematical and Statistical Concepts**

- Unit 1 Mathematical Concepts
- Unit 2 Statistical Concepts
- Unit 3 Introduction to Statistical Software

**Block II Data Collection and Presentation of Data**

- Unit 4 Data Collection: Methods and Sources
- Unit 5 Tools of Data Collection
- Unit 6 Data Presentation

**Block III Analysis of Quantitative Data**

- Unit 7 Univariate Data Analysis
- Unit 8 Bivariate Data Analysis
- Unit 9 Multivariate Data Analysis



Unit 10 Composite Index Numbers

Unit 11 Participatory Method

Unit 12 Content Analysis

### Block IV Analysis of Qualitative Data

## SEMESTER- 4, GENERIC /INTERDISCIPLINARY COURSES

### BPAG 174 SUSTAINABLE DEVELOPMENT

6 Credits

The Course attempts to examine the challenges of balancing development and environment. The objective of the Course is to explain the major components of Sustainable Development by underlining its meaning, nature and scope. It brings home the point that it is not possible to develop, if we are disregardful of what is left behind for our future progeny. The Course examines the goals of Sustainable Development and discusses the role of Global Commons and Climate Change. The specific feature of the Course is its focus on the relationship between Sustainable Development and Developmental Goals as well as alternative ways of Resource Generation and Capacity Enhancement.



#### Course Structure

##### Block I Concept of Sustainable Development

- Unit 1 Meaning, Nature and Scope of Sustainable Development
- Unit 2 Major Components of Sustainable Development
- Unit 3 Approaches to Sustainable Development
- Unit 4 Goals of Sustainable Development

##### Block III Health, Education and Food Security

- Unit 8 Relationship between Sustainable Development and Food Security
- Unit 9 Role of Green and Converging Technologies toward Health, Sanitation and Food Security
- Unit 10 Role of Education in Sustainable Development

##### Block II Development, Sustainability and Climate Change

- Unit 5 Concept of Global Commons and Climate Change
- Unit 6 International Conventions on Sustainable Development
- Unit 7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities

##### Block IV Sustainable Development: A Way Forward

- Unit 11 Role of Policy Innovations in Sustainable Development
- Unit 12 Recognition of Ecological limits of Equity and Justice
- Unit 13 Alternative ways of Resource Generation and Capacity Enhancement



## FIFTH SEMESTER

### SEMESTER-5, CORE COURSE

#### BANC 111 - HUMAN POPULATION GENETICS

Anthropology understands the significance of learning the similarities and differences within and between the population groups in context of their cultural and genetic backgrounds. Understanding the biological attributes of human populations; and their interaction with culture is the principal component of Biological anthropology. Population genetics is an integral part of biological anthropology in understanding human evolution. In view of the depletion in single nucleotide polymorphisms and increase in multigenetic disorders, population geneticists are challenged to understand the pattern of allele distribution in the presence of evolutionary forces.

**Course details:** This course consists of three blocks of theory and a practical manual. This course highlights the concept and scope of population genetics including complex genetic disorders under Block I. Genetic equilibrium of the populations through Hardy-Weinberg principle and the predisposition of various diseases will be learned under Block-II. Under Block - III the learners will be exposed to mating patterns and effect on precipitation of lethal alleles in effective population size in contemporary populations. The practical manual will discuss some of the genetical traits.



#### Learning Outcome

After reading the course the learner would be able to:

- i) describe the concepts of Population Genetics;
- ii) explain Hardy-Weinberg law and different Genetic polymorphisms in human populations;
- iii) examine various mating patterns and their consequences; and
- iv) demonstrate ABO, Rh (D) blood grouping, colour blindness, G6PD deficiency and PTC taste sensitivity test from the project manual.

#### Course Structure

##### THEORY

Credits- 4

##### Block I Introduction to Human Population Genetics

- Unit 1 Essentials of Population Genetics
- Unit 2 Haemoglobin polymorphism and Thalassaemia
- Unit 3 Genetics of complex diseases

##### Block II Genetic structures of Human populations

- Unit 4 Hardy-Weinberg principle
- Unit 5 Mechanisms of Evolution

Unit 6 Genotypic polymorphisms

##### Block III Human Population structure and Disease pattern

- Unit 7 Mating Patterns
- Unit 8 Biological consequences of mating systems
- Unit 9 Population and disease association studies
- Unit 10 Comparative Biology



## PRACTICAL

Credits- 2

Manual will be provided to the learners on the following topics.

- 1) Blood group typing-ABO and Rh (D) blood groups
- 2) Colour Blindness
- 3) Glucose-6-phosphate dehydrogenase deficiency (G6PD)
- 4) PTC tasting ability

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## SEMESTER-5, CORE COURSE

### BANC 112 ANTHROPOLOGY IN PRACTICE

Practising anthropology is the use of ideas, values, theories, skills etc. for practical purposes in real life. This course would take the learners through the anthropological perspectives in government, policy making, creation of new laws, corporate world, economic development, different forms of communication, cyber world, areas of health, environment, hazards, disasters, media, new media, sports and much more. It would also focus on the methods applicable in practicing anthropology. As part of the course the learners will be provided with a detailed, in depth and critical evaluation of the pragmatic applications of anthropology. It would also include discussions on how anthropology can be chosen as a career, keeping in mind these practical arenas where participation of anthropologists is viable.

**Course Requirement:** Learners opting for B.Sc. in Anthropology programme will have to complete this core course Anthropology in Practice in the fifth semester which comprises of four credit theory and two credit of practical. Evaluation process will include marking of assignment and term end examination based on theory and practical component.

### Learning Outcome

After reading this course, you should be able to:

- i) explain how the use of anthropological knowledge can help in the betterment of human lives;
- ii) translate anthropological knowledge into practice;
- iii) recognize arenas for anthropologists to work as professionals; and
- iv) discuss and define the methods used in practicing anthropology

### Course Structure

#### Theory

#### Block I Introducing Anthropology in Practice

- Unit 1 Academic Anthropology
- Unit 2 History of Anthropology in Practice

Unit 3 Challenges and Dilemmas

#### Block II Anthropologists in the Field

Unit 4 Anthropology and Development

Credit- 4



- Unit 5 Business and Corporate Anthropology
- Unit 6 Anthropology in Advocacy, Policy Research
- Unit 7 Constitutional Perspective and Human Rights

- Unit 8 Contributions of Biosocial Anthropologists in India
- Unit 9 Role of Practicing Anthropology/Epidemiology / Public Health/ Community Health
- Unit 10 Forensic Anthropology
- Unit 11 Demographic anthropology
- Unit 12 Trends in Anthropology in Practice

**Block III Biosocial Anthropology in Practice**

**PRACTICAL**

**Credit- 2**

**The learners would be provided with a manual that would focus on how to:**

- 1) visit a NGO or corporate office or census office and collect information on the same.
- 2) write a project on constitutional provisions or evaluation of any development project/report.
- 3) draw a scene of crime and identify the various evidences in a portrayed crime scene.
- 4) write a project on religious tourism / tribal tourism / health tourism / fashion / human rights / ecotourism.
- 5) write a project on the demographic profile from secondary data/ make a schedule on demographic profile.
- 6) collect data on bio-social problem/ genetic disorders and design counselling and give the analysis and interpretation.



No practical sessions would be conducted. Questions would be based from the practical manual in the Assignment and Term End Examinations.

**SEMESTER-5, DISCIPLINE SPECIFIC ELECTIVES  
OPTIONAL COURSE (Any Two)**

**BANE 141 PHYSIOLOGICAL ANTHROPOLOGY**

Physiological anthropology aims to elucidate the physiological functions of humans in different environmental settings. The discipline of physiological anthropology explores human adaptability in terms of technology, functional potentiality, whole body coordination, and physiological polytypism. The subject matter of physiological anthropology investigates human adaptability from extreme to moderate environmental stresses present in daily life.



**Course details:** This course covers a range of topics including work physiology, chronic physiological adaptations, endurance of cardio-vascular and respiratory functions and their association with demographic variables such as ethnicity and sex. This course provides a brief introduction of exercise physiology, with an emphasis on various factors that affect the physique and physical performance of an individual. The course on Physiological Anthropology also offers an introduction to human metabolism along with the fundamental

knowledge of haemodynamics. Additionally, the practical aspect of this course provides an understanding of physical working capacity and physical fitness using anthropometric, cardiovascular and respiratory functions.

The present course helps to comprehend human adaptability in relation to different living environmental conditions. Furthermore, this course assists to understand the manner in which human body performs various physical functions, and how these functions are influenced by environmental factors. Evaluation process will include marking of assignments and term end examination.

### Learning Outcome

After reading the course you should be able to:

- i) comprehend human adaptability in relation to different living environmental conditions;
- ii) relate the manner in which human body performs various physical functions; and
- iii) discuss how these functions are influenced by environmental factors.



### Course Structure

#### THEORY

Credit-04

#### Block I Fundamentals of Work Physiology

- Unit 1 Energy Intake, Metabolism and Homeostasis;
- Unit 2 Exercise Physiology;
- Unit 3 Haemodynamics

- Unit 6 Exercises and Age;
- Unit 7 Anthropometry and CVD and Respiratory Functions;
- Unit 8 Gender and Ethnicity

#### Block II Cardio-vascular and Respiratory Endurance

- Unit 4 Physical Working Capacity and Physical Fitness;
- Unit 5 Chronic Physiological Adaptations to Exercise Training;

#### Block III Factors Affecting Physical Performance

- Unit 9 Principles of Physical Conditioning Techniques;
- Unit 10 Effect of Lifestyle Dynamics;
- Unit 11 Physique, Nutrition and Performance

#### PRACTICAL

Credit-02

- 1) Manual will be provided to the learners on the following topics:
- 2) Cardiovascular function (Blood pressure, heart rate, pulse rate)
- 3) Respiratory function (Tidal volume, vital capacity, forced vital capacity, minute ventilation etc.)
- 4) Haemoglobin estimation
- 5) Step-test 5. Treadmill test



No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## SEMESTER- 5, OPTIONAL COURSE

### BANE 143 TRIBAL CULTURES IN INDIA

For long the tribes has been perceived as a socially homogenous, non-hierarchical and non-differentiated or un-stratified unit; having its own unique dialect, political and cultural institutions and living in relative isolation. However, in contemporary India, the tribes are in relation to non-tribals and there is direct interaction with modern economy and market forces. This course would acquaint the learners with the tribal cultures of India and how as a result of contact with the outsiders changes are taking place in the so called 'homogenous' tribal society, leading to various tribal problems.

**Course details:** This discipline specific optional course consists of four blocks of theory (4 credits) and a practical component (2 credits). The theory aspect will deal with the anthropology of Indian tribes, social and cultural changes among the tribes, contemporary challenges of tribes, tribal problems, development programmes and constitutional safeguards. The practical component of the course has two credits and a manual would be provided for the same. Evaluation process will include marking of assignments and term end examinations.



**Course requirement:** Learners enrolled in the CBCS B.Sc. /B.A Programme either in Anthropology or Sociology may opt for this course in the fifth semester. The course requires a learner to have a keen interest in the Tribes of India to understand their cultures and the impact of globalisation on the tribes in the contemporary times.

### Learning Outcome

After successful completion of this course the learner should be able to:

- i) define and discuss various concepts of tribes in India and their distribution and culture.
- ii) explain social and cultural change among the tribes in India.
- iii) identify tribal problems and evaluate development programme and Constitutional safeguards of tribes.
- iv) explain the unrest in the tribal areas and study contemporary issues for the tribal development.

### Course Structure

#### THEORY

Credit-4



#### Block I Anthropology of Indian Tribes

- Unit 1 Concept of Tribe in India
- Unit 2 Idea of Indigenous Communities
- Unit 3 Characteristics and Geographical Distribution of Tribes
- Unit 4 Anthropology and Tribes of India
- Unit 5 Tribal Organisation

#### Block II Social and Cultural Changes among the Tribes

- Unit 6 Tribe-Caste Continuum in India
- Unit 7 Tribal Monographs on Social Change

Unit 8 Globalisation among Indian Tribes

### **Block III Contemporary Challenges**

- Unit 9 Tribal Displacement and Rehabilitation
- Unit 10 Development of Forest Policy and Tribes
- Unit 11 Tribal Movements

### **Block IV Problems, Development Programme and Constitutional Safeguards**

- Unit 12 Problems of Tribes
- Unit 13 Problems of Tribal Women
- Unit 14 Constitutional provision and Safeguards

### **PRACTICAL**

**Credit-2**

Manual will be provided for the practical that would focus on:

- 1) Distribution of Indian Tribes: PVTG, ST
- 2) Location of different tribes on the map of India
- 3) How to write an annotated bibliography on any one tribe
- 4) No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.



### **SEMESTER-5 OPTIONAL COURSE**

#### **BANE 147 URBAN ANTHROPOLOGY**

Cities are an extension of the rural. Anthropology conventionally has always dealt with simpler societies, however with time it extended its lenses to more inclusive areas considering the fact that its main agenda has always been to understand humans better. Hence the study of cities or the urban space is equally a critical and crucial subject of study for anthropologists. Keeping this in mind the bachelor's programme offers this course on Urban Anthropology which provides the learner with the important aspects of what the urban space entails.

**Course details:** The course has both theoretical and practical components. The theory course has four blocks consisting of 4 credits and the practical part has a manual consisting of 2 credits. The first block of the course deals classically with the historical and theoretical perspectives with an explanation of how the rural and the urban are linked and how it plays as a continuum. The second block of the course covers fundamentals of how urban structures are created and managed, the diversities that enter due to the apparent movement from the rural to the urban which leads to the creation of the urban leading to processes like acculturation, adaptation, marginalisation, etc. The third block of the course discusses the elementary social structures of society like family, marriage, kinship, caste, class, religion, ethnicities, etc., and how they survive, influence and shape each other and build newer structures due to the connectedness that ensues. The fourth and last block of the course



touches upon the contemporary concerns that are evident in a global urban world and the methodologies by which urban ethnography can be visited ethically to investigate these concerns. Evaluation process will include marking of assignments and term end examination.

**Course requirement:** Learners enrolled in the CBCS B.Sc. /B.A Programme either in Anthropology or Sociology may opt for this course in the fifth semester. The course requires a learner to have a keen interest in urban spaces as the hub of human activities.

### Learning Outcome

After reading this course, the learners should be able to:

- i) explain the historical and theoretical nuances of urban anthropology;
- ii) identify the processes that lead to the creation and arise due to inhabitation of urban spaces;
- iii) examine how social institutions and structures change overtime due to changes in urban living; and
- iv) investigate the urban world and its concerns with the use of valid ethnographic methods.



### Course Structure

#### THEORY

Credit-4

#### Block I Fundamentals of Urban Anthropology

- Unit 1 Foundation of Urban Anthropology
- Unit 2 Theoretical Perspectives
- Unit 3 Folk-Urban Continuum

#### Block III Urban Social Structure

- Unit 7 Family, Marriage and Kinship
- Unit 8 Caste and Class
- Unit 9 Religion, Faith and Tolerance
- Unit 10 Multi-ethnicity and Multiculturalism

#### Block II Urban Anthropology: Structure and Processes

- Unit 4 Urban Processes
- Unit 5 Diversity and Differences in Urban Spaces
- Unit 6 Movement from Rural to Urban

#### Block IV Global Concerns in Urban Growth

- Unit 11 Contemporary Urban Concerns
- Unit 12 World Cities and the Production of Space
- Unit 13 Urban Ethnography

#### PRACTICAL

Credit -2

A manual would be provided that would deal with:

- 1) How to make an anthropological analysis of 10 nuclear households in an urban space and to find out the reasons for being structurally isolated in terms of kinship, networks and joint family.
- 2) How to make an anthropological analysis of gradual change of any urban locality since 10 years.



3) How to create a photo project on images depicting concerns from urban anthropology.

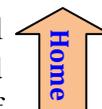
No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## SIXTH SEMESTER

### SEMESTER-6, CORE COURSE

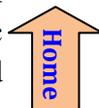
#### BANC 113 FORENSIC ANTHROPOLOGY

Forensic anthropology is best described as the scientific study of human remains in medico-legal settings. It is a specialized sub-field of physical anthropology that involves anatomical and osteological applications of anthropology to establish the identity of living and deceased persons. The subject matter of forensic anthropology is mainly focused on the assessment of biological profile of an unknown and deceased individual i.e. sex, age and ethnicity. Forensic anthropologists work in close association with pathologists, anatomists, archaeologists and dentists to solve the criminal cases.



**Course details:** This course on Forensic Anthropology will cover an array of topics that pertain to basic human skeletal biology, techniques for recovering skeletonized human remains, means of personal identification and recent advances in forensic anthropology. The course provides in-depth knowledge of human skeleton as the identification of deceased individuals is heavily dependent on skeletonized remains. This course also lays focus on serological techniques to provide a wide understanding of examination of blood serum and other bodily fluids. Furthermore, the course on Forensic Anthropology is also intended to give an introduction of forensic odontology and its significance in personal identification.

The present course will help the students to gain a set of theoretical and practical skills for analysing human skeletal remains within the legal framework. The knowledge of human skeletal biology will assist the students to reconstruct a basic biological profile of an unknown individual. Learners would also develop a practical understanding of individual identification through various physical and behavioural traits. Additionally, this course will equip the learners in medico-legal contexts with the knowledge of recovering forensic evidences. Evaluation process will include marking of assignments and term end examination.



#### Learning Outcome

After reading the course you should be able to:

- (i) gain a set of theoretical and practical skills for analysing human skeletal remains within the legal framework;
- (ii) reconstruct a basic biological profile of an unknown individual with the knowledge of human skeletal biology;

- (iii) develop a practical understanding of individual identification through various physical and behavioural traits; and
- (iv) discuss the medico-legal contexts with the knowledge of recovering forensic evidences.

### Course Structure

#### THEORY

**Credit- 04**

#### **Block I Introduction to Forensic Anthropology**

- Unit 1 Introducing Forensic Anthropology;
- Unit 2 Basic Human Skeletal Biology;
- Unit 3 Discovery and Techniques for Recovering Skeletonized Human Remains

- Unit 5 Establishment of Complete and Partial Identification;
- Unit 6 Personal Identification of living persons I;
- Unit 7 Personal Identification of living persons II

#### **Block II Human Identification: Establishing Identity I**

- Unit 4 Establishment of Identity of Individual;

#### **Block III Human Identification: Establishing Identity II**

- Unit 8 Serology;
- Unit 9 Personal Identification from Teeth;
- Unit 10 Recent Trends in Forensic Anthropology



#### PRACTICAL

**Credit 02**

Manual will be prepared along with audio video on the following topics:

- 1) Study of Human Long Bones. Estimation of age, sex and stature from bones.
- 2) Somatometric and Somatoscopic Observation on living persons.
- 3) Identification of bloodstain, urine, semen and saliva.
- 4) Examination of Fingerprints and Handwriting.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

### SEMESTER-6, CORE COURSE



#### **BANC 114 ANTHROPOLOGY OF INDIA**

During the colonial era anthropology ascribed to the study of cultures that was seen as ‘exotic’ and the emphasis was to know such cultures for the administrative purposes. India became a hub for such studies during the colonial era. However, anthropology of India today attributes to the study of Indian society and culture by Indian anthropologists with the perspectives of the ‘self’ rather than the ‘other’. The main objective of the course is to understand Indian society, culture and civilisation. It also elaborately discusses about Indian

social system, social change in India, tribal problems and constitutional provisions and safeguards, and various anthropological concepts of Indian population, which help the learner to develop a comprehensive knowledge of Indian anthropology.

**Course details:** This course consists of both theory and practical component. In theory (four credits) the course has been divided into four blocks: structural basis of Indian society; Indian society, culture and civilization; problems of development and change; contributions of Indian anthropologists. In the practical component the learners will be provided with a manual. Evaluation process will include marking of assignments and term end examination.

### Learning Outcome

After successful completion of this course the learner should be able to:

- i) examine the rise of anthropology in India.
- ii) analyze key concepts about Indian society, culture and civilization developed by anthropologists and sociologists.
- iii) explain structural basis of Indian Society and also learn about the difficulties of differentiating between tribe and caste in India.
- iv) evaluate the problems of tribal development and change
- v) analyze and apply the contributions of anthropologists to understand the Indian society and culture.



### Course Structure

#### THEORY

Credit-4

#### Block I Structural Basis of Indian Society

- Unit 1 Understanding Indian Society
- Unit 2 Diversity of Indian Population
- Unit 3 Structure and Nature of Indian Social System
- Unit 4 Basic Concepts to Understand Indian Society

#### Block III Problems of Development and Change

- Unit 10 Tribal Problems
- Unit 11 Development Projects, Response and Consequences
- Unit 12 Constitutional Provisions and Safeguards for Indian Population

#### Block II Indian Society, Culture and Civilization

- Unit 5 Characteristics of Indian Village
- Unit 6 Tribal Ethnography
- Unit 7 Dalits of India
- Unit 8 Gender and Society in India
- Unit 9 Urban Spaces in India

#### Block IV Contributions of Indian Anthropologists

- Unit 13 Ethnic Distinctiveness among Indian Population
- Unit 14 Dynamics of Culture Change
- Unit 15 Contributions of Pioneering Anthropologists



## PRACTICAL

Credit-2

Manual will be provided for the practical.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

### SEMESTER-6, DISCIPLINE SPECIFIC ELECTIVES (Any Two)

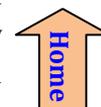
#### BANE144 VISUAL ANTHROPOLOGY

The Visual Anthropology bachelor's course introduces the learner to understand the importance of visuals in anthropology. The focus of the course is the interpretation of culture through the medium of visuals like, ethnographic images, films, old and new media etc. with special emphasis on photography and film.



**Course details:** The course other than acquainting the learner with visual anthropology's history, intends to familiarise one with the validity of this medium in ethnographic investigation and the assessment of society and culture. In all this, the course will also cover areas which deal with representation of visual medium by anthropologists as the creator or producer and the reader as the receiver and interpreter of various visual symbols and metaphors. The application of visual anthropology is vital for the learner to know and utilise its basics and nuances in the real and virtual world. Hence a discussion on the how different forms of media ranging from mass media to social media and their connections to concerns like ethics, tourism, advertising, market, gender, politics, etc., are also a part of this course. Arts and aesthetics as viewed from the context of visuals and what cultures consider as "art" along with interpretation of images, objects and persons and their relationships are central aspects that the course examines. Finally keeping the main agenda of the course in mind, the course at the end offers a description on the essentials of ethnographic photography and film, including associated theories, critical thoughts, ethical concerns and processes of creation with examples from famous visual anthropological works.

**Course requirement:** Course requirement: Learners enrolled in the CBCS B.Sc. /B.A Programme either in Anthropology or Sociology may opt for this course in the sixth semester. This course requires a learner to have a keen interest in investigating human society through the medium of photography, films, images, objects, symbols etc. seen or experienced in various cultural contexts.



#### Learning Outcome

After reading this course the learners should be able to:

- i) identify visual anthropology as an important part of anthropology;
- ii) explain the different ways of using visuals to study society and culture;
- iii) examine a means of mixed medium to authenticate visuals in studying anthropology; and
- iv) apply the utility of this course to enhance skills to practice visual anthropology

## Course Structure

### THEORY

Credit-4

#### Block I Introduction to Visual Anthropology

- Unit 1 What is visual anthropology?
- Unit 2 History of visual anthropology
- Unit 3 Situating visual anthropology

#### Block II Theory and Representation

- Unit 4 Anthropology and images: A theoretical analysis
- Unit 5 Representation: Politics and Aesthetics
- Unit 6 Visual anthropology and its applications

- Unit 7 Anthropology of Arts and Aesthetics

#### Block III Ethnographic Photography And Films

- Unit 8 Essentials of Ethnographic Photography
- Unit 9 Ethnographic Photography
- Unit 10 Ethnographic Film
- Unit 11 Deciphering of an ethnographic film: Case Study

### PRACTICAL

Credits- 2

A manual would be provided for an understanding wing with the help of anthropological research tools:

- 1) An anthropological depiction of any event through use of images
- 2) An anthropological depiction of any event through use or creation of a film
- 3) Use of already available images, objects or films (from books, social media, places of display) to analytically provide an anthropological interpretation

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## SEMESTER-6, OPTIONAL COURSE

### BANE 154 DISSERTATION

Anthropology as a field science will provide the learners opting for this course with an opportunity to conduct systematic field study of human subjects to generate new information, verify the existing knowledge and reach a new understanding. The learners would be able to practically implement the research methods, tools and techniques in the field situation. This course would be based on fieldwork.

Learners opting for dissertation as elective discipline course in 6<sup>th</sup> Semester will have to be attached with one supervisor or guide or mentor from the study centre. In consultation with the supervisor or guide or mentor the learner would first prepare a synopsis which would be evaluated by the Course Coordinator and once the title of the study and synopsis is approved the learner would undertake the field study.



A learner can opt to work for a topic related to either social/cultural or biological/physical anthropology.

A manual would be prepared to assist the students to undertake the fieldwork, data analysis, report writing and presentation of the dissertation.

### Learning Outcome

After completing the course that involves going to the field, you should be able to:

- i) discuss the nuances of fieldwork;
- ii) identify the different tools and techniques used in anthropological fieldwork;
- iii) delineate how fieldwork is conducted in anthropology; and
- iv) analyse and interpret field data.

## SEMESTER-6 OPTIONAL COURSE

### READING ETHNOGRAPHIES (BSOE 144)

Credits- 6



This course encourages the student to read ethnographic texts in their entirety. It provides the students the fundamental understanding of ethnography and its varied usages through the colonial, classical, global and Indian ethnographies. It has simultaneously provided ethnographic cases to highlight the socio-cultural, political, economic, feminist, conflict and urban dimensions of ethnographic writings citing examples from India and abroad. The last section of this course delineates ethnographic practices and styles, by basing it on the debates in doing ethnography by highlighting the scientific, feminist, interpretative and ethical dimension of ethnography.

### Course Structure

#### Block I Themes in Ethnographies

- Unit 1 Understanding Ethnography
- Unit 2 Colonial Ethnography
- Unit 3 Classical Ethnography
- Unit 4 Indian Ethnography
- Unit 5 Global Ethnography

- Transformation in a South Indian Fishing Community– Kalpana Ram
- Unit 10 Stratagems and Spoils: Social Anthropology of Politics- F. G. Bailey
- Unit 11 Street Corner Society- W.F. Whyte

#### Block II Ethnographic Cases

- Unit 6 Argonauts of the Western Pacific - B. Malinowski
- Unit 7 Coming of Age in Samoa- M.Mead
- Unit 8 Religion and Society among the Coorgs- M. N. Srinivas
- Unit 9 Mukkuvar Women: Gender, Hegemony, and Capitalist

#### Block III Ethnographic Practices and Styles

- Unit 12 Debates on Doing Ethnography
- Unit 13 Scientific Ethnography
- Unit 14 Feminist Critique to Ethnography
- Unit 15 Interpretative Ethnography
- Unit 16 Ethics and Ethnography

