

SEVA BHARATI MAHAVIDYALAYA
Department of Anthropology
Learning Outcomes-based Curriculum Framework (LOCF)
For
B.Sc. HONOURS in ANTHROPOLOGY
Under Choice Based Credit System (CBCS)

Programme Outcomes (POs)

Undergraduate curriculum of B.Sc. (Honours) Anthropology

The three-year degree course of anthropology is designed to cater towards a holistic understanding of the human beings. With the introduction of the Choice Based Credit System a special care is taken to ensure that a student acquire necessary skills to deal with the subject.

After the completion of the course a student is expected to learn:

- a. A thorough understanding of the human past with special emphasis on prehistory and protohistory phase of the past.
- b. A comprehensive understanding of the biological aspect of human beings through the study of human evolution and variation.
- c. A critical understanding of human social and cultural variation.

A graduate student of anthropology would be able to understand the reasons and complexities of human variations in past and in present. S/he would be able to handle and formulate complex questions of human kind like who we are; How many types we are; What we are; and why are in a particular way. The student would be able to communicate effectively with strangers and gather base level socio-economic data from different societies. S/he should be able to do the basic documentation of prehistoric implements for museums and collect and analyse biological data ranging from non-invasive body measurements to serology.

Students usually pursue higher education towards Masters in Science in anthropology or finds job in NGOs, corporations and in MNCs. A large number of candidates aiming for administrative services like Indian Administrative Service (IAS) and state level services like West Bengal Civil Services Examination (WBCS) opt for anthropology. A section of the students also goes out and take preparation for service-related examinations. There are also opportunities to take up Research work in different Prestigious Research Institution of Anthropology in India.

Course outcome – Anthropology
Learning Outcomes-based Curriculum Framework (LOCF)

Semester I

CORE-1 T: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

The first paper deals with the basics of biological anthropology, introduces students to human anatomy, basics of evolution and primates. By end of the course a student is expected to know the basics of human evolution their relationship with primates.

CORE-1 P: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

This practical paper gives a practical idea of how to identify human bones and also the basics of anthroposcopy. A student is expected to learn to identify human skeletal anatomy and know the basics of human morphological feature-based classification.

CORE-2T: INTRODUCTION TO SOCIAL-CULTURAL ANTHROPOLOGY

Second paper focuses on the fundamental concepts of society and culture and some basic units of society like family, group, Institution including the concrete conceptual domains of anthropology. A student after completing this paper is expected to know the basic parameters of studying society and culture.

CORE-2P: INTRODUCTION TO SOCIAL-CULTURAL ANTHROPOLOGY

The practical paper enables students to use a few basic tools of data collection including schedule/questionnaire, case study and genealogical chart. They are experience the introduction to Field work in Anthropology.

Semester II

CORE-3T: ARCHAEOLOGICAL ANTHROPOLOGY

Semester II students are introduced first to the archaeological anthropology in paper three. They are exposed towards the basic theory and methodology of studying archaeological anthropology. After the end of the course a student is expected to learn theory, methodology of prehistory and also have a good understanding of world prehistory.

CORE-3P: ARCHAEOLOGICAL ANTHROPOLOGY

Students are taught to identify, draw and label prehistoric implements following standardised documentation technique. After completion a student is expected to learn to catalogue prehistoric implements.

CORE-4T: FUNDAMENTALS OF HUMAN ORIGIN AND EVOLUTION

In this paper human evolution is taught. A student is expected to learn the fossil evidences supporting the evolutionary ideas. A student is expected to learn how to make sense of human evolution.

CORE-4P: FUNDAMENTALS OF HUMAN ORIGIN AND EVOLUTION

This is an introductory practical for the students to learn identifying key hominid fossils. At the end of the course a student should be able to identify key anatomical characteristics in the evolutionary spectrum.

Semester III

CORE-5T: TRIBES AND PEASANTS IN INDIA

Study of tribal population has been an integral part of anthropology and fifth paper of the course deals with tribal population through the challenging dimensions of development, vulnerability and so on. A student is expected to learn different problems of tribes and peasants.

CORE-5P: TRIBES AND PEASANTS IN INDIA

One of the major methodological endeavours by anthropologists over the year has been the use of ethnography and production of ethnographic monographs. In this practical paper students are given a choice to read and review any two of the key ethnographic monographs. They are guided thoroughly to write a book review. At the end of this practical works, they should be able to have some understanding of how to review a book.

CORE-6T: HUMAN ECOLOGY: BIOLOGICAL & CULTURAL DIMENSIONS

Human ecology has an interesting dimension in both biological and social-cultural anthropology. Paper 6 deals with this. At the end of this course, a student is expected to have comprehensive idea about the ecological background of human diversity and adaptability.

CORE-6P: HUMAN ECOLOGY: BIOLOGICAL & CULTURAL DIMENSIONS

To understand the human diversity anthropologists have developed several tools and one of them is scientific measurement of human body, i.e., anthropometry. In this paper a student is taught to measure human body to quantify human diversity.

CORE-7T: BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS

This paper introduces racial and population biology. A student is expected to learn major variables of human variation including markers and sources.

CORE-7P: BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS

One of the traditional tools of studying biological diversity is craniometry. Students are trained to measure human bones and formulate indices.

Semester IV

CORE-8T: THEORIES OF CULTURE AND SOCIETY

Theories of social-cultural anthropology involve the tools of explaining and make sense of the reality. A student is taught all the major theories of social sciences with specific emphasis on anthropological theories. Students are expected to not only know the wide varieties of abstract parameters, but are also expected conceptualise social-cultural reality through theory.

CORE-8P: THEORIES OF CULTURE AND SOCIETY

The practical has components like formulation of hypothesis, they are expected to prepare a report based on primary or secondary data on any issues of relevance.

CORE-9T: HUMAN GROWTH AND DEVELOPMENT

This paper is a combination of biological and cultural aspects related to human growth. A student is expected to learn how biological and cultural factors influence growth.

CORE-9P: HUMAN GROWTH AND DEVELOPMENT

The practical paper gives students an opportunity to make certain statistical calculations from basic growth data. A student is expected to learn to collect basic data related to human growth, calculate them and draw inference out of them.

CORE-10T: RESEARCH METHODS

Students are taught the basics of research methodology beginning with research design to data analysis. A student after completing this course is expected to learn the basics of research design, data collection techniques and analysis of the data for writing up.

CORE-10P: RESEARCH METHODS

The first step towards doing a research is to problematize a situation. In this practical paper a student is expected to learn fundamentals of writing up a proposal. At the end of the practical a student should be able to formulate a research proposal, use basic statistics and use modern library for review of the literature.

Semester – V

CORE-11T: HUMAN GENETICS

In this paper a student is given sufficient exposure towards the basics of human genetics. By the end of the course a student should be aware of history and contemporary domains of human genetics. They should be able to make sense out of human diversity through genetic principles.

CORE-11P: HUMAN GENETICS

The practical paper consists of three different aspects of studying human genetics, a) ABO blood grouping, b) colour blindness testing and c) PTC taste testing ability.

CORE-12T: ANTHROPOLOGY IN PRACTICE

One of the applications of anthropology lies in the welfare of human beings across the globe. After studying this course, a student should learn basic theories, concepts and models of development dynamics throughout the world. They should also learn the major problems of India and possible solutions and problems within those solutions. They also learn about Constitutional Perspective and Human Rights and also about the significance of Biosocial Anthropology in Practice.

CORE-12P: ANTHROPOLOGY IN PRACTICE

This practical paper has four major components. In the first component a student is expected to learn how to evaluate a development initiative taken by government and in the second component they visit any site related to Tourism and write a Project on it, the third component is to prepare a project on demographic profile from secondary resources and the fourth on biosocial aspect.

Discipline-Specific Electives for Semester V

DSE-1T: PHYSIOLOGICAL ANTHROPOLOGY

Students taking this paper are taught about the physiological factors that encompass the life of human. Student should learn factors like physiological adaptation, cardio-vascular and respiratory endurance, impact of smoking, alcohol, drug etc. on Health, factors affecting physical performances. Ageing and health.

DSE-1 P: PHYSIOLOGICAL ANTHROPOLOGY

In this part of practical paper the students are expected to learn to find out cardio vascular function, respiratory function, haemoglobin estimation, step -test and treadmill test.

OR

DSE-1 T: Sports and Nutritional Anthropology

In this paper students are expected to learn Anthropology of sports, physical conditioning, component of physical fitness.

DSE-1 P: Sports and Nutritional Anthropology

The practical paper has three components, in the first component they do assessment of daily nutrient intake, then they do evaluation of nutritional status and physical performance, in the third component the student.

DSE-2 T: PALAEOANTHROPOLOGY

Students will be able to learn Dating Methods, geological time scale, primate speciation and extinctions, evolutionary biology, palaeo demography, palaeopathology and so on.

DSE-2 P: The practical has four component, comparative primate osteology, description and identification of skeleton of non- human primate, identification and description of fossil casts and an Excursion for the. Collection and study of fossils.

OR

DSE-2T: Fashion Anthropology

Students are made to learn all the aspect of Fashion from the Anthropological Perspective like evolution of fashion, theories explaining human fashion, colonialism and dress, race and fashion, gender and fashion and globalisation of fashion.

DSE-2 P: A student is taught to do practical and study on pattern making garments, clothing manufacture, surface ornamentation and comparison of computer aided design and traditional designs.

OR

DSE-2 T: ANTHROPOLOGY OF HEALTH

This paper is designed to enable student understand the bio-cultural complexities of the study of health and healing practices. A student is expected to learn human health as a complex outcome of the interaction between human biology and culture.

DSE-2P: ANTHROPOLOGY OF HEALTH

In the practical component of the paper a student is expected to learn how to prepare a schedule for collecting health related data and they are given exposure to write up a report on any health related issues using data.

SEMESTER – VI

CORE-13T: FORENSIC ANTHROPOLOGY

In this paper students are taught the fundamentals of using anthropology for forensic sciences. Students are expected to learn differentiating human remains from other materials and also know the basics of fingerprinting.

CORE-13T: In this practical paper students are taught to use Anthropology in Forensic study.

CORE-14T: ANTHROPOLOGY OF INDIA

This paper exclusively deals with the growth and development of anthropology in India. A student is expected to learn the personalities and concepts developed by anthropological studies in India.

CORE-14P: ANTHROPOLOGY OF INDIA

In the practical component of the paper students are given any ethnographic book on India and are asked to review it. In the second component of the paper students are to prepare a report on contributions of Indian anthropologists.

Discipline Specific Elective Semester – VI

DSE-3T: TRIBAL CULTURES OF INDIA

This paper stresses on the history and problems of tribal development in India and also focuses on the problems faced by tribal people. A student is expected to learn tribal development dynamics and their protests in India.

DSE-3P: TRIBAL CULTURES OF INDIA

In the practical component of the practical a student is prepared to use an Indian map and plot different tribal people to learn about the distribution of tribal population in our country. In the second

component of the practical students are trained to prepare a report on any of the Scheduled Tribe of Particularly Vulnerable Tribal Population in India.

OR

DSE-3T: DEMOGRAPHIC ANTHROPOLOGY

In this part of syllabus, students are prepared to use different demographic tools of population studies, population theories, National policies regarding demography of India.

DSE-3P: DEMOGRAPHIC ANTHROPOLOGY

A student will collect and compile demographic data from secondary sources on any given topic.

OR

DSE-3 T: NEURO ANTHROPOLOGY

In this the students will learn about human brain and Neural system, memory and medicine. Overcoming mind/body dualism, neuro constructivism, neurological and Anthropological methods.

DSE-3P: This practical is divided in two four parts, in the first part student takes case studies on human behaviour, in the second part they prepare report bio- cultural perspective of human behaviour, in the third part they will do somatometric measurement of skull and relation with neural activity and the fourth part is class blog participation.

DSE-4 T: URBAN ANTHROPOLOGY

Social-cultural anthropology has context of experiencing the life of the others and these range from rural to urban. This paper is an overview of urban anthropology. Having a comprehensive understanding of the concepts and theories developed by these studies a student should able to understand the complexities of settings.

DSE-4 P: URBAN ANTHROPOLOGY

Students are trained to document basic information of the cities, neighbourhoods, special occasions, events and markets. They are trained to take photographs and write stories about them.

OR

DSE-4T: VISUAL ANTHROPOLOGY

Visual anthropology includes both producing anthropological media, such as ethnographic films, exhibitions, and photography, as well as analysing existing media as part of anthropological enquiry. Conceptually, visual anthropology teaches the method that lies at the intersection of the study of human perception and imagination, audiovisual media, and ethnography.

DSE-4P: This paper deals with analysis of visuals such as Photographs and films pertaining to cultural practices dealing with institutions of religion, economy and politics.

OR

DSE-4: PROJECT WORK

In this paper, a student has to do a dissertation work where a student is taken to a 'field 'in a rural or urban setting to study and write down a comprehensive ethnographically inspired report on a group of people. They usually stay in the place, collect and write down reports on the people.