

**SEMESTER IV**  
**ANTSSEC02M: ANTHROPOLOGY OF TOURISM**  
**(To be chosen in 4<sup>th</sup> Semester by students with Anthropology Honours)**  
**Theory** **Credit: 2**

**Unit – I: Concept of Anthropology of Tourism:** aspects and prospects, anthropological issues and theoretical concerns, tourist as ethnographer; pilgrimage and Authenticity Issues.

**Unit – II: Past and present of Anthropology of Tourism:** Interconnections between tourism history and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys and tourism.

**Unit – III: Implications of tourism as a major mechanism of cross-cultural interaction;** tourism and the commodification of culture, culture change, Globalization, Tourism and Terrorism.

**Unit – IV: New Directions in the Anthropology of Tourism:** applied aspects of anthropology in tourism development and planning, **Ecotourism and sustainable development**, role of museums and other branches of the cultural industries (including music, art, and food) in tourism economies.

**Learning Outcomes**

The learning outcomes of this paper are:

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

**Suggested Readings:**

1. Chambers E. (2000). *Native Tours: The Anthropology of Travel and Tourism*. Prospect Heights: Waveland.
2. Crick M. (1994). *Anthropology and the Study of Tourism: Theoretical and Personal Reflections*. In Crick M (eds.). *Resplendent Sites, Discordant Voices: Sri Lankans and International Tourism*. Chur, Switzerland: Harwood Publishers.
3. Crick M. (1995). *The Anthropologist as Tourist: An Identity in Question*. In Lanfant MF, Allcock JB, Bruner EM (eds.) *International Tourism: Identity and Change*. London: Sage. pp. 205-223.
4. Dann G. (2002). *The Tourist as a Metaphor of the Social World*. Wallingford: CAB International.
5. Dann GMS, Nash D and Pearce PL. (1988). *Methodology in Tourism Research*. *Annals of Tourism Research*. 15:1-28.
6. Gmelch SB. (2004). *Tourists and Tourism: A Reader*. Long Grove: Waveland.
7. Graburn NHH. (1977). *Tourism: The Sacred Journey*. *Hosts and Guests: The Anthropology of Tourism*. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press. Pp. 33-47.
8. Hitchcock. (1997). *Cultural, Economic and Environmental Impacts of Tourism among the Kalahari*. In Chambers E (eds.) *Tourism and Culture: An Applied Perspective*. SUNY Press.
9. Kirshenblatt-Gimblett B.(1998). *Destination Culture: Tourism, Museums, and Heritage*. University of California Press.
10. Lippard LR. (1999). *On the Beaten Track: Tourism, Art and Place*. New Press.
11. Nash D. (1996). *Anthropology of Tourism*. New York: Pergamon.
12. Picard M and Wood R. (1997). *Tourism, Ethnicity, and the State in Asian and Pacific Societies*. University of Hawai Press.

## MCBAECC: Laboratory Safety Measures & Intellectual Property Rights (IPR)

### Course objectives:

To acquire knowledge about basic safety rules in Microbiology Laboratory. To comprehend about criteria in applying and maintaining patents. To be familiarized with the law and enforcement in Intellectual Property Rights. Developing

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a superior work ethics and laboratory working condition. Understanding the significance of following and maintaining laboratory safety guidelines

### Course Outcomes:

On the completion of the above objectives student will be able to know about IPR and also the importance of protecting their innovation. They will be familiar with international and national law practiced and also recent issues on it. Application of the knowledge of safety measures in laboratories

### Safety measures in laboratory:

Concept of sterilization, disinfection, fumigation, control of microbial contamination in laboratories, hand sanitization, culture destruction, routine cleaning of laboratory, safety measures from UV exposure: Laminar Air Flow, Transilluminator, Handling of other instruments: pH meter, autoclave etc, handling of pathogenic culture: biological safety level.

### Chemical hazards:

Handling of toxic chemicals: Acids, alkalis, Heavy metal salts, ethidium bromide, phenol, beta-mercapto ethanol, H<sub>2</sub>O<sub>2</sub> etc.: Methods of handling in laboratories.

### Biological hazards:

Classification of Biohazardous agents – examples, bacterial agents, rickettsial and chlamydial agents, viral agents, fungal, parasitic agents, infectious diseases - Biohazard control program

### Bioethics:

Biotechnology And Risk Ethical implications of cloning: Reproductive cloning , therapeutic cloning ; Ethical, legal and socio-economic aspects of gene therapy, germ line, somatic, embryonic and adult stem cell research- GM crops and GMO's – biotechnology and bio piracy – ELSI of human genome project. Role of bioethics in research. Prevention and management of plagiarism, fabrication/manipulation of data,

### Intellectual property rights:

Introduction to intellectual property and intellectual property rights – types: patents, copy rights, trade marks, design rights, geographical indications – importance of IPR – patentable and non patentable – patenting life – legal protection of biotechnological inventions – world intellectual property rights organization (WIPO) . Establishment and functions of General Agreement on Trade and Tariff (GATT) and World Trade Organizations. WTO Summits. Rules governing patents. Case studies on patents (Super bug, Basmati rice, Turmeric etc.). Indian Patent Act, 1970 and its amendments. Patent infringements and publication ethics.

### BOOKS:

1. Recombinant DNA safety guidelines (January1990), Department of Biotechnology, Ministry of Science & Technology, Government of India, New Delhi.
2. Revised guidelines for research in Transgenic plants (August 1998), Department of Biotechnology, Ministry of Science & Technology, Government of India, New Delhi.
3. Patents ,Subbaram N., (2003), , Pharma Book Syndicate, Hyderabad.
4. IPR, Biosafety and Bioethics by Deepa Goel & Shomini Parashar, Pearson Publication, 2013.

Metric No. 1.3.1

Department of Microbiology includes Bioethics in their Postgraduate syllabus. The Postgraduate Board of Studies of Microbiology introduced Bioethics portion in the Ability Enhancement Course Curriculum (AECC) of Semester 1. The portion of the syllabus includes professional ethics used in case of gene therapy, human trial in genome project, patent infringement and publication ethics.

## HONOURS DSE4: LITERARY THEORY

### 1. MARXISM

Marxist model of society- Base & Superstructure  
Marxist Literary Criticism  
Leninist Marxism/Vulgar Marxism  
Engelsian Marxist Criticism/ Russian Formalism  
Gramsci - Rule vs Hegemony  
Althusser - Ideology; State power/ Repressive structures; State Control/ State

### 2. FEMINISM

What is feminism  
Difference between 'feminist', 'female', and 'feminine'.  
Feminist literary theory  
Elaine Showalter  
Julia Kristeva  
Three Phases of Women's Writings  
Gynocriticism  
Ecriture Feminine

### 3

Saussure  
Signs  
Signifier/Signified  
Langue and Parole  
Poststructuralism

Difference between Structuralism and Poststructuralism

### 4. POSTCOLONIALISM

The Imperial Turn: Gandhi, Anti-colonial Struggle and the Early Postcolonial  
Frantz Fanon and the Psychopathology of Colonialism  
Aimé Césaire, Leopold Senghor and Negritude  
Edward Said, Orientalism and the Postcolonial Moment  
Homi Bhaba, Mimicry and Hybridity in Postcolonialism  
Colonial Discourses and English Studies  
The Literature of Empire  
Language and Imperialism

Recommended texts:

Beginning Theory, Peter Barry, Viva Books, New Delhi, 3<sup>rd</sup> Edition

Contemporary Literary and Cultural Theory, Pramod K. Nayar, Pearson, 46<sup>th</sup> Impression, 2022

**UNIT I: Anthropology of Organization / Organizational Anthropology & Business**

**Anthropology:**

Concepts, Aim & Scope of anthropological study of Business Organization; Organizational behaviour / Culture of Business Groups –Structure, Status & Role, hierarchy; Organizational Ethnography; Cultural Audit; Market Consultants.

**UNIT II: Anthropology of Tourism:**

Anthropology of Tourism: Definitions & concepts, Subject matter, Aim & scope; Tourism/ Leisure Travel: Definitions & concepts; Significance of studying tourism in Anthropology; Anthropological interventions in tourism studies Socio-cultural domain of Tourism; Different forms/types of Tourism with special emphasis on Rural tourism, Urban tourism, Cultural Tourism, Art tourism, Ecotourism/Sustainable tourism, Indigenous tourism, Sports/Adventure tourism: basic concepts, subject matters & anthropological perspectives only ; Tourism & Heritage conservation; Eco-tourism/Sustainable tourism: concepts, nature , principles & possibilities; Ecotourism & Sustainable development: Case studies Tourism Impact Analysis: Economic, Social & Environmental.

**UNIT III: Anthropology and Human Rights:**

Definition, Concepts and constitutional dimension of Human Rights; Laws & Institutions, Anthropological approach to study human Rights; Human Rights & Morality; Human Rights of Marginalized Groups; Gender & human Rights; Human Rights Movement in India.

**Learning Outcomes**

1. This course deals with the understanding of business and organization as well as rule governed behaviour under the purview of business/organizational anthropology. In the present day dynamic world students can understand the sociocultural dimension of global business network through discourse along with business issues, business group, organizational structure, change diversity and globalization
2. This course also throws lights on the important area of tourism and its sustainability.
3. The other part of the course consists of the most relevant issue of society i.e. Human rights students can conceptualised the state as the fundamental task to create and effort adequate protection of people along with the realization of human rights.
4. The other two units also throw to other pertinent issues like communication and globalization.

**Texts:**

1. Basu Roy, 2015. Tourism: An Analytical approach. Kolkata: Book Bazar
2. Swain, S.K. & J.M. Mishra.2012. Tourism: Principles & Practices. New Delhi: Oxford University Press.
3. Dodd, J & V. Sharma.Ed.2012.Leisure & Tourism: Cultural Paradigms. New Delhi: Rawat
4. Jamal.T & M. Robinson.Ed.2009.The Sage Handbook of Tourism.New Delhi: Sage.
5. Smith.M.et al.2010.Key Concepts in Tourist Studies. New Delhi: Sage.
6. Badan, B.S. H. Bhatt.2007. Ecotourism. New Delhi: Commonwealth Publishers.
7. Singh, A.K.Ed.2008. Tribal Development in India. New Deldi: Serial Publications.
8. Singh, A.K. & P.Patil.Ed. 2007. Man in Biosphere. New Delhi: Gyan Publishing House.
9. Nanjunda,D.C.2010. Contemporary Studies in Anthropology. New Delhi: Mittal Publ
10. Miller. B. 2011. Cultural Anthropology. New Deldi: PHI Learning.
11. Cole, J.B.1988.Anthropology for the Nineties. New York: The Free Press.
12. Barnard, A.2010. The Routledge Encyclopedia of Social & Cutral Anthropology.

## DSE-3B Ecology, Culture and Society

(4 credit)

### Unit-1 Ecological Anthropology/ Environmental Anthropology & Sustainable Development:

Definitions, Concepts, Theoretical approaches of Cultural Ecology – concepts of Steward, Barth, Rappaport, Vyada; Applications of the Cultural Ecological Method; Concepts of Ethnoecology, Historical & Political Ecology.

### Unit-2 Rural Anthropology:

Definitions, Subject matters, Aim & Scope; Concepts of Rural & Folk culture; Village as rural society & culture; Village Community: Definitions, concepts and features; Indian Village Community: Brief outline; Forms of Villages; Rural Stratification: Caste and Class Structure; Panchayati raj: Concepts and Features of Social Structure and Village Panchayats; Impact of Panchayati Raj on Rural India; Rural Society in Transition; Village Studies in India and its Significance; Rural Society and Culture in India; Impact of Market / Industrial Economy on India's Villages; Social Change in Village / Rural India.

### Unit-3 Urban Anthropology:

Definitions, Aim & Scope and Theoretical approaches of Urban Anthropology; Concept, Distinctiveness & Characteristics of Urban, Urbanization & Urbanism; The socio-cultural process of urbanization; Folk – Urban Continuum; Urban space as cultural space & settlement system, example with case studies from empirical observation; Comparative Urbanism: The City & culture; Cities & Urban life: concepts, features & socio-cultural issues; Social organization of Indian Cities; City in Global perspective; Anthropological perspective of Urban Development & Planning.

### Unit-4 Anthropology of Gender & Ethnicity

Gender: definitions & concepts, Anthropological perspective; Concepts & Approaches of studying Gender; Gender Culture & History: Gender socialization, Gender construction, Family & gender construction; The issues of gender participations in economy, education & politics; Cultural construction of Gender in Tribal, Rural and Urban Contexts in India.

Ethnicity: definitions, concepts, and anthropological perspectives & issues; Anthropological approaches to the study of Ethnocentrism & ethnicity; Ethnic classifications & stereotypes, boundary maintenance, levels, cultural problems & issues; Ethnic Groups & Boundaries; Ethnic identity & ideology: Ethnicity, history & culture; Minorities & the State: Identities & Culture: Ethnic Mobility; The paradox of Multiculturalism, liberal issues & multiethnic societies: anthropological perspectives: Ethnic movements in India; Future of Ethnicity research in Anthropology.

### UNIT 5: Anthropology of Aging

Gerontology – History & Development of Gerontological studies in India; Concept of Aging; Anthropological Approaches to the study of Aging and Social Gerontology; Demography of Aging; Socio-Economic and Health Implication of Population Aging in India.

### Learning outcomes:

1. This course contains some relevant sociocultural issues of the day to day life like Ecology, Gender, Ethnicity and Aging.
2. The study of interrelationships among human beings, culture in the ecological settings, is the vital as well as thrust area of this course.

*A Project Work On*  
*'Performance of Women SHGs In India*  
*with special reference to Eastern Region'*  
*As a partial fulfillment of B. Sc. degree*

**West Bengal state university**



लक्ष्यं विश्वमानम्

SUBMITTED BY: **SARMISTHA BANERJEE**

**B.Sc. 3<sup>RD</sup> YEAR**

**ROLL NO: 314211305304 REG NO: 10811144214000263**

**Bidhannagar college**

**EB-2, SECTOR-1, SALT LAKE CITY, KOLKATA-700064**

**MARCH 2014**

## APPROVAL FORM

NAME OF THE CANDIDATE : SARMISTA BANERJEE  
ADDRESS OF THE CANDIDATE: PALTA  
REGISTRATION NO. : 108111 AA21 4000 263  
ROLL NO. : 314211 305304  
NAME OF THE PROJECT : PERFORMANCE OF WOMEN SHGS  
SUBJECT : ECONOMICS  
NAME OF THE GUIDE :

1. Dola Chattopadhyay.
2. Sudishna Chattopadhyay
3. Jina Barua -
4. Moumita Basu

(Signature of the student)

(Signature of the Guide)

*Dola*

*Amrit K. Roy choudhury.*

(Signature of the In-charge

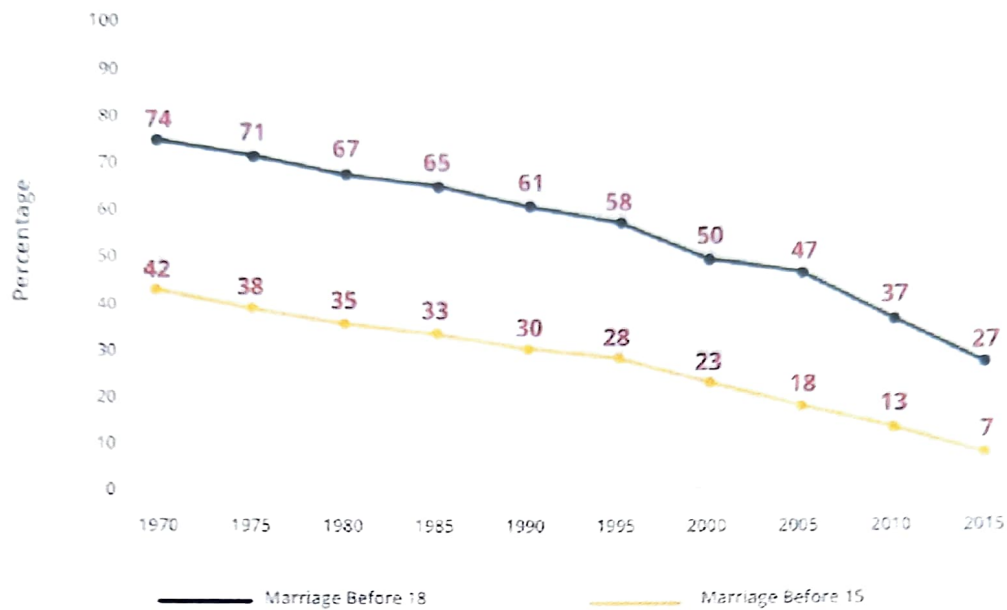
(Signature of the External External)

Of the department)



## AN INSIGHT INTO THE CAUSES OF CHILD MARRIAGE IN INDIA:

**Exhibit 5.1.** Percentage of women aged 20–24 years who were married before the ages of 15 and 18  
Source: UNICEF projections using NFHS estimates



A dissertation submitted in partial fulfillment of the requirements for the degree of Bachelor in Science (Honours in Economics) of Bidhannagar college

Session: 2020-2023

By :

Stotropama Bandyopadhyay

Registration number:1082021400215

Roll no.6232125-14650

Paper code :ECOADSE02P

## **CERTIFICATE**

This is to certify that the thesis entitled, "AN INSIGHT INTO THE CAUSE OF CHILD MARRIAGE IN INDIA" being submitted by Stotropama Bandyopadhyay to the Bidhannagar College, under West Bengal State University, Barasat, for the award of the degree of Bachelor of Science (Honours) in Economics is a record of bonafide research work carried out by her.

The matter presented in this thesis has not been submitted for the award of any other degree of this or any other institution.

(Stotropama Bandyopadhyay) Candidate *stotropama Bandyopadhyay*

This is to certify that the above statement made by the candidate is correct to the best of my knowledge.

Date: *09/08/2023*

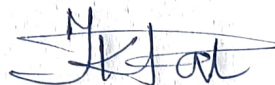


PROJECT SUPERVISOR

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Govt. of West Bengal

# Women Education in India with Special Emphasis on Rural Sector



**NAME – JAITA PAUL**

**ROLL – 6232125 NO. – 14639**

**REGISTRATION NO. – 1082021600211**

**BIDHANNAGAR GOVERNMENT COLLEGE**

# Approval Form

**NAME OF THE CANDIDATE :** Taita Paul

**ADDRESS OF THE CANDIDATE :** A/32, Government Strs. Shyammagar

**Topic:** Women Education in India with  
Special Emphasis on Rural Sector.

**REGISTRATION NO. :**

**ROLL NO. :** 6232125 14639

**NAME OF THE PROJECT :**

**SUBJECT :** Economics

**NAME OF THE GUIDE :**

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Assistant Professor  
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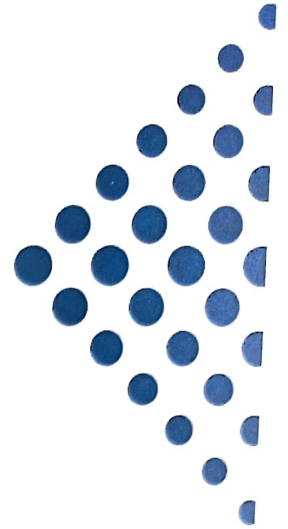
**(Signature of the In-charge of**

**(Signature of the External)**

**the department)**

Associate Professor  
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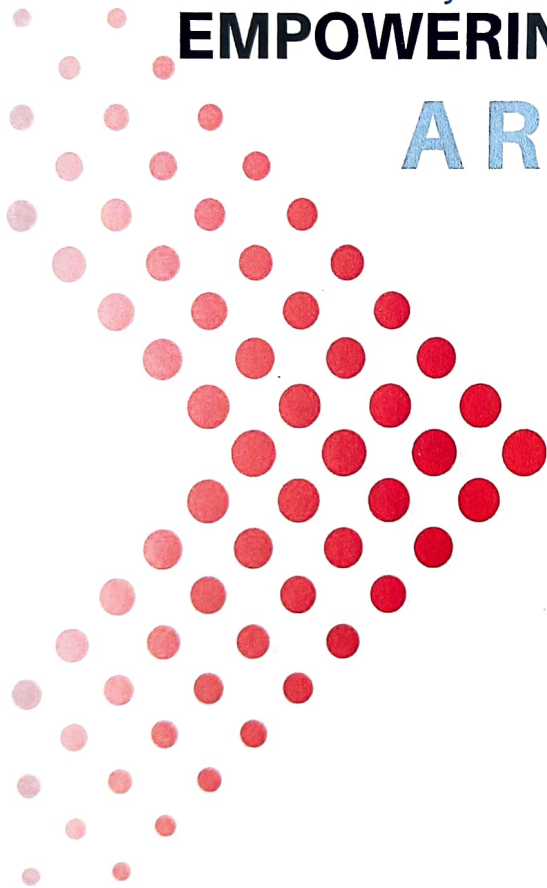
BIDHANNAGAR COLLEGE  
WBSU,  
Year 2023



Adarsh Chakraborty

**EMPOWERING WOMEN IN INDIA:**

**A REVIEW**



Roll number: 6231125 - 14643  
Registration Number: 1082011400205

# ACKNOWLEDGEMENT

I, Adarsh Chakraborty, want to express my gratitude to everyone who supported and helped me while working on this project. I am indebted to all my professors and thank them for guiding and correcting various documents of mine with attention and care. I take this opportunity to express my gratitude and regards to my supervising professor, Dr. Sudip Kumar Ghosh, along with Dr. Tapas Kumar Pal (Head of the department), and associate professor Dr. Tina Barma for their exemplary guidance, monitoring and constant encouragement for the completion of this project work entitled "**Empowering Women in India: A Review**". I also extend my heart felt thanks to my family members and well wishers for their unwavering support, guidance, and assistance which was invaluable throughout this journey.



Head of the Department  
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Supervising Professor  
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### CC-3 Social-Cultural Anthropology-I (4 Credit)

**UNIT – I:** Introducing Social-Cultural Anthropology: Definitions; Post-war development & Subfields; Distinctive Features; Approaches of Study; Nature & Position of Social-Cultural Anthropology- Global & Indian Contexts.

**UNIT – II:** Components of Culture: Material & Nonmaterial Culture, Values, Beliefs, Norms, Symbols; Ideal vs. Real Culture - Definitions, Concepts & Illustrations; Concepts of Subculture: Micro & Macro-culture; Levels of Culture: Regional, National, & Global

**UNIT – III:** Approaches of studying culture: Culture as evolutionary perspective; historical phenomenon or process; functionally related system; personality configuration; cognitive system; structural system; symbolic systems(as advocated by C.Geertz, D.Schneider); adaptive systems; Global World system.

**UNIT- IV:** Multiple Cultural Worlds: Class, Race, Ethnicity, **Gender**, Age, Region, & Institution-Definitions & Concepts.

**UNIT – V:** The Core Concept of Culture: Brief Outline of the basic characteristics of Culture – How culture is learned, shared, transmitted; Culture vs. Nature; Culture as an adaptive process; integrated mechanism; culture as symbols; and dynamics of culture and globalization.

**UNIT – VI:** Approaches of research in cultural anthropology: a brief outline of ethnography, ethnology, within culture comparison, regional culture comparison, cross-cultural comparison, ethnohistory.

#### Learning Outcomes:

1. The course shares an interest in subject matter, distinguishing features and development of the major sub field
2. It throws light on various components attributes, concepts of the core area of culture
3. The students also have to acquire a sound knowledge on ethnographic approach as the mainstay of the subfield

#### Text

1. Ember, CR with M Ember and PN Perigrine 2002. *Anthropology* 12th ed. New Delhi: Pearson Education
2. Ferraro, G. 1995. *Cultural Anthropology: An Applied Perspectives*. New York: West Pub.
3. Herskovits, MJ. 1956. *Cultural Anthropology*. New Delhi: Oxford IBH
4. Kottak, CP. 2004. *Cultural Anthropology*. New York: McGraw Hill
5. Scupin, R. 2004. *Cultural Anthropology: A Global Perspectives*. New Jersey: Prentice Hall
6. Banerjee, BN and A Sarkar 2002. *Fundamentals of Social and Cultural Anthropology*. Kolkata: Firma KLM.
7. Bates, DG. 1996. *Cultural Anthropology*. Allyn & Bacon, USA
8. Dash, KN. 2004. *Invitation to Social and Cultural Anthropology*. New Delhi: Atlantic Publication
9. Doshi, SL. And PC Jain 2001. *Social Anthropology*. New Delhi: Rawat Publication
10. Goody, WJ. 2007. *The Family*. New Delhi: Prentice Hall
11. Kessing, R. 2000. *Cultural Anthropology*. Chicago: Univ. of Chicago Press
12. Mair, L.1972. *An Introduction to Social Anthropology*. Oxford: Clarendon Press
13. Millar, Barbara D. 1999. *Cultural Anthropology*. Allyn & Bacon, USA
14. Miller, ES and CA Weitz 1979. *Introduction to Anthropology*. New Jersey: Prentice Hall
15. Nanda, S. and RL Warms 2002. *Cultural Anthropology*. New York: Wadsworth Thomson Learning
16. Scupin, R. and C DeCorse 2005. *Anthropology: A Global Perspectives*. New Delhi: Prentice Hall

## CC-12 Research Methodology (4 credit)

Unit-I: Concept and types of Research, Methodology, Methods and techniques; Philosophical foundation; Research process- Research problem, Literature review, Hypothesis, Research design; Sample and Sampling(design and types), Data collection, Analysis, Interpretation and Report writing; Importance and fundamentals of Research methodology in Anthropology.

Unit-II: Research Design: Exploratory, Descriptive and Diagnostic.

Unit-III: Methods of Data Collection: Observation, Interview, Case Study, Genealogy, Questionnaire, Schedule, and Post Modern Ethnographic Methods and techniques.

Unit IV: Introduction to Biostatistics: definition, scope and importance of biostatistics, Relationship between biostatistics and anthropology, sampling techniques, collection and classification of data.

Unit V: Field Archaeology- Basic Ideas, Theoretical background; Archaeological Sites-Process of formation and transformation; Exploration- Study of maps, Ground Survey, Aerial Photography, Geo-physical survey, Geo-chemical survey; Recording Archaeological sites- written description, mapping, photography; Excavation- planning, permission, site safety, staff, equipments, logistics etc; Digging of archaeological site- different sites and excavation methods, recording, stratigraphy, recovery and preservation of artifacts and ecofacts, mapping, written and photographic documentation; Publishing a report- archaeological illustration, mapping, writing a report and publication.

Unit V: Statistical analyses: measures of central tendency and dispersion, test of significance and confidence, chi-square, student's t-test, analysis of variance, correlation and regression.

Unit-VI: Analysis of Data: Qualitative and Quantitative data; descriptive and inferential statistics Report Writing: Styles and Steps, Reference styles

Unit-VII: Ethical issues in Research- History, AAA, ICMR, basic principles, Ethics committee, Informed consent, Indigenous and other vulnerable groups; Plagiarism, Authorship

### Learning Outcomes

The students will learn about

1. fieldwork and its relationship with anthropology.
2. preparing for fieldwork and selection of field site.
3. various methods and techniques of data collection.
4. use statistics in anthropological research and draw inferences.

### Text

1. Bernard, HR 2006. *Research Methods in Anthropology*, New Delhi: Rawat Publications.
2. Clifford, J and G.E. Marcus 1990. *Writing Culture: The Poetics and Politics of Ethnography*, New Delhi: Oxford University press
3. Kothari CR 2000 *Research Methodology: Methods & Techniques*. New Delhi: Wishwa Prakashan
4. Madrigal Lorena 1998 *Statistics for Anthropology*. Cambridge: Cambridge University Press Pvt. Ltd.
5. Yin, R.K. 2009. *Case study research: design and Methods*, New Delhi: Sage Publications.
6. Young, P.V. 1966: *Scientific Social Surveys and Research*, New Delhi: Prentice Hall of India



**ANTACOR10T: RESEARCH METHODOLOGY**  
**Theory** **Credit- 4**

**Unit – I:** Approach to Anthropological Research: Concept, overview and nature.

**Unit – II:** Research Design:

1. Definition & types of Research: Descriptive Research, Analytical Research, Exploratory Research, Explanatory Research, Diagnostic Research, Operational Research; Survey and ethnography.
2. Logical premises: Abductive, Inductive & Deductive.
3. Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis.
4. Types of Research Design: Experimental, Longitudinal, Cross-sectional, Case study, Case control study.
5. Sampling: types and uses.
6. Major Approaches in Research Methods: Synchronic & Diachronic, Etic & Emic, Comparative and Historical.
7. Qualitative research and quantitative research, their relationship and uses in anthropology.

**Unit – III:** Tools and techniques of data collection:

1. Techniques of rapport establishment: identification of representative categories of informants, maintenance of field diary and logbook.
2. Technical aspects of preparing questionnaire and interview schedule
3. Standardization of validity, sensitivity and reliability factors of the applicable tools
4. Observation - Direct, Indirect, Participant, Non-participant, Controlled.
5. Interview - Structured and unstructured, Focused Group Discussion.
6. Genealogy, Case Study and life history.

**Unit – IV:** Ethics of Research:

1. Identify, define, and analyze ethical issues in the context of research on human participant
2. Importance of consent, privacy and confidentiality in research

**Unit – V:** Data Analysis:

1. Nature of data: Quantitative and Qualitative; Discrete and Continuous variables; Tabulation of Data - Frequency distribution, Class interval and Class limit, Cumulative and relative frequencies; Graphical representations.
2. Data distribution: normal and others, z-distribution.
3. Measurements of Central tendency (Arithmetic Mean, Median, Mode) and Dispersion (Range, Variance, SD and SE of Mean), inferential statistics (Chi-square and students't-test).

**Unit – VI:** Writing Up:

1. Chapterization, preparing a text for submission and publication, concepts of preface, notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography (annotated) and references cited, review and index.

**ANTACOR10P: RESEARCH METHODOLOGY**  
**Practical** **Credit- 2**

**Unit – I:** Project proposal writing - statement of the problem, hypothesis and objectives, study design, proposed analyses and expected outcomes and utility.

**Unit – II:** Calculation of statistical measures from secondary data set as mentioned in Unit V, ANTACOR10T by software (any statistical software available with the Department).

## GEOACOR10T—Environmental Geography ✧

4 Credits, 50 Marks [60 classes]

### Concepts

1. Geographers' approach to environmental studies HKD
2. Concept of holistic environment and systems approach HKD
3. Ecosystem: Concept, structure and functions DCD HKD
4. Space-time hierarchy of Environmental problems: Local, regional and global SS

### Environmental problems and policies

5. Environmental pollution and degradation: Land, water and air DCD RK
6. Urban environmental issues with special reference to waste management SS
7. Environmental policies – National Environmental Policy, 2006, Earth Summits (Stockholm, Rio, Johannesburg) RK
8. Global initiatives for environmental management (special reference to Montreal Protocol, Kyoto Protocol, Paris Climate Summit) RK

### Reading List

- Basu, R. and Bhaduri, S. (Eds) 2007. Contemporary Issues and Techniques in Geography, Progressive Publishers.
- Chandna, R.C. 2002. Environmental Geography, Kalyani Press.
- Chapman, J.L., Reiz, M.J. 1993. Ecology: Principle and Applications, Cambridge University Press.
- Cunningham, W.P., Cunningham, M.A. 2004. Principals of Environmental Science: Inquiry and Applications, Tata Macgraw Hill.
- Gilpin, A., 1994. Environmental Impact Assessment: Cutting Edge for the 21st Century, Cambridge University Press.
- Goudie, A. 2001. 2013. The Human Impact on the Natural Environment: Past, Present, and Future, 7th ed, Wiley-Blackwell.
- Miller, G.T. 2004. Environmental Science: Working with the Earth, Thomson Brooks.
- Odum, E.P., Barrett, G.W. 2005. Fundamentals of Ecology, Ceneage Learning.
- Raven, P.H., Hassenzahl, D.M., Hager, M.C., Gift, N.Y., Berg, L.R. 2015. Environment, 9th ed, Wiley.
- Sharma, P.D. 2011. Ecology and Environment, Rastogi Publications.
- Singh, S. 2013. Environmental Geography, PrayagPustakBhawan.
- Withgott, J.H., Laposata, M. 2017. Environment: The Science behind the Stories, 6th ed, Pearson.

## GEOACOR10P—Environmental Geography ✧

2 Credits, 25 Marks [60 classes]

1. Preparation of questionnaire for perception survey on environmental problems SD
2. Preparation of check-list for Environmental Impact Assessment of an urban / industrial project SS
3. Interpretation of air quality using CPCB / WBPCB data SS

### Reading List

Gilpin, A., 1994. Environmental Impact Assessment: Cutting Edge for the 21st Century, Cambridge University Press.

#### WEBSITES:

BBC – Science & Environment: [www.bbc.com/news/science\\_and\\_environment](http://www.bbc.com/news/science_and_environment)

Central Pollution Control Board: [www.cpcb.nic.in](http://www.cpcb.nic.in)

Centre for Science and Environment: [www.cseindia.org](http://www.cseindia.org)

Ministry of Environment, Forest and Climate Change: [www.envfor.nic.in](http://www.envfor.nic.in)

The Energy and Resources Institute: [www.teriin.org](http://www.teriin.org)

The World Bank – Environment: [www.worldbank.org/en/topic/environment](http://www.worldbank.org/en/topic/environment)

United Nations Environment Programme: [www.unenvironment.org](http://www.unenvironment.org)

West Bengal Pollution Control Board: [www.wbpcb.gov.in](http://www.wbpcb.gov.in)

## GEOHGEC04T – Environmental Geography ✧

6 Credits, 75 Marks [90 classes]

### Concepts

1. Environmental Geography: Concepts and Approaches;
2. Human-Environment Relationship in equatorial, desert, mountain and coastal regions
3. Concept of holistic environment and system approach
- SD 4. Ecosystem: Concept, structure and functions

### Environmental problems and policies

- SS 5. Environmental Problems and Management: Air Pollution; Water pollution; Biodiversity Loss; Solid and Liquid Waste.
6. Environmental problems and management: Desertification and soil erosion
7. Environmental Programmes and Policies: Developed Countries; Developing Countries.
8. New Environmental Policy of India.

### Reading List

- Casper J.K. (2010) *Changing Ecosystems: Effects of Global Warming*. Infobase Pub. New York.
- Hudson, T. (2011) *Living with Earth: An Introduction to Environmental Geology*, PHI Learning Private Limited, New Delhi.
- Miller, G.T. (2007) *Living in the Environment: Principles, Connections, and Solutions*, Brooks/ Cole Cengage Learning, Belmont.
- Singh, R.B. (1993) *Environmental Geography*, Heritage Publishers, New Delhi.
- UNEP (2007) *Global Environment Outlook: GEO4: Environment For Development*, United Nations Environment Programme. University Press, Cambridge.
- Wright R. T. and Boorse, D. F. (2010) *Toward a Sustainable Future*, PHI Learning Pvt Ltd, New Delhi.
- Singh, R.B. and Hietala, R. (Eds.) (2014) *Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India*. *Advances in Geographical and Environmental Studies*, Springer

# GEOADSE06T – Resource Geography ✧

75 Marks, 6 Credits [90 classes]

## Unit I: Resource and Development

1. Natural Resources: Concept and classification
2. Approaches to Resource Utilization: Utilitarian, Conservational, Community based adaptation
3. Significance of Resources: Backbone of Economic growth and development
4. Pressure on resources. Appraisal and Conservation of Natural Resources
5. Problems of resource depletion—global scenario (forest, water, fossil fuels).
6. Sustainable Resource Development

## Unit II: Resource Conflict and Management

7. Distribution, Utilisation, Problems and Management of Mineral Resources: Bauxite and Iron Ore.
8. Distribution, Utilisation, Problems and Management of Energy Resources: Conventional and Non-Conventional
9. Contemporary Energy Crisis and Future Scenario
10. Limits to Growth and Sustainable Use of Resources; Concept of Resource sharing: Water

## Reading List

- Chiras, D.D., Reganold, J.P. 2009. Natural Resource Conservation: Management for a Sustainable Future, 10th ed, Pearson.
- Cutter, S.N., Renwick, H.L., Renwick, W. 1991. Exploitation, Conservation, and Preservation: A Geographical Perspective on Natural Resources Use, John Wiley and Sons.
- Gadgil, M., Guha, R. 2005. The Use and Abuse of Nature: Incorporating This Fissured Land: An Ecological History of India and Ecology and Equity, Oxford University Press.
- Gregory, D., Johnston, R., Pratt, G., Watts., Whatmore, S. (Eds) 2009. The Dictionary of Human Geography, 5th ed, Wiley.
- Holechek, J.L.C., Richard, A., Fisher, J.T., Valdez, R. 2003. Natural Resources: Ecology, Economics and Policy, Prentice Hall.
- Jones, G., Hollier, G. 1997. Resources, Society and Environmental Management, Paul Chapman.
- Klee, G. 1991. Conservation of Natural Resources, Prentice Hall.
- Mather, A.S., Chapman, K. 1995. Environmental Resources, John Wiley and Sons.
- Mitchell, B. 1997. Resource and Environmental Management, Longman Harlow.
- Owen, S., Owen, P.L. 1991. Environment, Resources and Conservation, Cambridge University Press.
- Rees, J. 1990. Natural Resources: Allocation, Economics and Policy, Routledge.

# VALUE & PEACE EDUCATION

(EDPCOR13T)

DEPARTMENTAL -13

CREDIT - 4

MARKS - 50

Course outcomes (C.O):

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

- develop the concept, need and importance of Value and Peace Education.
- acquaint with the nature & concept of value Education.
- acquaint with the nature & concept of Peace Education.
- understand the approaches to Education in value and peace.

## Unit - 1: General ideas on Value & Peace Education

- (i) Historical Perspectives of value & Peace Education.
- (ii) Values in Indian Culture.
- (iii) Need & importance of Education for Peace.
- (iv) Values & Peace in the Socio- cultural context in India.

## Unit - 2: Nature & Concept of Values in Education.

- (i) Values – Concept & types.
- (ii) Value Education – Concept, Nature & Importance.
- (iii) Democratic & Universal Human Values – Concept, Nature & Importance.
- (iv) Human Values – Indian Context.

## Unit - 3: Nature & Concept of Peace Education.

- (i) Peace – Concept & Characteristics.
- (ii) Peace Education - Concept, Nature & Importance.
- (iii) International understanding and Peace – Functions & Importance of UNESCO & Role of Education.
- (iv) Persons Propagating Peace – Nelson Mandela & Mother Teresa.

## Unit - 4: Approaches to Education in Relation to Value & Peace

- (i) Learning experiences in values through Imitation, Indoctrination, Inculcation and Internalization.
- (ii) Learning experiences in Peace through Imitation, Inculcation and Internalization.
- (iii) Approaches promoting values among Individuals.
- (iv) Approaches promoting Peace among Individuals.



## ANTACOR12T: ANTHROPOLOGY IN PRACTICE

Theory

Credit: 4

**Unit – I: Applied Anthropology:** Definition, Aim and scope; Applied, Action and Development Anthropology – Definition and Distinctiveness; Historical Development and Empirical examples from projects. Overview on Modernization, Dependency and World Systems Theory of Development Issues.

### Unit – II: Role of Anthropology in Development:

1. Introduction to the Concepts of Development Anthropology & Anthropology of Development; **Sustainable Development – Meaning, Characters Concept of Development and Welfare;**
2. Development of tribal communities in India in relation to Economic, Social, Educational, Health & Environmental concern (Development programmes); Role of NGOs in Development Anthropology.

**Unit – III: Constitutional Provisions and Human Rights:** Constitutional Safeguards for SC's, ST's & OBC's; **Human Rights – Definition, Characters, Constitutional Provisions related to Human Rights; International citizen's chartered on Human rights;**

United Nation's Millennium Development Goal; Composition and function of International, National and State Human Right Commission; Human rights of special category and marginal groups & child.

**Unit – IV: Anthropology and Development in Indian Context:** Major tool used in rural development and management – Rapid Rural Appraisal and Participatory Rural Appraisal; Local self Government (Constitutional provisions, Composition, Electoral Process, Membership, Functions, importance in decentralization of power) - Rural (*Panchayati Raj System*), Urban (Municipality and Municipal Corporation).

**Unit – V: Managing the past:** Threats to Archaeological Remains (Global and Regional); Protection of Archaeological Remains - Laws (UNESCO and Indian Penal Provisions); Presenting the Past - The Political Use of Archaeology, Archaeology and Land Rights, Archaeology and Identity.

## ANTACOR12P: ANTHROPOLOGY IN PRACTICE

Practical

Credit: 2

**Unit – I:** A Project on Evaluation of any one Development Programme – Aim and Objective, Constitutional Provision, Concept and Functionaries, Available Data and any other relevant issues. (based on secondary data source) **OR** any Heritage Management Programme - Students will visit nearest heritage building/ cemeteries/ monuments and evaluate stages of preservation and maintenance, mode of protection and preservation of heritage buildings and shall have empirical idea on heritage protection and management.

**Unit – II:** Student will visit nearest Gram Panchayat or Municipality Office and collect information about the Composition of the Board, Different Stake holders, Functionary Mechanism, various Developmental and Welfare Programmes adopted, Special initiatives taken by the body for the area under its jurisdiction and any other relevant anthropological issues.

**N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.**

### Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about how anthropology originated and evolved in India.