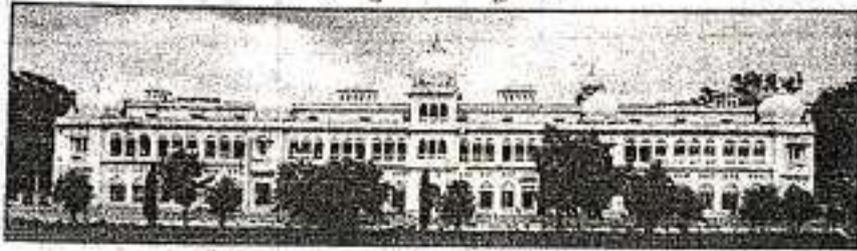




लखनऊ विश्वविद्यालय

UNIVERSITY OF LUCKNOW

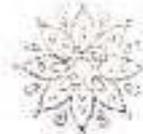
Lucknow -226007 (U.P.) India



Department of Anthropology



Syllabus for two Year Postgraduate
programme in Anthropology



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NEP

Master of Arts (M.A.) Master of Science (M.Sc.)

Anthropology

2025-26

Year	Semester	Paper Code	Paper Title	Credits	Total
1	Semester 1	ANTHRO-CC501	Social Anthropology I	4	20
		ANTHRO-CC502	Physical Anthropology I	4	
		ANTHRO-CC503	Ethnographic Research	4	
		ANTHRO-CC504	Practical (Human Osteology)	4	
		ANTHRO-CC505	Museology	2	
		ANTHRO-VAC-506	Anthropological Legacy and Indian Knowledge System	2	
	Semester 2	ANTHRO-CC521	Social Anthropology II	4	20
		ANTHRO-CC522	Physical Anthropology II	4	
		ANTHRO-CC523	Archeological Anthropology	4	
		ANTHRO-CC524	Practical (Physical Anthropology)	4	
		ANTHRO-CC525	Practical (Social Anthropology)	2	
		ANTHRO-IDC526	Epidemiology and Public Health	2	
2	Semester 3	ANTHRO-CC551	Research Methods and Techniques	4	20
		ANTHRO-CC552	Indian Anthropology	4	
		ANTHRO-CC553	Ecological Anthropology	4	
		ANTHRO-EC-554 A	Theoretical Principles in Social-Cultural Anthropology	4	
		ANTHRO-EC-554 B	Advance Human Genetics		
		ANTHRO-EC-554 C	Development Anthropology		
		ANTHRO-EC-555 A	Practical (Social Anthropology)	2	
		ANTHRO-EC-555 B	Practical (Physical Anthropology)		
		ANTHRO-EC-555 C	Practicing Anthropology		
		ANTHRO-IN-556	Internship	2	
Semester 4	ANTHRO-CC-571	Tribal Anthropology	4	20	
	ANTHRO-EC-572 A	Medical Anthropology	4		
	ANTHRO-EC-572 B	Perspective in Paleoanthropology			
	ANTHRO-EC-572 C	Performing Arts			
	ANTHRO-EC-573 A	Practical (Social Anthropology)	4		
	ANTHRO-EC-573 B	Practical (Advance Osteometry and DNA Analysis)			
	ANTHRO-EC-573 C	Digital Anthropology			
	ANTHRO-SEC-574	Thesis /Dissertation	8		
			Total Credits	80	

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Historical background of the Department

The Anthropology Department of Lucknow University is one of the third oldest Departments in the country. Initially from 1928 to 1950 anthropology was taught by late Prof. D.N. Majumdar in the Department of Economics and later in Sociology as a Postgraduate optional paper, but with its increasing popularity a separate department was founded in 1951 and introductory course was begun in B.A. later M.A. consisting of papers each on Prehistory, Physical Anthropology and Cultural anthropology. At that time the greatest task before the department was to train young academically minded people in an entirely novel profession in such a way as to benefit the peoples of state and the country. But in due course of the journey of 65 years with its world fame stalwarts have been produced and a galaxy of anthropologists widely known as "Lucknow School of Anthropology" established thereafter. The number of students has been increased continuously from 15 in B.A. and M.A. to 32 at Ph.D., 62 at P.G. and 245 at U.G. levels. The degrees in science i.e. B.Sc. and M.Sc. have been introduced by Prof. Gopala Sarana, Former Head of the Department, apart from initial courses on B.A. and M.A. of the department. In the meantime several other self-financing courses were also added by former heads of the department i.e. Prof. B.R.K. Shukla, Prof. Banvir Singh, Prof. Indu Sahai, and Prof. Nadeem Hasnain between 1995 and 2012 but they could not survive due to the challenges of the job market. However, M.A. / M.Sc. program in Forensic Science could successfully be added with 20 seats in 2015 which has tremendous impact in the market and fulfils the current need of the nation.

As a subject Anthropology has been offered at its 12 associated and autonomous colleges since 1960 where approximately 1000 students are studying at graduation level add its beauty and credential. The department has a list of world fame alumni students in which Prof. N. S. Reddy, Prof. S.C. Dubey, Prof. T.N. Madan, Prof. L.P. Vidyarthi, Prof. Gopala Sarana, Prof. K.S. Mathur, Prof. D.K. Sen, Prof. T.N. Pandey, Prof. R.K. Jain, Prof. V.N. Misra, Prof. J.S. Bhandari, Prof. R.S. Negi, Prof. R.S. Khare, Prof. H.S. Saxena are few pearls.

Department Highlights in terms of courses/research/sponsored programs

The Department has been actively engaged in Teaching and research in all branches of Anthropology. The Department offers courses like B.A., B.Sc., M.A., M.Sc., M.Phil. and Ph.D. Programme in Anthropology; Masters Course in Forensic Science. Several branches of Anthropology have been exclusively designed and taught to the students by our faculties. The Department has well equipped and functioning Laboratories and teachers ensure that the syllabus includes the latest development in the discipline.

About the Programs

The department is running the following Master's program

MA/MSc 2 years programme in Anthropology

MA/MSc 2 years programme in Forensic Science

MA/MSc 1 year programme in Anthropology

MA/MSc 1 year programme in Forensic Science

Introduction to CBCS (Choice Based Credit System) Choice Based Credit System:

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher Course. The uniformity in evaluation system also enable the potential employers in assessing the performance of the candidates.

← Introduction to NEP (National Education Policy)

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The National Education Policy (NEP) 2020 emphasizes a multidisciplinary, holistic, and flexible approach to education. In the field of Anthropology, NEP introduces key reforms to ensure that students develop critical thinking, research skills, and applied knowledge relevant to contemporary social and scientific challenges. This course focuses on ethnographic research, archaeological fieldwork, forensic anthropology, medical anthropology, and digital anthropology to equip students with practical skills. It also emphasise on tribal studies, indigenous knowledge systems, and put focus on community-based projects, participatory research, and real-world applications in anthropology.

Anthropology Programme Details:

The Masters in Anthropology is a two-year programme with four semesters.

About Post Graduate Attributes: The course will focus on the human development from various aspects and reasons thereof. It highlights the relationship between Biology, Culture and Environment.

About the process of course development involving various stakeholders at different stages. (Asper the notification from the University).

Programme Objectives (POs):

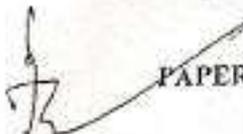
- The students of MA/M.Sc. Anthropology should learn the origin, development, branches and scope of anthropology.
- They should methodically comprehend the concepts and theories of major branches of anthropology i.e. Biological, Social-cultural and Archaeological anthropology.
- Students should be familiar with approaches, techniques, methodology and study designs commonly used in anthropological research.
- They must understand the degree of conducting population based fieldwork independently and collecting useful qualitative and quantitative data related to their research work. They should be aware of ethical principles and right to privacy and data protection.

Programme Specific Outcomes (PSOs):

- Students should have reasonable level of theoretical and practical knowledge of advance elective they have opted during this course in anthropology.
- A student of anthropology should be able to relate all the core and elective papers with each other and with overall health of populations, their relation with social and political environment of communities.
- They should achieve the efficiency in detecting the major health or social problems of society/populations and they should themselves give research based feasible solutions related any aspect of human life.
- Students should finally understand the importance of anthropological research in policy making and improving human life.

**MASTER OF ARTS (MA) / MASTER OF SCIENCE (M.SC)-
ANTHROPOLOGY**

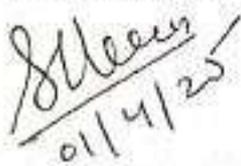
SEMESTER – I

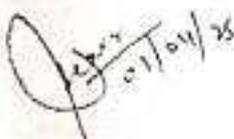
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SOCIAL ANTHROPOLOGY- I

Course Learning Outcomes:

1. The students will learn the basic understanding of the global concepts like ethnicity, globalization, diaspora, multiculturalism etc.
2. The students will also learn about social institutions like family, marriage, kinship and religion.


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3. The monograph reading component will give the students some basic idea about how cultural data are learned and presented.

Unit-I

Meaning and scope of Anthropology; divisions of Anthropology, scope of Social Cultural Anthropology and relations with other branches of anthropology, social sciences, life sciences, medical sciences and humanities. Perspectives of Social/Cultural Anthropology on Indian Knowledge Systems.

Basic understanding of the following concepts: Ethnicity, Globalization, Post- Modernism, Civil Society, Multiculturalism, Diaspora.

Unit-II

Marriage: Nature and Definitions. Contemporary situation (same sex marriage, live-in- relationship), Marriage regulations and marriage payment: dowry and bride price.

Family: Natural history of the human family, Types and functions of the family, The joint family* system in India and its changing form, Universality of the nuclear family.
Impact of urbanization, feminist movement and globalization on marriage and family in India.

Unit-III

Kinship: The idea of Kinship system and its place in social structure. Morgan's' classificatory and descriptive kinship systems. Contribution of Radcliffe-Brown and Murdock to the study of Kinship. Privileged familiarity: Joking relationship and avoidance. Descent: unilateral, bilateral and double descent system.

Residence: virilocal, uxorilocal, neolocal, natalocal, ambilocal and avunculocal. Corporate kin groups, lineage, clan and kindred. Impact of urbanization on kinship ties in India.

Unit-IV

Religion: Myth and ritual, magic, religion and science. Taboo and totemism. Religion and its relation to the other social institutions. Politicization and commercialization of religion in India

Unit-V

Compulsory Monograph reading and students have to prepare a book review of 8000 words.

Suggested Readings

1. Auge, M. 1999. An Anthropology for Contemporary Worlds. Cambridge: University Press.
2. Beattie, J. 1966. Other Cultures. London: RKP.
3. Dube, S.C. 1993. Understanding Change: Anthropological and Sociological Perspectives, New Delhi: Vikas.
4. Ember, C.R. and M. Ember. 1981. Cultural Anthropology. New Jersey: Prentice-Hall.
5. Fox, R. 1967. Kinship and Marriage. An Anthropological Perspective. Harmondsworth: Penguin.
6. Keesing, Felix. 1958. Cultural Anthropology. New York:
7. Rinehart. Kuper, A. 1999. Culture: An Anthropologist's Account. London: Harvard University Press.
8. Leach, E.R. 1961. Rethinking Anthropology. London: Athlone Press.
9. Parkin, R. And L. Stone. 2004. Kinship and Family. Oxford: Blackwell Publishers.
10. Rapport N. and J. Overing J. 2004. Key Concepts in Social and Cultural Anthropology. London: Routledge

PHYSICAL ANTHROPOLOGY -I

Course Learning Outcomes:

1. The students will learn about various theories of evolution.
2. They will learn about classification of animal kingdom and the place of man in the same.
3. They will also learn about the primate behaviour and ethology.
4. From the practical point the students will also learn how to write book reviews and will develop an insight on it.

Unit-I

Physical/ Biological Anthropology; Meaning and Scope and Relations with other branches of Anthropology and other biological, health, medical and environmental sciences. Perspectives of Biological Anthropology and Indian Knowledge Systems
Meaning of Evolution, Evolutionary facts. Theories of Organic Evolution; early thinkers – Buffon, Linnaeus, Cuvier, Lamarck, Charles Darwin and his theory of natural selection, New theories of Evolution; Neo-Lamarckism, Neo-Darwinism and Synthetic theory of Evolution, Neutral theory of Molecular Evolution

Unit-II

Evolutionary Concepts. Irreversibility, Parallelism, Convergence and Divergence, Orthogenesis and Cladogenesis, Adaptive radiation. Systematics and Taxonomy. Higher categories and concept of species.

Unit-III

Order Primate; Evolutionary Trends. Characteristics and classification: Prosimians, Anthropoidea – Ceboidea or New World Monkeys. Cercopithecoidea or old world Monkeys; Hominoidea-Pongidae or Apes and Hominidae or Genus-Homo (Homo sapiens).

Unit-IV

Primate Behaviour and Ethology: patterns of social behaviour among Non- Human Primates. Primate Adaptations – Body size, Relative Brain Size, Group size. Process of Hominization and Distinctive Human Traits– Physical traits (Locomotion, Brain Size, Teeth), Behavioural Abilities (Sexual Behaviour, Tool Making, Language) and other behavioural traits.

Unit-V

Compulsory book reading and students have to prepare a book review of 8000 words.

Suggested Readings

1. Ashley-Montagu, M.E. 1961. An Introduction to Physical Anthropology. Illinois: Charles C. Thomas.
2. Buettner-Janusch, J. 1966. Origins of Man. New Delhi: Wiley Eastern Pvt. Ltd.
3. Chaurasia, B.D. 1984. Human Osteology. New Delhi: CBS.
4. Lewin, R. 1999. Human Evolution. New York: Blackwell Science Ltd.
5. Molnar, S. 1992. Human Variation: Races, Types, and Ethnic Groups. New Jersey: PrenticeHall, Inc.
6. Montague, M.F.A. 1961. An Introduction to Physical Anthropology. Illinois: Charles C. Thomas.
7. Nystrom, P. and Ashmore, P. 2011. The Life of Primates. New Delhi: PHI Learning Pvt. Ltd.
8. Park, M. A. 1996. Biological Anthropology. California: Mayfield Publishing Company.
9. Poirier, F.E., W.A. Stini and K.B. Wreden. 1990. In Search of Ourselves: An Introduction to Physical Anthropology. 4th edition. New Jersey: Prentice Hall.
10. Sarkar, R.M. 2004. Fundamentals of Physical Anthropology. Kolkata: Book World Publishers.

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11. Shukla, B.R.K and Sudha Rastogi. Physical Anthropology and Human Genetics. Palka Publication.
12. Singh Uday Pratap, Jaivik Manavighyan. Lucknow Prakashan.

PAPER CODE: ANTHRO-CC-503

ETHNOGRAPHIC RESEARCH

Course Learning Outcomes

define qualitative research differentiate between qualitative and quantitative research explain different types of qualitative research describe the relevance of qualitative research in psychology explain the concept and importance of ethnography in qualitative research.

Unit-I

Meaning of Qualitative Research, Types of Qualitative Research, Qualitative and Quantitative Research: A Comparison and its relevance.

Unit -II

Ethnography: The Meaning, History and Development of Ethnography. Some Common Terms Used by Ethnographers. Assumptions in Ethnography. Types of Ethnographic Research. Purpose of Ethnographic Research.

Unit -III

Steps of Ethnographic Method. Ethical Guidelines in Qualitative Research. Beginnings of Ethnography a specialised skill for social science research. Essentials of Ethnography. Methodological Concerns

Unit-IV

New Trends in Ethnography. Rapid Ethnography: Meaning and Scope. Mapping. Rapid Assessment procedures, Qualitative data analysis and other ethnographic methods

Unit -V

Students have to prepare a review on any one of the ethnographies provided by the department.

Suggested Readings

1. Agar, Michael (1996). Professional Stranger: An Informal Introduction to Ethnography, Second edition. Academic Press, ISBN 0120444704.
2. Bernard H.R. (1995). Research Methods in Anthropology. Second Edition. London: Sage Publications
3. Burgess, eds., Methods of Qualitative Research, Vol. III. Thousand Oaks, CA: Sage Publications
4. Clifford, J. (1999). On Ethnographic Authority. Ch. 11 in Alan Bryman and Robert Gold,
5. Raymond L. (1997). Hammersley, Martyn, & Atkinson, Paul (1995). Ethnography: Principles in Practice, Second Ed. London: Routledge.
6. Lareau, Annette & Schultz, Jeffrey, eds. (1996). Journeys Through Ethnography: Realistic Accounts of Field Work. Boulder, CO: Westview Press.

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PRACTICAL: HUMAN OSTEOLOGY

Course Learning Outcomes:

1. Students will learn the basic and fundamental meaning of Osteology and their importance in anthropology.
2. It will also give understanding of different types of human bones and the detailed note of the bones of axial and appendicular skeleton.
3. The knowledge of age and sex determination of the human skeleton will also be imparted.

Human osteology: Meaning. Human skeleton: Anatomical terms, types of bones, major bones of axial and appendicular skeleton. Ageing and Sexing of the Human skeleton.

Suggested Readings

1. White, T. D., Black, M. T., & Folkens, P. A. (2011). Human Osteology (3rd ed.). Academic Press. A detailed and widely used reference covering skeletal anatomy, identification, and interpretation.
2. Buikstra, J. E., & Ubelaker, D. H. (Eds.). (1994). Standards for Data Collection from Human Skeletal Remains. Arkansas Archaeological Survey. Essential for data collection in bioarchaeology and forensic anthropology.
3. Mays, S. (2021). The Archaeology of Human Bones (3rd ed.). Routledge. Covers the application of osteology in archaeological contexts.
4. Larsen, C. S. (2015). Bioarchaeology: Interpreting Behavior from the Human Skeleton (2nd ed.). Cambridge University Press. Examines human skeletons in relation to diet, health, and social behaviours.
5. Scheuer, L., & Black, S. (2000). Developmental Juvenile Osteology. Academic Press.
6. Ortner, D. J. (2003). Identification of Pathological Conditions in Human Skeletal Remains (2nd ed.). Academic Press.
7. Brickley, M., & Ives, R. (2008). The Bioarchaeology of Metabolic Bone Disease. Academic Press. Discusses metabolic conditions such as rickets and scurvy in skeletal remains.
8. Roberts, C. A., & Manchester, K. (2023). The Archaeology of Disease (4th ed.). The History Press. Examines how diseases have affected human populations through time.
9. Bass, W. M. (2005). Human Osteology: A Laboratory and Field Manual (5th ed.). Missouri Archaeological Society. A practical guide for identifying and analyzing human remains.
10. Galloway, A. (1999). Broken Bones: Anthropological Analysis of Blunt Force Trauma. Charles C. Thomas. A key text on trauma analysis in forensic anthropology.
11. Byers, S. N. (2023). Introduction to Forensic Anthropology (5th ed.). Routledge. Provides an overview of forensic anthropology methods and applications.
12. Katzenberg, M. A., & Grauer, A. L. (Eds.). (2018). Biological Anthropology of the Human Skeleton (3rd ed.). Wiley-Blackwell.

PAPER CODE: ANTHRO-CC-505

MUSEOLOGY

Course Learning Outcomes:

1. Students will learn the scope and objectives of the study of museology.
2. They will also develop an understanding on the management of museums and their administrative set ups.
3. The study of museum architecture will provide them the idea of how to construct museums and their interiors.

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4. Legal provisions, museum access and safety of museums will make them know the steps to make barrier free environment.

Unit I

Definition of Museum – scope and function (aims and objectives), museology, inclusive museology, heritage study, digital heritage, etc. Types and classification of museums, changing concepts of museums. History and philosophy of museums in India and abroad, Museum movement in India. Cultural property: definition, scope and changing concepts, Indian Cultural Policy.

Unit II

Administration: Administrative set-up & control, Governing bodies & other committees, Societies – their relationships, rules & procedures, mission/ vision statement, tender, contracts, MOU, etc.

Financial Management: Strategy, planning, fund, fund raising, grant, sponsorship, income generation, budgeting, accounting and financial control, audit.

Unit III

Museum Architecture:

Concept and development of museum architectural types. Planning a new building: selection of site, architectural considerations, like space, climate, need, fund, selection of architect, construction, supervision, completion, etc. Adaptation of old building. Museum building interior: space utilisation & management, colour, lighting, circulation, ventilation, and air-conditioning.

Unit IV

Museum Access: Different categories of disabled, rights of disabled, concerned national & international legal provisions, steps to make barrier free environment, access audit.

Safety & Security: of building, collection, staff and public; physical, mechanical against various destructive factors, e.g., accident, theft, fire, cyclone, flood, earthquake, armed conflict, terrorist act, vandalism, etc., including prevention, disaster management.

Unit V

Practical training on management of artefacts in museums and classifying them. Prepare a review on working of INTACH.

Suggested Readings

1. Ambrose, Timothy and Crispin Paine. 2012. Museum Basics (Third Edition). New York: Routledge.
2. Basu, Kishor K. (ed). 2010. Multiple Heritage: Role of Specialised Museums in India. Bhopal & Delhi: IGRMS & Serials Publications.
3. Basu, Paul and Wayne Modest (ed). 2015. Museum, Heritage and International Development. New York: Routledge.
4. Behera, B. K. and S.K. Mohanty. 2007. Museology and Museum Management in India. Bhubaneswar: Mayur Publications.
5. Bhatia, S.K. A Guide on the Preventive Conservation of Museum Materials. Dudley, Sandra H. (ed). 2010. Materialities : Objects, Engagements, Interpretations. London: Routledge.
6. H. (ed). 2010. Materialities : Objects, Engagements, Interpretations. London: Routledge.
7. Dudley, Sandra H. (ed.). 2012. Museum Objects: Experiencing the Properties of Things. New York: Routledge.
8. Dutta, Sangeeta. 2010. Eco museum: Perspectives in India. Delhi: Agam Kala Prakashan.
9. French, Ylva and Sue Runyard. 2011. Marketing and Public Relations for Museums, Galleries, Cultural and Heritage Attractions. London: Routledge.
10. Gupta, S. P. and Mohit Srivastava. 2010. Modern Museum Management. New Delhi: Incraprastha Museum of Art and Archaeology & D.K. Printworld (P) Ltd.
11. Sandell, Richard and Eithne Nightingale (ed). 2012. Museums, Equality and Social Justice. London: Routledge.
12. Well, Stephen E. 2002. Making Museums Matter. Washington: Smithsonian Institution Press.

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PAPER CODE: ANTHRO-VAC-506

ANTHROPOLOGY LEGACY AND INDIAN KNOWLEDGE SYSTEM (IKS)

Course Learning Outcomes

1. Understand the genesis, scope, and key features of Indian Knowledge Systems (IKS), including their historical development and philosophical foundations.
2. Analyse the anthropological dimensions of IKS in the areas of health, nutrition, social structure, material culture, and linguistic traditions, highlighting their relevance to contemporary society.
3. Evaluate the role of anthropologists in documenting, preserving, and revitalizing IKS, including contributions to policy frameworks, sustainable development, and education.
4. Apply anthropological methodologies to explore practical applications of IKS in governance, healthcare, education, and cultural heritage, through fieldwork and research projects.

Unit-I

Indian Knowledge Systems (IKS); Concept and Overview. Origin of Indian Culture and Civilisation; Indus Valley Civilisation, Veda, Upanishads, Purana, Smriti, Sanhita, Buddhism and Jainism. Relevance of IKS in Contemporary Society: Role of IKS in sustainable development, health, and education. National Education Policy 2020 and IKS. Anthropological Perspectives on IKS: Anthropology as a lens to study IKS holistically. Anthropology and development of Knowledge Systems Globally.

Unit-II

Indian Philosophies and Texts: Schools of Indian philosophy (Nyaya, Vaisheshika, Yoga, Samkhya, Mimamsa, and Vedanta) and Philosophies of other Indian Religions. Ancient Gurukula System and Guru- Shishya Parampara and Seats of Knowledge Dissemination (Takshasila University, Nalanda University, etc.)

Architecture and IKS: Vastu, ancient architecture and urban planning in IKS. Architecture and settlement patterns of various tribes and communities of India.

Anthropological studies on Indian architecture (any two). Ancient Technologies in IKS: Metallurgy, pottery, textiles, and ancient craft practices. Anthropology studies on documentation of ancient technologies.

Unit-III

Traditional Indian Social System: The structure and nature of traditional Indian social system: Varnashram, Purushartha, Karma, Rina and Rebirth. Kinship, caste, and community-based knowledge systems. Role of festivals, rituals, and ceremonies in knowledge dissemination.

Unit-IV

Linguistic Anthropology and IKS: Role of languages and scripts in preserving contexts and knowledge. Contributions of Linguistic anthropologists in deciphering Indian texts.

Material Culture and Preservation of IKS: Methods of conserving material culture and intangible heritage. Anthropologists' roles preservation and documentation of material culture globally.

Unit-V

The Student should read fundamental books of IKS and submit their assignment.

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Suggested Readings:

1. Mahadevan, B. Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning, 2022.
2. Singh, A. K., and K. Kapoor, Indian Knowledge Systems: Vol. 1 & 2. Motilal Banarsidass Publishers, 2007.
3. Chatterjee, Satishchandra. An Introduction to Indian Philosophy, Routledge, 1998.
4. Dasgupta, Surendranath, A History of Indian Philosophy; Vol. 1, 2, 3. Cambridge University Press, 1922.
5. Altekar, Anant Sadashiv, State and Government in Ancient India. Motilal Banarsidass Publishers, 1959.
6. Singh, S. The Educational Heritage of Ancient India: How an Ecosystem of Learning Was Laid to Waste. Penguin Random House India, 2021.
7. Frawley, David. Wisdom of the Ancient Seers: Mantras of the Rig Veda. Lotus Press, 1994.
8. Hegde, B. M. Modern Medicine and Ancient Indian Wisdom. Universities Press, 2000.
9. Jha, Amitabh. Traditional Knowledge System in India. Springer, 2016.
10. Abhang, P., P. Moghe, P. Holay, and S. Kulkarni. Rediscovering Indian Knowledge System. SAGE Publications India, 2019.
11. Vidyarthi, L. P. The Sacred Complex of Hindu Gaya. Asia Publishing House, 1961.
12. Ghurye, G. S. Caste and Class in India. Popular Prakashan, 1963.
13. Hasan, Amir. A Bunch of Wild Flowers and other Articles. B.R. Publishing Corporation, New-Delhi.

SEMESTER – II

PAPER CODE: ANTHRO-CC-521

SOCIAL ANTHROPOLOGY- II

Course Learning Outcomes:

1. Students will learn the cultural background of law and the legal means of social control.
2. This will give an understanding for the rise of the state and politics in stateless societies.
3. It will give an understanding of the primitive economic system and the changes coming in the contemporary tribal and rural societies.

Unit-I

Law and social control: definition and the cultural background of law. The Anthropological approach to the study of law (with examples). Extra legal means of social control.

Unit-II

Government and politics: Anthropological perspective on political organization. Stateless political systems. The rise of state and leadership, Ethnicity and nationality with special reference to India.

Unit-III

Economic organization: Modes of exchange-barter and ceremonial exchange, reciprocity and redistribution, Market and trade. Distinction between primitive and peasant economies. Impact of market economy on the rural and Tribal population in India.

Unit-IV

Social stratification: Estate, class and caste. The major features of the caste system. Caste in India today. Caste and politics. The impact of caste system on non-Hindu religious groups in India.

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Unit-V

Compulsory book reading and prepare a book review of 8000 words on given topics.

Suggested Readings

1. Auge, M. 1999. An Anthropology for Contemporary Worlds. Cambridge: University Press.
2. Beattie, J. 1966. Other Cultures. London: RKP.
3. Dube, S.C. 1993. Understanding Change: Anthropological and Sociological Perspectives. New Delhi: Vikas.
4. Ember, C.R. and M. Ember. 1981. Cultural Anthropology. New Jersey: Prentice-Hall.
5. Fox, R. 1967. Kinship and Marriage. An Anthropological Perspective. Harmondsworth: Penguin.
6. Keesing, Felix. 1958. Cultural Anthropology. New York: Rinehart.
7. Kuper, A. 1999. Culture: An Anthropologist's Account. London: Harvard University Press.
8. Leach, E.R. 1961. Rethinking Anthropology. London: Athlone Press.
9. Parkin, R. And L. Stone. 2004. Kinship and Family. Oxford: Blackwell Publishers.
10. Rapport N. and J. Overing J. 2004. Key Concepts in Social and Cultural Anthropology. London: Routledge
11. U.S. Misra & Nadeem Hasnain: Introducing Social-Cultural Anthropology (Also available in Hindi)

PAPER CODE: ANTHRO-CC-522

PHYSICAL ANTHROPOLOGY -II

Course Learning Outcomes:

1. The students will learn about meaning and relevance of genetics in Physical Anthropology.
2. They will learn about mechanism of inheritance, gametogenesis and fertilization.
3. They will also learn about the concept of race.

Unit-I

Genetics: meaning and its relevance in Physical Anthropology. Genetical principles; Mendelian Experiments and Inferences/ Laws, Morgan's principle of Linkage. Mendelian and Non-Mendelian Inheritance in Man, Sex-Linked, Sex-Influenced and Sex-Limited traits in human populations.

Unit-II

Physical and Biological Basis of Life – Characteristics of Life and Living cell, Mitotic and Meiotic Cell division. Mechanism of Inheritance; Gametogenesis and fertilization.

Unit-III

Unit of Variation, Human variation, Race – Ethnic group and Mendelian Population. Formation of Race/Ethnic group/ population, criteria for Racial Classification, Morphological, genetical, biochemical and Molecular approaches.

Unit-IV

Races of the world; Blumenbach, Hooton, Weiner, Coon, Boyd and Ashley Montagu's Classification, Major Racial groups : Caucasoid, Negroid and Mongoloid, Racial Elements of Indian Subcontinent – Risley, Haddon, Guha and Sarkar's Classification.

Unit-V

Compulsory book reading and prepare a book review of 8000 words on given topics.

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Suggested Readings

1. Baker, Paul T., and J. S. Weiner. The Biology of Human Adaptability. Reprinted (with corrections and an Additional chapter on South-East Asia). Clarendon Press, 1967.
2. Bodmer, Walter F., and Luigi L. Cavalli-Sforza. Genetics, Evolution, and Man. Freeman, 1976. 3. Buettner-Janusch, John. Origins of Man: Physical Anthropology. Wiley, 1966.
3. Cox, Peter R. Demography. Fifth edition, Cambridge University Press, 1976.
4. Ember, Carol R., et al. Anthropology. Fourteenth edition., Pearson, 2015.
5. Harding, Thomas G., and Marshall Sahlins, editors. Evolution and Culture. Nachdr., Univ. of Michigan Press, 1994.
6. Harrison, G. A., editor. Human Biology: An Introduction to Human Evolution, Variation, Growth and Ecology. 2d ed, Oxford University Press, 1977.
7. Harrison, Geoffrey A., editor. The Structure of Human Populations. Reprint, Clarendon Press, 1975.
8. Malhotra, A. (2017). Remnants of a Separation: A History of the Partition through Material Memory. HarperCollins India.
9. Mange, Elaine Johansen, and Arthur P. Mange. Basic Human Genetics. Sinauer Associates, 1994.
10. Merrell, David J. Evolution and Genetics; the Modern Theory of Evolution. New York, 1962. 12. Montagu, Ashley. 1980. The Concept of Race. Greenwood Press.
11. Mueller, Robert F., and Ian D. Young. Emery's Elements of Medical Genetics. 11th ed., Reprinted, Churchill Livingstone, 2004.
12. Pandey, G. (2010). Medical Anthropology: A Textbook. Concept Publishing Company.
13. Shukla, B.R.K., & Rastogi, S. (2018). Physical Anthropology and Human Genetics - An Introduction. Palika Prakashan.
14. Shukla, B.R.K. and Sudha Rastogi 2018. Physical Anthropology and Human Genetics - An Introduction. Palika Prakashan, New Delhi.
15. Singh, U. P. (1999). Jaivik Manavvignyan. Prakashan Kendra.
16. Singh, Udai Pratap, 1999. Jaivik Manavvignyan. Prakashan Kendra, Lucknow UP. Bharatvaani, Central Institute of Indian Languages (CIIL) Mysuru.
17. Yadav, Y. (2000). Decentring Democracy: The Experience of Indian Panchayati Raj. Oxford University Press.
18. 20. Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal.
19. 21. Shukla, B.R.K. & Sudha Rastogi 2016. Physical Anthropology & Human Genetics- An Introduction (Also available in Hindi)

PAPER CODE: ANTHRO-CC-523

ARCHAEOLOGICAL ANTHROPOLOGY

Course Learning Outcomes

1. The students will learn about archaeological anthropology and its relationship with other branches of anthropology and other related disciplines.
2. They will learn about the techniques of dating prehistoric finds.
3. They will also learn about geological timescale and cultural expressions of each epoch.
4. From the practical component they will learn about how to draw, identify and interpret prehistoric tools.

Unit-I

Basic concepts and Methods: Archaeology and Anthropology, Brief introduction of different branches of archaeology-classical, historical, proto-historic. Environmental archaeology, Cultural ecology, Ethno-archaeology, Settlement archaeology, New archaeology/Processual archaeology, Urban archaeology, Action archaeology, Survey, excavation, ordering, recording and explaining the past.

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Unit-II

The Pleistocene Ice Age and its stratigraphic evidence. Pluvial and inter pluvial period. Dating methods – Relative and absolute dating in archaeology.

Unit-III

The origin, distribution, tool typology, technology and development of Paleolithic and Mesolithic culture in Europe; Brief account of various archaeological sites-Hadar, Lactoli, Olduvai Gorge, Koobi Fora, Terra Amata, Ambrona, Pech-lu-Aze Lazaret, Isimila, Kalambo Falls, Olorgesaillic, Shanidar, Mount Carmel, Jericho; Palaeolithic-Sohan culture and Madras hand axe culture and Mesolithic age in India; Brief account of various archaeological sites-

Didwana, Chirki, Hunsagi, Reringunta, Billa Surgam, Visadi, Patne, Pushkar, Hathnora, Tilwara, Baghailkhor, Mahadaha, Dandama, Beidha, Karim-Shahir; Salient features of Neolithic Revolution, funerary customs in Neolithic Europe, Neolithic complex in India; Brief account of various Neolithic sites – Catal Huyuk, Jarmo, Khirokitia, Zami – chemi, Kili Ghul Mohammad, Rana Ghundaj, Gumla, Sarai Khola, Ahar, Gilund, Eran, Maski, Palavoy, Paiyanpalli, Kuchai, Dao-jali – Hading, Saru taru, Nagarjungkonda.

Unit-IV

Urban Revolution and civilization – Extent, origin, development and decay of Indus Valley civilization; Ganges Valley Civilization – OCP copper Hoards; Megalithic burials – General features of living and extinct Indian Megaliths, their types and distribution.

Unit-V

Compulsory Poster Presentation Under the Supervision of Consulting Teacher.

Suggested Readings

1. Barnow, V. 1989. Introduction to Physical Anthropology and Archaeology: Chicago: The Dosery Press.
 2. Bhattacharya D.K. 1972. Prehistoric Archaeology. New Delhi: Hindustan Publishing Corporation.
 3. Bhattacharya D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
 4. Bhattacharya D.K. 1996. Palaeolithic Europe. Amsterdam: Humanities Press.
 5. Bhattacharya, D. K. 2017. An Outline of Indian Prehistory. New Delhi: Palaka Prakashan.
 6. Burkitt, M. C. 1985. The Old Stone Age: A Study of Palaeolithic Times. New Delhi: Rupa & Co.
 7. Champion et al. 1984. Prehistoric Europe. New York: Academic Press.
 8. Fagan B.M. 1983. People of Earth: An Introduction. Boston: Little, Brown & Company.
 9. Fagan, Brian, M. 2009. The complete Ice Age: how climate change shaped the world. London: Thames & Hudson
 10. Gamble, Clive. 2002. Archaeology: the basics. London: Routledge.
 11. Hole, F. and R.F. Heizer. 1973. Introduction to Prehistoric Archaeology. New York:
 12. Holt, Rinehart and Winston, Nilson, Tage. 1983. The Pleistocene: Geology and Life in the - Quaternary Ice Age. London:
 13. Reidel. Phillipson D. W. 2005. African Archaeology. Cambridge: Cambridge University Press.
 14. Rajan, K. 2002. Archaeology: Principles and Methods. Thanjavur: Pathippakam
 15. Rami Reddy, V. 2014. Elements of Prehistory. Tirupati: V. Indira.
- Renfrew, C. and Paul Bahn. 1996. Archaeology: theories, methods and practice. London: Thames and Hudson
- Sankalia, H. D. 1964. Stone Age Tools: Their Techniques, Names and Probable functions. Poona: Deccan College.

PAPER CODE: ANTHRO-CC-524

PRACTICAL (PHYSICAL ANTHROPOLOGY)

Course Learning Outcomes:

1. The students will learn about various theories of evolution.
2. They will learn about classification of animal kingdom and the place of man in the same.
3. They will also learn about the concept of race.

Craniometry (List of measurements provided by the department).

Somatometry (List of measurements provided by the department).

Statistical calculations based on readings.

Suggested Readings

1. Shukla and Ratogi Physical Anthropology and Human Genetics - An Introduction.
2. Shukla and Ratogi. Laboratory Manual of Physical Anthropology (Anthropometry and Osteology).
3. Singh and Bhasin. A Manual of Biological Anthropology.
4. Singh and Bhasin Anthropometry
5. R.P. Srivastava Morphology of the Primates and Human Evolution.
6. Ulijaszek Human Energetics in Biological Anthropology
7. Ulijaszek, S.J. and C.G.N. Mascie-Taylor Anthropometry: The Individual and Population.
8. Weiner, J. S. and J.A. Lourie. Practicals in Human Biology.

PAPER CODE: ANTHRO-CC-525

PRACTICAL (SOCIAL ANTHROPOLOGY)

Course Learning Outcomes:

Students will develop an understanding of writing ethnography and illustrating tribal cultures.

They will also develop the art of critical analysis on the basis of the contemporary resources available.

Reading of Ethnography: Students are required to read and analyse any two of the ethnographies (as listed below) and prepare a report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text.

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

List of Ethnographies:

1. Walker A. (1986). The Todas. Delhi : Hindustan Publishing Corporation
2. Verrier Elwin (1992). The Muria and their Ghotul. USA: Oxford University Press. Malinowski
3. M. (1922). Argonauts of the Western Pacific. London: Routledge and Kegan Paul Ltd.
4. Furer-Haimendorf C.V. (1939). The Naked Nagas. London: Methuen and Co.
5. Evans-Pritchard E.E. (1940). The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People. Oxford : Clarendon Press.
6. Majumdar D. N. (1950). Affairs of tribes. Lucknow: Universal Publishers Ltd.
7. Dube S.C. (1955). Indian Village. London: Routledge and Kegan Paul Ltd.
8. Berreman G.D. (1963). Hindus of the Himalayas. Berkeley: California University Press.

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Suggested Readings

1. Walker A. (1986). The Todas. Delhi : Hindustan Publishing Corporation
2. Verrier Elwin (1992). The Munda and their Ghouls. USA : Oxford University Press. Malinowski
3. M. (1922). Argonauts of the Western-Pacific. London: Routledge and Kegan Paul Ltd.
4. Furer-Haimendorf C.V. (1939). The Naked Nagas. London: Methuen and Co.
5. Evans-Pritchard E.E. (1940). The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People. Oxford : Clarendon Press.
6. Majumdar D. N. (1950). Affairs of tribes. Lucknow: Universal Publishers Ltd.
7. Dube S.C. (1955). Indian Village. London: Routledge and Kegan Paul Ltd.
8. Berreman G.D. (1963). Hindus of the Himalayas. Berkeley: California University Press.

PAPER CODE: ANTHRO-IDC-526

EPIDEMIOLOGY AND PUBLIC HEALTH

Course Learning Outcomes:

1. Students will come to know about the importance of public health and the determinants of health.
2. Effects of biological, chemical and physical agents on health.
3. Social Issues in public health.
4. Monitoring procedures and practices.

Unit I:

Overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations; distribution and determinants of health-related states or events in specific populations; and strategies to control health problems

Unit II:

Effects of biological, chemical, and physical agents in environment on health (water, air, food and land resources); ecological model of population health; current legal framework, policies, and practices associated with environmental health and intended to improve public health

Unit III:

Psychological, Behavioural, and Social Issues in Public Health Cultural, social, behavioural, psychological and economic factors that influence health and illness; behavioural science theory and methods to understanding and resolving public health problems; assess knowledge, attitudes, behaviours towards disease and patient compliance to treatment.

Unit IV:

Techniques and procedures for monitoring achievement of a program's objectives, generating evidence of program effectiveness, assessing impacts in public health settings; evaluate framework that leads to evidence-based decision-making in public health. Organizational principles and practices including organizational theory, managerial role, managing groups, work design, and organization design at primary, secondary, and tertiary levels of care

Unit V:

Compulsory book reading and prepare a book review of 8000 words on given topics.

Suggested Readings

1. Aschengrau A and Seage GR. (2008). Essentials of Epidemiology in Public Health. Boston, Massachusetts.

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2. Edberg M. (2013). Essentials of Health Behavior. Social and Behavioral Theory in Public Health. Second Edition, Jones and Bartlett Publishers.
3. Gordis L. (2004). Epidemiology. Third edition. Philadelphia: Elsevier Saunders.
4. Griffith JR and White KR. (2010). The Well-Managed Healthcare Organization. Health Administration Press: Chicago, IL.
5. Kovner AR, McAlearney AS, Neuhauser D. (2013). Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.

SEMESTER III

PAPER CODE: ANTHRO-CC-551

RESEARCH METHODS & TECHNIQUES

Course Learning Outcomes:

1. Students will be able to draw genealogies and collect verbal as well as non-verbal data. They would be able to prepare questionnaire and schedule to collect information on a specific topic and also organize and take notes in a focus group discussion.
2. They will be able to collect a life history and other data from an informant and analyse them to understand a problem given to them.
3. They will be able operationalise all these methods and undertake field-based research and prepare a report on a given topic

Unit I:

Purpose of Research and Preparation for Research; Review of literature; conceptual framework; formulation of research problem; formulation of hypothesis data analysis and report writing, guiding ideals and critical evaluation of major approaches in research methods,

Unit II:

Ethnographic approach, contribution of Malinowski, Boas and other pioneers; cultural relativism, ethnocentrism, etic and emic perspectives; comparative and historical methods; maintenance of field diary, field note, and logbook

Unit III:

Concept of survey, relationship of survey method with ethnographic method, construction of questionnaire and interview schedule, Case Study and life history Genealogy - Technique and application.

Methods and techniques of data collection in anthropological fieldwork: comparative method, observation – participant and non-participant, interview - structured and unstructured, focused group discussion; genealogy, schedule and questionnaire, participatory rapid appraisal, key informants.

Unit IV

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.

Analysis, interpretation and presentation of data: classification and analysis of field data, interpretation of data, presentation of data through case studies, tables, figures and charts; appendices.

Unit V

The student shall undertake a project under which they will investigate and interpret a Physical or Social problem by collecting primary data from the field.

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Suggested Readings

1. Bernard. fi Research methods in Anthropology: Qualitative and Quantitative Approaches. altaMira Press. 2011.
2. Sarantakos, S. Social Research. London. McMillan Press. 1998.
3. Madriga L. Statistics for Anthropology. Cambridge, Cambridge University Press. 2012.
4. Zar, ZH, Biostatistical Analysis. Printice Hall. 2010.
5. Emerson RM, Fretz RJ and Shaw L. Writing Ethnographic Field Notes. Chicago, Chicago University Press. 1995
6. Barnard, H.R. 2006. Research Methods in Anthropology. Qualitative and Quantative Approaches. Rowman Altamira Press.
7. O'reilly/Karen. 2012. Ethnographic Methods. London: Routledge. \
8. Barnard, A. & A. Good. 1984. Research Practices in the Study of Kinship. Academic Press.
9. Bernard. Harvey Russell. 2006. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Rowman Altamira Press. Bernard, H.R. 1988. Research methods in cultural anthropology. Sage: Brislin, R.W. , W. J. Conner, R. M. Thorndike. 1973. Cross-Cultural Research Methods. New York: John Willey and Sons
10. Creswell, John.W. 2014. Research Design: Qualitative, Quantitative. and Mixed Methods Approaches. Sage.
11. Krikand, J. and M. L. Miller. 1986. Reliability and Validity in Qualitative Research. Sage.
12. Miller, D.C. & N. J. Salkind. 2002. Handbook of Research Design & Social Measurement. Sage.
13. Patton, M.Q. 2014. Qualitative Research & Evaluation Methods: Integrating Theory and Practice. Sage Publications.
14. Spradley, James P. 1980. Participant Observation. New York: Holt, Rinehart and Winston New York.
15. Srivastava, V.K. 1994. Methodology and Fieldwork. Oxford University Press.
16. Yin, R.K. 2008. Case Study Research Design and Methods. Sage.

PAPER CODE: ANTHRO-CC-552

INDIAN ANTHROPOLOGY

Course Learning outcomes:

1. Demonstrate an understanding of the Indian Anthropology approaches, concepts, and frameworks used to study Indian society, culture, and civilisation, including their integration with Indian Knowledge Systems.
2. Analyze the composition, structure, and dynamics of Indian society, including caste, tribe, family, marriage, and kinship systems, and their transformation over time.
3. Evaluate the socio-cultural, political, and constitutional measures affecting marginalised communities, with a focus on tribal and caste groups, their movements, and development policies.
4. Critically assess anthropological contributions to understanding Indian social systems, cultural change, and development processes, considering indigenous and exogenous influences.

Unit I

Growth of anthropology in India: contributions of the following anthropologists, scholar administrators in 19th and 20th century in the understanding of tribal, caste and village communities and Indian social structure and civilisation. Contribution of Anthropologist in Indian Context: Hutton, Mortimer Wheeler, Grierson, A.L. Basham, Haimendorf, V, Elwin, Milton Singer, S.C. Roy, B.S. Guha, G.S. Ghurye, L.A.K. Aiyar, N.K. Bose, D.N. Majumdar, I. Karve, M.N. Srinivas, L.P. Vidyarthi, H.D. Sankalia, S.C. Dube, T.N. Madan, Gopala Sarana, Approaches to the study of Indian society, culture and civilisation: Indological, Anthropological, historical, etc.

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Unit II:

Unity and diversity in Indian society and culture: linguistic, political, ethnic, communal and religious tensions and conflicts; National Integration. Kautilya's Arthashastra and its relevance in understanding Indian society. Basis of traditional Indian social structure and life cycle: varnashram dharma, purushartha, Rin, Daan, Sacred Complex, Great Tradition and Little tradition. Impact of Buddhism, Jainism, Islam and Christianity.

Unit III:

Indian village: a myth or reality; village: a part society: Jajmani system: impact of new technology and urbanisation — changing agrarian social structure, peasant movements, Panchayati Raj. Importance of village studies. Socio-cultural change, indigenous processes - Sanskritization, Parochialisation -universalisation, great-little traditions; sacred complex: nature-man-spirit complex Exogenous processes: westernisation, industrialisation, urbanisation and globalization.

Unit IV:

Tribal areas and crafts (tribal heritage); tribe-caste continuum— tribal identity issues; tribal absorption/assimilation/integration; tribal situation in India.

Development and welfare movements in 19th and 20th century: anti-caste, anti-untouchability, women's emancipation, education and health. Role of social reform leaders. Mahatma Gandhi's constructive programmes. Contributions of religious and spiritual leaders/reformers, emergence of NGOs and their agenda and impact on tribal, rural, urban — health and education, marginalised sectors of people and women groups.

Unit V

Student should prepare an assignment on contribution of Indian Anthropologist.

Suggested Readings

1. Agrawal, D. P. The Archaeology of India. Curzon Press, 1982.
2. Allchin, Bridget, and Raymond Allchin. The Rise of Civilization in India and Pakistan. Cambridge University Press, 1982.
3. Ghurye, G. S. (1963). Caste and Class in India. Popular Prakashan.
4. Haimendorf, Christoph von Fürer. Tribes of India: The Struggle for Survival. University of California Press, 1982.
5. Jodhka, S. S. (2012). Village Society. Orient BlackSwan.
6. Karve, Irawati. Hindu Society: An Interpretation. Deccan College Post-graduate and Research Institute, 1961.
7. Karve, Irawati. Kinship Organization in India. Asia Publishing House, 1953.
8. Leach, Edmund R. Aspects of Caste in South India, Ceylon, and North-West Pakistan. Cambridge University Press, 1960.
9. Mandelbaum, David G. Society in India. University of California Press, 1970.
10. Marriott, McKim, ed. Village India: Studies in the Little Community. University of Chicago Press, 1955.
11. Saberwal, S. (2008). Spirals of Contention: Why India was Partitioned in 1947. Routledge India.
12. Sankalia, H. D. Prehistory and Protohistory of India and Pakistan. Deccan College Post-graduate and Research Institute, 1974.
13. Singer, Milton. When a Great Tradition Modernizes: An Anthropological Approach to Indian Civilization. University of Chicago Press, 1972.
14. Singh, K. S. People of India: An Introduction. Anthropological Survey of India, 1992.

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15. Singh, K. S. Tribal Society in India: An Anthropological Perspective. Manohar Publishers. 1985.
16. Srinivas, M. N. Social Change in Modern India. University of California Press. 1966.
17. Vaid, N.K. The Truth About Caste, Garuda Prakashan (2022).
18. Vidyarthi, L. P. (1961). The Sacred Complex of Hindu Gaya. Asia Publishing House.
19. Vidyarthi, L. P. The Sacred Complex of Kashi: A Microcosm of Indian Civilization. Concept Publishing Company, 1979. Core Paper 6 (CP-6) Human Genetics Course Learning Outcomes (CLOs) Credits:

PAPER CODE: ANTHRO-CC-553

ECOLOGICAL ANTHROPOLOGY

1. Critically evaluate key theories in ecological anthropology, including cultural ecology, political ecology, and historical ecology.
2. Analyze complex human-environment interactions across diverse ecological and socio-cultural contexts.
3. Apply qualitative and quantitative research methods in ecological anthropology, including ethnographic fieldwork and ecological modelling.
4. Assess the role of indigenous ecological knowledge in shaping sustainable environmental policies and conservation efforts.
5. Develop interdisciplinary approaches to address contemporary issues such as climate change, biodiversity loss, and environmental justice from an anthropological perspective.

Unit I:

Introduction: Nature of Ecological Anthropology. Emergence of Environmental anthropology. Relationship between Ecology and Ecological Anthropology. Debate between Environmental Determinism vs. Possibilism. Human Communities and Ecological Settings: Hunting and Gathering, Pastoral, Horticultural and Agricultural, Highland, Marine and Island Communities.

Unit II

Fundamental Concepts: Cultural ecology, population ecology, systems ecology, ethno-ecology, political ecology. Human Ecosystem: Human Ecological Niche and Carrying Capacity. Acclimatization and Adaptation process. Environmental Degradation. Adaptation Human to heat, cold and high altitude, population variation in physiological responses to climatic stresses, body build and climatic adaptation, infectious diseases

Unit III

Theoretical Approaches on Human Ecology: Contributions of Julian Steward, Leslie White, Clark Wissler. Eco-feminism. Ecological Movements: Chipko movement, Narmada Bachao Movement; Teesta Dam Movement.

Unit IV

Displacement, Rehabilitation, Green Revolution. Ecological issues: Natural Disasters Urbanization. Climate Change, Resource Depletion. Application of Ecological Anthropology

UNIT V:

The students will be asked to develop a project on application of anthropology in ecology.

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Suggested Readings

1. Barth, Fredrik. 1956. Ecological Relationships of Ethnic Groups in Swat, North Pakistan. *American Anthropologist* 58(6):1079-1089.
2. Bates, D.G. 2005. *Human Adaptive Strategies: Ecology, Culture, and Politics*. Pearson, 3rd Edition. Boston: Allyn & Bacon.
3. Berkes, F. 1998. *Sacred Ecology: Traditional Ecological Knowledge and Resource Management*. Philadelphia: Taylor & Francis. Chs. 1-3.
4. Biersack, Aletta. 1999. Introduction: From the 'New Ecology' to the New Ecologies. *American Anthropologist* 101(1):5-18.
5. Conklin, H. 2008. An Ethnoecological Approach to Shifting Agriculture. In: M.R. Dove and C. Carpenter, eds. *Environmental Anthropology: A Historical Reader*. Malden, MA.: WileyBlackwell. Pp. 241-248.
6. Crumley, Carole L. 1994. Historical Ecology: A Multidimensional Ecological Orientation. In *Historical Ecology: Cultural Knowledge and Changing Landscapes*, edited by Carole Crumley, pp. 1-16. School of American Research, Santa Fe.
7. Fowler, C. S. 1977. Ethnoecology. In: D. Hardesty, ed. *Ecological Anthropology*. New York: Alfred A. Knopf, pp. 215-243.
8. Greenberg, James and Thomas Park. 1994. Political Ecology. *The Journal of Political Ecology* 1:1-12. Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162:1243-48.
9. Kottak, C. P. 1999. The new ecological anthropology. *American Anthropologist* 101(1): 23-35.
10. Steward, J. (1955) The concept and method of cultural ecology. From: *The Theory of Culture Change*, pp 30-42. University of Illinois I. Press: Urbana.
11. Steward, Julian. 1955. 'The Concept and Method of Cultural Ecology' in *Theory of Culture Change: The Methodology of Multilinear Evolution*, pp. 30-42. Urbana: University of Illinois Press.
12. Singh, Udai Pratap and A.K. Singh. *Human Ecology and development in India*. APH Publication New Delhi.

PAPER CODE: ANTHRO-EC-554 A

THEORETICAL PRINCIPLES IN SOCIO-CULTURAL ANTHROPOLOGY

Course Learning Outcomes

1. The student will be able to examine contemporary theoretical debates about and within anthropology theories.
2. Articulate an anthropological perspective on current issues and concerns based on the relevance to the contemporary world.

Unit-I

Concept of Culture in anthropology-Contribution of Tylor, Kroeber and Malinowski, Concept of Cultural evolution, Diffusion, and Ethnography. Social anthropology and history. Norm and Value.

Unit-II

Psychological anthropology: Basic personality structure and modal personality, National Character. John Whiting's contribution to psychological anthropology. The Comparative method in anthropology.

Unit-III

Functionalism in social anthropology : Malinowski's theory of needs and Radcliff- Brown's concept of structural functionalism . The concept of latent function and manifest function. Social organization (Firth). Role (Nadel). Marxism and Anthropology.

Unit-IV

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Relationship and cross-fertilization between linguistics and anthropology, structuralisms in the disciplines. Social structure as model: views of Leach and Levi Strauss, The structuralist method in the study of myth. New ethnography and formal semantic analysis. Emic/Etic distinction and its relevance for social-cultural anthropology.

Unit-V

Case study of any of the social institution or inter-relationship between the institutions with respect to cultural perspective. The project may be presented as text or visual.

Suggested Readings

1. Ahmed, Akbar S., and Cris Shore. 1995. The future of anthropology: its
2. London: Athlone
3. Bourdieu, Pierre. 1977. Outline of a theory of practice. Cambridge studies in social anthropology, Cambridge [England]: Cambridge University Press.
4. Collins, Samuel Gerald, and Matthew Slover Durlington. 2015. Networked Anthropology: A primer for ethnographers. Oxon: Routledge
5. Foucault, Michel. 1992. The order of things: an archeology of the human sciences. London: Routledge.
6. Geertz, Clifford. 2001. The interpretation of cultures: selected essays. New York, N.Y.: Basic Books.
7. Ina, Jonathan Xavier, and Renato Rosaldo. 2002. The anthropology of globalization: a reader. Blackwell readers in anthropology. Blackwell Publishers
8. Lévi-Strauss, Claude. 1963. Structural anthropology. New York: Basic Books.
9. Leach, Edmund, Stephen Hugh-Jones, and James Laidlaw. 2000. The essential Edmund Leach. Vol. 1, Anthropology and society. New Haven [Conn.]: Yale University Press.
10. Leach, Edmund. 1985. Culture & [and] communication: the logic by which symbols are connected; an introduction to the use of structuralist analysis in social anthropology. Themes in the social sciences. Cambridge: Cambridge Univ. Press.
11. Lewin, Ellen (ed) 2009. Feminist Anthropology: A reader. John Wiley and Sons.
12. Moore, H.L. 1988. Feminism and Anthropology. University of Minnesota Press.

PAPER CODE: ANTHRO-EC-554 B

ADVANCE HUMAN GENETICS

Course Learning Outcomes

- 1-Able to understand the use of inheritance pattern underlying genetic diseases
- 2-Familiar with types of genetic variations used to assess genetic traits/diseases
- 3-Concept of Population genetics and Genetic polymorphism

Unit-I

Human Genetics: Scope and Developments; Mendel's Law of Inheritance and its application to Man; Patterns of Inheritance of Autosomal (dominant, recessive and co-dominant) and sex-linked traits; Lethal and sub-Lethal genes; Modifying genes; Suppressor genes

Unit-II

Methods of studying human heredity: Twin method, Pedigree method and Sib-pair method; Linkage and crossing over; Polygenic Inheritance in Man;

Unit-III

Population Genetics: Hardy-Weinberg Law and its application; Genetic Polymorphism: Balanced and Transient; Natural Selection; Consanguinity and Inbreeding Coefficient, Genetic Drift, Hybridization;

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Unit-IV

Human Cytogenetics: Chromosome, Karyotypes, Banding Techniques, Sex -determination, Chromosomal aberration, Genome Diversity of Indian Populations; Application areas of human genetics: Pre-natal diagnosis and genetic counselling; Paternity determination;

Unit-V

Compulsory book reading and group discussion.

Suggested Readings

1. Brown TA. (2007). Genomes. Garland Science.
2. Cavalli-sforza LL, Menozzi P, Piazza A (1994). History and Geography of Human Genes. Princeton University.
3. Cummings MR (2011). Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning
4. Giblett, ER. (1969). Genetic Markers in Human Blood. Blackwell Scietific, Oxford.
5. Griffiths AJF, Wessler SR, Carroll SB, Doebley J. (2011). An Introduction to Genetic Analysis. Macmillan Higher Education.
6. Shukla, B.R.K. and Sudha Rastogi 2016 Physical Anthropology and Human Genetics Palka publication New Delhi.
7. Singh, Udai Pratap, 2003. Anuvanshik Manavighyan .(In Hindi) New Royal Book Co. LKO

PAPER CODE: ANTHRO-EC-554 C

DEVELOPMENT ANTHROPOLOGY

Course Learning Outcomes

1. The concept of development; anthropological insights on development;
2. The contribution of anthropology to development, and its limitations;
3. Recent trends on development efforts in India.

Unit-I

Meaning and scope of development anthropology. Development : Meaning and evolution of the concept. Sustainable development. Approaches and strategies of development in India. Adverse impact of development in India (Displacement and migration)

Unit-II

Poverty and development. Social justice and equity. Poverty alleviation programmes and special programmes in India. Human resource development (HRD).

Unit-III

Planning: concept, policy, and process. Social exclusion and inclusive development with special reference to India. Agencies for development: Government and non- governmental. People's participation.

Unit-IV

Rural development : Land reforms, community development programme (CDP), Panchayati Raj, Tribal Development. Under-development and North-South divide, Social Capital. Socio- cultural factors in Development with case studies.

Unit-V

Student should prepare an assignment on given topic.

Suggested Readings

1. Arce, Alberto and N. Long 1999. Anthropology, Development and Modernities: London: Routledge.

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2. Bardhan, P. 1995. Development and Change. Delhi: Kitab Mahal.
3. Cochrane, G. 1971. Development Anthropology. Delhi: Kitab Mahal.
4. Desai, A.R. 1984. India's Path to Development. Bombay: Popular Prakashan.
5. Dreze, J and A. Sen. 1996. Indian Development. New Delhi:
6. Dube, S.C. 1990. Tradition and Development. New Delhi: Vikas.
7. Hobart, M. 1993. An Anthropological Critique of Development: The Growth of Ignorance. London: Routledge.
8. Mair, L. 1984. Anthropology and Development. London: Macmillan.
9. Malhotra, R. 1992. Anthropology of Development. New Delhi: Mittal.
10. Mathur, H.M. 1977. Anthropology in Development Process. New Delhi: Vikas.
11. Mathur, H.M. 1990. Human Dimension of Development: Perspective from Anthropology. New Delhi: Concept Publishing Company.
12. Mayer, R. 1985. Policy and Programme Planning. New Jersey: Prentice-hall.
13. Pathy, J. 1987. Anthropology of Development. Delhi: Gian Publishing House.
14. Pitt-David, C. (ed.) 1976. Development from Below: Anthropologists and Development Situation. Chicago: The Hague: Mouton.
15. Sardan, Jean-Pierre Olivier de. 2005. Anthropology and Development: Understanding Contemporary Social Change. London: Zed Books.
16. So, A.Y. 1990. Social Change and Development. New Delhi: Sage Publications.
17. Streeten, P.P. 1995. Thinking about Development. Cambridge: Cambridge University Press.
18. Subba, T. B. 1992. Ethnicity, State and Development. New Delhi: Vikas.
19. Vidyarthi, L.P. 1980. Applied Anthropology and Development in India. New Delhi: National.

PAPER CODE: ANTHRO-EC-555 A

PRACTICAL: SOCIAL ANTHROPOLOGY

Course Learning Outcomes

1. They will also learn about application of anthropological knowledge for the welfare and development of vulnerable groups of people.
2. From the practical component they will learn about how to prepare a project for development and how to review a development project.

Case Studies ethnographies of any one institution.

1. Public Health: To understanding cultural beliefs, behaviours, and social structures that impact health outcomes.

Practical Applications:

- Community Health Assessments: Conduct ethnographic research to identify health challenges and access to healthcare.
- Disease Prevention Programs: Work on culturally sensitive public health campaigns (e.g., vaccination, maternal health).
- Study doctor-patient interactions, health disparities, and traditional healing practices.
- Epidemiological Studies: Work with health organizations to track disease spread and treatment effectiveness in different cultural settings.

2. Industry (Corporate & Business Anthropology) To understand consumer behaviour, workplace culture, and market dynamics.

Practical Applications:

- User Experience Research: Observe how people interact with technology and products to improve design.
- Consumer Behaviour Studies: Help businesses understand cultural influences on buying habits.
- Workplace Culture Analysis: Improve communication and productivity within organizations.
- Sustainable Development: Work with industries to ensure ethical and sustainable business practices.

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3 Small Village Study (Rural Anthropology & Development Studies): Fieldwork in villages helps students to understand local social structures, traditions, and challenges.

Practical on:

- Ethnographic Fieldwork: Study kinship, governance, and traditions to document cultural heritage.
- Livelihood & Economy Studies: Analyse how people sustain themselves and improve rural economies.
- Social Development Projects: Work on water access, education, and sanitation initiatives.
- Disaster & Climate Change Research: Study how rural communities adapt to environmental changes. Methods and techniques used in the study.

Essential Skills for Anthropology Students in These Fields:

- ✓ Observation & Interviewing – Conduct fieldwork effectively.
- ✓ Data Analysis – Use qualitative and quantitative methods.
- ✓ Intercultural Communication – Work with diverse populations.
- ✓ Policy Advocacy – Influence public policy with research.
- ✓ Community Engagement – Build trust and implement programs.

PAPER CODE: ANTHRO-EC-555 B

PRACTICAL: PHYSICAL ANTHROPOLOGY

Course Learning Outcomes

1. Practical training of taking pulse rate, blood pressure etc.
2. Practical training in ABO blood group identification, PTC testing, colour blindness.

Physiological variants Techniques; pulse rate, blood pressure and Haemoglobin Estimation.
Serological Techniques; ABO typing, MN typing and Rh Blood Grouping. Taste Sensitivity test; Phenylthiocarbamide (PTC) or Phenylthio urea Taste testing through serial dilution technique. Colourblindness assessment through Ishihara method, Dermatoglyphic analysis of Finger and Palmar Prints.

Suggested Readings

1. Cumins, H. and Midlo, C. 1962. Finger Prints, Palms and Soles. An Introduction to Dermatoglyphics. New York; Dover Publications Incorp.
2. Galton, F. 1892. Fingerprints. London; McMillan.
3. Hole, J.W. Jr. 1992. Essentials of Human Anatomy and Physiology. USA; Wm. C. Brown Publishers.
4. Mukherji, D, Mukherjee, D.P. and Bharathi, P. 2009. Laboratory Manual for Biological Anthropology. New Delhi; Asian Books Pvt Ltd.
5. Singh, I. P. and Bhasin, M. K. 2004. A Manual of Biological Anthropology. New Delhi; Kamla-Raj-Enterprises.

PAPER CODE: ANTHRO-EC-555 C

PRACTICING ANTHROPOLOGY

Course Learning Outcomes

1. The students will learn about applied anthropology and the various fields in which anthropological knowledge can be applied.

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2. They will learn about application of anthropological knowledge in the field of
3. development, modernisation, industrialisation, urbanisation, etc.
4. They will also learn about application of anthropological knowledge for the welfare and development of vulnerable groups of people.
5. From the practical component they will learn about how to prepare a project for development and how to review a development project.

Unit I:

Academics and Practitioners: Differences, Structure, Activities, Controversies and Issues Applied Anthropology, Action Anthropology and Development Anthropology

Unit II:

Anthropology and Public Policy; Need Assessment and Community Development; Anthropology of NGO's; Management Anthropology; Environment and Community Health; Social and economic sustainability; Cultural resource management

Unit III:

Trends in Anthropology: Anthropology of Tourism; Anthropology in Census; Anthropology in Designing and Fashion; Visual Anthropology

Unit IV:

Constitutional Provisions, Evaluation, Planning and Development of Indian Populations; Human Rights, Interrelationships of rights and duties: Harmony and Conflict; Protection and enforcement of human rights and duties; National and State Human Rights Commission and other grievance redressal mechanism; Human rights of special category and marginal groups; Emerging trends of human rights respective to terrorism; environment and globalization

UNIT V

The students will be asked to develop a project on application of anthropology in education/industry/fashion/design/media.

Suggested Readings

1. Arya A and Kapoor AK. (2012). Gender and Health Management in Afro-Indians. Global Vision Publishing House, New Delhi.
2. Basu, A. and P. Aaby (1998). The Methods and the Uses of Anthropological Demography. 329 pp. Oxford, Clarendon Press
3. Carter A. (1998). Cultural Models and Demographic Behavior. In The Methods and the Uses of Anthropological Demography edited by Basu A and Aaby P. Oxford: Clarendon Press. Census of India (2001, 2011) and National Family Health Survey (2006, 2010).
4. Ervic, Alexander M. (2000). Applied Anthropology: Tools and Perspectives for Contemporary Practise, Boston, MA: Allyn and Bacon.
5. Erwin A. (2004). Applied Anthropology Tools and Practice. Allyn and Bacon.
6. Goodale M. (2009). Human Rights: An Anthropological Reader. Wiley Blackwell.

PAPER CODE: ANTHRO-IN-556

Internship: Social

Students will be attached to some organization/institute/field or area to complete the training in their respective topics.

Internship: Physical

- Students will be attached to some organization/institute/field or area to complete the training in their respective topics.



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SEMESTER IV

PAPER CODE: ANTHRO-CC-571

TRIBAL ANTHROPOLOGY

1. Critically analyze key theories and concepts in tribal anthropology, including indigeneity, ethnogenesis, and cultural resilience.
2. Examine the social, economic, political, and religious structures of tribal communities across different regions.
3. Apply advanced ethnographic and qualitative research methodologies to study tribal groups and their cultural transformations.
4. Evaluate government policies, constitutional provisions, and international frameworks related to tribal rights.
5. Assess the impact of globalization, displacement, and climate change on tribal communities and propose sustainable development.

Unit I

Definition of Tribe, Scheduled Tribe and Primitive Tribal Groups. Classification and characteristics of tribal regions. Racial and linguistic classification of tribes. History of Tribal Movement in India: Birsa Munda movement, Tana Bhagat movement, Naga movement and Santhal movement.

Unit II

Problems and Remedial measures: Illiteracy, Poverty, Indebtedness, Alcoholism, Land alienation, Exploitations by Non-tribals, Health and sanitations, Displacement and Rehabilitation. History of tribal development in India.

Indian Constitution- Safeguards and Provisions for scheduled tribes: Socio-cultural, Economic, Educational, Political and Services etc. Administration of Scheduled Areas (Fifth Schedule). Tribal Areas (Sixth Schedule)

Unit III

Planning and development: Scheduled Tribes in Five Year Plans. Strategies of tribal development: Special Multipurpose Plans, Tribal Sub - Plans, Integrated Tribal development. Tribal Policies, Impact of Industrialization and Urbanization.

Approaches to Tribal Development: Anthropologists, Social worker's, Government's and NGO's.

Unit IV

Tribal Economy and Forests- Forest Policy and tribes, Joint forest management. Land and Agriculture: Land rights, subsistence agriculture.

Allied economic activities: Fishing, Hunting, Pastoralism, Cottage industries.

UNIT-V

Student should prepare an assignment on given topic.

Suggested Readings

1. Chaudhary, Bhudadeb (Ed.). Tribal Development in India.
2. Elwin, V.A. Philosophy for NEFA.
3. Haimendorf. The Tribes of India: Struggle for survival.
4. Shara B.D. Basic Issues in tribal Development.
5. Beteille A. 1996. Concept of tribes with special reference to India. In Society and politics in India: essays in a comparative perspective (pp 57-78). London: Athlone Press.

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6. Chaudhuri, B. 1992. Tribal transformation in India: socio-economic and ecological development. New Delhi: Inter-India publication.
7. Choudhury, B. 1982. Tribal Development in India. New Delhi: Inter-India Publication.
9. Elwin, V. 1954. The aboriginal. Bombay: Oxford University Press.
10. Gadgil, M and R. Guha. 1992. This fissured land: an ecological history of India. New Delhi: Oxford.
11. Ghurye, G.S. 1943. The aboriginals: so-called and their future. Poona: Gokhale Institute of Politics and Economics.
12. Govt. of India. 2014. Report of the high-level committee on
13. socioeconomic, health and educational status of tribal communities of India. New Delhi: Ministry of Tribal Affairs Government of India May, 2014
14. Hasnain, Nadeem. 2007. Tribal India. Delhi: New royal book
15. Joshi, Vidyut and Chadrakant Upadhyaya. 2017 Tribal
16. Situation in India. New Delhi: Rawat publications.
17. Pandey, A.K. 1984. Tribal Situation in India. New Delhi: serial publications.
18. Roy Burman, B. K. 2003. Indigenous and tribal peoples in world system perspective. Studies of tribes and tribals, 1(1): 7-27.
19. Roy Burman, B. K. 1994. Tribe in Perspective. Delhi: Mittal Publications.
20. Singh, A.K. 1999. Tribal Development in India. New Delhi: Classical Publishing Company.
21. Vaid, N.K. 2004. Who Cares for Tribal Development. New Delhi: Mittal publications.
22. Vidarthy, L.P and B.K. Rai. 1977. Tribal Culture in India. New Delhi: Concept publishing co.
23. Xaxa V. 1999. Tribe as indigenous People of India. Economic and Political Weekly, 35 (51): 3589-3595.
24. Xaxa, V. 2003. Tribes in India. In Veena Das (ed) The Oxford India Companion to sociology and social anthropology Vol. I (pp. 373-408). Delhi: Oxford University Press.

PAPER CODE: ANTHRO-EC-572 A

MEDICAL ANTHROPOLOGY

Course Learning Outcomes

1. The students should able to link the biological aspect of the health and disease with the social and cultural factors and how they impact issues of mental health, reproductive health, communicable and non-communicable diseases.
2. Critically analyze key theories and approaches, including biocultural, interpretive, political economy, and critical medical anthropology.
3. Apply qualitative and ethnographic research methods to study healthcare systems, traditional medicine, and biomedicine.
4. Evaluate the impact of globalization, poverty, and structural inequalities on health outcomes and access to healthcare.
5. Develop anthropological approaches to public health, healthcare policies, and community-based interventions for health and well-being.

Unit-I

Definition, aim, scope and subject matter of medical anthropology. Historical development of medical anthropology. Basic concepts: Illness sickness, disease. Theoretical perspectives in medical anthropology –medical systems as social, cultural and ecological systems. Traditional systems of medicine-classical system, alternative system.

Unit-II

Application of anthropological knowledge in promoting healthcare in tribal and rural communities. Ethno medicine, medical pluralism. Anthrotherapy.

Unit-III

Genes and disease : Diagnosis and treatment : Social biology, human history and disease ecology. Social implications of human genetics: Genetic hazards of radiation.

Unit-IV

Legal applications of genetic principles: Eugenics; Physique and its relation to Function, Disease and Behaviour. Classification of physique (somatotyping), Physique and behaviour, physique and disease. Concept of healing.

Unit-V

Any other relevant topic to be added at beginning of the session.

Suggested Readings

1. Alland, A. 1970. Adaptation in Cultural Evolution: An approach to Medical Anthropology. Columbia University Press.
2. Brown, Peter J., and Svea Closser. 2016. Understanding and Applying Medical Anthropology. Routledge.
3. G.M. Foster and B.G Anderson. 1978. Medical Anthropology. McGraw- Hill Companies.
4. Helman, Cecil. 2007. Culture, Health and Illness. 5th edition. Oxford: Butterworth-Heinemann
5. Joshi, P.C. and A. Mahajan. 1990. Studies in Medical Anthropology. Reliance Publishers.
6. Kakar, Sudhir. 2011. Shamans, Mystics and Doctors. Knopf Doubleday Publishing Group.
7. Kalla, A.K. and P.C. Joshi. 2004. Tribal Health and Medicines. Concept Publishing Company.
8. Landy, David. 1977. Culture, Disease and Healing: studies in Medical Anthropology. Macmillan University Press.
9. Manderson, Lenore, Elizabeth Cartwright, Anita Hardon. 2016. The Routledge Handbook of Medical Anthropology. Routledge.
10. Mc Elroy, Ann, and PK Townsend. 2018. Medical Anthropology in ecological perspective. Routledge.

PAPER CODE: ANTHRO-EC-572 B

PERSPECTIVES IN PALAEOANTHROPOLOGY

Course Learning Outcomes

1. Able to describe scope of different chronological methods
2. Able to understand the methods of studying human evolution
3. Familiar with the distribution and characteristics of early hominids.
4. Able to describe various aspects of palaeodemography and palaeopathology.

Unit-I

Palaeoanthropology: meaning and its relevance in Physical Anthropology. Paleoanthropological Evidences. Fossils and Fossilization; Survey of the Fossil finds (Fossil Deposits)

Unit-II

Geological Time scale and Dating of evidences – Relative and Absolute Dating methods, Perspectives of Taxonomy and Terminology, Grades, Clades and Phylogenetic Tree.

Unit-III

Emergence of Primates; The Environment and Continental drift. Tertiary Fossils and Ramapithecinae; Early Hominids; Early and Late Australopiths; Gracile and Robustus. Categories of Early Humans; Homo Habilis, Homo Erectus (Pithecanthropus and Sinanthropus), Homo sapiens; Archaic and Neanderthals.

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Unit-IV

Neanderthal problems, Early Modern Humans (Homo sapiens sapiens); Cro-Magnon, Chancelade and Grimaldi. Theories of Modern Human Origin; Evolutionary Population model, Punctuation model, Centre edge and Day's three models. Origin of Anatomically Modern Man; Out of Africa theory (Complete replacement Model), Multiregional Theory (Multiregional Continuity Model), Partial replacement model.

Unit-V

Writing tutorials and group discussion to be announced at the beginning of the session.

Suggested Readings

1. Human Evolution: Trails from the past: (2007) Camilo J. Cela-conde and Francisco J. Ayala Oxford University Press.
2. Human Origin: The fossil Record (1998) Clark Spencer Larsen, R.M. Matter, Daniel.L. Gebo. Waveland Press.
3. Bone, Stones and Molecules: "Out of Africa" and Human Origins. (2004) David W. Cameron and Colin P. Groves- Elsevier Inc.
4. Srivastava, R.P. Morphology of primates and human evolution. PHI; New Delhi.

PAPER CODE: ANTHRO-EC-572 C

PERFORMING ARTS

Course Learning Outcomes

1. The objective here is to introduce students with any one of the form of arts in detailed manner, like various dance forms or theatre related information or music basics.
2. Tribal and folk dances of India and their relevance in Anthropology.
3. Drama research and its utility in anthropological studies.

Unit - I:

Cultural History of India. Knowledge of major epics like Ramayana, Mahabharata, Shilappadikaram in terms of their content, characters and relevance to Indian Theatrical Practice, an acquaintance with Indian mythology.

Unit - II:

General introduction to seven classical dance styles, viz., Bharata Natyam, Kuchipudi, Odissi, Kathak, Manipuri, Kathakali and Mohini Attam. Knowledge of Indian dance - drama tradition, both classical and folk.

General Introduction to tribal and folk dances of India. Inter - relationship of dance and drama with other plastic arts, e.g., Sculpture, Iconography and Painting in their ancient Indian tradition.

Unit - III:

General Knowledge of Indian Classical Music - Hindustani and Carnatic and their 'tala'

Unit - IV:

Traditional Dance / Drama Training and its relevance today. Dance education at the academic level and its needs in the contemporary Indian Society.

Dance / Drama Research and other components of co - related arts which are relevant; the importance of modern stage technique, the media and technological advances to the study and propagation of dance / drama

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Unit – V:

Writing tutorials and group discussion on the topics assigned at the beginning of the session.

Suggested Readings

1. Oliver, Sophie Anne 2010. Trauma, Bodies, and Performance Art: Towards an Embodied Ethics of Seeing.
2. Romano, Tricia 2011. Natalie Portman, Black Swan, and the Death of the Triple Threat.
3. Mackrell, Judith R. 2017. dance. Encyclopædia Britannica, Inc.
4. Mackrell, Judith. Dance. Encyclopædia Britannica.
5. Nana, Loria 2015. Philosophical Context of Contemporary Choreographic Space. Musicology & Cultural Science. 11 (1): 64–67.
6. Epperson, Gordan (2016). Music. Encyclopædia Britannica, Inc.

PAPER CODE: ANTHRO-EC-573 A

PRACTICAL: SOCIAL ANTHROPOLOGY

1. Critically review an ethnographic work on ecological anthropology and make a project proposal and an annotated bibliography.
2. Collect atleast five case studies and prepare its content analysis using different methods.

PAPER CODE: ANTHRO-EC-573 B

PRACTICAL: ADVANCE OSTEOOMETRY AND DNA ANALYSIS

Advance Osteometry; Dioptrographic Tracing and Measurements of Bones-Femur, Tibia, Fibula, Pelvis, Clavicle, Scapula, Humerus, Radius and Ulna. Diagraphic Tracing and Measurements of Cranium, Karyotyping and Identification of Normal/Abnormal Human Chromosomes. Sex- Chromatin Preparation of Buccal smear Electrophoresis for Hb/Hp Variants as specified in the Department Laboratory, DNA Isolation and DNA Fingerprinting.

PAPER CODE: ANTHRO-EC-573 C

DIGITAL ANTHROPOLOGY

1. Critically analyze key theories and debates in digital anthropology, including cybernetics, virtual ethnography, and digital identity.
2. Examine how digital technologies shape human behaviour, social interactions, and cultural practices in diverse global contexts.
3. Apply advanced digital ethnographic methods to study online communities, social media, and virtual environments.
4. Evaluate the ethical, political, and economic implications of digital technologies, including issues of surveillance, digital divides, and data privacy.

Unit I:

Introduction to Digital Anthropology: Definition and Scope, Historical Development of Digital Anthropology, Theoretical Approaches (Cybernetics, Actor-Network Theory, Media Anthropology), Anthropology of the Internet and Virtual Spaces

Unit II:

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Digital Ethnography and Research Methods: Conducting Ethnography in Online Mode (Digital Storytelling and New Media Anthropology). Virtual vs. Physical Ethnography. The Rise of Influencer Culture and Digital Labor. Ethical Considerations in Digital Research. Case Studies of Online Ethnographic Research

Unit III:

Digital Media, Communication, and Culture: Digital Storytelling and Visual Anthropology. Memes and Internet Folklore.

Globalization and Digital Media Consumption. Linguistic Anthropology in the Digital Age

Unit IV:

Cybersecurity, Ethics, and Digital Rights: Privacy, Data Ownership, and Digital Surveillance. Cybersecurity and Digital Warfare. Digital Rights Movements and Internet Governance.

Ethical Considerations for Anthropologists in Digital Spaces. Future Trends in Digital Anthropology. Role of Anthropologists in Shaping Digital Policies

UNIT-V

Organised any Cultural Activity by the Students.

Suggested Readings:

1. Horst, H., & Miller, D. (2012). Digital Anthropology. Bloomsbury.
2. Boellstorff, T. (2015). Coming of Age in Second Life: An Anthropologist Explores the Virtually Human. Princeton University Press.
3. Pink, S., Horst, H., Postill, J., Hjorth, L., Lewis, T., & Tacchi, J. (2016). Digital Ethnography: Principles and Practices. SAGE.
4. Zuboff, S. (2019). The Age of Surveillance Capitalism. Public Affairs.
5. Noble, S. U. (2018). Algorithms of Oppression: How Search Engines Reinforce Racism. NYC Press.

PAPER CODE: ANTHRO-SEC-574

DISSERTATION

Course Learning Outcomes

The learning outcomes of this important paper are many. For instance, they will learn to use various fieldwork methods and techniques to collect data which will not be possible without learning to build rapport with the people and without being able to communicate with them in a language they understand. They will also learn how to collate the data, draw tables or charts, interpret the data and draw appropriate generalisations from the same. They will also learn how to communicate how they have done their research, where they have done the research, what are the generalisations made and what are the implications of their findings. They will then learn how to give references that are complete, correct and consistent. Finally, they will learn how to defend their findings orally.

The master's students will go for fieldwork for two weeks. They will be accompanied by teacher and laboratory staff. The students will be required to write a dissertation based on fieldwork under the guidance of a teacher assigned by the staff council or teacher in-charge who will take the students for fieldwork. The student can choose any stream for dissertation.

Stream A = Social Anthropology
Stream B = Biological Anthropology

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