UNIVERSITY OF DELHI
MASTER OF SCIENCE
(ANTHROPOLOGY)
(Effective from Academic Year 2019-20)

PROGRAMME BROCHURE
ANTHROPOLOGY

XXXXX Revised Syllabus as approved by Academic Council on XXXX, 2018 and Executive Council on YYYY, 2018
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I. About the Department

- **Historical background of Department**
  In 1947, the Department of Anthropology was founded in the Faculty of Science at the University of Delhi, with Dr. P.C. Biswas (M.Sc., Calcutta, Ph.D Berlin) as its Head, when Sir Maurice Gwyer was the Vice Chancellor of Delhi University. It was the second anthropological institute in the country. The Department started in two rooms in the old building of the Department of Zoology, then shifted to the new building of the Arts Faculty in 1949, and later came to occupy its present building- the erstwhile Prince’s Pavilion facing Mughal Garden in 1966. Laboratories and lecture halls were added to meet the needs of the growing discipline. From a humble beginning of two rooms today it has 6 laboratories (general and specialized), lecture halls, teacher’s rooms, library, and an ethnographic museum. The Museum when it was located in the Arts Faculty building had the distinction of having the visit and blessings of our beloved Prime Minister Pandit Jawaharlal Lal Nehru who regularly donated ethnographic specimen and cultural objects from his personal collection throughout his tenure. This tradition was continued by his distinguished daughter, Prime Minister Indira Gandhi. In its present location, Prince Charles, Prince of Wales, visited the museum in 1980. The Department which in 1947 had a faculty of two members has now 19 members and a number of research associates, DST women scientists, research fellows and scholars which include JRF, SRF and Inspire fellows. Now the Department is headed by Professor Anup K. Kapoor (2017) to give new focus on the teaching and research in Anthropology and Forensic Science.

- **Department Highlights in terms of its ranking, courses**
  The Department has made an immense contribution with respect to the generation of Anthropological knowledge. The Department has featured among the top 100 in QS World University ranking by Subject 2016-2017, the only Anthropology department from India to achieve this status.

  The Department has been actively engaged in Teaching and research in all branches of Anthropology. The Department offers courses like B.Sc. (Hons.), M.Sc.; M.Phil. and Ph.D. Programme in Anthropology; One Year Certificate Course in Forensic Science since 1968 and M.Sc. Forensic Science from 1975.

  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 course the latest development in the discipline.

- **About the programme**
  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. (As per the notification from the University).

II. 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 learning. The uniformity in evaluation system also enable the potential employers in assessing the performance of the candidates.

Definitions:

(i) ‘Academic Programme’ means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre

(ii) ‘Course’ means a segment of a subject that is part of an Academic Programme

(iii) ‘Programme Structure’ means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission

(iv) ‘Core Course’ means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course

(v) ‘Elective Course’ means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre

(vi) ‘Open Elective’ means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.

(vii) ‘Credit’ means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course

(viii) ‘SGPA’ means Semester Grade Point Average calculated for individual semester.
(ix) ‘CGPA’ is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.

(x) ‘Grand CGPA’ is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into % age marks is given in the Transcript.

III. Anthropology Programme Details:

Programme Objectives (POs):

- The students of M.Sc. Anthropology should learn the history, branches and scope of anthropology.
- They should comprehensively understand the concepts and theories of major branches of anthropology i.e. Biological, Social and Archaeological anthropology.
- Students should be familiar with approaches, techniques, methodology and study designs commonly used in anthropological research.
- They must understand the nuances of conducting population based fieldwork independently and collecting useful qualitative and quantitative data pertaining 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.

Programme Structure:

The Anthropology programme is a two-year course divided into four-semester. A student is required to complete XXXX credits for the completion of course and the award of degree.

<table>
<thead>
<tr>
<th>Part – I</th>
<th>First Year</th>
<th>Semester</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part – II</td>
<td>Second Year</td>
<td>Semester III</td>
<td>Semester IV</td>
</tr>
</tbody>
</table>
# Course Credit Scheme

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Papers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory</td>
<td>Practical</td>
</tr>
<tr>
<td></td>
<td>4 credit per Paper</td>
<td>2 credit per paper</td>
</tr>
<tr>
<td>Semester-I</td>
<td>4</td>
<td>4x4 papers=16</td>
</tr>
<tr>
<td>Semester-II</td>
<td>4</td>
<td>4x4 papers=16</td>
</tr>
<tr>
<td>Semester-III</td>
<td>4</td>
<td>4x3 papers=12</td>
</tr>
<tr>
<td>Semester-IV</td>
<td>4*</td>
<td>4x3papers=12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>56 credits</td>
</tr>
</tbody>
</table>

*It includes one dissertation and three papers

Theory paper 4 credits (100 marks);
Practical- 2 credits;
Dissertation-4 credits (100 marks)
Open Electives-4 credits (100 marks)

(Table-1)

**M.Sc. Anthropology (2019)**

<table>
<thead>
<tr>
<th>1st Semester [Core Papers]</th>
<th>IInd Semester [Core Papers]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fundamentals of Biological Anthropology</td>
<td>1. Human genetics</td>
</tr>
<tr>
<td>2. Fundamentals of Social Anthropology</td>
<td>2. Research Methods and Techniques</td>
</tr>
<tr>
<td>3. Archaeological Anthropology</td>
<td>3. Social Institutions</td>
</tr>
</tbody>
</table>

**IIIrd Semester**

The students will opt for three core papers from Group A or Group B

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Anthropology [Core Papers]</td>
<td>Social Anthropology [Core Papers]</td>
</tr>
<tr>
<td>1. Palaeoanthropology</td>
<td>1. Anthropological Theory I</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Demographic Anthropology</td>
<td>4. Tribal India</td>
</tr>
</tbody>
</table>

**Students are required to opt one Open Common Elective Papers from the list given below:**

1. Bio-cultural Dynamics among Indian Population
2. Anthropology in Practice
3. Prehistory of India

<table>
<thead>
<tr>
<th><strong>IVth Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Papers</strong></td>
</tr>
</tbody>
</table>

**Group A**

1. Applied Biological Anthropology [**Core Paper**]
2. Dissertation (based on fieldwork of at least 2 weeks)

**Group B**

1. Applied Social Anthropology [**Core Paper**]
2. Dissertation (based on fieldwork of at least 2 weeks)

The students have to opt two elective papers from stream A or stream B or one elective paper each from stream A & Stream B from the list given below:

<table>
<thead>
<tr>
<th>Biological Anthropology [Elective Papers] (Stream A)</th>
<th>Social Anthropology [Elective Papers] (Stream B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Molecular Anthropology</td>
<td>1. Psychological Anthropology</td>
</tr>
<tr>
<td>2. Physiological anthropology</td>
<td>2. Urban Anthropology</td>
</tr>
<tr>
<td>4. Forensic Anthropology</td>
<td>4. Developmental Anthropology</td>
</tr>
<tr>
<td>5. Nutritional Anthropology</td>
<td>5. Ecological Anthropology</td>
</tr>
<tr>
<td>7. Primate Biology and Behaviour</td>
<td>7. Anthropology of religion</td>
</tr>
</tbody>
</table>
List of Elective Course (wherever applicable to be mentioned area wise)

1..... See Table 1

2....

**Selection of Elective Courses:**

Already specified and as per notification from the University. (See Table 1)

**Teaching:**

The faculty of the Department is primarily responsible for organizing lecture work for Anthropology. The instructions related to tutorials are provided by the respective registering units under the overall guidance of the Department.

There shall be 90 instructional days excluding examination in a semester.

(Add details about Projects/Dissertation and role of supervisor)

- The topic of the dissertation / project will be allotted by the teacher in-charge who will undertake the fieldwork.
- The student will submit two copies of the dissertation and will be examine by the Board of Examiners.
- The student can choose the topic from any stream/ core papers/ elective papers/ common elective papers
Eligibility for Admissions:

<table>
<thead>
<tr>
<th>Category Id</th>
<th>Course Requirements</th>
<th>Marks Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.Sc. (Hons.) Anthropology (3 Years Course after (10+2) from University of Delhi or any other University whose examination is recognized by the University of Delhi as equivalent and fulfilling other conditions of eligibility)</td>
<td>55% or above marks in aggregate or equivalent grade</td>
</tr>
<tr>
<td>2</td>
<td>B.Sc. /B.A. in Anthropology from any other University whose examination is recognized by the University of Delhi as equivalent and fulfilling other conditions of eligibility.</td>
<td>55% or above marks in aggregate or equivalent grade</td>
</tr>
<tr>
<td>3</td>
<td>B.Sc.(Hons.) / B.Sc. (General) B.A. (Hons.)/B.A. (Pass) with Anthropology as one of the subjects from any other University whose examination is recognized by the University of Delhi as equivalent and fulfilling other conditions of eligibility</td>
<td>55% or above marks in aggregate or equivalent grade</td>
</tr>
<tr>
<td>4</td>
<td>B.Sc. (Hons.) in Life Sciences, Biomedical, Zoology &amp; Health Sciences/ B.Sc. in any branch of Science from University of Delhi or any other University whose examination is recognized by the University of Delhi as equivalent and fulfilling other conditions of eligibility.</td>
<td>60% or above marks in aggregate or equivalent grade.</td>
</tr>
</tbody>
</table>

Eligibility in Merit Category

<table>
<thead>
<tr>
<th>Category Id</th>
<th>Course Requirements</th>
<th>Marks Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>B.Sc. (Hons.) Anthropology (3Years Course after 10+2) from Delhi University only.</td>
<td>60% or above marks in the aggregate or equivalent grade.</td>
</tr>
</tbody>
</table>

The syllabus for the entrance examination of each postgraduate course is the corresponding B.A./B.Com/B.Sc. (or equivalent) syllabus of the University of Delhi. The syllabus of BSc. (H) Anthropology is available at website of University of Delhi.

Assessment of Students’ Performance and Scheme of Examinations:

1. English shall be the medium of instruction and examination.
2. Assessment of students’ performance shall consist of:
   (Point wise details of internal assessment and end semester examination, their weightage and scheme to be given)
   (Assessment will be based on Learning Outcomes for the course) and as per University Rules.

Pass Percentage & Promotion Criteria:

Minimum marks for passing the examination in each semester shall be 40% in each paper and
45% in aggregate of a semester

**Part I to Part II Progression:**

(Provide department policy about semester to semester progression, policy for re-appearance, policy in case of failing in one or more papers)

**Conversion of Marks into Grades:**

(specify the formula for conversion of marks into grades)

**Grade Points:**

Grade point table as per University Examination rule

**CGPA Calculation:**

As per University Examination rule.

**SGPA Calculation:**

**Grand SGPA Calculation:**

**Conversion of Grand CGPA into Marks**

As notified by competent authority the formula for conversion of Grand CGPA into marks is: Final percentage of marks = CGPA based on all four semesters × 9.5

**Division of Degree into Classes:**

Post Graduate degree to be classified based on CGPA obtained into various classes as notified into Examination policy.

**Attendance Requirement:**

(specify components for marking attendance of students)

**Span Period:**

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of **four** years from the date of admission to the Part-I/Semester-I of the Anthropology Programme.

**Guidelines for the Award of Internal Assessment Marks Anthropology Programme (Semester Wise)**

(Mention the components of Internal Assessment and the scheme for awarding marks for students’ attendance)

IV: Course wise content Details for Anthropology
MASTER of Science
Semester I/ Course Code: Fundamentals of Biological Anthropology

Marks: 150 Total Credits: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks (L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
- To understand the history and scope of biological anthropology
- To study the comparative anatomy of man
- To describe the phylogeny and taxonomy of primates
- To understand the fundamentals of human evolution

Course Learning Outcomes:
Students will be
- Able to describe scope of studying biological anthropology
- Able to understand the human anatomy
- Familiar with the variation in primates and their behavior
- Familiar with the basic principles of human evolution

Course Contents:

Unit I  History and development of physical/ biological Anthropology, aim, scope and its relationship with allied disciplines.

Unit II  Theories of evolution- Lamarckism, Darwinism, Punctuated Equilibrium, Synthetic theory, Neomutationism.

Unit III  Distribution, classification and characteristics of living primates. Comparative anatomy of man and non-human primates with special reference to skull, pelvis, dentition and long bones. Evolution of brain and senses.

Unit IV  Bio-genetic basis of phylogeny and taxonomy of primates.

Unit V  Primate behaviour with special reference to rhesus monkeys, baboons, langurs and apes.
Unit VI  Concept of Race, historical development, formation and criteria of racial classification. Racial classification of Hooton’s, Deniker’s, Coon, Garn and Birdsell’s and Boyd’s. UNESCO statement.

Unit VII  Human evolution with respect to hominoid fossil.

Suggested Literature:


Practical/ Project

Somatometry: The students will take the following measurement on twenty subjects (10 males & 10 females)
1. Maximum head length 9. Physiognomic facial height
2. Maximum head breadth 10. Morphological facial height
4. Maximum bizygomatic breadth 12. Morphological upper facial height
5. Bigonial breadth 13. Head circumference
7. Nasal length 15. Sitting height

Somatoscopy
1. Head form
2. Hair form
3. Facial form
4. Eye form
5. Nose form
6. Hair colour
7. Eye colour
8. Skin colour
Craniometry: The student will take the craniometric measurements on five skulls.

10 Craniometric measurements to be decided by the concerned teachers.
MASTER of Science
Semester I/ Course Code: Fundamentals of Social Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
• The objective of this course is to familiarize the students with the discipline of social anthropology, its historical roots subject matter and its scope in India and abroad. It would also look at different traditions in social anthropology and the debates relating to the nature of society and culture
• It would apprise students with the recent advances in the field of social anthropology by focusing upon its emerging branches.

Course Learning Outcomes:
• The students will be able to understand and apply the basic concepts like groups, institutions, organization and community in understanding of society and culture.
• They should be able to appreciate the significance of social anthropology and its contemporary role in the society.
• They will also critically understand the various approaches to understand society and culture be able to understand how the knowledge of anthropology is important for health, business, ecology, psychology, media and public policy.

Contents:

Unit I Subject matter, scope and its relations with other subjects, such as sociology, linguistics, psychology, history and economics
Unit II Historical roots of anthropological tradition: classical social anthropology: evolutionism, diffusion and early American school.
Unit III Concept of society and culture and its characteristics, status and role; groups, association, community, institution and organization. (Socio cultural change)
Unit IV Approaches to the study of society and culture: functional (pattern and integration), action oriented, Marxist, structuralism, poststructuralist and feminist, Interpretive and postmodernism
Unit V Emerging branches of Social anthropology: Medical anthropology; Psychological anthropology, Business anthropology, Ecological anthropology, Social anthropology of Climate change and Disaster, Media/Visual anthropology, Social anthropology of public policy.

PRACTICAL: READINGS OF ETHNOGRAPHY
The student will be required to critically comment on the methodology and findings of an ethnographic account as directed by the teacher concerned.

1. The student should be able to critically examine the theoretical approach followed.
2. Make a critical evaluation of data used.
3. Suggest alternative analytical tools.
4. Evaluate the impact made by this ethnography an anthropological theory.

**Suggested Readings:**

**Facilitating the achievement of Course Learning Outcomes**

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Understand and apply the basic concepts like groups, institutions, organization and community in understanding of society and culture</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Appreciate the significance of social anthropology and its contemporary role in the society</td>
<td>Lecture and class discussion.</td>
<td>Debate and discussion. It is compulsory for every student to participate in class discussion. Their performance will be evaluated and will be incorporated in the final internal assessment marks.</td>
</tr>
<tr>
<td>3.</td>
<td>Understand how the knowledge of anthropology is important for health, business, ecology, psychology, media and public policy.</td>
<td>Class lecture, emphasis on case studies</td>
<td>Discussion and class presentation</td>
</tr>
</tbody>
</table>

**MASTER of Science**

**Semester I/ Core paper: Fundamentals of Archaeological Anthropology**
Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)

Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objective:
- To make students learn the concepts of archaeological anthropology, tool typology, identification and their cultural interpretations

Course Learning Outcomes:
- The Course will explain the basic concepts and terminology used in prehistoric archaeology
- Understand the chronological and cultural determinants of Indian prehistory
- Understand chronological and cultural determinants of European prehistory
- Appreciate the new trends in archaeological anthropology

Course Contents

UNIT I The Framework of Archaeology
i. History of Development
ii. Basics of Archaeology
iii. Dating Methods- Relative dating and Absolute dating
iv. Introduction to Social Archaeology
v. Environmental Archaeology
vi. Cognitive Archaeology
vii. Ethno-Archaeology

UNIT II European Prehistory
i. Introduction to Prehistory of Europe: Chronology and Terminology.
ii. Lower Palaeolithic Culture of Europe.
iii. Middle Palaeolithic Culture of Europe.
iv. Upper Palaeolithic Culture of Europe.
v. Palaeolithic Art of Europe.
vi. Mesolithic Culture of Europe.
vii. European Prehistory in 21st Century: With Special Reference to Dmanisi of Georgia, Isernia Pineta, Monte Poggiolo, Pirro Nord of Italy and Atapuerca of Spain.
UNIT III  Indian Prehistory

i.  Introduction of Indian Prehistory: Chronology and Terminology.
ii.  Lower Palaeolithic Culture of India.
iii.  Middle Palaeolithic Culture of India.
iv.  Upper Palaeolithic Culture of India.
v.  Prehistoric Art in India.
vi.  Mesolithic Culture of India.
vii.  Neolithic Culture of India.
viii.  Indus Valley Civilization.
ix.  Megalithic Cultures of India.
x.  Indian Prehistory in 21st Century: Problems and Challenges.

UNIT IV  New Trends in World Prehistory: Origin and Dispersal of Earliest Homo from Africa

i.  The First Human Settlement of Europe during Lower Pleistocene Epoch.
ii.  The First Human Settlement of Asia during Lower Pleistocene Epoch.

Suggested Literature


Practical

1. Quaternary geological formations
2. Detailed Study and Understanding of tool types-
   i. Lower Palaeolithic Culture
   ii. Middle Palaeolithic Culture
   iii. Upper Palaeolithic Culture
   iv. Mesolithic Culture
   v. Neolithic Culture
   vi. Art objects
   vii. Bone Tools and artefacts

Suggested Literature


Facilitating the achievement of Course Learning Outcomes

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain the basic concepts and terminology used in prehistoric archaeology</td>
<td>Class lecture and discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Understand the chronological and cultural determinants of Indian prehistory</td>
<td>Class lecture and discussion</td>
<td>Compulsory Discussion</td>
</tr>
<tr>
<td>3.</td>
<td>Understand chronological and cultural determinants of European prehistory</td>
<td>Class lecture and discussion</td>
<td>Classroom debate</td>
</tr>
<tr>
<td>4.</td>
<td>Appreciate the new trends in archaeological anthropology</td>
<td>Class lecture and discussion</td>
<td>Critical review of a research article</td>
</tr>
</tbody>
</table>

Semester I/ Course code : Anthropology of India: Ethnic and Cultural Diversity
Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
• This course is divided into two sections, the first section looks at the ethnic or the biological composition of the Indian population and the second section examines the cultural diversity of people of India.

• There have been numerous attempts made to classify the people of India on the basis of genetic, linguistic, cultural, economic and ecological markers. This paper would be a critical appraisal of all such systems of classification. It would also deal with the origin, evolution and foundation of social life in India and the composition of Indian civilization.

• The underlying focus of this paper is on the factors which contributes to the unity of Indian civilization in spite of the wide diversity.

Course Learning Outcomes:
• In term of biological variations the students will be able to critically analyse the contributions of Risley, Guha, Rickstett and Sarkar towards understanding ethnic elements in the Indian populations.

• They would able to understand the composition origin and evolution of Indian civilization and thereby appreciate the contextual and reflexive nature of Indian civilization and shortcoming of the universal approaches of western theories.

• They will be able to explain the critical concepts of tribe caste, class, gender in understanding of Indian social reality.

Contents:
Section A
Unit I A critical appraisal of contributions of Risley, Guha, Rickstett and Sarkar towards understanding ethnic elements in the Indian populations.
Unit II Pre and Proto historic racial elements in India.
Unit III Linguistic classification of Indian population.
Unit IV Recent trends in Indian Population Genetic Studies.
Unit V Nutritional and health problems with reference to women and children in India.
Section B

Unit VI  Introduction to  Indian Civilization: Foundations of social life - The origin and evolution of social structures and their underlying philosophies.

Unit VII  Understanding the diversity in Indian social structure, Culture zones in India.. Social reality – Caste, class, tribe, communal and gender hierarchies.

Unit VIII  Tribes of  India : Definitional Issues, Place in Indian Civilization, Classification and distribution; Diversity of social organization . Linkages with other communities, modernizations and ethnicity issues.

Unit IX  Caste system and its structure. Ritual, economic and social aspects of caste. Relevance of caste in Indian social structure, Changes in the caste system.

Unit X  Urbanization and urban social structure, Changes in Urban India .

Suggested Literature
<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Critically analyse the contributions of Risley, Guha, Rickstett and Sarkar towards understanding ethnic elements in the Indian populations</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion.</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Understand the composition origin and evolution of Indian civilization and thereby appreciate the contextual and reflexive nature of Indian civilization and shortcoming of the universal approaches of western theories.</td>
<td>Lecture and class discussion.</td>
<td>Debate and discussion.</td>
</tr>
<tr>
<td>3.</td>
<td>Explain the critical concepts of tribe caste, class, gender in understanding of Indian social reality.</td>
<td>Class lecture, emphasis on case studies</td>
<td>Discussion and class presentation</td>
</tr>
</tbody>
</table>
MASTER of Science
Semester II/ Core Paper : Human Genetics

Marks: 100 Total Credits-4: Theory-4 credits (i.e. 100 marks);
Duration: 14 weeks ( L= 4 hours per week,)

Course Objectives:
- To understand the structure and function of human genome
- To describe the mechanisms that underpin the inheritance of traits in human populations
- To understand the role of genetic factors in health and disease
- To communicate genetic information in an explicable manner
- To understand the relevance of genetic data bases in human genetic research

Course Learning Outcomes:
Students will be
- Able to describe structure and function of human genome
- Able to understand the use of inheritance pattern underlying genetic diseases
- Familiar with types of genetic variations used to assess genetic traits/diseases
- Aware of big projects and data bases related human genome research

Course Content:
Unit I History of Human Genetics: Mendelian to Medical genetics
Unit II Human Genome:
  a. Chromosomes, DNA structure, Transcription, Translation, Protein coding genes, Conserved Elements and Repetitive Elements,
  b. Human Genome Project, HapMap Project, and 1000 Genome project.
  c. Variation in Human Genome: SNP, Sequence repeats, Insertion/Deletion, Copy number variants
  d. Cytogenetics: Heterochromatin, Euchromatin, Dosage compensation, chromosome bands and banding techniques
Unit III Chromosomal Abnormalities: Structural and Numerical chromosomal abnormalities
Unit IV Mendelian Genetics: Autosomal and Sex linked inheritance and related concepts (Penetrance and Variable expressivity), Codominant inheritance, Non-nuclear inheritance
Unit V **Heritability:** Concept of Heritability, Linkage, Haplotype, LOD score, Pedigree analysis, Multifactorial inheritance

Unit VI **Pharmacogenetics:** Concept of pharmacogenetics and relevance of conducting pharmacogenetic studies

Unit VII **Genetic Databases:** *Ensembl* and *OMIM*

Practical: Nil

Readings:

- Vogel and Motulsky. Human Genetics. 2010. Springer

Facilitating the achievement of Course Learning Outcomes

<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Able to describe structure and function of human genome</td>
<td>Class lecture and discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Able to understand the use of inheritance pattern underlying genetic diseases</td>
<td>Class lecture and discussion</td>
<td>Classroom Debate</td>
</tr>
<tr>
<td>3.</td>
<td>Familiar with types of genetic variations used to assess genetic traits/diseases</td>
<td>Class lecture and discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>4.</td>
<td>Aware of big projects and databases related human genome research</td>
<td>Class lecture and discussion</td>
<td>Summary report writing</td>
</tr>
</tbody>
</table>

**MASTER of Science**  
**Semester II/ Core paper : Research Methods and Techniques**

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks (L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
- This course will introduce the statistical techniques used in anthropological analysis.
- It will also introduce the basic research methods and techniques of social anthropology including the genealogical methods, observation including direct, indirect, questionnaire schedule and Interviews case study, FGD and the life history method.

Course Learning Outcomes:
- 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.
- They will be able to collect a life history and other data from a informant and analyse them to understand a problem given to them.
- They will be able operationalise all these methods and undertake a field based research and prepare a report on a given topic

Course content:
Unit-I: Research Methods: Concepts and Definitions
Unit-II: Presentation and Summarization of Data (Tables and Graphs)
Unit-III: Population and Samples
Unit-IV: Descriptive statistics
  I. Measure of Central Tendency
  II. Measure of Variation: Range, Variance and Standard deviation.
  III. Normal Distribution, Skewness and Kurtosis
Unit-V: Test of Significance
  I. Student t Test
  II. Chi-square Test
Unit-VI: Pedigree Analysis
Unit-VII: Genealogical method: Construction of Genealogy.
Unit-VIII: Observation: Direct, Indirect, Participant, Non-participant, Controlled
Unit-IX: Fieldwork Research: Anthropological Fieldwork, Ethnographic Approach, Types of Ethnographies, Rapport Establishment and Impression Management in fieldwork, Data management in field Research.
Unit-X: Questionnaire and Schedule, Interview- Unstructured, Structured, Key informant interview, Focused, Group Discussion, and Free listing, pile sorting
Unit-XI: Ethics in Research
Suggested Literature

5. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Field Notes. Chicago, Chicago University Press. 1995

Practical/ Projects: Research Methods and Techniques

1. Nature of anthropological research.
3. Observation: Direct, Indirect, Participant, Non-participant, controlled.
4. Questionnaire and Schedule, Interview- Unstructured, Structured, Key informant interview, Focussed Group Discussion, and Free listing, pile sorting.
5. Case study and life history.

6. Project Report: 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.

**Facilitating the achievement of Course Learning Outcomes**

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<tbody>
<tr>
<td>1.</td>
<td>draw genealogies and collect verbal as well as non verbal data</td>
<td>Lecture and class practice</td>
<td>Practical exercise</td>
</tr>
<tr>
<td>2.</td>
<td>prepare questionnaire and schedule to collect information on a specific topic and also organize and take notes in a focus group discussion</td>
<td>Lecture and class practice</td>
<td>Practical exercise</td>
</tr>
<tr>
<td>3.</td>
<td>to collect a life history and other data from an informant and analyse them to understand a problem given to them</td>
<td>Lecture and class/field practice</td>
<td>Discussion and class presentation</td>
</tr>
</tbody>
</table>
Semester II/ Core paper: Social Institutions

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)

Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:

- This course deals with the institutionalize aspect of human behaviour and standardized mode of co-activity relating to the domain of kinship, family, marriage, economic, religion and the political institution.
- Students will be introduced to the basic concepts like descent, alliance, filiations, power, leadership, authority, sacredness and supernatural.

Biological dimensions

Course Learning Outcomes:

- The students will be able to understand the nuances of formulating definitions of some of the universals like family, marriage, kinship and gender in human society.
- They should be able to understand and explain the wide variations and myriad ways through which cultures evolve in the process human beings quest for living.

Contents:

Unit I Concepts of social institution and approaches

Unit II Kinship: definition and foundation, descent and alliance theories, kinship as a cultural principle and social mechanism. descent groups kinship terminology

Unit III Family and marriage : Concept and approaches, rules of marriage and kin terms, variation in family forms, Kinship, Marriage and Family in India ; Domestic group.

Unit IV Economic Institution : Formalist and substantivist approaches, Systems of production, distribution and exchange, Wealth and capital

Unit V Religion: Concept of Supernatural and approaches to the study of religion ; Religious Specialists; Witchcraft and Sorcery, Religion and its relationship to power in India

Unit VI Political Institution : Concept of power, leadership; issues of legitimacy and authority, customary laws ; nation state and citizenship

Practical:

1. The student is required to conduct interview of the functionaries of any of the institutions or as instructed by the course teacher. They are to write down the functioning of these institutions: - Family, Kinship, Economic, Religious and Political.
2. Case study of any of the social institution (religion, economic, political) or inter-relationship between the institutions with respect to cultural perspective. The project may be presented as text or visual.

**Suggested Literature**

Enber, C.R., Melvis Ember, Peter N. Peregrine 2007 Anthropology. Pearson Education

**Facilitating the achievement of Course Learning Outcomes**

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<tr>
<td>1.</td>
<td>Understand the nuances of formulating definitions of some of the universals like family, marriage, kinship and gender in human society</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion.</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Understand and explain the wide variations and myriad ways through which cultures evolve in the process human beings quest for living.</td>
<td>Lecture and class discussion.</td>
<td>Debate and discussion.</td>
</tr>
</tbody>
</table>
Semester II/ Core paper: Human Ecology: Biological & Cultural Dimensions

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical-2 credit (i.e. 50 marks)

Duration: 14 weeks (L=4 hours per week, Practical=3 hours per week)

Course Objectives:

- This course is divided into two sections, the first section looks at the biological dimensions of the human Ecology and the second section examines the cultural aspects of human ecology.
- The paper would look at the biotic, abiotic and cultural dimensions of ecology in conjunction with one another.
- It will deal with various ecological stresses, the changing nature of human commons like air, water and soil, the impending ecological crisis, issues of climate change and how to resolve these issues.
- Students will be able to understand how human beings in various environmental settings adjust to their surroundings biologically. They will also learn about the importance of sustainable development in contemporary world.

Course Learning Outcomes:

- The students will be able to understand the contemporary ecological issues from both the biological and cultural dimension. Will be able to apply the concepts of ecosensitivity adaptation, acclimation, acclimatization, biotic and abiotic components in conjunction culture and how they affect the ecology of a place.
- The students will be able to address the issues of natural resources like air, water, forest and their conservation for a sustainable growth and development.
- Based on the learning they should be able to apply the concepts, formulate and undertake a research on any of the ecological issues.

Contents:

- To understand the potential ecological stressors that affects human being.
- How human beings by the process of their in-built biological mechanism or by adopting some cultural practices make an effort to minimize the effect of stress on their body.
- Cultural Ecology and Process of Adaptation.
- Concepts of Adaptation and Adaptive Strategies used in Cultural Ecology.

**Biological Dimensions**

**Unit I**  Concepts in Ecology: Definition, ecosensitivity adaptation, acclimation, acclimatization, biotic and abiotic component.

**Unit II**  Methods of studying human ecology.

**Unit III**  Adaptation to various ecological stressors.
Unit IV  Ecological rules and their applicability to human populations.
Unit V  Impact of urbanization and industrialization on Man.

Cultural Dimensions
Unit VI  Culture as a tool of adaptation and the concept of nature
Unit VII  Various modes of human adaptation -
   i. Hunting and food gathering
   ii. Pastoralism
   iii. Shifting cultivation
   iv. Ecological themes of state formation
   v. Neolithic revolution
   vi. Hydraulic civilization
   vii. Industrial civilization and growth of urban societies

Unit VIII  Concept of Sustainability, commons and state of our air, water and forest.
Unit IX  Emerging issue in Climate Change Adaptation

Suggested Literature (biological)
6. Suggested Literature (cultural dimension)
Practical:

**Biological Dimensions**
Size and Shape Measurements

1. Stature
2. Sitting Height
3. Body Weight
4. Total Upper Extremity Length
5. Total Lower Extremity Length
6. Nasal Breadth
7. Nasal Height

Size and Shape Indices

1. Body Mass Index
2. Ponderal Index
3. Relative Sitting Height
4. Relative Upper Extremity Length
5. Relative Total Lower Extremity Length
6. Nasal Index

**Cultural Dimensions**

1. Make a research design pertaining to any environmental problem and do a project based on it.
# Facilitating the achievement of Course Learning Outcomes

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<td>1.</td>
<td>To understand the potential ecological stressors that affects human being</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion.</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>How human beings by the process of their in-built biological mechanism or by adopting some cultural practices make an effort to minimize the effect of stress on their body.</td>
<td>Lecture and class discussion.</td>
<td>Debate and discussion.</td>
</tr>
<tr>
<td>3.</td>
<td>The students will be able to understand the role of culture in adaptation.</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion.</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>4.</td>
<td>Understand the emerging environmental issues based on human action.</td>
<td>Lecture and class discussion. Students are expected to be aware of current environmental issues.</td>
<td>Written Assignment and visual presentation</td>
</tr>
</tbody>
</table>
MASTER of Science

Semester III/ Core paper: Palaeoanthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
- To understand the chronological dating methods and their limitations
- To describe the methods of studying human evolution
- To understand early primate evolution and characteristics of early hominids
- To understand the concepts of palaeodemography and palaeopathology

Course Learning Outcomes:

Students will be
- Able to describe scope of different chronological methods
- Able to understand the methods of studying human evolution
- Familiar with the distribution and characteristics of early hominids
- Able to describe various aspects of palaeodemography and palaeopathology

Course Content:


d. Ramapithecus: Phylogenetic & Taxonomic status.

   i. Australopithecines
   ii. Homo habilis
   iii. Homo erectus
   iv. Early Homo sapiens (Fontechevade, Shiring dorf, Karapina, Saccopastore)
   v. Homo sapiens neanderthalensis

g. Palaeodemography- skeletal analysis and determination of demographic variables in prehistoric populations and post-neolithic population growth.

h. Palaeopathology- The dispersion of modern humans - molecular and morphological patterns of relationship.

i. On going evolution in man: are we still evolving?

Suggested Literature


Practical/ Project

1. Comparative primate Osteology

2. Description and identification of the disarticulated skeleton of non-human primates (to be specified)

3. Identification and description of fossil casts; Excursion to a site for seven days for collection of fossil material and its record (not exceeding 5 pages)
Human Population Genetics

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)

Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:

- To learn the major concepts of human population genetics and their inferences in understanding human evolution
- To use the measures of human genetic diversity and their use in understanding population structure
- To understand phylogenetic tree reconstruction and their interpretation
- To learn major evolutionary forces and their dynamic relationship to each other

Course Learning Outcomes:

Students will

- Explain the basic terms/concepts of human population genetics
- Appreciate the mechanisms of evolutionary forces in shaping biological diversity
- Be familiar with the terminology and tools used in phylogenetic tree reconstruction
- Be able to link different evolutionary forces and dynamic interaction between in human evolution

Course Content

Unit I Basic Concepts: History of Human Population Genetics, Mendelian populations, Hardy-Weinberg Equilibrium (HWE), Measuring Departure from HWE. Application of Hardy-Weinberg law in human population genetics.

Unit II Genetic diversity assessment: Measures of genetic diversity and Phylogenetic analysis and tree reconstruction

Unit III Genetic polymorphism: Transient and balanced polymorphism. Haemoglobin polymorphisms and their distribution, Thalassaemia, G6PD Deficiency and its distribution

Unit IV Natural selection: Concept of fitness, Models explaining the maintenance of genetic polymorphism and selection relaxation.

Unit V Genetic Drift: Concept of genetic drift, Effective Population size, genetic isolates, Dynamics of genetic drift, mutation and selection

Unit VI Mutation, Gene Flow and Migration

Unit VII Consanguinity and inbreeding - Definitions and concept, Genetic consequences of inbreeding in human population, inbreeding coefficient and genetic load.
**Suggested Literature**

- The genetics of Human Population Cavalli - S. Ferza and Bodmer (1976) Freeman, San Francisco.

**Practical: Human Population Genetics**

**Blood Group**

i  Blood Typing-Detection of complete and incomplete antibodies with reference to Rh (including subgroups), MNSs, Kell, and Lewis blood group systems.

ii  Detection of secretion of antigens in saliva-ABH and Lewis antigen secretion.

1.  ABO (Subgroups), MN and Rh Blood group Systems
2.  PTC
3.  Colour Blindness
4.  HbS
5.  G6PD Deficiency
6.  Dermatoglyphics: Finger Print, Palmer Print, Planter Print
Facilitating the achievement of Course Learning Outcomes

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<tbody>
<tr>
<td>1.</td>
<td>Explain the basic terms/concepts of human population genetics</td>
<td>Class lecture and discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Appreciate the mechanisms of evolutionary forces in shaping biological diversity</td>
<td>Class lecture and discussion</td>
<td>Classroom Debate</td>
</tr>
<tr>
<td>3.</td>
<td>Be familiar with the terminology and tools used in phylogenetic tree reconstruction</td>
<td>Class lecture and discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>4.</td>
<td>Be familiar with the terminology and tools used in phylogenetic tree reconstruction</td>
<td>Class lecture and discussion</td>
<td>Critical review of a research article</td>
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</tbody>
</table>
MASTER of Science

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:

- Students will be able to learn about various stages and environmental factors involved in human growth and development which help them in understanding growth monitoring of a child.
- They will understand the role played by balance diet in leading a healthy life.

Course Learning Outcomes:

- Differentiate the term growth, maturation and development.
- Understand the basic principles of human growth and development.
- Comprehend the significance of growth studies.

Theory


Unit III  Segmental growth and development; analysis of Human physique and body composition - Sheldon, Parnell, Heath -Carter methods of somatotyping. Body Composition: Methods of study, changes during growth, variation and covariates.

Unit IV  Significance of age in growth studies: Methods of assessing age-chronological age, dental age, skeletal age, secondary sex character age, ' morphological age, age-grouping.

Practical/ Project

I Size and Shape measurements
1. Standing Height Vertex
2. Sitting Height Vertex
3. Body weight
4. Total Right Upper Extremity Length (Direct & Indirect)
5. Total Right Lower Extremity Length (K-quotient method)
6. Right Upper Arm Length (Direct & Indirect)
7. Right Fore Arm Length (Direct & Indirect)
8. Right Hand Breadth
9. Right Hand Length
10. Right Foot Length
11. Right Foot Breadth
12. Biacromial Breadth
13. Bicristal Breadth
14. Chest Breadth (Transverse)
15. Chest Depth (Sagittal)
16. Chest Girth (Inspiration, Expiration, Normal)
17. Minimum Waist Girth
18. Head Circumference
19. Mid. Upper Arm Girth
20. Maximum Calf Girth
21. Skinfold at Triceps
22. Skinfold at Biceps

II Shape Growth Ratios
23. Relative Sitting Height vertex
24. Relative Right Total Upper Extremity Length
25. Relative Right Total Lower Extremity Length
26. Relative Right Fore Arm Length
27. Relative Right Hand Length
28. Relative Biacromial Breadth
29. Relative Bicristal Breadth
30. Relative Head and Face Segment
31. Relative Head and Neck Segment
32. Relative Height Gnathion
33. Relative Height Cervicale
34. Relative Right Upper arm length
35. Cephalic Index
36. Nasal Index

Suggested Literature

Course Code: Demographic Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Objectives: This paper aims to understand the anthropological determinants of demographic structure of a population.

Outcome: The students will understand:
1. Current trends of demographic dynamics of different population groups.
2. The basic components of population change and the factors affecting these changes in populations.
3. The different ways of estimation of demographic characteristics.
4. The role of various national and health policies relevant to demographic changes.

Unit I Basic concepts and definition of demography relationship between demography and anthropology. Importance of population studies and their implications. Population dilemma and fluctuations in population thought.

Unit II Various types of sampling design and their relevance in demographic studies.

Unit III Sources of demographic data- Census, Civil Registration system (CRS), Sample Registration system (SRS), National samples survey organizations (NSSO), Model Registration System (MRS) - merits and demerits.

Unit IV Population structure- Age and sex composition, Ethnic and racial composition, geographical distribution and urbanization, distribution according to various social characteristics. Literacy trend in world population, population projection.

Unit V The basic components of population change - fertility, mortality, marriage, migration and biological, social, ecological and economical factors influencing these components

Unit VI National increase and population growth. Methods used in describing population growth, effect of socioeconomic development on population growth.

Unit VII Estimation of demographic characteristics - general estimates and specific estimates and their merits and demerits.

Suggested Literature


5. Journal Demography India


Demographic Anthropology

Practical/Project

Collection and analysis of some demographic characteristics of a specified population.

1. Preparation of schedules for collection of demographic data.

2. Preparation of flow chart and graphic presentation

3. Compilation and presentation of data on population studies:
   a. age composition
   b. sex composition
   c. age ratio
   d. fertility measures
   e. modality measures

4. Pictorial comparison of health indicators.
MASTER of Science
Semester III/ Core paper : Anthropological Theory-I

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
• The paper will familiarize the students with the anthropological theories of twentieth and the early twenty-first centuries. They would also be introduced to post colonial critique.
• From the epistemological perspective this paper would give special emphasis on the issues of phenomenology and its bearing in understanding of society and culture.

Course Learning Outcomes:
• They will be able to critically understand these theories and apply them in the context of contemporary social, economic and the political realities.

Contents:
Unit I  Emergence of anthropological theory- The philosophical foundations.
Unit II  Colonialism and its impact on anthropological theory: concept of primitive, evolution, function and diffusion, culture contact and development.
Unit III  Post-colonial critiques.
Unit IV  Marxism and Neo-Marxian Trends; Phenomenology.

Suggested Literature

Practical based on Anthropological theory I

Practical/ Project

1. Preparing research tools adequate for doing the following kind of research
   1. Functional studies
   2. Village and community studies
   3. Historical studies

2. Making a research proposal and doing an independent project on any of the above areas

3. Preparing bibliography and list of references for the project.

Facilitating the achievement of Course Learning Outcomes

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<tr>
<td>1.</td>
<td>critically understand anthropological theories of twentieth and the early twenty-first centuries</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion.</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Understand issues of phenomenology and its bearing in understanding of society and culture.</td>
<td>Lecture and class discussion.</td>
<td>Debate and discussion.</td>
</tr>
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</table>
MASTER of Science
Semester III/ Core paper: Code: Anthropological Theory-II

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
- This course will introduce students to some of the major social theories and debates that inspire and inform anthropological analysis.

Course Learning Outcomes:
- The student will be able to examine contemporary theoretical debates about and within anthropology
- Critically analyze the process of globalization and its effects upon cultures around the world.
- Articulate an anthropological perspective on current issues and concerns

Contents:

Unit I  Structuralism: Structural analysis of symbols, myth and totemism

Unit II  New Ethnography and Semantic analysis; Interpretive and Hermeneutical approach

Unit III  Post-structuralism and Postmodernism: Theories and trends; Feminism and Anthropology

Unit IV  Theories of Globalization; Networked Anthropology; Contemporary social anthropology: its foci and concerns.

PRACTICAL

1. Formulate research tools adequate for the following types of research
   i. Structural studies such as of myths and rituals
   ii. Multi-sited research
   iii. Studying complex and multicultural situations
2. Write a research proposal and conduct an independent study on any of the above areas.
3. Prepare an annotated bibliography and list of references for the project.
Suggested Readings:
## Facilitating the achievement of Course Learning Outcomes

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<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Critically analyze the process of globalization and its effects upon cultures around the world.</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion.</td>
<td>Debate and discussion. It is compulsory for every student to participate in class discussion. Their performance will be evaluated and will be incorporated in the final internal assessment marks.</td>
</tr>
<tr>
<td>3.</td>
<td>Articulate an anthropological perspective on current issues and concerns</td>
<td>Class lecture; students are expected to be aware of current affairs in the country. Any relevant current issue to be debated and discussed in the light of anthropological insights.</td>
<td>Discussion and written assignment</td>
</tr>
</tbody>
</table>
Course Objectives:
• This course will introduce the students to some of the major epistemological theories and debates that emerged and influenced studies in social anthropology.
• Starting from the history how research is done, the paper would examine epistemology of various qualitative and quantitative research methodologies in social anthropology.

Course Learning Outcomes:
• The course will enable the students to critically apply the epistemological knowledge in undertaking research in social anthropology.
• It would also be able write up their research findings in a systematic manner.
• Will be able to make a quantitative and qualitative research design on any problem given to them.

Contents:

Unit I  Introduction to social research: The process, conceptualization and measurement Theoretical and epistemological foundation of research philosophy and methodology idea of science, scientism, comparative method, historical method.

Unit II  Preparation of research projects or conceptualizing research. Survey research: Data analysis and presentation of research

Unit III Qualitative research: Analysis of textual data and presentation, tools of analysis. Writing up qualitative research

Unit IV Evaluative research. Critics, politics and ethics of social research

PRACTICAL

Student will be required to design two research proposal based on qualitative and quantities methods respectively. They will then collect appropriate data, analysis the data and write the report based on their findings.

1. Making a research design on any problem related to the social or behavioural fields.
2. Construct statistical tools to study any social problem.
3. Make a bibliography of the research project and write a research report based on research design.
4. Indicate ethical and critical problems you are likely to face in conducting this research.

**Suggested Readings:***


**Facilitating the achievement of Course Learning Outcomes**

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<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>critically apply the epistemological knowledge in undertaking research in social anthropology</td>
<td>Lecture and class discussion.</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>able to write up their research findings in a systematic manner.</td>
<td>Lecture and class discussion and practice</td>
<td>Assignment</td>
</tr>
<tr>
<td>3.</td>
<td>able to make a quantitative and qualitative research design on any problem given to them.</td>
<td>Class lecture, debates, discussions</td>
<td>Discussion and written assignment</td>
</tr>
</tbody>
</table>
MASTER of Science
Semester III/ Core paper: Tribal India

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
• The objective of this course is to enable students understand tribes in India, their idea of gender, and sustainability; and contextualization of contemporary issues like marginalization, displacement and other developmental issues.)

Course Learning Outcomes:
• This course will help students understand the problematic nature of the concepts of tribe and indigenous; how it differs from caste; understand the contemporary issues and challenges faced by the tribals in India due to displacement, marginalization, globalization etc.
• Analyse critically the plans and policies formulated for the welfare of tribes in India.
• The course will also help students understand the diverse societies without being ethnocentric.

Contents:

Unit I Concept of tribe in Indian context; the idea of Indigenous people; Tribal societies in Pre-colonial period, Colonial period, and Post Independence; Geographic and linguistic distribution of tribes in India; Particularly Vulnerable Tribal Groups in India.

Unit II Institutional structure: Kinship, Family and Marriage; Political organization; Means of livelihood and occupational pattern; Religious faiths, beliefs and practices; Arts, Crafts and Architecture.

Unit III Constitutional safeguards in modern India, Industrialization, urbanization and globalization; Identity and ethnicity, Conflict and dissension, Integration; gender in tribal society; Tribe-caste Interaction, *Politics of Religious conversions, Tribal uprisings and unrest; Problems of insurgency. Tribe Peasant interaction.

Unit IV Tribal development: plans and policies; tribal customary law; indigenous knowledge; tribal displacement and rehabilitation in India

PRACTICAL

1. Map out the various tribal communities on a Map of India wsrt:
   Migration pattern, Kinship system, Marriage practices, Occupation pattern, Social unrest and conflict, Religious beliefs and practices, Identity assertion
The proposed exercise has to be executed based on intensive readings of monographs available in department library.

2. Write a book review of any tribal ethnography. The review has to be presented in the classroom.

3. Pick up any tribe of your choice, and visually present distinctive features of its society with special focus on gender, or sustainability or indigenous knowledge.

4. A project report of not more than 3000 words on contemporary tribal issues.

Suggested Readings:

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<tbody>
<tr>
<td>1.</td>
<td>To understand concepts of ‘tribe’ and ‘indigenous’</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>To understand different plans and policies</td>
<td>Readings of various debates for eg: Verrier Vs Ghurye on tribal development; download Acts pertaining to tribes from Ministry of tribal affairs for discussion and debate.</td>
<td>Debate and discussion. It is compulsory for every student to participate in class discussion. Their performance will be evaluated and will be incorporated in the final internal assessment marks.</td>
</tr>
<tr>
<td>3.</td>
<td>To understand the context of contemporary issues and challenges faced by the tribal people.</td>
<td>Class lecture; students are expected to be aware of current affairs in the country. Any current issue pertaining to the tribes in India will be debated and discussed in the light of anthropological insights.</td>
<td>Discussion and written assignment</td>
</tr>
<tr>
<td>4.</td>
<td>To understand the indigenous knowledge of the tribal people in India; their idea of sustainability. To understand gender issues in the light of their customary laws and constitutional provisions.</td>
<td>Class lecture; class discussions.</td>
<td>Visual presentation</td>
</tr>
</tbody>
</table>
Students are required to opt one Open Common Elective Papers

Semester III
Open Common Elective Paper
Paper: Bio-Cultural Dynamics of Indian Population

Credits=4 (Marks 100)
Duration: 14 weeks (Lecture: 4 hours/week; Practical: 3 hours/week)

Course Objectives:
• To understand the dynamics of Indian population from Bio-Cultural perspective.

Course Learning Outcomes:
• The student will come to know the variability of Indian Population and reasons associated with them.

Unit I: Definitions of race, ethnic group, population, Culture, Community, Society; Social Structure, social institutions, cultural patterns, culture and environment in India.

Unit II: Social and cultural changes in caste and tribes in India. Dating methods, Fossil evidences from India.

Unit III: Sources of genetic variation; Biological diversity in India populations; Tribal Health; Biology Culture and environment- the studies conducted on Indian populations; ecology and Human adaptation.

Unit IV: Cultural factors affecting human variation, molecular approach for studying biological diversity, Microevolution, Bio-social demographic studies of different ecological zones of India.

Practical:
1. Write a project on Social Structure / Social institution focusing one the aspect.
2. Write a report on social or cultural changes in a Tripal or Caste group from secondary data.
3. Identity 5-7 biological variables which can be useful for diversity with reasons thereof.
4. Highlight one populate/ ethnic group for the various demographic measures (from the secondary data).
5. Make a demographic schedule including socio-cultural, environmental and health variables.

References:
Semester III
Open Common Elective Paper
Paper: Anthropology in Practice

Credits: 4 (Marks 100)

Duration: 14 weeks (Lecture: 4 hours/week; Practical: 3 hours/week)

Course Objective:
1. To understand the relevance of anthropology in present day scenario.
2. To study the scope and impact of anthropology on different shoves of life.

Course Learning Outcomes:
- The student will come to know new fields in anthropology and their relevance in human life.

Course:

Unit I: Academic and practicing anthropology: differences, structure, activities, issues, (scope and applications).

Unit II: Role of anthropology in Public policy, community development, NGO’s, Tourism anthropology, media anthropology.

Unit III: Trends in Anthropology: Designing and Fashion Human rights, gender disparity, management anthropology; cyber studies; neuroanthropology; gerontological anthropology.

Unit IV: Role of biological anthropology in human development; genetic counseling, tools of forensic identification in living and dead, Biological variability of Indian populations admixture and migration and sub-structure variation. Life style diseases and quality of life.

Unit V: Reproductive health and anthropology; life course induction of adiposity, cognitive anthropology.

Practical:
1. Write a project on community development.
2. List of five NGO’s and their functioning in social welfare activities.
3. Draw a scene of Crime and Identity the various evidences from the scene.
4. Write a project on religious tourism/health tourism/tribal tourism.
5. Collect any evidence on Human rights and make a report on the same.
6. Collect the genetic information and make the pedigree and highlight the role of genetic conseller.

References:
Semester III
Open Common Elective Paper
Course Code: Prehistoric India

Credits: 4 (Marks 100)
Duration: 14 weeks (Lecture: 4 hours/week; Practical: 3 hours/week)

Course Objective:
To introduce Indian prehistory, important prehistoric field sites and their cultural interpretations

Course Learning Outcomes:
Students will be
• Able to describe understand the geological characteristic of India
• Familiar with contemporary theories and models of Indian archaeology
• Fairly aware of Paleolithic and Mesolithic cultures of India
• Able to understand the evolution of Indian settlements and other complex cultures

Course content

Geological Features of India
a. Geological formations
b. Introductory overview of the stratigraphy of the Indian sub-continent.
c. Pleistocene chronology, climate and environmental features of Indian subcontinent

Contemporary Theories and models in Archaeology
a. Middle Range Theory
b. New Archaeology/Processual Archaeology
c. Post-processual Archaeology
d. Post-Modernism
e. Models for understanding Hunter-gatherers’ and early Agriculturalists’ Appropriation of Nature
   i. Site Catchment Analysis (SCA)
   ii. Site Exploitation Territory (SET)
   iii. XTENT Modeling
   iv. Multi-Dimensional Scaling (MDSCAL)
v. Optimal Foraging Models

**Palaeolithic in India**

a. Northern Region  
b. Western Region  
c. Central Region  
d. Eastern Region  
e. Southern Region

**Mesolithic Cultures in India**

a. Northern Region  
b. Western Region  
c. Central Region  
d. Eastern Region  
e. Southern Region

**Advent and Evolution of settlement in India**

a. Advent of agriculture in India with respect to all five regions.  
b. The beginning of agriculture in India in pan-Asian perspective

**Rise of Complex Society in India**

a. Emergence of the Indian Civilization.  
b. Emergence of State Civilization: Harrapan civilization  
c. Neolithic/ Chalcolithic cultures- Western region, Central region, Eastern region and Southern region

**Legacy of the Harrapan Civilization**

a. Advent of Iron.  
b. Late/ Post Harrapan Civilization: Ochre Coloured Pottery and Copper Hoards in Ganga Valley, Gujarat and Sindh.  
c. Megaliths and use of iron in South India

**Suggested Literature**


Practical/ Project

1. Identification of stone tools-type, technology and function
2. Identification of ceramic traditions- type, technology and function
3. Computer applications for archaeology
4. Geographical Information System (GIS) for archaeology

Suggested Literature


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<td>1.</td>
<td>Able to describe understand the geological characteristic of India</td>
<td>Class lecture and discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Familiar with contemporary theories and models of Indian archaeology</td>
<td>Class lecture and discussion</td>
<td>Compulsory Discussion</td>
</tr>
<tr>
<td>3.</td>
<td>Fairly aware of Paleolithic and Mesolithic cultures of India</td>
<td>Class lecture and discussion</td>
<td>Classroom debate</td>
</tr>
<tr>
<td>4.</td>
<td>Able to understand the evolution of Indian settlements and other complex cultures</td>
<td>Class lecture and discussion</td>
<td>Critical review of a research article</td>
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MASTER of Science
Semester IV/ Core Paper-Course Code: Applied Biological Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 25 marks)
Duration: 14 weeks (Lecture: 4 hours/week; Practical: 3 hours/week)

Course Objectives:

- This paper will make students understand the applications of different branches of biological anthropology, their growing scope along with recent trends in these sub-fields.

Course Learning Outcomes:

- Students will be familiar with the latest developments in various sub-fields of biological anthropology and would be able to understand the possible connections and linkages between these sub-fields.

Course Contents

Unit I  Palaeogenomics: Genomic evidence of Human origin and ancient DNA research
Unit II Genetic Epidemiology: Concept, Definitions, and application in disease epidemiology, Medical genetics and Genetic Screening and Counselling
Unit III Applications of phylogenetic studies
Unit IV Gernoployicial anthropology; sports anthropology Public Health: Applications of public health studies in India and other countries
Unit V Forensic Anthropology: Contemporary trends in forensic anthropology
Unit VI Ergonomics: Concept, Ergonomic designs, and latest developments ergonomic research
Unit VII Public Policy: Development and assessment of public policy
Unit VIII Emerging areas in biological anthropology, Health system research; life style diseases and quality of life.

Practical/Project:

A student has to submit a comprehensive research report based on fieldwork

Facilitating the achievement of Course Learning Outcomes

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<tr>
<td>1.</td>
<td>Students will be familiar with the latest developments in various sub-fields of biological anthropology and would be able to understand the possible connections and linkages between these sub-fields.</td>
<td>Class lecture and discussion</td>
<td>Classroom presentation and debate</td>
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MASTER of Science
Semester IV/ Core paper

Course Code: Applied Social Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 25 marks)

Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
• This paper will acquaint students with the application of social anthropological knowledge by introducing them with various approaches to application like applied, action and development.
• The students will also be familiarized with upcoming applications such as tourism, public policy, indigenous knowledge along with training in the critical areas like social impact assessment and social marketing.

Course Learning Outcomes:
• The students will gain theoretical knowledge on the application areas of social anthropology.
• They will also be trained in undertaking social impact assessment and preparation of social marketing messages.

Contents:

Unit I  Meaning and scope of applied anthropology, action anthropology and development anthropology. Limitation of applied anthropology. Similarities and differences between applied action and development anthropology

Unit II  Anthropology and Tourism: Ecotourism, Cultural Tourism and New Approaches. Green Tourism and Sustainable Development

Unit III Social Anthropology and Public Policy; anthropological study of public policy, including the socio-cultural understandings of risk, the role of values in policy and research, and the construction of authoritative knowledge, Health and Hygiene.

Unit IV Mass education, indigenous and traditional

Unit V Social impact assessment and social marketing

Unit VI NGO’s and civil society, Role of NGO’s in Human Development
PRACTICAL

The students will be required to make intensive study of case studies of applied anthropology in India and abroad, respectively.

Preparation of social impact assessment and social marketing literature.

Suggested Readings:


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<tr>
<td>1.</td>
<td>gain theoretical knowledge on the application areas of social anthropology.</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>be trained in undertaking social impact assessment and preparation of social marketing message.</td>
<td>Lecture and class discussion with case studies</td>
<td>Exercise and assignment</td>
</tr>
</tbody>
</table>
Master of Science
Semester IV/

Dissertation (Stream A/ Stream B/ Stream C)

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= Biological Anthropology
Stream B= Social Anthropology
Stream C= Archaeological Anthropology
Biological Anthropology (Elective Paper)  
Semester IV  

Molecular Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 25 marks)
Duration: 14 weeks (Lecture: 4 hours/week; Practical: 3 hours/week)

Course Objective:
To learn the use of molecular markers, their applications, in inferring human population affiliations and understanding disease etiology

Course Learning Outcomes:
Students will

• Be able to describe the basic concepts and terminology used in molecular anthropology
• Understand the relevance of molecular markers in studying human origin
• Be familiar with the principles of genetic epidemiology of complex diseases
• Learn the methods and techniques used in genetic data generation
• Appreciate the importance of genetic data bases in health research

Course Content

Unit I  Basic concepts: Genetic markers, Macro and Micro evolution, Concept of molecular evolution, rate of molecular evolution, gene functions, regulations and phenotypic evolution

Unit II  Human Origin: Mitochondrial Eve Hypothesis, Haplogroups, Models of Human origin based on mtDNA and Y-chromosomal markers and Phylogeography: Peopling of India and world populations. Applications of phylogenetic studies.

Unit III  Ancient DNA technology: Concepts, Methods and Techniques. Inferences from studies on ancient DNA technology

Unit IV  Genetic epidemiology: Concept of Linkage disequilibrium (LD) and Association and their measures. Candidate gene approach, Genome-wide association and Whole genome studies. Genetics of Type 2 diabetes and Cardiovascular disease.

Unit V  Genotyping and Sequencing Techniques: Single gene, Multiple genes, Genome-wide and Whole genome genotyping and sequencing methods

Unit VI  Role of culture in shaping human genetic variation
Unit VII  Online data bases and softwares used in Molecular anthropology

Suggested Readings


Practical (Molecular Anthropology):

- DNA Extraction
- DNA Quantification
- DNA Amplification: Polymerase chain reaction
- Electrophoresis
- Genotyping Technique: RFLP, Allele specific, other latest technology
- DNA Sequencing

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<tbody>
<tr>
<td>1.</td>
<td>Be able to describe the basic concepts and terminology used in molecular anthropology</td>
<td>Class lecture and discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Understand the relevance of molecular markers in studying human origin</td>
<td>Class lecture and discussion</td>
<td>Classroom Debate</td>
</tr>
<tr>
<td>3.</td>
<td>Be familiar with the principles of genetic epidemiology of complex diseases</td>
<td>Class lecture and discussion</td>
<td>Critical review of a research article</td>
</tr>
<tr>
<td>4.</td>
<td>Learn the methods and techniques used in genetic data generation</td>
<td>Class lecture and discussion</td>
<td>Report</td>
</tr>
<tr>
<td>5.</td>
<td>Appreciate the importance of genetic data bases in health research</td>
<td>Class lecture and discussion</td>
<td>Written Assignment</td>
</tr>
</tbody>
</table>
Biological Anthropology (Elective Paper)

Physiological Anthropology

Course Objectives:

- Students will be able to understand how anthropologists have utilized the knowledge and tools of Human physiology in Anthropology for assessing health, learn variation in physiological parameters and understand their relevance to environment and in the community health.

Course Learning Outcomes:

- Inter-relatedness of Physiology and Physiological Anthropology by knowing about their scopes shall be covered.
- To know about homeostasis, an important defining feature of Physiology.

Theory

Unit I  Physiological Anthropology : Concept and Scope, Fundamentals of Work Physiology: Cardio-vascular and respiratory endurance, haemodynamics and exercise (blood pressure, pulse rate, heart rate, and oxygen-transporting system, blood flow, Hb, hematocrit etc).

Unit II  Physical working capacity and physical fitness methodology: evaluation of response and adaptation of the body to stress of exercise. Exercise as a key component of health.

Unit III  Impact of smoking, alcohol, air pollution and occupation on cardio-respiratory functions. Variation in respiratory function with age, sex and environment.


Practical/Project

1. Blood pressure
2. Heart rate/ pulse rate
3. Minute ventilation
4. Respiratory rate
5. Static and Dynamic lung functions
6. Haemoglobin estimation

Suggested Literature


9. Exercise Physiology: Nutrition, Energy, and Human Performance (Point (Lippincott Williams & Wilkins))

Semester IV
Biological Anthropology (Elective Paper)

Kinanthropometry and Ergonomics

Course Objectives:

- Students will be able to understand the relevance of Anthropology in fast emerging fields like Kinanthropometry and Ergonomics.
- They will learn utilization of Anthropometry in not only sports but in the designing of various products.
- The knowledge of these two fields will help them in the critical assessment of occupational health.

Course Learning Outcomes:

- To understand the meaning of biomechanics in terms of human physical activity and sport.
- To study goals of studying biomechanics in sport and physical activity.
- To understanding how the results of a qualitative analysis improve technical training.
- To discuss the steps involved in a qualitative anatomical analysis.
- Understanding the advantages of following a set of physical training.

Theory

Unit I  Ergonomics: Concept, evolution and scope, Theories and concepts (Posture, Concept of safety, efficiency and comfort, Clearance and Reach, Man-Machine relationship)

Unit II  Anthropometry in Designing : Use of Percentiles in designing products, Design of workplace and work environment, Design of Clothing, personal equipment, component and devices, Designing for PWD


Unit IV  Environmental effects on physical performance of athletes: Effect of heat stress, cold stress and high altitude on their physiological response and performance. Physical performance tests.

Practical/Project

1. Rapid Fitness Index
2. VO2submax
3. Hand grip dynamometry
4. Operation Designing Measurements:
   1. Height vertex
   2. Body weight
3. Sitting height vertex
4. Right anterior arm reach
5. Right anterior thumb tip reach
6. Head circumference
7. Arm scye circumference
8. Elbow to elbow breadth
9. Elbow rest height
10. Bideltoid breadth
11. Popliteal height
12. Knee height
13. Butockpoplital length
14. Buttock knee length
15. Buttock leg length
16. Bitragion submandibular arch
17. Bitragionmenton arch

**Suggested Literature**


2. Ergonomics man in his working environment by Murrell, KFH (1965) London; Chapman & Hall.

3. Ergonomics Glossary: Terms Commonly used in Ergonomics by North, K; Stepheton, C; Vogt, Chantal (1982). Published for the Bureau of information and co-ordination of community ergonomics action of the European Coal and Steel Community by Bohn, Scheltema & Holkema(Utrecht).
Semester IV  
Biological Anthropology (Elective Paper)  
Forensic Anthropology  

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 25 marks)  
Duration: 14 weeks (Lecture: 4 hours/week; Practical: 3 hours/week)  

Course Objective:  
- To learn the scope and basic concepts of forensic anthropology  
- To understand the methods used in forensic anthropology and their limitations  
- To describe the applications of forensic anthropology  

Course Learning Outcomes:  
Students will  
- Be able to describe the scope and various concepts of forensic anthropology  
- Understand the relevance of various methods used in forensic anthropology  
- Be familiar with applications of forensic anthropology  

Course content  
Unit I  Definition, scope and schools of forensic anthropology.  

Unit II  Study of skeletal material: Human and animal remains. The study of bone fragments. Attribution of sex, estimation of age and reconstruction of stature from the skeletal remains, and their medico-legal implications.  


Unit IV  Establishment of partial and complete identity of skeletal material and dead bodies – morphometric techniques.  

Unit V  Personal identification of living persons- Identification through somatometric and somatoscopic observations, nails, occupation marks, scars, tattoo marks and deformities; handwriting and mannerisms.  


Unit VII  Forensic Haemogenetics: Pattern of blood splashes, Identification of bloodstains and determination of species of origin. Individualization of blood stains: Determination of blood group, sex, age and racial origin from dried bloodstains. Typing of some common polymorphic enzymes. HLA haplotypes and serum proteins from dried blood stain.
Menstural and lochial blood identification. Identification and individualization of body fluids like semen, saliva, urine etc.

Unit VIII DNA profiling and individualization:- concept of sequence variations, STR, VNTRs, STR markers used in DNA fingerprinting.

Unit IX Disputed parentage: role of Anthropologic traits in solving such cases: Forensic Anthropologist’s as an expert witness under section 45 of the Indian Evidence Act.

Suggested Literature


Practical/ Project

   Estimation of age from skull, and determination of sex from skull and Pelvic measurements.
2. Measurement and observations on living persons.
3. Recording and classification of fingerprints, development of chance prints by various methods. Comparison of questioned and suspected fingerprints.
4. Hair examination from various body sites and comparative analysis.
5. Identification of blood stains, Determination of blood group from dried stains, Determination of origin (i.e. the species).
6. Identification of seminal, urine and saliva stains.
Semester IV
Biological Anthropology (Elective Paper)

Nutritional Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 25 marks)
Duration: 14 weeks (Lecture: 4 hours/week; Practical: 3 hours/week)

Course Objectives

- To review, evaluate, and understand the literature on human diet and nutrition from an explicitly anthropological perspective.
- To augment the basic knowledge of nutrition with special reference to its evolutionary perspective.
- To understand the macro and micro components of nutrition and their interaction, immunity and infection.
- To have deeper insights of biocultural perspective of nutrition and variations in the contemporary food habits.
- To understand the current changes in the dietary pattern and lifestyle basis of diseases emerging trends in nutrigenomics.

Course Content

UNIT 1 Introduction to Nutritional Anthropology:
- Basic principles aim and objectives of nutritional anthropology.
- Macro and micro nutrients and their interaction immunity and infections.
- Trace elements and their importance in human nutrition.

UNIT 2 The Evolutionary Background.
- Palaeolithic diet.
- Evolution of diet with the earliest human ancestors and latest human.
- Implications of dietary evolution.

UNIT 3 Biocultural diversity of food and Nutrition.

UNIT 4 Variation in contemporary food habits.
- Pre-industrialisation, Industrialisation and Globalisation.
- Changes in the dietary pattern and lifestyle.
- Under nutrition and malnutrition.
- Nutritional disorders
- Emerging trends: nutrigenomics, nutraceuticals and bio active compounds.

UNIT 5 Nutritional Requirements and assessment techniques.
- Recommended dietary allowances.
- Qualitative and Quantitative assessment techniques of human nutrition.
PRACTICALS

1. Anthropometric assessment of nutritional status:
   Somatometry: Height, weight, BMI, Body fat percentage, Circumferences,
2. Hand Grip Strength.
3. Development of FFQ
4. Haemoglobin Assessment
5. Glucose estimation
6. 24-hour dietary recall
7. In depth interviews
8. Focus Group discussions.
9. Quantitative data analysis using softwares.

Suggested Readings


Elective Paper

Epidemiology and Public Health

Marks: 150 Total Credits: 6: Theory- 4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 25 marks)

Duration: 14 weeks (Lecture: 4 hours/week; Practical: 3 hours/week)

Course Objective:

- To learn basic aspects of medical measurement—sources of variation; measures of disease occurrence and trait/outcome associations;
- The fundamentals of research design, including the strengths and weaknesses of various observational designs, clinical trials
- Knowledge of statistical tools commonly used in epidemiological research
- Learning of principles of ethics and privacy rights in designing epidemiological studies
- To understand the use of epidemiological research in developing health policy

Course Learning Outcomes:

Student will be

- Able to critically assess the epidemiological information given in scientific literature related to epidemiology and public health
- Familiar with the epidemiological research designs and their limitations
- Able to apply basic statistical methods used in epidemiology
- Aware of principles of ethics in conducting epidemiological research
- Familiar with the role of epidemiological research in health policy

Course Content

Unit I Basics of Epidemiology: Definition, scope and use of epidemiology; Measurement of disease frequency: risk, rates, prevalence, incidence, and Disability; Etiology and confounding

Unit II Epidemiological research methods: Case-control designs, Population Survey, Cross-sectional studies, Longitudinal studies, and Randomized controlled trials

Unit III Environmental Epidemiology: Introduction to environmental epidemiology; Exposures and dose assessment (long term and short term), and health of environmental pollutants.

Unit IV Infectious Diseases: Transmission route, seasonal and recurrent epidemics, Heterogeneity in transmission, Burden of communicable diseases, Trends in infectious disease and control measures; Non Communicable diseases.

Unit V Public Health Policy: Health policy, planning and evaluation
Unit VI  **Statistical methods:** Measures of Central tendency, Dispersion, Normal distribution, Test of significance (Student t Test and Chi-square test), Correlation and Regression, ANOVA, Odds ratio and Confidence interval

Unit VII  Ethics in epidemiological research

**Practical/Project Report:**

A comprehensive epidemiological research report based on fieldwork

**Suggested Readings**


4. Jacques Cabaret, Serge Morand (auth.), Serge Morand, François Beadeau, Jacques Cabaret (eds.). *New Frontiers of Molecular Epidemiology of Infectious Diseases*. Springer Netherlands, 2010


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<td>1.</td>
<td>Able to critically assess the epidemiological information given in scientific literature related to epidemiology and public health</td>
<td>Class lecture and discussion</td>
<td>Written assignment</td>
</tr>
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<td>2.</td>
<td>Familiar with the epidemiological research designs and their limitations</td>
<td>Class lecture and discussion</td>
<td>Critical review of a research article</td>
</tr>
<tr>
<td>3.</td>
<td>Able to apply basic statistical methods used in epidemiology</td>
<td>Class lecture and discussion</td>
<td>Critical review of a research article</td>
</tr>
<tr>
<td>4.</td>
<td>Aware of principles of ethics in conducting epidemiological research</td>
<td>Class lecture and discussion</td>
<td>Classroom Debate</td>
</tr>
</tbody>
</table>
Elective Paper
Primate Biology and Behavior

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 25 marks)
Duration: 14 weeks (Lecture: 4 hours/week; Practical: 3 hours/week)

Theory

Course Objective:

- This paper will enable the students to understand the evolutionary biology of various non-human primates.
- Their physical and anatomical metamorphosis will help the students to understand human evolution too.
- Their population and molecular genetical aspects help us not only to know human evolution but also their use in biomedical research. Furthermore, it helps in breeding and conservation of non-human primates.

Course Learning Outcome:

- The students will be enriched with the knowledge of this subject. It will help the students to accumulate information about genetic and physical aspects and that can be used for the betterment of mankind.

Unit I Aim and scope of evolutionary biology with special reference to nonhuman primates.
Unit II Trends in early primate radiation-dentition, postural modifications with special reference to shoulder girdle, pelvic girdle, limbs, hand and foot.
Unit III Population genetics of nonhuman primates.
Unit IV Cladistic: relationships and molecular evolution of primates: Serological aspects
- Proteins
- Chromosomal aspects
- DNA
Unit V Socioecology and population dynamics of nonhuman primates.
Unit VI Communication: patterns, signals, display and vocational
Unit VII Use of nonhuman primates in biomedical research
Unit VIII Breeding and husbandary of non-human primates: Conservation of nonhuman primates.

Evolution of Behaviour
Unit IX Behaviour taxonomy: hierarchical, associative and sexual
Unit X Patterns of social behaviour
Unit XI Field and laboratory studies
Unit XII Leadership: inter and intra group encounters
Unit XIII Dominance
Unit XIV Aggression
Unit XV Primate Societies
**Suggested Literature**


**Primate Biology and Behavior**

**Practical/ Project**

1. Preparation and identification of nonhuman primate chromosomes
2. Osteology, craniometry and osteometry of primate bones Blood groups and dermatoglyphics of nonhuman primates.
3. Field studies on mother-infant relationship, social structure, population dynamics of the non- human primates.
4. 7 Day’s visit to a non-human primate population living in the natural habitat.
Elective Paper

Paper: Dermatoglyphics

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 25 marks)

Duration: 14 weeks (Lecture: 4 hours/week)

Course Objective:

- To understand the history and scopes of fingerprints and palm prints.
- To understand the importance of significance of dermatoglyphics in forensic identification.

Course Learning Outcomes:

- Understand the variation of patterns in human groups.

Theory

Unit I: Early history & development of Derhatoglyphics; Development of ridges b. identification of various finger prints, Technique of taking prints.

Unit II: Topography of finger prints

Unit III: Study of mid phalangeal patterns

Unit IV: Mode of Inheritance of Finger prints

Unit V: Study of Palm prints. Main Line foromla, Palmer formula, Main Line Index -and Transversality, Mode of Inheritance of Main Lines D, C, B & A and the Patterns on the configurational areas of Palm.

Unit VI: Practical applicability of Dermatoglyphics in relation to congenital -malformation.

Unit VII: Dermatoglyphics phici in relation to Chromosomal aberrations

Unit VIII: Uses of Dermatoglyphics in Paternity Disputes - Recent trends in Dermatoglyphics

Unit IX: Flexion creases

Practical

Collection and analysis of 20 individuals dermal prints.

1. Identification of pattern types: Arch, Loop, Whorl and Composites.

2. Ridge counting: procedure and applicability.

3. Calculation of various indices.

4. Taking of palmer prints identification of palmar main lines, calculation of main line formula, main line index.

5. Identification of patterns in different palmer configurational areas

6. Position of axial triradii.
7. Importance of atd angle.
8. Use of statistical techniques in the analysis of finger and palmer print data.

**Suggested Literature**


Elective Paper

Paper: Human Population Studies

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 25 marks)

Duration: 14 weeks (Lecture: 4 hours/week)

Objectives: The objective of this paper is to relate the relevance of human population studies in anthropology.

Outcome: The students will understand:
1. The effect of environment and eco-system on population structure and change
2. Occupational hazards on population process and population ethics.
3. Factors and consequences of human migration pattern.

Unit I: Basic concepts, definition and importance of population studies. Relationship between demography anthropology and population studies

Unit II: Population theories – Socio-economic and Biological Theories, Demographic Transition Theory.

Unit III: Various types of sampling designs and their relevance in population studies. General and specific estimates of demographic characteristics.

Unit IV: Sources of demographic studies – Census, Civil Registration (CRS), Sample Registration System (SRS), National Sample Survey Office (NSSO), International Institute of Population Sciences (IIPS).

Unit V: Population of India; Determinants of facility and mortality in India: Growth of Census studies pre and post independence in India.


Unit VII: National Health Policy and Reproductive Health?

Practical:
1. A student will collect and compile demographic data from different secondary sources on any given topic by the concerned teacher and a project report will be submitted for its evaluation.
2. Survey of census record.
3. Introduction to sample survey reports and various other governmental and non-governmental records.

Suggested Literature.
Course Code: Psychological Anthropology

Marks: 150 Total Credits-5: Theory-4 credits (i.e. 100 marks); Practical- 1 credit (i.e. 25 marks)

Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
- The course explores the relationship between mind, biology, culture and human behaviour. It attempts to bring in the cultural basis of some of key psychological concepts like self identity, perception, memory, emotion, feeling, attitude and prejudices, drives and motivations that influences human cognition and behaviour.
- It also explores the individual basis of some of the key cultural categories like socialization, enculturation, social identity and cultural conformity, expectations and deviance. The paper would look at the concept of normality and abnormality and how it is cross-culturally determined.

Course Learning Outcomes:
- The course would enable the students to understand the cultural, evolutionary and the psychological basis of the key concepts of mind, body and culture.
- It would enable to understand what are the universals in human behaviour and how these universals are influenced by the culture and other factors.
- The students would be able to outline how key concepts like identity, ethnicity, violence and aggression are channelized and operate in the society. Will be able to use concepts like motivation, learning and un-learning and how they could be used for modify

Contents:

Unit I  The basis of human behaviour- Evolutionary, Cultural and psychological and biological dimensions. Freud his model of unconscious and its influence on theory and practice of anthropology with special reference religion and symbolism.

Unit II  The relationships of anthropology, psychology, psycho-analysis and psychological anthropology
Unit III  Culture and cognition., Socialization childhood and puberty (comparative and cross cultural). Critical understanding of the relationship between Culture and personality and National Culture studies.

Unit IV  Human universals and cultural particulars with reference to the concepts of Self, Identity, Emotion, consciousness Aggression, Dominance and Violence


Unit VI  Recent trends in psychological anthropology.

PRACTICAL

Introduction to Psychological Tests : Inferential and Direct. Their critical understanding and modify them with according to cultural factors

Project Work : The students are supposed to prepare a report based on minimum 15 days of fieldwork in a community, on any of the topic related to psychological anthropology. The project should clearly try to delineate how a particular behaviour is influenced by the individual and the cultural factors.

Suggested Readings:


## Facilitating the achievement of Course Learning Outcomes

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Enable the students to understand the cultural, evolutionary and the psychological basis of the key concepts of mind, body and culture</td>
<td>Lecture and class discussion. Students are to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Understand what are the universals in human behaviour and how these universals are influenced by the culture and other factors</td>
<td>Lecture and class discussion with case studies</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>3.</td>
<td>Outline how key concepts like identity, ethnicity, violence and aggression are channelized and operate in the society</td>
<td>Lecture and class discussion</td>
<td>Written Assignment</td>
</tr>
</tbody>
</table>
MASTER of Science
Semester IV/ Elective paper

Course Code: Urban Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
• The course deals with the Urban anthropology and explores the issues of Urbanisation, urbanism, urban structures and urban ecology.

• The students will be acquainted with understanding of urban problems and their social anthropological solutions besides learning about the social institutions under urban settings.

Course Learning Outcomes:
• The students will be able to use the anthropological theories and methods in understanding urban issues, ecology and social structure and propose solution of urban problems through a holistic understanding using anthropological methods.

Contents:
Unit I    Rise of city and civilization in India
          i. Pre-industrial
          ii. Orthogenetic and Heterogenetic

Unit II   Folk-urban continuum of India

Unit III  Processes of Urbanisation, urbanism, urban structures and urban ecology

Unit IV   Basic features of Urban Social Structure
          i. Heterogeneity
          ii. Neighbourhood
          iii. Slums
          iv. Ethnic, Cultural, Linguistic affiliation of an Indian city

Unit V    Continuity and change in Indian Urban Society
          i. Kinship and family
          ii. Caste
          iii. Religion

Unit VI   Secular values and Urban setting
          i. Secularism
          ii. Multi-ethnicity
          iii. Cultural integration
PRACTICAL

The students will be required to undertake two minor research projects, one comprising study of a city based on secondary sources and another on some specific dimension of city, based on primary field research.

1. Identify a problem in an urban area, consult secondary sources to make an annotated bibliography.
2. Write a report on the problem selected using secondary sources.
3. Do fieldwork in any urban area and do any of the following type of primary research.
   a. Observing an urban situation.
   b. Understanding neighbourhood relations.
   c. Analyzing urban Kinship.
   d. Any other urban problems.

Suggested Readings:

Facilitating the achievement of Course Learning Outcomes

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<tbody>
<tr>
<td>1.</td>
<td>use anthropological theories and methods in understanding urban issues, ecology and social structure</td>
<td>Lecture and class discussion. Students are to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>propose solution of urban problems through a holistic understanding using anthropological methods</td>
<td>Lecture and class discussion with case studies</td>
<td>Written Assignment</td>
</tr>
</tbody>
</table>
Course Code: Gender and Society

Course Objectives:

- This course will offer students a firm grounding in understanding social construction of gender categories. The course attempts to address the following questions:
- How are gender differences explained?
- How do race/ethnicity, caste, class and sexuality intersect with gender?
- Does gender constrain or enable individual actions and opportunities?
- How is gender represented in media?

Course Learning Outcomes:

- The students will be able to understand the social construction of gender categories both historically and in the present.
- Have a grasp on various theoretical perspectives which attempt to explain the ways in which society has organized "masculine" and "feminine" as the basis for social inequalities.
- Ability to reflect on own experiences and media reports on gender issues in a theoretically and empirically informed way.
- Critical thinking skills.
- Knowledge and understanding of the intersection of gender with ethnicity, caste, class and disability.

Contents:

**Unit I** Emergence of theoretical concept of gender; historical and social conditions that favored a gendered approach; the cross cultural implications of the concept of gender; classical notions of femininity and masculinities; Diachronic conceptualization of men and women with respect to nature and culture; medical and western science’s contribution to understand human body and comparison to non-western modes of thinking

**Unit II** Construction of personhood in society; men’s and women’s position within kinship network; rules and norms pertaining to rights and duties, inheritance and rules of marriage; laws pertaining to women with special reference to South Asia

**Unit III** Intersections of gender with other social categories like caste, race, and ethnicity. Black feminist challenges, postcolonial feminism; gender and disability
Unit IV  Gender and Globalization: How concepts of gender are being critiqued and reconstructed in the contemporary world. Gender representation in media; New reproductive technologies, new perspectives on sexuality

PRACTICAL

1. Make a fully annotated bibliography on any topic on the theory of gender.
2. To evaluate gender representation in media with focus on cinema, news, advertisement, music etc. This exercise requires a visual presentation, to be screened and discussed.
3. To critically review constitutional and legal rights of women in India. Debate and discussion.
4. Write a research design to study a relevant gender based social issue.
5. Formulate research tools for studying the problem and submit a report.

Suggested Readings:


### Facilitating the achievement of Course Learning Outcomes

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<tbody>
<tr>
<td>1.</td>
<td>The students will be able to understand the social construction of gender categories both historically and in the present.</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Have a grasp on various theoretical perspectives which attempt to explain the ways in which society has organized &quot;masculine&quot; and &quot;feminine&quot; as the basis for social inequalities.</td>
<td>Lecture and class discussion based on suggested readings</td>
<td>Debate and discussion. It is compulsory for every student to participate in class discussion. Their performance will be evaluated and will be incorporated in the final internal assessment marks.</td>
</tr>
<tr>
<td>3.</td>
<td>Ability to reflect on own experiences and media reports on gender issues in a theoretically and empirically informed way.</td>
<td>Discussions</td>
<td>written assignment, visual presentation</td>
</tr>
<tr>
<td>4.</td>
<td>Knowledge and understanding of the intersection of gender with ethnicity, caste, class and disability.</td>
<td>Class lecture; class discussions. Students are encouraged to share their experiences in a theoretically and empirically informed way.</td>
<td>Written assignment or verbal presentation</td>
</tr>
</tbody>
</table>
MASTER of Science
Semester IV Elective paper

Course Code: Development Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:

1. To define and distinguish the terms “applied, development anthropology, and anthropology of development”.
2. To articulate important ethical issues impacting contemporary work in development anthropology
3. To critically evaluate development projects, community participation, and empowerment in India,

Course Learning Outcomes:

1. The students will be able to learn key debates in the anthropology of development;
2. Gain aptitude to understand development encounters from different perspectives, and in different regional and institutional contexts;
3. Understand conceptual and ethical reflection on what and how anthropologists can contribute in practice.

Contents:

Unit I:
Theoretical overview of the relationship between Development and Anthropology; key concepts and arguments in both applied ‘development anthropology’ and the ‘anthropology of development’; Gender and development.

Unit II:
Politics of aid, donors, states; poverty, its meaning, measurement, and experience; significant anthropological contributions to debates over poverty, scientific and ‘indigenous’ knowledge for development; indigenous communities and issues of displacement

Unit III:
Evaluation of work of policy makers, development projects, and popular ‘community participation’ and ‘empowerment’ in development with relevant case studies from India; Sustainable development, conservation and environment, migration, technology, and education
Unit IV:
Non-governmental organizations (NGOs) and civil society in contemporary development; the role of anthropologists in development

PRACTICAL

Students are required to submit critical evaluative case study of any development project in India with special reference to the following exercises:

1. Identify any development project in India and construct a brief ethnography of the project.
2. Collect all available material debating the project
3. Make a project report (text or visual) with your own critical evaluation of the debate.
4. Provide a comprehensive bibliography.

Suggested Readings:

Facilitating the achievement of Course Learning Outcomes

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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students will be able to learn key debates in the anthropology of development;</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Gain aptitude to understand development encounters from different perspectives, and in different regional and institutional contexts;</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Debate and discussion. It is compulsory for every student to participate in class discussion. Their performance will be evaluated and will be incorporated in the final internal assessment marks.</td>
</tr>
<tr>
<td>3.</td>
<td>Understand conceptual and ethical reflection on what and how anthropologists can contribute in practice.</td>
<td>Class lecture; students are expected to be aware of current affairs in the country. Any current issue pertaining to development in India will be debated and discussed in the light of anthropological insights.</td>
<td>Discussion and written assignment. Students may uses flow chart, visual presentation: images or video.</td>
</tr>
</tbody>
</table>
MASTER of Science
Semester IV/ Elective paper

Course Code: Ecological Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
- The students will try to understand the relationship between ecology and culture using the theories and methods of anthropology.
- It would be based on the Cognitive, Phenomenological and other contemporary approaches to understand the complex manner in which ecology and environment interacts.

Course Learning Outcomes:
- The students will be critically able to understand the contemporary ecological issues and how they are shaped by social and cultural factors.
- They will be able to understand and apply the important indigenous and alternative models of ecology to issues of sustainable development and climate change.

Contents:

Unit I Cultural/ Social Ecology: concept, definition and relevance; Sustainable Development.

Unit II Cultural ecology: Concept, its development and different theories, Deep Ecology, Eco-feminism

Unit III Nature and Culture: Concept of Nature across Different culture;

Unit IV Indigenous Knowledge and alternative models

Unit V Contemporary environmental issues and debates – Climate Change, Human Activity and Anthropocene. Climate Change Adaptation and Issues in disaster anthropology

PRACTICAL

1. Critically review and ethnographic work on ecological anthropology
2. Make a project proposal and an annotated bibliography.
3. Make a report on any contemporary environmental issue.

Suggested Readings:


Facilitating the achievement of Course Learning Outcomes

<table>
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<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>critically able to understand the contemporary ecological issues and how they are shaped by social and cultural factors</td>
<td>Lecture and class discussion.</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>understand and apply the important indigenous and alternative models of ecology to issues of sustainable development and climate change</td>
<td>Lecture and class discussion based on suggested readings</td>
<td>Debate and discussion. It is compulsory for every student to participate in class discussion. Their performance will be evaluated and will be incorporated in the final internal assessment marks.</td>
</tr>
</tbody>
</table>
Course Code: Medical Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)

Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
This course will offer students an understanding of health and illness issues from the cultural and social perspectives. The paper discuss contemporary health issues in national and international scenarios and how anthropological knowledge can solve these problems

Course Learning Outcomes:
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. They should also be able to critically understand the National Health Policy and the health care programmes of different states of India

Contents:

Unit I:
Medical anthropology: Historical development and subject matter, Emergence of Medical Anthropology in India.

Unit II:
Development of theory in medical anthropology

Unit III:
Traditional systems: classical systems, alternative systems, medical pluralism

Unit IV:
Medical anthropology and mental health

UNIT V:
Issues and trends in international health: AIDS, Diarrhoea, ARI, Reproductive health and Vector borne diseases

UNIT VI:
Health care in India: National Health Policy; health care programmes

PRACTICAL

The students shall be required to undertake two projects: one based on secondary sources and the other based on primary data collected through fieldwork in a community.

1. Make a project proposal on any relevant issue in Medical Anthropology.
2. Collect secondary data using a multisource approach like books, formulas, newspapers, media etc.
3. Submit a project report based on the above material.
4. Do a short field-work to investigate any of the following.
   a. Cultural approach to health and healing.
   b. Traditional health practitioners.
   c. Collection of medical biographies.
   d. Indigenous knowledge of medicine.
   e. Any other as suggested by concerned teacher.

Suggested Readings:


<table>
<thead>
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<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>to link the biological aspect of health and disease with the social and cultural factors</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>issues of mental health, reproductive health, communicable and non-communicable diseases</td>
<td>Lecture and class discussion.</td>
<td>Debate and discussion</td>
</tr>
<tr>
<td>3.</td>
<td>critically understand the National Health Policy and the health care programmes of different states of India</td>
<td>Class lecture and discussions</td>
<td>written assignment</td>
</tr>
</tbody>
</table>
Course Code: Anthropology of Religion

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)

Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
- The present course introduces students to the study of religion, both as a phenomenon and as a social institution, thereafter feeding their scholarly instincts through knowledge of world religions, lived religions and matters of religious concerns significant to political, economic and environmental discourses governing the global canvas.

Course Learning Outcomes:
- This course will attempt to inculcate a nature of appreciation towards religion within students, make students understand the relevance of religion in contemporary times and would develop an insight of understanding religious life using the anthropological lens.
- The students will get the opportunity to understand the definitional boundaries, contested meanings, approaches and methodologies for anthropological studies of religion in society.
- The students can explore the processes of construction of religious identities through language, ideology, narratives and discourses in Indian contexts. They can explore the diverse ways in which religious identities are interpreted and utilized to build up ideas towards religious tolerance and respect for Human Rights.
- The Students will receive apt insight to work with interfaith alliances and faith based NGOs so that in future they can be capable of assisting governments in their initiatives towards environment conservation through religion.
- The students can understand the applicability of religion and spirituality to the world of medical science wherein they can collect narratives on peoples experiences on alternative modes of healing acknowledging practices like Yoga and holistic healing therapies.

Contents:

**Unit I**  
**Introduction to Anthropology of Religion:** Approaches to understand Religion, Great Narratives in Religion, Major Concepts in the study of Religion, World religions and Lived religions.

**Unit II**  
**Contextualizing Religion:** Religion in simple and complex societies, Religious ethics and morality, Religious markets, Tourism, Pilgrimage and voluntary work, Religion and Developmental initiatives, Religion in medicine, well-being and faith-healing, Faith based NGOs and Politics of Charity, Recent Movements in religion, Religion and Governance.
Unit III  **Religion in Gender discourse:** Embodiment, Gender and sexuality in religion, Gender Representations in religious art, folklore, music and myths, Religion and recognition of Gender Rights, Feminist movements in Religion, Ritual experts, Faith and Emergent Masculinities, Gender in reincarnations, Positions of ‘the third genders’ in Religion.


Unit V  **Religion and Spirituality in India:** Contribution of Indian Anthropologists to the Study of Religion, New Religious Movements in India, Religion and aesthetics, Cognitive interpretations of Religions. Religion in modern India Religion and Education in India.

(Note: Anthropological Narratives, Ethnographic contributions of Indian anthropologists and examples through Indian Religions shall be focused upon to gain insight into the varied dimensions of Religion.)

**PRACTICAL**

Unit I  **Introduction to Anthropology of Religion:** Review of an ethnography.

Unit II  **Contextualizing Religion:** Collection and Analysis of case studies.

Unit III  **Religion in Gender Discourse:** Preparation of an annotated bibliography.

Unit IV  **Religion in contemporary global issues:** Analysis on Religion, violence and peace measures in contemporary contexts or, Preparation of a project report on religion and environment.

Unit V  **Religion and Spirituality in India:** Collection of Narratives of narratives from peoples experiences with religion and spirituality in India.

**Suggested Readings:**

Facilitating the achievement of Course Learning Outcomes

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<th>Teaching and Learning Activity</th>
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<tbody>
<tr>
<td>1.</td>
<td>To understand the meaning of Religion and acknowledge different theories, methodologies and discourses anthropologists have established as lenses to understand religion</td>
<td>Classroom Discussions on readings provided to the students.</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>To understand the significance of traditional and modern religion and link the role of Religion to development</td>
<td>Discussion on documentaries/Visual ethnographies in the domain of religion and development.</td>
<td>Presentation</td>
</tr>
<tr>
<td>3</td>
<td>To understand the role of religion in construction of cross-cultural interpretations on Gender.</td>
<td>To discuss narratives existing in day to day life of people to trace link between religion and gender.</td>
<td>Debate and Discussion. Students will be evaluated on their critical thinking and analytical skills.</td>
</tr>
<tr>
<td>4</td>
<td>To understand meaning of religious freedom and human rights in religious contexts. To think for solutions of Religious violence and Religious Fundamentalism</td>
<td>To discuss topics of contemporary relevance in related domain based on the general awareness issues and focus group discussions</td>
<td>Students seminar. Individual participation will be credited.</td>
</tr>
<tr>
<td>5</td>
<td>To understand the ways in which environment can be protected and conserved through religious means. To understand how faith based N.G.O’s operates</td>
<td>To discuss relevant case studies in related domain</td>
<td>Report Writing on any relevant contemporary issue linking environment and religion</td>
</tr>
<tr>
<td>6</td>
<td>To understand the value of religion and spirituality in everyday life of people of India</td>
<td>Classroom discussions and collection and analysis of narratives of people to know the influence of religion on people of India</td>
<td>A short essay writing</td>
</tr>
</tbody>
</table>
MASTER of Science

Semester III/IV Elective Paper

Course Code: Visual Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks (L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
(Students will be able to describe how anthropologists have used visual methods to produce anthropological knowledge; learn to critically analyse visual media; produce a photo essay and visual documentary)

Course Learning Outcomes:
1. Students will be able to examine how aspects of culture can be visually interpreted and expressed, and how images can be understood as artifacts of culture.
2. This course will help students understand the nature of anthropological film and the emergent new media of everyday life in a globalizing world.
3. Students will be able to develop their personal film and media making skills.

Contents:

Unit I Fundamental concepts in visual anthropology. Usage of images in anthropological writings (Margaret Mead, Gregory Bateson, Malinowski)

Unit II Anthropological study of visual representation such as museums and archiving, dance and other kinds of performance, visual arts, production and reception of mass media; ethnomusicology; visual culture, virtual ethnography; anthropology of dress and gendered embodiments

Unit III Classical Ethnographic Photography: Contexts and Trends. Colonialism and Exhibited others; Ethnographic Photography: Conventions and Methodologies; Ethnophotography; photo elicitation; photo essay; autophotography

Unit IV Ethnographic films: Classical works of prominent ethnographic filmmakers (Jean Rouch, John Marshall, Robert Gardner, and Tim Asch), indigenous filmmakers (Navajo, Kayapo) and emergent new media makers; Theoretical issues concerning ethnographic film; ethical dimensions of ethnographic film; Case studies in ethnographic films; New trends in ethnographic films.
PRACTICAL

- Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera. Filming as a Team- Roles and Responsibilities- Copyright and Legal Issues; Collaborative and Participatory Methods for Fieldwork (Ethics)
- Analyze visual data from classical and contemporary ethnographies signifying how ‘otherness’ is constituted.
- A gendered analysis of visuals produced during colonial and postcolonial times.
- Collection, reporting and analysis of photo-ethnographic data.
- Photo essay based on short fieldwork on location in Delhi.

Suggested Readings:
<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Examine how aspects of culture can be visually interpreted and expressed, and how images can be understood as artifacts of culture.</td>
<td>Lecture and discussions</td>
<td>Photoessay in a specific context.</td>
</tr>
<tr>
<td>2</td>
<td>To understand the nature of anthropological film and the emergent new media of everyday life in a globalizing world.</td>
<td>Screening of ethnographic films, students need to write a report of their experience, not necessarily the summary.</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>3</td>
<td>To develop their personal film and media making skills.</td>
<td>Students are expected to know basics of video editing. Concepts will be discussed in the class.</td>
<td>Ethnographic film making</td>
</tr>
</tbody>
</table>
MASTER of Science
Semester IV/ Elective paper

Course Code: Business and Corporate Anthropology

Marks: 150 Total Credits-6: Theory-4 credits (i.e. 100 marks); Practical- 2 credit (i.e. 50 marks)
Duration: 14 weeks ( L= 4 hours per week, Practical=3 hours per week)

Course Objectives:
1. To understand the meaning of Business anthropology and Corporate Anthropology in contemporary contexts.
2. To learn different methodologies of advancing Business Anthropology in Business Organisations & Corporate Environment
3. To critically evaluate the ethical concerns of a Business Anthropologist to work in Business Organisations and Corporate Sectors as an insider (employee) and as a (consultant) outsider.

Course Learning Outcomes:
1. The students will be able to learn key concepts in the Business and Corporate Anthropology.
2. Gain aptitude to understand ethnographic encounters from different perspectives in Business and Corporate organizations including Healthcare sectors and NGO's.
3. Link anthropological skills to Information technology, communications networks and Human Resource Management to serve as Business and Corporate Anthropologists.

Contents:

Unit I Introduction-History and Growth of Business and Corporate Anthropology:
Industrial Anthropology and Human Relations School(1930-1960); The Ethics
questions(1960-1980), The rebirth of Business Anthropology, 1980 and Beyond. Basic
concepts: Group, Role and Status, organisation, Corporate, organisational culture, Business and Business Management and behaviour Network.

Unit II Anthropology and consumer behaviour: Basic concepts- customer, consumer, market anthropological theory and practice in marketing and consumer behaviour.

Unit III Doing Anthropology in Organisational contexts: Applied anthropology in industry, Complex Health care organisations, Health Economy, Libraries, Hospital management, NGO’s etc. Advancing ethnography in corporate environments: Challenges and oppurtunities.

Unit IV Globalization, international trade and anthropology- Understanding the process of globalisation, information technology, communication networks and international trade.
UNIT V Techniques for Conducting Fieldwork for Business Organizations: conventional ethnographic methods, Rapid ethnography, Ethnography for systems development and product design, Doing corporate ethnography as an insider and outsider, Analysis of Relationships, Semiotic analysis, Video based introduction Analysis, Virtual ethnography and making use of electronic data, multiple techniques and rapid assessment.

PRACTICAL

Conduct a Corporate ethnography at a Business Organisation or a Corporate Sector and write a report. Make a brief report only on any one dimension of the corporate sector and give your assessment.

Suggested Readings:


### Facilitating the achievement of Course Learning Outcomes

<table>
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</tr>
</thead>
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<tr>
<td>1.</td>
<td>learn key concepts in the Business and Corporate Anthropology.</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>Gain aptitude to understand ethnographic encounters from different perspectives in Business and Corporate organizations including Healthcare sectors and NGO’s</td>
<td>Lecture and class discussion. Students are expected to read the suggested readings and come to class for discussion</td>
<td>Debate and discussion. It is compulsory for every student to participate in class discussion. Their performance will be evaluated and will be incorporated in the final internal assessment marks.</td>
</tr>
<tr>
<td>3.</td>
<td>Link anthropological skills to Information technology, communications networks and Human Resource Management to serve as Business and Corporate Anthropologists</td>
<td>Class lecture and discussions</td>
<td>written assignment, visual presentation based on case studies</td>
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