M.Phil. Programme

M.Phil. Programme with regard to Course and Syllabus in the Department of Anthropology

M.Phil. Committee

M.Phil. Programme in the Department of Anthropology will be administered by an M.Phil. Committee. The composition of the M.Phil. Committee will be as follows:

1. Head of the Department (Chairperson)
2. Six Professors in the Department
3. Three Associate Professors in the Department
4. Three Assistant Professors in the Department.

The selection under category 2, 3 and 4 above shall be by rotation as per seniority. The total strength will not exceed 15. Members of the M.Phil. Committee other than the head of the Department shall hold the office for a period of two years.

Provided that two or more departments of the University, with the approval of the Research Council, may have an inter-disciplinary M.Phil. Programme in which case the M.Phil. Committee shall consist of the Heads of the Departments concerned, equal representation of Professors in the Departments concerned, and such other faculty members as approved jointly by Dean of the Faculties concerned on the recommendation of the Head of the Departments, not exceeding 15 in all. The Heads of the Departments concerned shall act as Chairman by rotation in order of seniority of the establishment of the Department.

Admission

The following persons are eligible to seek admission to the M.Phil. Programme:

1. The admission will be open to those who have obtained Masters degree in Anthropology with at least 55% marks in the aggregate (or its equivalent grade ‘B’ in the UGC 7-point scale or an equivalent grade in a point scale wherever grading system is followed).

2. A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, may be allowed for those belonging to SC/ST/OBC (non-creamy layer)/Differently-Able and other categories of candidates as per the decision of the Commission from time to time, or for those who had obtained their Master’s degree prior to 19th September 1991.

3. Candidates will be admitted in a two-stage process through (i) an Entrance Test (to be held once a year, a common entrance test for M.Phil. programme) and (ii) an interview that may be held twice in a year and more number of times, if required.
4. The entrance test will be a qualifying examination with qualifying marks as 50%. The syllabus for the entrance test will consist of 50% questions on research aptitude/methodology and 50% subject-specific questions. The department shall notify the syllabus for the entrance test.

5. The M.Phil. Committee reserves the right not to select students for all the vacancies advertised.

6. The department shall ensure that all University rules are followed in the admission process.

7. The registration of students in the M.Phil. Programme will be confirmed by the M.Phil. Committee.

8. A maximum of 15 students can be admitted to the M.Phil. Programme in a session.

9. At the time of admission, each candidate will be asked to indicate his/her priorities in regard to the optional courses he/she would like to offer. Keeping these in view, the M.Phil. Committee will finally decide the course to be offered in that academic year. All courses (1-21) need not be given in any one year.

**Duration of the M.Phil. Programme**

1. M.Phil. Programme shall be for a minimum duration of two consecutive semesters (one year) and a maximum of four consecutive semesters (two years). M.Phil. Committee may give an extension upto one year on the recommendation of supervisor and research advisory committee.

2. The women candidates and persons with disability (more than 40% disability) may be allowed relaxation of one year in the maximum duration by the M.Phil. Committee. In addition, the women candidate may be provided Maternity/Child Care Leave once during the entire duration of M.Phil. Programme for up to 240 days. This period will not be accounted for in the total span of M.Phil. Dissertation.

3. No student shall be allowed to take up any assignment outside the University department during the coursework.

**Programme Description and Scheme of Examination and Evaluation (Part I)**

The M.Phil. Course will consist of two parts, part-I will comprise of 3 written papers and part-II will be based on writing a dissertation. Course on Research Methodology & Techniques is compulsory.

Each paper of part-I will carry 100 marks (4 credits), while part II (dissertation) will carry 300 marks (12 credits). Part-I will have one compulsory paper and two optional papers.

The evaluation of the part-I will be held at the end of six months from the beginning of the course. It will be based on the students’ performance in written test, seminars and assignments.
As per UGC Regulations 2016, the M.Phil. Programme shall be for a minimum duration of two (2) consecutive semesters/one year and a maximum of four (4) consecutive semesters/two years.

M.Phil. scholars shall present at least one paper (oral or poster) in conference/seminar before the submission of dissertation.

The M.Phil. dissertation submitted by a research scholar shall be evaluated by his/her Research Supervisor and at least one external examiner who is not in the employment of the University.

A M.Phil. scholar has to obtain a minimum of 55% of marks or its equivalent grade in the UGC 7-point scale (or an equivalent grade/CGPA in a point scale wherever grading system is followed) in the course work in order to be eligible to continue in the programme and submit the dissertation/thesis.

**Allocation of Supervisor**

On completion of the part-I each eligible student shall submit a synopsis of the problem that he/she intends to pursue for the part-II of the M.Phil. Course. On the synopsis being approved by the M.Phil. Committee a student shall be assigned a teacher who shall supervise the student during the course of fieldwork and writing of the dissertation.

1. The allocation of Supervisor for a selected research scholar shall be decided by the M.Phil. Committee depending on the number of research scholars per Supervisor, the available specialization among the Supervisors and research interests of the research scholars, as indicated by them at the time of interview.

2. In case of relocation of a M.Phil. woman research scholar due to marriage or otherwise, the research data shall be allowed to be transferred to the University to which she intends to relocate, provided all other conditions in these regulations are followed in letter and spirit and the research work does not pertain to the project secured by the parent institution/Supervisor from any funding agency. The research scholar will, however, give due credit to the parent guide and the part of research, already done. The transfer of research data is applicable only if it is an independent project of the research scholar. In cases where the work being carried out is supported by a project secured by the parent institution/Supervisor, the research data/material will remain with the parent institution/Supervisor.

3. Faculty members on deputation/long leave for more than a year may not be included in the list of proposed Supervisors in a Department and in determining the number of vacant seats.

4. Only a full time regular teacher of the University/College can act as a supervisor. However, co-supervisor may be appointed from any department/university with the approval of the M.Phil. Committee.
M.Phil. Advisory Committee

1. There shall be a Research Advisory Committee for every research scholar, duly approved by the M.Phil. Committee. The Supervisor of the research scholar shall be the Convener of this Committee. The Committee will have at least three members, with at least one faculty member other than the Supervisor from the Department. This Committee shall have the following responsibilities.

   a. To review the research proposal and finalize the topic of research.
   b. To guide the research scholar to develop the study design and methodology of research and identify the course(s) that he/she may have to do.
   c. To periodically review and assist in the progress of the research work of the research scholar.

2. The M.Phil. Students shall appear before the Research Advisory Committee once in six months after the allotment of Supervisor to make a presentation of the progress of his/her work for evaluation and further guidance. The six monthly progress reports shall be submitted by the Research Advisory Committee to the Head of the Department with a copy to the M.Phil. Student.

3. In case the progress of the research scholar is unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. If the research scholar fails to comply with these corrective measures, the Research Advisory Committee may recommend to the M.Phil. Committee with specific reasons for cancellation of the registration of the research scholar.

Assessment of Evaluation of Dissertation (Part II)

1. Prior to the submission of the dissertation, the scholar shall make a presentation in the Department before the Advisory Committee, wherever applicable that shall be open to all faculty members and other research scholars. The feedback and comments obtained from them may be suitably incorporated into the draft dissertation in consultation with the Advisory Committee.

2. The student should present at least one research paper in a seminar/conference and produce evidence for the same in the form of presentation certificate before submission of M.Phil. Dissertation.

3. The M.Phil. Dissertation submitted by a research scholar shall be evaluated by his/her Supervisor and at least one external examiner who is not in the employment of the University. The viva voce based among other things, on the critiques given in the evaluation report, shall be conducted by both of them together, and shall be open to be attended by
Members if the Advisory Committee, wherever applicable, all faculty members of the Department, other students and other interested experts/researchers.

5. The Department shall develop appropriate methods so as to complete the entire process of evaluation of the dissertation with a period of six months from the date of submission of dissertation.

6. The University shall use well-developed software and gadgets to detect plagiarism and other forms of academic dishonesty. Each dissertation will go through a Plagiarism Check before submission that will be verified by the University library, the certificate of verification given by the library has to be submitted along with the dissertation at the time of dissertation submission in the department. Validity of the certificate will be 30 days from the date of plagiarism check.

7. For evaluation, the dissertation shall have an undertaking from the student and a certificate from Supervisor vouching that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma of the same University. The Head of the Department shall countersign these certificates for submission of the dissertation. In case of resubmission, the same procedure may be followed.

**Courses Offered for the Study**

M.Phil. programme consists of three courses (Part-I) and dissertation (Part- II). Course- 1 from Part I on Research Methodology and Techniques is compulsory. Candidates may choose remaining two courses from Part-I.
Part-I
Compulsory Paper
Course I: Research Methodology and Statistical Methods

Unit 1: Foundations of Anthropological Research

Introduction, research and its objectives, types and significance of the research, importance of scientific methods, formulation and selection of a research problem, Research Design & Hypothesis, sampling design, Measurement and Scaling Techniques in Anthropology.

Unit 2: Anthropological Research Methodology

Research Methods versus Methodology, Approaches of Anthropological Research: Comparative Method, Cross-cultural Comparison, Historical Method, Ethnographic Method, Anthropological Data, Primary and Secondary Data, Qualitative and Quantitative Data, Qualitative and Quantitative Research.

Unit 3: Tools and Techniques in Anthropological Research

Primary and secondary data collection, Methods of data collection: Observation, Case-study, Genealogical, Survey, Tools and Techniques: Questionnaire, Interview, Schedule Techniques for Analysis of Data, Interpretation and Report Writing

Unit 4: Statistical Methods and Computer Application


Suggesting Readings:

• Bernard HR. 2006 ‘Research Methods in Anthropology’, Altamira Press, USA.
• Ember, C. R., and M. Ember. 2001. Cross-cultural research methods. Walnut Creek, Calif.: AltaMira, Press, USA
• Handweker, W.P. 2001 ‘Quick Ethnography’, Altamira Press, USA.
Course 2: Dermatoglyphics

Unit 1: Introduction to Dermatoglyphics

Unit 2: Classification of Fingerprints:
Formation of fingerprint ridges, pattern types and patterns area. Role of various indices in anthropological studies.

Unit 3: Variability of Dermatoglyphic features among Indian population with reference to fingers, palm and sole.

Unit 4: Other Dermatoglyphic Patterns:
Dermatoglyphics of Palm, Soles, Toes and Middle Phalanges. Dermal peculiarities of congenital abnormalities and associated autosomal and sex chromosomal abnormalities. Heritability estimates of dermal traits.

Suggested Readings:


Course 3: Forensic Anthropology

Unit 1: Introduction to Forensic Anthropology

Forensic Anthropology: Nature, scope and historical development. Applications and Integration of Forensic Anthropology with other disciplines. Role of Forensic anthropologists under the Indian Evidence Act.

Unit 2: Study of Skeletal remains


Unit 3: Personal Identification


Unit 4: Forensic Serology and Odontology

Role of serology in identification and individualization; Relevance of HLA, Enzymes and serum proteins in identification, Database of DNA profiles; Application of DNA profiling to Kinship analysis and Genetic lineage markers. Forensic odontology: Tooth structure, growth, bite mark analysis and age estimation.
Suggested Readings:

Course 4: Coastal Anthropology

Unit 1: Coastal Adaptation: Man-Environment Interaction

Definition of Coast

Socio-Cultural Dimension:
Social, Cultural, Religious Institutions; Caste stratification; Gender issue in economic institution; Role of fisherwomen in economic activity-changing perspective; Coastal urbanization; Familial set-up and lifestyle; Indigenous knowledge system.

Biological Dimension:
Physical, physiological and genetic adaptation to coastal regimen; Serological and genetic analysis; Body build and its probable role in acclimatisation; Comparative account of biological adaptation in different environmental settings viz. Island, coastal, desert and high altitude.

Unit 2: Health Status Dynamics: Coastal Population

Dietary survey; Health seeking behaviour; Disease prevalence; Maternal and child health; Mental health status; Health implication of genetic diversity; Growth studies in different coastal environments; Anthropometric and radiometric dimensions.

Unit 3: Demographic Profile: Coastal Population

Assessment of demographic characteristics such as fertility and mortality; Sex-age composition; Marriage, migration and other components of population change; Population structure: literacy, racial and ethnic composition; Geographical distribution; Sampling designs and techniques in coastal settings.

Unit 4: Coastal Anthropology: An Indian Perspective

Coastal geomorphology of India: East and West coast; Demographic and economic profile of Indian coastal regions; Fishing communities in east and west coast; Socio-cultural set-up and ethnographic accounts of coastal communities; Nutritional and health status of coastal
populations; Indian coastal tourism: Anthropological insights. Impact of coastal disasters on coastal communities.

**Suggested Readings:**

Course 5: Neuroanthropology

Unit 1: Introduction to Neuroanthropology

Unit 2: Human evolution: the brain and its cultural niche

Unit 3: Neural dynamics and Human development

Unit 4: Methods and models for applying neuroanthropology

Suggested Readings:


Course 6: Cyber Anthropology

Unit: 1

Introduction nature and its historical development of internet, Definition of cyber, Cyber environment and cyber space. Role and function of cyber and internet use and relationship with the anthropology. Communication and how it changes in cyberspace.

Unit: 2

History and Scope of cyber anthropology.

Unit: 3

Society and cyber knowledge, Knowledge of availability in online. Online knowledge challenging our understandings and experience of knowledge production. Practices of internet. Attitude of people towards internet. Mobile society and net society. Co-creative nature of network culture, online communities, social cohesion and social life, virtual worlds and games, information and news (is the internet a better public sphere), online youth culture, new forms of public life negotiating public/private online (Social media privacy setting, blogging and social activity, public displays of connection), online communities (cyber bulling and its correlation to traditional bullying) intellectual property and ownership in digital culture. Traditional demographic factors (Gender, class, socio-economic status. Technology and Knowledge.

Unit: 4

Key Theoretical and ethnographic approaches to understanding cyber and practices of cyber uses. Case studies from India.
Unit: 5


Suggested Readings:

Course 7: Kinanthropology

Unit 1: Exercise and Types


Unit 2: Body Composition, Energy Balance and Weight Management


Unit 3: Physical Conditioning


Unit 4: Applied Kinanthropology


Suggested Readings:

- Exercise Physiology by Mc Ardle & Katch, 1996 (Lippincott Williams and Wilkins).
- Physical activity and Growth by RJ Shephard, 1982 (Mosby).
Course 8: Gerontological Anthropology

Unit 1: Introduction to Gerontology

Meaning and definition. Differences and association between gerontology and geriatrics. Theories of ageing. Gerontology as a multidisciplinary sub-discipline.

Unit 2: Aged in Society: Transition in Status and Role

Gender difference. Role of aged in society. Social perception about aged. Effects of biological aging.

Unit 3: Ageing and ICT Intervention

Opportunities and challenges. Infrastructural integration (requirements and emerging standards) Aging in assisted living. ICT intervention in the aging society.

Unit 4: Ageing: Health and Health Care


Suggested Readings:

- The Sage handbook of Social Gerontology by Dale Dannefer and Chris Phillipson, 2010 (Sage publication).
- Biological Anthropology and Aging by Doughlas E Crews and Ralph M Garruto, 1994 (Oxford University Press).
Course 9: Physiological Anthropology

Unit 1: Work Capacity & Environmental Influences

Unit 2: Respiratory Functions & Determinants

Unit 3: Metabolism: Rest and Exercise

Unit 4: Cardiovascular Health and Risk Factors
Meaning and concept of CVD. Types of CVD. Risk factors for CVD. Screening, prevention and management.

Suggested Readings:
- Human Adaptation and Accommodation, by A Roberto Frisancho, 1993 (University of Machigan Press).
- Exercise physiology by Tudor Hale, 2005 (John Wiley & Sons).
Course-10: Demography and Population Dynamics


Suggested Readings

Course 10: Human Growth and Development: Characteristics and Assessment

Unit 1: Human Growth & Development


Unit 2: Nutritional Status Assessment


Unit 3: Human Physique - Types and Relevance


Unit 4: Chronological and Biological age


Suggested Readings:

- Human Growth Assessment and Interpretation by Alex Roche & Shumei Sun, 2003 (Cambridge University Press).
- Patterns of Human Growth by B Bogin, 1988 (Cambridge University).
Course 11: Ergonomic Anthropology

Unit 1: Introduction to Ergonomics


Unit 2: Ergonomics: Theories and Concepts

Theories of healthy standing and sitting. Posture stress, free posturing. Concept of safety, efficiency and comfort. Clearance and Reach.

Unit 3: 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 4: Ergonomic Applications


Suggested Readings:

- Sports and Exercise Nutrition by WD McArdle, FI Katch, VL Katch, 1999 (Lippincott).
- Ergonomics in Design Methods and Technique by MM Soares and Francis Robert, 2016 (CRC Press).
- Design and Anthropology edited by Wendy Gunn and Jared Donovan, 2012 (Routledge).
Course 12: Human Adaptability

Unit 1: The Ecosystem

Unit 2: Human Adaptation: types and Governing Principles

Unit 3: Adaptation to Environmental Stress: Biological and Behavioural Responses

Unit 4: Ecological Rules and their Applicability to Human Populations

Suggested Readings:

- High altitude by Erik R. Swenson, Peter Bartsch, 2013 (Springer).
Course 13: Anthropology of Childhood

Unit 1: Introduction to the Bio-Social theories of Childhood


Unit 2: Childhood in Anthropology

Anthropological accounts of children & conceptions of childhood across various cultures.

Unit 3: Childhood studies from India

The child in India: History and culture Indian adolescence: Diversity and uniqueness. Contemporary status of children and adolescents in India.

Unit 4: Policies and International Discourses

Implications for policy and planning for children with social disadvantage and others.

Suggested Readings:


Paper: Anthropology of South Asia

Unit 1: Introduction and Paradigm Shift in South Asia

Theoretical development in Anthropology. Deflection from Western to Orientalism.

Unit 2: Reflection on South Asia’s History

Pre-colonialism. Colonialism. Liberalization/Globalisation.

Unit 3: Social and Policy issues in South Asia

International bodies and common objectives. Conflicts and Lobbies.

Unit 4: Ethnographies of South Asia

Suggested Readings:


• Ng, Cecilia, and Swasti Mitter. "Valuing Women's Voices Call Center Workers in Malaysia and India." *Gender, Technology and Development* 9, no. 2 (2005): 209-233.


Course 14: Environmental Anthropology

Man’s relationship to the environment has been one of harmonised exploitation but off late that has changed. With an increase in population and advance of technology, environment (used as a blanket term) has become something to be exploited more and more for profit rather than survival. Moreover, people are losing touch with their immediate environment with development of cities and creation of man-made ‘natural’ spaces that serve our sense of aesthetics and need. Some have even termed this to be the age of the anthropocene. In the light of this, this course looks at anthropological understanding of different environmental processes, challenges, use, sustainability, conservation, rights issues, gender dimensions of resource use, etc. It examines the social, political and economic aspects of studying the environment as a whole and as parts of a whole.

Unit 1: History of Anthropological engagement with the environment

Discussing open questions like what a working definition of environmental anthropology is/could be, and what a good methodology in environmental anthropological research would look like. Unit-I – duplicate paper

Unit 2: Anthropological models of Human Environmental engagement

See duplicate paper- Unit 3

Unit 3: Probemetizing environment

Marxist approaches, confining ‘nature’ to ‘parks’ and sanctuaries, ‘ecotourism’.

Unit-III

Unit 4: Politics and economics of resource extraction and use

Anthropological approaches to pressing environmental problems and solutions. Putting a price to everything – ecosystem services, biodiversity for use, loss of the ‘natural’. Contribution of anthropologists to public discourse on the environment, as advisors on environmental projects, as advisors to/on environmental conflicts.

Unit-4 of duplicate paper
Suggested Readings:

- Vayda, Andrew P. 2009. Explaining Human Actions and Environmental Changes. Lanham, Maryland: AltaMira Press.
Course 15: Climate Change

The course tries to engage with a contemporary area of study in Anthropology by looking at how anthropologists have engaged with the climate change issue. It also seeks to understand the contribution that the subject has and can still make in not only understanding socio-political aspects of climate change but also how to perhaps strive for workable solutions. Given the interdisciplinary nature of the course, it will cover some interconnected elements from development, globalisation, policy studies and will also look at evolution of substantive evaluation of the subject in anthropology. This will help build a perspective on environmental crisis and problems. It will also work to answer questions like how to utilise the knowledge acquired.

Unit 1: What is climate change and why it matters

Human evolution and climate change. The dawn of the anthropocene. Thresholds. Consumerism (global processes, trade, movement of resources).

Unit 2: Contextualizing Climate Change in anthropology


Unit 3: Linking the local to the global


Unit 4: Social aspects of climate change

Suggested Readings:

Course 16: Public Policy and Governance

The course will examine anthropological study of public policy and contributions of the discipline in shaping, implementing and analysing policy and governance.

Unit 1: Conceptualizing Policy and governance

Policy as a historical phenomenon. Anthropological methods, paradigm and perspectives to study public policy. Policy research and communication.

Unit 2: Public policy and governance in India

Role of politicians and political parties in policy formation. Ethnographies/ case studies of policy. The state, policy and governance (governmentality, rhetoric). Role of market and economy.

Unit 3: Anthropology and Public policy

Anthropological reflections on policies such as draft tribal policy, health policy, FRA, disaster management.

Unit 4: Policy and Development practice

Citizens, policy and governance (protests, social movements). How different actors affect the process of policy formulation.

Suggested Readings:


Course 17: Anthropology of Business

Unit 1: Introduction to Business Anthropology

Basic knowledge of the contemporary business world. The characteristics of Business Anthropology with special reference to i) The management of family business ii) Ethnicity and Entrepreneurship iii) Entrepreneur and Gender issues iv) Ethnography of corporates.

Unit 2: Corporate Ethnography

Organisational culture and behavior. Multicultural nature of multinationals.

Unit 3: Market and Consumer Behavior


Unit 4: International Trade and Anthropology

The study of the globalization process. The cross-cultural issues in international trade. The Anthropological interpretation of international cooperation.

Suggested Readings:


Course 18: NGOs and Anthropology

Unit 1: Situating NGOs in Anthropology

Defining Civil Society, Types of Civil Society Groups and NGOs as an Operational Arm of Civil Society. Rise of NGO Sector and historical development. Anthropology of Development and NGOs. Types of NGOs (State/ National/ International and Environmental/ Corporate/ Social/Rights).

Unit 2: NGO – State Interface

Relationship between State and NGOs. NGOs in Development Policy and Practice. Governance and NGOs. Role of NGO’s in India.

Unit 3: Organizational Climate and Practices


Unit 4: Challenges in Era of Development and Globalization


Suggested Readings:


Course 19: Anthropology of Tourism

Unit 1: Tourism and Anthropology

Models of Tourism (Ecotourism/Environmental, Adventure, Heritage, Culture, Religious, Medical). Tourism and Culture studies. Anthropological Concerns and Theoretical Perspectives.

Unit 2: Tourism in Practice


Unit 3: Impact of Tourism

Tourism as a Mechanism of Cross-Cultural Interaction. Commodification of Culture. Economic and Ecological Impact. Socio-Cultural Impacts (Positive and Negative) with reference to India.

Unit 4: Role of Anthropology in Tourism Development and Planning

Suggested Readings:


Course 20: Development and Rehabilitation

Unit 1: Understanding Displacement


Unit 2: Impacts of Displacement


Unit 3: Perspectives on Rehabilitation and Resettlement


Unit 4: Rehabilitation and Resettlement Policies


Suggested Readings:


Course 21: Sustainable Development

The course will look at different perspectives on sustainability and sustainable development in Anthropology and allied disciplines. The idea is to identify some of the most important questions, given different perspectives within the field and approaches to the field, at the heart of the democracy/environmental justice/sustainable development nexus, and share relevant insights from anthropology to strengthen democracy, enhance public engagement, deliver environmental justice and sustainable development.

Unit 1: Anthropological perspectives on sustainability: Theoretical concepts and tools


Unit 2: What Development and sustainability mean in different parts of the world


Unit 3: Pressing issues within sustainable development and striving for solutions


Unit 4: Building sustainable futures

Resource use planning. National and international political economy.

Suggested Readings:


Anthropology has a critical role to play in Corporate Social Responsibility which has been mandated by India under the Companies Act, 2013. This Course helps in conceptualizing the role of Anthropology in facilitating Corporate Social Responsibility. The course also looks at its historical and philosophical trajectories along with theoretical approaches to CSR. It also explores the various debates arising in the discourse of CSR as well as its role in the development arena.

Unit 1: Corporate Social Responsibility (CSR) its, conception and understanding, associated terminologies, and relevance in the contemporary /present day scenario

Corporate Social Responsibility in the paradigm of Anthropology of Development. Corporate Social Responsibility, Public Private Partnership and the Civil Society. Corporate Social Responsibility in India, What is happening?

Unit 2: Corporate Social responsibility and its theoretical approaches

Historical and Philosophical Underpinnings. Stake Holder Approach. Triple bottom line. Right Based Approached.

Unit 3: Corporate Social Responsibility (CSR) with reference to various social issues

Environment. Gender. Indigenous Community etc.

Unit 4: Methodological reflections on Anthropological approach to Corporate Social Responsibility

Suggested Readings:


Course 23: Anthropology of Media

This course explores the intersectionality between Media and Anthropology. It takes from the ideas of Cultural Studies and Public Sphere to look at the politics of Media. The paper also looks at the socio-cultural influences of media and vice versa in the construction of identity. The relevance of technology in the age of new media will also be studied in conjunction with their significance in capturing ethnographies.

Unit 1: Introduction and Theoretical approaches to media studies

Cultural studies.Public sphere.Semiotics

Unit 2: The politics of Media

Media and political processes.State ownership and influence.Media and the construction of political reality

Unit 3: Media and Globalisation


Unit 4: Media and Identity

Construction of subjectivities.Audience reception.New media and alternative identities, politics

Suggested Readings:


• Uberoi, Patricia. 2006. *Freedom and Destiny: Gender, Family, and Popular Culture in India*. Oxford University Press.

Course 24: Psychological Anthropology

Unit 1:
Emergence of Psychological anthropology its historical development: Criti. Freud his model of unconscious and its influence on theory and practice of anthropology with special reference religion and symbolism.

Unit 2:

Unit 3:
Human universals and cultural particulars with reference to the concepts of Self, Identity, Emotion, Aggression, Dominance and Violence

Unit 4:

Suggested Readings:


Course 25: Demography and Population Studies

Unit: 1 Dynamics of Demography and Population studies


Unit: 2 Fertility and Mortality Differentials


Unit: 3 Migration and Spatial Distribution


Unit: 4 Population Planning and population policy in India

Functioning and structure of Indian Health System. Health policies and programmes and critical review of major international policies and declarations (UN declarations, ICPD-1994, etc). Indian population/health policies – NPP, NHP, Reproductive health care. Health programmes in India: NRHM (2005-12) with focus on ASHA, ANM and role of Panchayats (PRI).

Suggested Readings


Course -26 Methods and Techniques in Human Genetics

- Methods of research in human genetics
- Basic Techniques: Electrophoresis, Cytogenetic methods, Polymerase Chain Reaction
- Genotyping Techniques: Single gene to Genome-wide genotyping techniques
- Sequencing Techniques: Traditional to Next Generation Sequencing techniques
- Techniques of studying gene expression levels
- Ethical, legal and social issues in human genetic research

Readings:


Course 27 Genetic Epidemiology of Complex Diseases and Traits

- Genetic epidemiology of cardiovascular disorders, type 2 diabetes, cancer and other complex diseases and traits
- Approaches for studying complex traits: Candidate gene based association studies; Linkage studies; Genome-wide association studies
- Epigenetics of complex diseases
- Common etiological pathways in various complex diseases

Readings:


- Peter Donaldson, Ann Daly, Luca Ermini, Debra Bevitt. Genetics of Complex Disease. Garland Science; 1 edition (24 August 2015)


Course 28 Epidemiology and Public Health

- Basic concepts of epidemiology: incidence, prevalence and other measures for assessing disease burden
- Research designs in epidemiology: strengths and limitations; analytical methods in epidemiology
- Epidemiology of non-communicable chronic diseases: global and national trends of diseases, risk factors and their burden
- Environmental health
- Public health promotion: approaches and methods
- Ethical and Regulatory Issues in Human Research

Readings:

- Ilona Carneiro and Natasha Howard. Introduction to Epidemiology (Understanding Public Health). Open University Press; 2 edition (1 October 2011)
Course 29 Maternal and Child Health

- Global and national assessment of morbidity and mortality related to maternal and child health
- Bio-social determinants of maternal and child health
- Epidemiological burden of pregnancy related disorders
- Nutritional requirements of mother during pregnancy and child up to 5 years of age and nutritional interventions
- Aetiology and pathophysiology of malnutrition
- Programmes to improve maternal and child health

Readings:


Part-II: Dissertation

Dissertation will be based on field work/ Secondary source of data/ laboratory work. Three copies of the dissertation have to be submitted by the candidates.