

Curriculum Structure of 2nd Year of PG for Two years PG Programme (3+2) OR

Appendix-03

One Year PG Programme After Completion of Four-Year UG Programme (4+1)

Structure-1 (Level-6.5): PG Curriculum Structure with only Course Work

Level-6.5	Year-2					Year-2			
			Paper	Credits			Paper	Credits	
	Semester.-3	DSC-7	Fieldwork Tradition in Anthropology	4		Semester.-4	DSC-9	Palaeoanthropology	4
		DSC-8	Primateology	4			DSC-10	Tribal India	4
				8					8
Students can OPT for either 3 New DSEs, OR 2 New DSEs & 1 GE from the list below						Students can OPT for either 3 New DSEs, OR 2 New DSEs & 1 GE from the list below			
		DSE-5	Molecular Anthropology	4			DSE-14	Anthropology of Public Policy	4
		DSE-6	Physiological Anthropology				DSE-15	Kinanthropology	
		DSE-7	Anthropology of Religion				DSE-16	Psychological Anthropology	
		DSE-8	Anthropology of Gender				DSE-17	Genetic Epidomology	
		DSE-9	Linguistic Anthropology				DSE-18	Medical Anthropology	
		DSE-10	Economic Anthropology				DSE-19	Anthropological perspective on Indian Knowledge System	
		DSE-11	Political Anthropology				DSE-20	Environmental Health	
		DSE-12	Anthroplogy of Development				DSE-21	Field based Project	
		GE-3	Indian Prehistory	4			GE-5	Anthropology of Cultural Heritage	4
		GE-4	Anthropology of North East India				GE-6	Society and Culture in Vedic Times	
		Either one of the two	If 3 DSE (4 Credicts each)	12			Either one of the two	If 3 DSE (4 Credicts each)	12
			If 2 DSE (4 Credicts each) + 1GE (4 credit)					If 2 DSE (4 Credicts each) + 1GE (4 credit)	
		One Skill Based/Workshop/Specialized Laboratory/Hands on Learning					One Skill Based/Workshop/Specialized Laboratory/Hands on Learning		
		SEC-1	Participatory research and Social Impact assessment	2			SEC-3	Anthropology of Tourism	2
		SEC-2	Ergonomic Anthropology				SEC-4	One Health	

Semester III

Discipline Specific Core (DSC-7)

Fieldwork Tradition in Anthropology

Course Title	Total Credit	Credit distribution	
Fieldwork Tradition in Anthropology	04	Theory	Practical
		03	01

Total Teaching Hours: Theory – 45 hours (3 hours/week); Practical – 30 hours (2 hours/week)

Introduction

Fieldwork is central to anthropology, marked by immersive engagement with communities. This course reviews the development of fieldwork from early ethnography to current practices, especially in India. Students will study foundational works and new approaches while gaining both theoretical and practical skills for independent research.

Course Objectives

- Introduce the genesis and history of anthropological fieldwork, with a focus on India.
- Analyze contributions from pioneering anthropologists on fieldwork tradition
- Highlight ethical, epistemological, and practical challenges of fieldwork in diverse cultural settings.
- Guide students in designing and performing small-scale fieldwork exercises.

Learning Outcomes

By course end, students will:

- Explain the evolution and relevance of fieldwork in anthropology.
- Apply suitable fieldwork methods in varied social contexts.
- Critically evaluate ethnographic studies and their theoretical significance.
- Recognize and address ethical concerns in field research.
- Plan and conduct basic fieldwork and present the findings systematically in the form of a report.

Keywords: Participant observation, Ethnography, Intensive fieldwork, Village and Tribal ethnography, Urban setting, Reflexivity, Research ethics, Field diary, Rapport, Multi-sited ethnography, Decolonizing methodology

Syllabus (Theory)

Unit I: Historical Foundations of Fieldwork Tradition

Emergence of fieldwork tradition in anthropology: Armchair anthropology, Torres Strait and Baffinland expedition. Early Indian Fieldwork tradition. The colonial census, Gazetteers, and the formative works of S.C. Roy (Monographic approach) and L.K. Ananthakrishna Iyer (Encyclopedic approach). Growth fieldwork in India D.N. Majumdar, M.N. Srinivas, S.C. Dube and others. Fieldworker and the Field: Challenges of caste, kinship, gender, and power dynamics in fieldwork; insider-outsider perspectives. **11 hours**

Unit II Fieldwork in cross-cultural Context Tribal fieldwork traditions: issues of isolation, integration, and rights, Rural/village studies India: Restudies”; caste, jajmani, dominance, and change. Fieldwork in urban slums, cities, migrant communities, and industrial settings. Studies of ethnicity, class, and **11 hours**

Unit III: Fieldwork, Ethics and Emerging Trends

Malinowskian Diary and Post-modern turn in Fieldwork. Reflexivity, positionality, and decolonizing fieldwork; reciprocity, power relations, representation, and “Challenges in the field: Safety, Gender issues and Political sensitivities. New directions in Fieldwork: Digital ethnography, sensory methods, and public anthropology in India. **12 hours**

Unit IV: Fieldwork and Theory

Scientific Treaties (Malinowski and Radcliffe-Brown), Historiographic accords (Evans-Prichard), Actor Center and Processual approaches, Meaning centered, literary, interpretive turn: Clifford Geertz; Victor Turner and Mary Douglas **11 hours**

Practical: (1 Credit – 30 hours)

The practical component aims to provide hands-on training in fieldwork skills. Students will undertake supervised short-term fieldwork (individual or group) in a nearby rural/tribal/urban community (preferably in Delhi-NCR or during study tours).

Activities:

- Preparation of a field research proposal (including ethics clearance simulation).
- Participant observation and field note writing (minimum 7–10 days of immersion).
- Collection of genealogies, social mapping, and at least one life history/case study.
- Maintenance of a reflective field diary.
- Data organization, preliminary analysis, and presentation of a short field report (written + seminar).
- Training in basic tools: Photography, audio recording (with consent), and simple coding of qualitative data.

Evaluation: Field report (50%), Viva-voce (25%), Class participation & diary (25%).

Suggested Readings

1. **Béteille, A., & Madan, T.N. (Eds.). (1979).** *Encounter and Experience: Personal Accounts of Fieldwork*. Vikas Publishing.
2. **Furer-Haimendorf, C. von and Verrier Elwin** (Various works on Indian tribes).
3. **Gupta, A., & Ferguson, J. (Eds.). (1997).** *Anthropological Locations: Boundaries and Grounds of a Field Science*. University of California Press.
4. **Levi-Sanchez, S. (2026).** *Fieldwork as craftwork: A practical guide for conducting research in the real world*. Bloomsbury Publishing.
5. **Majumdar, D.N. (1958).** *Caste and Communication in an Indian Village*. Asia Publishing House.
6. **Malinowski, B. (1922).** *Argonauts of the Western Pacific*. Routledge.

7. **Malinowski, B.** *A Diary in the Strict Sense of the Term*. Translated by Norbert Guterman. Stanford: Stanford University Press, 1989. First published 1967 by Harcourt, Brace & World
8. **Srinivas, M.N. (1976).** *The Remembered Village*. Oxford University Press.
9. **Srinivas, M. N., Shah, A. M., & Ramaswamy, E. A. (Eds.). (2002).** *The fieldworker and the field: Problems and challenges in sociological investigation* (2nd ed.). Oxford University Press.
10. **Srivastava, V.K. (Ed.). (2004).** *Methodology and Fieldwork*. Oxford University Press.
11. **Additional readings:** Works by S.C. Dube, Oscar Lewis (restudy), Breman, Parry, and contemporary urban ethnographers like Sanjay Srivastava (*Entangled Urbanism*)

Semester-III
Discipline Specific Core (DSC-8)
Primatology

Course Title and Code	Total Credits	Lecture	Practical	Tutorial	Eligibility
Primatology	04	03	01	0	UG in Anthropology/ Life Sciences

Primatology occupies a foundational position in biological anthropology, providing systematic and comparative knowledge of our closest living relatives and an indispensable evolutionary framework for understanding the origins of human sociality, cognition, and behaviour. This course offers an advanced, integrative treatment of primate behavioural ecology, social organisation, cognition, communication, and conservation biology. A sustained emphasis on South Asian and Indian primates, one of the most diverse primate assemblages in the world, runs throughout the course, and students are introduced to the ethnoprimate traditions, human-primate interface issues, and wildlife conservation frameworks specific to the Indian context, including relevant perspectives from Indian Knowledge Systems.

COURSE OBJECTIVES

1. To provide an advanced understanding of primate social organisation, behavioural ecology, and life history variation, situating these within rigorous evolutionary and socioecological theoretical frameworks.
2. To develop critical engagement with contemporary research on primate cognition, communication, and cultural transmission, and to assess their implications for understanding human behavioural evolution.
3. To examine the conservation challenges facing non-human primates, with particular reference to Indian and South Asian species, and to explore the intersections of ethnoprimate, human-wildlife conflict, and the One Health framework.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Apply socioecological models and evolutionary theory to explain variation in primate social systems, mating strategies, and life history parameters across major taxonomic groups, with particular reference to Indian primates.
2. Critically evaluate empirical and theoretical research on primate cognition, communication, and social learning, and assess the comparative relevance of primate data for understanding human behavioural evolution.
3. Design and execute a structured behavioural observation study using standard field methodology, including focal animal sampling, scan sampling, and ethogram construction, and analyse and report on observational data systematically.
4. Assess the conservation status of Indian primate species, engage with ethnoprimate perspectives and primates in Indian cultural and Knowledge System traditions, and critically analyse the dynamics of human-primate coexistence.

COURSE CONTENT

Unit I: Primate Ecology, Morphology, and Diversity**12 hours**

History and scope of primatology; key contributors including Solly Zuckerman, C. Ray Carpenter, Jane Goodall, Dian Fossey, Birutė Galdikas, and P. K. Seth. Taxonomy of primates: Strepsirrhini, Haplorrhini, Platyrrhini, Catarrhini, and major families. Morphological adaptations: dentition, locomotion, sensory systems. Dietary ecology: feeding strategies and digestive adaptations. Habitat ecology: ranging, activity, niche use. Distribution, diversity, and conservation status of Indian primates.

Unit II: Primate Social Organisation and Behavioural Ecology**12 hours**

Socioecological models and their theoretical lineage, linking food distribution with female spatial organisation and male mating strategies. Primate social systems, including solitary, pair-bonded, uni-male polygynous, multi-male multi-female, fission-fusion, and multi-level societies, with Indian and global case studies. Female strategies: contest and scramble competition, dominance hierarchies, matrilineal kinship, allomothering, and cooperative care. Male strategies: competition, coalitions, rank acquisition, infanticide, counter-strategies, and male-female bonds. Sexual selection: mate choice, dimorphism, sperm competition, extra-pair copulations. Life history traits: growth, reproduction, senescence, trade-offs. Dispersal patterns: natal dispersal, philopatry, sex bias, kin competition, and nepotism.

Unit III: Primate Cognition and Communication**11 hours**

Theoretical frameworks for primate intelligence, including Social Brain and ecological models. Primate archaeology: culture, cognition, and adaptation; tool use and material culture, such as chimpanzee nut-cracking and termite-fishing traditions, and stone tool use in macaques and capuchins. Primate communication: vocal, visual, olfactory, and tactile systems. Ape language research: American Sign Language and Lexigram Studies (Case Studies: Washoe; Koko). Social learning, cultural transmission, and primate self-awareness, metacognition, and prospective cognition. Stone tool knapping behaviour and toolkit production in primates, with experimental evidence from Kanzi demonstrating lithic-making abilities.

Unit IV: Conservation Biology and Ethnoprimateology**10 hours**

Global and Indian conservation status of non-human primates, including IUCN Red List assessments and major threats such as deforestation, agriculture, hunting, trade, climate change, and disease. Ethnoprimateology and human-primate interfaces; primates in Indian Knowledge Systems, cultural traditions, and ritual ecology, including temple macaques, commensalism, taboos, and folk knowledge. Human-wildlife conflict, crop raiding, and mitigation; urban macaques. Zoonotic diseases, the One Health framework, and the ethics of primate research, including field and captive guidelines.

PRACTICAL**30 hours**

1. **Indian Primate Identification Exercise:** Identification of 25 Indian primate species from specimen photographs, diagnostic pelage characteristics, dental formulae, and morphological traits; preparation of annotated species data sheets including habitat, distribution, diet, and IUCN status.

2. **Non-human Primate Osteology:** Identification, labelling, and comparative measurement of primate skeletal specimens: cranium, mandible, dentition, femur, humerus, and pelvis, against human specimens; tabulation of key morphological differences and discussion of their functional and evolutionary significance.
3. **Ethogram Construction and Video-based Behavioural Sampling:** Using documentary footage of non-human primate species, students (a) construct a standardised, mutually exclusive and exhaustive ethogram for a selected species; (b) conduct focal animal sampling and instantaneous scan sampling on video sequences; (c) compute inter-observer reliability coefficients (Cohen's Kappa); and (d) produce a brief written analysis of the resulting behavioural data.
4. **Field Observation at a Zoological Park or Wildlife Sanctuary** (e.g., *National Zoological Park, Delhi*): Students collect structured behavioural data on a target primate species over a minimum of three hours using a pre-designed ethogram and approved sampling protocol. A field data report of not more than 1500 words, including methods, results, and discussion, is submitted for evaluation.
5. **Conservation Mapping and Status Assessment:** Using IUCN Red List, Wildlife Institute of India, and National Biodiversity Authority databases, students map the distribution, threat category, and Protected Area coverage of Indian primate species; findings are presented as an annotated map with a written commentary analysing the major threats and conservation gaps for two selected species.

Core Readings

1. Strier, K. B. (2017). *Primate Behavioral Ecology* (5th ed.). Routledge/Pearson.
2. Fleagle, J. G. (2013). *Primate Adaptation and Evolution* (3rd ed.). Elsevier Academic Press.
3. van Schaik, C. P. (2016). *The Primate Origins of Human Nature*. Wiley-Blackwell.
4. Campbell, C. J., Fuentes, A., MacKinnon, K. C., Bearder, S. K., & Stumpf, R. M. (eds.) (2011). *Primates in Perspective* (2nd ed.). Oxford University Press.
5. Fuentes, A. (ed.) (2017). *The International Encyclopedia of Primatology*. John Wiley & Sons.
6. Setchell JM, Curtis DJ, eds. *Field and Laboratory Methods in Primatology: A Practical Guide*. 2nd ed. Cambridge University Press; 2011.

Suggested Readings

1. Mitani, J. C., Call, J., Kappeler, P. M., Palombit, R. A., & Silk, J. B. (eds.) (2012). *The Evolution of Primate Societies*. University of Chicago Press.
2. Janson, C. (2000). Primate socio-ecology: The end of a golden age. *Evolutionary Anthropology*, 9(2): 73-86.
3. Fuentes, A. (2010). Natural cultural encounters in Bali: Monkeys, temples, tourists, and ethnoprimateology. *Cultural Anthropology*, 25(4): 600-624.
4. Shumaker, R. W., Walkup, K. R., & Beck, B. B. (2024). *Animal tool behavior: the use and manufacture of tools by animals*. JHU Press.

Note: Additional readings will be given based on specific case studies and lecture topics during the course.

TEACHING LEARNING PROCESS

1. Classroom lectures supported by multimedia resources, including documentary footage, field photographs, and species identification materials.

2. Seminars and structured discussions drawing on current research from the *American Journal of Primatology*, *International Journal of Primatology*, *Primates*, and *Folia Primatologica*.
3. Structured practical sessions combining laboratory osteology, video-based ethogram training, and conservation data mapping using IUCN and WII databases.
4. Field visit to a zoological park or wildlife sanctuary for direct behavioural observation and structured data collection.
5. Student presentations on assigned Indian primate species or conservation case studies, integrating library research and secondary data.

ASSESSMENT METHODS

Theory Examination and Continuous Assessment through practicals, field data report, conservation mapping exercise, and seminar participation.

Keywords: *Primatology, Socioecology, Primate Behaviour, Ethnoprimateology, Indian Primates, Conservation Biology, Primate Cognition, Behavioural Field Methods, South Asian Primates, Monkey, Ape*

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-5)
Molecular Anthropology

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Molecular Anthropology	04	03	01

Course Objectives

1. To learn basic tenets of molecular anthropology and its applications
2. To understand the genetic structure of human populations based on molecular markers.
3. To learn the types of DNA markers and their utility in genetic analysis.
4. To learn the methods and approaches in ancient DNA research and its limitations.

Learning Outcomes

Students will be able to

1. Understand the concepts and terminology used in molecular anthropology
2. Understand the relevance of molecular markers in studying human origin and peopling of India and other populations
3. Learn the methods and techniques used in genetic data generation
4. Appreciate the importance of genetic databases in understanding societies of the past.

UNIT-I: Macro and Micro evolution, Concept of molecular evolution, rate of molecular evolution, gene functions, and phenotypic evolution. Human Phylogenetics; Tree reconstruction methods; Applications of phylogenetic studies; Role of culture in shaping human genetic variation. Softwares for molecular genetic analysis. Applications of phylogenetic studies. **12 Hours**

UNIT-II: Out of Africa Hypothesis; Human Origin: Mitochondrial Eve Hypothesis and its Critical assessment, Haplotypes and Haplogroups, Models of Human origin and migration based on mtDNA and Y-chromosomal markers and Phylogeography: Peopling of India and world populations. Genetic structure of Indian tribal populations. Population structure in India other genetic isolates. **12 Hours**

UNIT-III: Classical markers, DNA markers: Restriction fragment length polymorphisms; Polymerase chain reaction; Genotyping and Sequencing Techniques: Single gene, Multiple genes, Whole genome sequencing methods. Population Structure, Multidimensional scaling, principal components analysis. Genome-India Project **11 Hours**

UNIT-IV: Ancient DNA technology: Concepts, Methods and Techniques. Inferences from studies on ancient DNA technology. Examples of Ancient DNA studies and limitations of ancient DNA research. Genetic origin of Indo-European languages and its debate. Indian Ancient DNA research: Roopkund and Rakhigrahi. Critical assessment of Aryan-Invasion debate **10 Hours**

Practical

30 Hours

Practical (Molecular Anthropology):

- a. DNA Extraction
- b. DNA Quantification
- c. DNA Amplification: Polymerase chain reaction
- d. Electrophoresis
- e. Genotyping and sequencing Techniques

Keywords: Human phylogenetics, mt DNA, Y chromosomal region, DNA sequencing

Core Readings

1. Nei and Kumar. Molecular Evolution and Phylogenetics. (2000)
2. Vogel F. and Motulsky A.G. (2010). Human Genetics: Problems and Approaches. Springer, 3rd revised edition
3. Patrick F. Chinnery, Hans-Jürgen Bandelt, Vincent Macaulay, Martin Richards (eds.). Human Mitochondrial DNA and the Evolution of Homo sapiens. (2006), Springer-Verlag Berlin Heidelberg
4. Jobling, MA Hurles, M and Tyler-Smith, C (2004). Human Evolutionary Genetics, Origins, Peoples and Disease. Garland Science, New York.
5. Chaubey G., Kadian A., Bala S., V. R. Rao. Genetic Affinity of the Bhil, Kol and Gond Mentioned in Epic Ramayana. PLOS ONE 10(7): e0134200.

Suggested Readings

1. Loh, P. R., et al. (2016). *Local ancestry in admixed populations*. *Genetics*, 192(4), 1515-1530.
2. Cummings MR (2011). Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning
3. Reece, RJ (2004). Analysis of Genes and Genomes. John Wiley and Sons Ltd, England.
4. Strachan, T and Read, AP (2020). Human Molecular Genetics. Garland Publishing Inc, New York

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-6)
Physiological Anthropology

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Physiological Anthropology	04	03	01

Course Objective

1. To understand the fundamentals of physiological anthropology
2. To understand the concept of physical performance, physiological adaptation and factors influencing adaptation.
3. To learn the relationship between physique and human body composition

Course Learning Outcomes

1. Student should understand the fundamentals of physiological anthropology
2. Should understand the concept of physical performance, physiological adaptation and factors influencing adaptation.
3. Student will learn the relationship between physique and human body composition

Unit 1 Fundamentals of work physiology- homeostasis; metabolism and energy and systems; exercise, respiratory system and haemodynamics (blood pressure, pulse, rate, heart rate, heamatocrit, etc)
12 Hours

Unit 2 Acute physiological adjustments during transition from resting homeostasis to sub-maximal and maximal exercise and physiological adaptations
12 Hours

Unit 3 Cardio-vascular and respiratory endurance, physical working capacity and physical fitness; Reproductive health, regulation of metabolism, growth and energy balance
11 Hours

Unit 4 Physical performance and environmental stress; inter-relationship between physique, body composition and nutrition
10 Hours

Practical **30 Hours**

1. Cardiovascular function
 - Blood pressure using sphygmomanometer and stethoscope
 - Heart rate
 - Pulse rate
2. Respiratory functions (Static and Dynamic lung functions)
3. Physical activity assessment

Suggested readings

Unit 1

Fundamentals of work physiology- homeostasis; metabolism and energy and systems- Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch .Chapter 24(Page 334-341)

Exercise, respiratory system and haemodynamics (blood pressure, pulse, rate, heart rate, heamatocrit, etc) – Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch . Chapter 12(Page 154-167), Chapter 13(Page 168-179) and Chapter 14(Page 180-196)

Unit 2

Acute physiological adjustments during transition from resting homeostasis to submaximal and maximal exercise and physiological adaptations- Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch . Chapter 23(Page 322-333) and Chapter 24(Page 334-353)

Unit 3

Cardio-vascular and respiratory endurance- Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch . Chapter 15(Page 197-209) , Chapter 16(Page 210-218) and Chapter 17(Page 219-233)

Physical working capacity and physical fitness; relationship of body measurements with cardio-vascular and respiratory functions- Physical Activity and Health by C. Bouchard, S.N Blair, W.L Haskell Chapter 3(Page 37-42)

Unit 4

Physical performance and environmental stress; inter-relationship between physique, body composition and nutrition. Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch . Chapter 23(Page 322-333) ,Chapter 26(Page 368-391) and Chapter 27(Page 392-404)

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-7)
Anthropology of Religion

Course Title and Code	Total Credits	Credit Distribution of the Course		Eligibility
		Lecture	Practical	
Anthropology of Religion	04	03	01	0
				PG I

Course Objectives

1. The present course introduces students to the study of religion as a social phenomenon and a social institution. It aims to encourage students to explore the meaning and essence of religion as an anthropological category, thereby exposing them to the diversity of religious life in a global world order.
2. The course further prepares students to engage with religion in everyday life with a sense of responsibility and to examine its practical links with political, economic, and environmental spheres.
3. It also encourages students to revisit Indian traditions and historical roots by exploring eastern religions such as Hinduism and Buddhism as important foundations of the Indian knowledge system.

Learning Outcomes

1. Students will understand the definitional boundaries, theoretical approaches, and methodologies used in the anthropological study of religion in society.
2. Students will be able to examine the construction of religious identities through language, ideology, narratives, and discourse in Indian contexts.
3. Students will understand the relevance of religion and spirituality in medical science and environmental conservation, reflecting the role of religion in the Indian knowledge system.

Course Content

Unit I —Definitions, theories, and key concepts: supernatural, sacred/profane, totem, magic, rituals, myth, witchcraft and sorcery, rites of passage, and religious specialists. **10 Hours**

Unit II — Religion and social dimensions: identity, gender, and environment; religious symbolism and power; world religions and lived religions; economics of religion. **12 Hours**

Unit III — Folk and tribal religions; pilgrimage and religious tourism in India; great traditions and little traditions in the Indian context; Indian knowledge systems. **12 Hours**

Unit IV — Religious movements and social change; pluralism and secularism; revivalism and conversion; religion, modernity, and globalization. **11 Hours**

Practical **30 Hours**

1. Book Review

Critical review of an ethnography or monograph on religion, focusing on research questions, methodology, theoretical framework, and key arguments.

2. Research Design, Fieldwork, and Report Writing

Formulate a research proposal on a selected theme, conduct short-term fieldwork using appropriate research methods, and prepare and submit a research report.

Core Readings

- Eller, J. D. (2007). *Introducing anthropology of religion: Culture to the ultimate*. Routledge.
- Madan, T. N. (2011). *India's religions: Perspectives from sociology and history* (2nd ed.). Oxford University Press.
- Srinivas, M. N. (1952). *Religion and society among the Coorgs of South India*. Oxford University Press.
- Vidyarthi, L. P. (1961). *The sacred complex in Hindu Gaya*. Asia Publishing House.

Suggested Readings

- Evans-Pritchard, E. E. (1940). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people*. Clarendon Press.
- Evans-Pritchard, E. E. (1976). *Witchcraft, oracles and magic among the Azande* (E. Gillies, Ed.; Abridged ed.). Oxford University Press. (Original work published 1937).
- Hobgood, L., & Bauman, W. (Eds.). (2018). *The Bloomsbury handbook of religion and nature: The elements*. Bloomsbury Academic.
- McGuire, M. B. (2008). *Lived religion: Faith and practice in everyday life*. Oxford University Press.
- Turner, E. (2005). *Among the healers: Stories of spiritual and ritual healing around the world*. Praeger.

Teaching-Learning Process

- Classroom Lecture
- Interactive group discussions
- Blackboard and PPT classroom presentations

Assessment Methods

- Written assignment
- Power point presentation by students
- Class test

Keywords: Religion, supernatural, sacred, ritual, symbol, identity, power, pluralism, religious movements, secularism, globalization, modernity

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-8)

Anthropology of Gender

Course Title and Code	Total Credits	Credit Distribution of the Course	
Anthropology of Gender	4	Lecture	Tutorial
		3	1

Course objectives

1. To encourage students to critically deliberate and discuss on the existing debates on women, gender and feminism.
2. To enlighten students about gender rights, gender justice and gender activism, particularly in the Indian context.
3. To motivate students towards gender sensitization and gender empowerment goals.

Learning outcome

1. This course will enable students to gain a fundamental understanding of gender and its related concepts & terminologies linking it to debates on sexuality/ sexualities in contemporary discourses.
2. It will help students to think beyond binaries and help students perceive gender both as a social construct and social category, created in and through cultural norms.
3. The students can use reflexive approach to contemplate on gender issues and be aware of gender related social problems in India.

Syllabus (theory)

Unit I-Anthropology of Gender: Introduction: Basic concepts, definitions and terminologies. Historical and theoretical developments, approaches and orientations to understand gender and related debates in Anthropology.
12 Hours

Unit II- Intersectionality, kinship and power: intersection of gender with kinship structures, race, class, caste, ethnicity. Politics of reproduction, NRT.
10 Hours

Unit III: Gender in South Asia- Gender narratives and performances in south-asian folk traditions, gender division of labour in South Asia, gender politics and activism in south asia; ethnographic studies, Feminism in India.
12 Hours

Unit IV: Gender and Globalisation- Impact of global capitalism on gender roles; Economic perspectives: exploring new dimensions of household, women in Work Space and Public Spaces, gender and religious leadership, gender in digital space.
11 Hours

Tutorials

Tutorials will focus on training students for conducting fieldwork exercise on any gender based social issue and prepare a brief report. The students will be taught to Review an ethnography/ monograph based on gender. The students will be encouraged to make an annotated bibliography on any selected theme within the domain of gender and sexuality.

Core readings

1. Aneja, Anu (2019) Women's and Gender Studies in India: Crossings. Routledge
2. Channa, Subhadra Mitra. (2013). Gender in South Asia: Social Imagination and Constructed Realities. Cambridge University Press.
3. de Beauvoir, Simone (2015). The Second Sex. Vintage Classics. Chicago.
4. Dube, Leela (Ed.), (2001). Anthropological explorations in gender: Intersecting Fields. New Delhi: Sage Publications.
5. Ortner, Sherry B. (1996). Making Gender: The Politics and Erotics of Culture. Boston: Beacon

Additional Readings

1. Mascia-Lees E. Frances, Nancy Johnson Black (2017) Gender and the Body. Illinois. Waveland press.
2. Mehrotra, Nilika (2013). Disability, Gender and State Policy: Exploring Margins. Jaipur: Rawat Publications.

Assessment Methods

Written assignment, practical examination and theory examination.

Teaching learning process

Lectures, Active participation of students in class debates and discussions, sharing of experiences and dialogues. Innovative fieldwork exercises and workshops, short documentaries on gender issues.

Keywords: Gender, gender identity and gender expression, Feminism, South Asia, gender identity, gender narratives, gender performances, Gender discrimination, gender rights and gender justice.

Semester-III

DISCIPLINE SPECIFIC ELECTIVES (DSE-9) Linguistic Anthropology

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Linguistic Anthropology	04	03	01

Course Objectives

1. To understand the significance of language and culture in the history of humanity
2. To understand the relationship between language and communication

Learning Outcomes

- The students will be able to know how the use of language is important for communication
- Facilitate an understanding about the social context of language and its significance in socialization process.

Syllabus

Unit I: Meaning and Scope

Meaning, Nature and Scope of Linguistic Anthropology. Relation with other branches. Socio-cultural dimensions of language. Evolution of language and symbolic communication. Verbal and non-verbal communication by early huminids. characteristics of language. Tribal languages, endangered languages, and revitalization. Linguistic relativism

12 Hours

Unit II: Social Context of Language Use

Process of language acquisition and socialization. Structural linguistics: Lingua franca, parole, language and culture relationship, Edward Sapir-Whorf hypothesis, language, and social roles

10 Hours

Unit III: Structure of Linguistic Forms

Phonemes and phonology, morphemes and morphology, syntax and semantics, lexical relationships: Synonymy, antonymy, homonymy, homonymy.

11 Hours

Unit IV: Sanskrit as Ancient Indian Language

Linguistic affinities of Sanskrit (Indo-European/Indo-Aryan), Indian Culture and Heritage depicted through Sanskrit; Pre-Sanskrit languages: Prakrit (Indus Valley Civilization 2300-2500BC); Panini's Ashtadhyayi (7th and 8th Century); Brahmi Script (9th and 10th Century); Sanskrit Grammar and its scientificity.

12 Hours

Keywords: language, culture, communication, socialization, structural linguistics

Practical

30 Hours

1. Students use of specialized equipments/ softwares for understanding the language diversity and enhancing acquisition of MTB-MLE (Mother Tongue Based - Multilingual Education).
2. Use of Artificial Intelligence (AI) in documentation of endangering languages as a part of New Education Policy (NEP 2020).

3. Based on practical experiences, students are required to prepare and present the group-based project and discussion.

Core Readings

1. Duranti, A. 1997. *Linguistic Anthropology*. Cambridge: Cambridge University
2. Misra, K. K. .2000. *Text Book of Anthropological Linguistics*. New Delhi: Concept Pub.
3. Verma, M.K. 1998. *Socio–linguistics, Language and Society*. New Delhi: Sage Publications.
4. Hymes, D. 1974. *Foundations in Sociolinguistics: An Ethnographic Approach*. Philadelphia:

Suggested Readings

1. Chomsky, N. 1986. *Knowledge of Language*. New York: Praeger.
2. Krishna, S. 1991. *India's Living Languages*. New Delhi: Allied Publishers.
3. Laura, M. A. 2012. *Living Language: An Introduction to Linguistic Anthropology*. Oxford: Wiley-Blackwell.

Semester-III

DISCIPLINE SPECIFIC ELECTIVES (DSE-10)

Economic Anthropology

Course Title	Total Credit	Credit distribution	
Economic Anthropology	04	Theory	Practical
		03	01

Introduction

Economic Anthropology examines the production, distribution, exchange, and consumption of goods and services across cultures, emphasizing the embeddedness of economic processes in social, cultural, political, and ecological contexts. It contrasts with mainstream economics by prioritizing ethnographic methods, cross-cultural comparison, and holistic analysis over universal models of rational choice.

Course Objectives

- Introduce key concepts, theories, and methods in Economic Anthropology.
- Analyze diverse economic systems (subsistence, reciprocal, redistributive, market) through ethnographic case studies.
- Examine the interplay between economy, culture, power, gender, and environment.
- Critically evaluate the impacts of capitalism, globalization, and development on local communities, with special reference to India.

Learning Outcomes

By the end of the course, students will be able to:

- Differentiate Economic Anthropology from neoclassical economics and apply anthropological perspectives to economic phenomena.
- Critically discuss major theoretical debates and their relevance to contemporary issues.
- Interpret ethnographic data on production, exchange, consumption, and inequality.
- Reflect on ethical and applied dimensions of economic anthropology in development, sustainability, and policy contexts in India and globally.

Syllabus (theory)

Unit I: Foundations and Theoretical Perspectives

12 Hours

Emergence of Economic Anthropology; its relationship with Economics, Sociology, and other subfields; Formalist vs. Substantivist debate. Culturalist and Marxist/political economy approaches. Reciprocity (generalized, balanced, negative), redistribution, exchange, value, property, and moral economy. Case Studies: Gift economies, Kula, Potlatch.

Unit II: Production, Livelihoods, and Modes of Economy

10 Hours

Subsistence strategies: Foraging/hunter-gatherers ("original affluent society"), pastoralism, shifting and settled cultivation, peasant economies; Property regimes: Commons, land tenure, alienation; ecological and technological dimensions. Case studies from India (tribal economies, Jajmani system and Agrarian transformations).

Unit III: Exchange, Consumption, and Markets

12 Hours

Systems of exchange: Barter, money, markets; formal and informal economies, Consumption, commodities, and material culture; status, identity, and display. Financialization, debt, remittances, Modernization and neoliberal models. Market and the moral economy of Peasants. Gendered labor, Digital India and the Gig Economy

Unit IV: Contemporary Issues, Development, and Applied Economic Anthropology 11 Hours

Economic anthropology of development, poverty, and inequality; Critiques of Impacts on indigenous/tribal communities. The Social Life of Infrastructure; Economic processes Economic Justice and Sustainability issues.

Practical (1 Credit) 30 Hours

Field-based Ethnographic Research on Economic Practices (approx. 30-45 hours, including fieldwork).

Objectives: Apply concepts through hands-on research; develop skills in observation, interviewing, and analysis.

Activities:

Students (individually or in small groups) will conduct a short ethnographic study (e.g., 5-7 days of fieldwork) on a local economic topic, such as a market, informal economy, household livelihood strategies, craft production, or urban vending in Delhi/NCR or a nearby area

Outputs: Field notes, a short report (1500-2000 words) or presentation analyzing findings in relation to course concepts, plus reflexive notes on ethics and challenges

CORE READINGS

1. **Aneesh, A. (2015).** *Neutral Accent: A Case Study of Globalized India*. Princeton University Press.
2. **Appadurai, A. (1986).** "Introduction: Commodities and the Politics of Value." In *The Social Life of Things*.
3. **Breman, J. (2019).** *Capitalism, Inequality and Labour in India*. Cambridge University Press.
4. **Carrier, J. G. (Ed.). (2020).** *A Handbook of Economic Anthropology* (3rd ed.). Edward Elgar Publishing
5. **Damodaran, H. (2018).** *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*. Hachette India.
6. **Harriss-White, B. (2020).** *India Working: Essays on Society and Economy*. Cambridge University Press.
7. **Mauss, M. (2016).** *The Gift: Expanded Edition*. Hau Books
8. **NITI Aayog (2025/2026).** *Latest Reports on Digital Transformation and Rural Livelihoods*
9. **Parnaik S. M. (1996).** Displacement, Rehabilitation and Social Change: The Case of Paraja Highlanders. New Delhi: Inter-India
10. **Polanyi, K. (2001 [1944]).** *The Great Transformation: The Political and Economic Origins of Our Time*. Beacon Press.
11. **Hann, C., & Hart, K. (2011).** *Economic Anthropology: History, Ethnography, Critique*. Polity Press.

Semester-III

DISCIPLINE SPECIFIC ELECTIVES (DSE-11)

Political Anthropology

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Political Anthropology	04	03	01

Course Objectives

1. To understand key concepts such as power, authority, legitimacy, and governance.
2. To examine state and stateless political formations.
3. To analyse political processes, including identity, representation, participation, and resistance.
4. To understand customary law and legal pluralism in contexts of state and nation.

Learning Outcomes

By the end of the course, students will be able to:

1. Understand the evolution and contemporary relevance of political processes and political systems using anthropological frameworks.
2. Understand the role of power, authority and governance in different cultural settings.

Syllabus (theory)

Unit-I: Political Anthropology: Concepts and Approaches, Emergence of Political Anthropology Concepts: power, authority, agency, legitimacy, Governmentality. Stateless societies and segmentary lineage systems.
12 Hours

Unit-II: Political Institutions: Structure and Process, Variation in Types of Political Organisation, Diverse Roles of Political Institutions in Small-Scale Communities. Bureaucracy and Governance, Anthropology of the State. Concept of customary law: norms, sanctions, and social control and Interface with state law. Kinship and Politics, Dispute Resolution.
12 Hours

Unit-III: Local Governance, Panchayati Raj Institutions (PRIs), Urban local bodies. Village councils, tribal governance systems, and kinship networks. Tribal movements.
11 Hours

Unit-IV: Gender, caste, and marginality, state, and democracy. Issues of representation and identity. Caste Politics, Ethnic movements. Digital governance and its implications.
10 Hours

Keywords: Political Anthropology, Anthropology of State, Customary Law and Legal Pluralism, Representation, Identity.

Practical

30 Hours

1. Design a field-based ethnographic research proposal on any of the following:

Functioning of local governance bodies (Panchayat / Municipality), Role of customary law in dispute resolution, Political participation at the community level, Bureaucratic processes (ration office, local administration, etc.), Implementation of a government scheme, Role of NGOs in governance, Women in governance.

2. Submission of Case Study Report of any contemporary concerns, political literature, reports, magazines, journals, etc., using anthropological concepts (power, governance, customary law, governmentality, etc.).
3. Oral presentation of a research project based on fieldwork, theoretical linkage, and discussion.

Suggested Readings

1. Bailey, F. G. (1963). *Politics and Social Change*. Berkeley: University of California Press.
2. Balandier, G. (1970). *Political anthropology* (A. M. Sheridan Smith, Trans.). Allen Lane The Penguin Press. (Original work published 1967)
3. Evans-Pritchard, E. E. (1940). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people*. Oxford University Press.
4. Fortes, M., & Evans-Pritchard, E. E. (Eds.). (1940). *African political systems*. Oxford University Press.
5. Foucault, M. (1991). Governmentality. In G. Burchell, C. Gordon, & P. Miller (Eds.), *The Foucault effect: Studies in governmentality* (pp. 87–104). University of Chicago Press.
6. Kurtz, D. V. (2001). *Political anthropology: Power and paradigms*. Westview Press.
7. Weber, M. (1978). *Economy and society* (G. Roth & C. Wittich, Eds.). University of California Press.

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-12)

Anthropology of Development

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Anthropology of Development	04	03	01

Course Objectives

1. To understand the term Development, evolution of the concept and theoretical paradigm.
2. To study the engagement by different stakeholders at various development activities
3. To understand ethical issues and evaluation of development project, community participation, livelihood and empowerment

Learning Outcomes

- The students will be able to understand the concept and approaches in anthropology of development.
- The students will be able to know the realities of developmental issues at grassroot level.
- Examine the role of anthropologist and other agencies in development process.

Syllabus (theory)

Unit I: Meaning and Scope: understanding development: Theory and Practice classical foundations and debates.
10 Hours

Unit II: Approaches in the Anthropology of Development **8 Hours**

Unit III: Anthropology and Development Interfaces, Globalization, Sustainable Development, Constitutional Provision, Gender and Development, Indigenous Knowledge and Development, Issues of Displacement, Development and conservation debate/ Development projects and social logic.
13 Hours

Unit IV: Role of Anthropology in Development, Community Development, Agencies for Development Issues and challenges for Development, Social Impact Assessment, RRA/PRA
14 Hours

Keywords: Policy, Development, Community, Evaluation, Agencies, PRA

Practical **30 Hours**

1. Prepare a project based on any contemporary issues relating to development project in India by employing various sources viz. books, journals, magazines, government reports newspaper articles, etc.
2. Provide a comprehensive bibliography.
3. Presentation of the project and group discussion

Core Readings

1. Cochrane, Glynn. 1971. *Development Anthropology*. OUP
2. Edelman, Marc & Angelique Haugerud (eds) 2005. *The anthropology of development and globalisation: From classical political economy to contemporary neoliberalism*. Oxford: Blackwell.
3. Gardener, K. & D. Lewis 2015. *Anthropology and Development: Challenges for the twenty-first century*. London: Pluto
4. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*, Princeton, N. J. Princeton University Press.
5. Harrison, E. & Crewe, E. 1999. *Whose development? An ethnography of aid*. London: Zed Books
6. Mathur, Hari Mohan (ed). 1977. *Anthropology in Development Process*. New Delhi. Vikas Publishing House

Suggested Readings

1. Berreman, Gerald D. 1994. *Anthropology, Development and Public Policy. Occasional*
2. *Papers in Sociology and Anthropology* Vol.4, pp.3-32.
<https://www.nepjol.info/index.php/OPSA/article/view/1083>
3. Chambers, Robert, 2013. *Rural Development: Putting the Last First*, London: Longman (1983).
4. Mosse, David, and David Lewis. 2005. *The Aid Effect: Giving and Governing in International Development*. Pluto Press
5. Olivier de Sardan, Jean-Pierre. 2005. *Anthropology and Development: understanding social change*. London: Zed Press.
6. Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan

Semester-III
Generic Elective GE-3
Indian Prehistory

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Indian Prehistory	04	03	01

Course Objectives

To critically explore the prehistoric roots of the Indian subcontinent through its geological context, key archaeological sites, and evolving cultural patterns, from early foragers to complex societies.

Learning Outcomes

By the end of the course, students will be able to:

- Analyze the geological and environmental backdrop of Indian prehistory.
- Evaluate key theoretical frameworks in archaeology and their relevance to Indian contexts.
- Understand the transition from foraging to farming and the formation of complex settlements.
- To understand the legacy of early Indian civilizations through material and cultural aspects.

Course Content

Unit I: Geological, Environmental, and Theoretical Perspectives. 12 Hours

- Overview of major geological formations in India.
- Stratigraphy of the Indian subcontinent: implications for cultural chronology.
- Middle-Range Theory and Processual Archaeology: science and systems thinking.
- Post-Processual and Postmodern Archaeology: agency, symbols, and subjectivity.

Unit II: Early Human Adaptations – Palaeolithic Cultures in India. 11 Hours

- Indian Palaeolithic Cultures: Regional Patterns and Material Culture. Sites across Northern, Western, Central, Eastern, and Southern India.
- Tool typologies, raw materials, and cognitive evolution.

Unit III: Transitional Cultures – The Mesolithic and Beginnings of Agriculture. 12 Hours

- The Indian Mesolithic: Transition and Transformation.
- Microlithic technology and subsistence diversification across regions.
- The Agricultural Revolution and Early Village Cultures.

Unit IV: Emergence of Early Civilisation. 10 Hours

- Emergence of urban centers and state systems.
- The Harappan Civilisation: urban planning, trade, symbolism, and statecraft.
- Comparative perspectives: Harappa and other contemporary civilisations.

Practical/ Project 30 Hours

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

Core Readings

1. Allchin, B., and Allchin, R. (1997). *Origins of a civilization: The prehistory and early archaeology of South Asia*. New Delhi: Viking.
2. Chakravarty, K. K., and R. G. Bednarik. (1997). *Indian Rock Art in Global Context*. Delhi: Motilal Banarasi Das & IGRMS.
3. Bhattacharya, D.K. (2006). *An outline of Indian Prehistory*. Delhi: Palaka Prakashan.
4. De Terra, H. and T.T. Paterson, (1939). *Studies on the Ice Age in India and Associated Human Cultures*. Washington: Carnegie Institution of Washington Publication No.493.
5. Sankalia, H.D. (1974). *The Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College Postgraduate and Research Institute.
6. Shinde, V. (Ed.). (2015). *Harappan archaeology: Early sites in Western India*. Oxford University Press.
7. Wheeler, M. (1968). *The Indus Civilization* (Vol. 1). Cambridge University Press Archive.

Suggested Readings

1. Clark, J.D. and Sharma, G.R. (Eds.) *Palaeoenvironment and Prehistory in the Middle Son Valley, Madhya Pradesh, North Central India*. Allahabad: Abinash Prakashan.
2. Dhavalikar, M.K. (Ed.). (2013). *Prehistory of India*. New Delhi: Manohar Publishing.
3. Fagan B. M. (2004). *People of the Earth: An Introduction to World Prehistory*. New Jersey: Pearson Education.
4. H. and R.F. Heizer. (1969). *An Introduction to Prehistoric Archaeology*. New York: Hold, Rinehart and Winston, INC. Hole,
5. Lee, R.B and I. Devore (Eds.) (1977). *Man the Hunter*. Chicago: Aldine Publishing Company.

Semester-III
Generic Elective GE-4
Anthropology of Northeast India

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Tutorial
Anthropology of Northeast India	04	03	01

Course Objectives:

1. To introduce students to the historical, political, and demographic context of Northeast India, with an emphasis on colonial and post-independence transformations.
2. To critically examine development policies and governance frameworks affecting the region.
3. To explore the cultural richness of Northeast India through its arts, music, festivals, and ethnographic literature, enabling a nuanced understanding of identity, tradition, and sustainability.

Learning Outcomes

1. Students will be able to critically analyse the socio-political history and identity politics of Northeast India in both colonial and post-colonial contexts.
2. Develop the ability to assess the impact of development and policies on the region's environment, economy, and people.
3. Demonstrate an understanding of the region's cultural diversity and ethnographic narratives through engagement with case studies and various forms of writing.

Syllabus

Unit I Situating Northeast India

12 Hours

History and demography, Colonial intervention, Post-independence conflicts, Traditional Institutions, Political and Economic Transformation, Identity Politics

Unit II Development, Governance, and Policy

12 Hours

Development approach, Biodiversity Conservation, Tourism, Constitutional Safeguards, Look East Policy

Unit III Cultural Heritage

11 Hours

Arts and Aesthetics, Architecture, Music, Festivals, Case Studies on Sustainability

Unit IV Ethnographies on Northeast

10 Hours

Classical British Ethnography, Contemporary Ethnography, Ethnofiction, Autoethnography

Tutorial: The students shall be required to discuss and write tutorial assignments around certain important topics of contemporary relevance.

Core Readings

1. Ao, Temsula. 2005. *These Hills Called Home*. Penguin
2. Bhagat Oinam, Dhiren A. Sadokpam. (eds) 2018. *Northeast India: A Reader*. Taylor & Francis.
3. Hazarika, Sanjoy. 2000. *The Strangers of the Mist: Tales of War and Peace from India's Northeast*. India Penguin
4. Nongbri, Tiplut (ed) 2021. *Materiality and Visuality in North East India: An Interdisciplinary Perspective*. Springer
5. Pachuau, Joy. 2014. *Being Mizo: Identity and Belonging in Northeast India*. New Delhi: Oxford University Press

Suggested Readings

1. Patnaik, SM. 2014. 'Consuming Culture: The Refiguration of Aesthetics in Nagaland Cultural Tourism in India's North East' In Kaur, R., & Dave-Mukherji, P. (Eds.). *Arts and Aesthetics in a Globalizing World* (1st ed.). Routledge.

Semester-III

Skill Enhancement Course (SEC-1)

Participatory Research and Social Impact Assessment

Course Title	Total Credit	Credit distribution	
Participatory Research and Social Impact Assessment	02	Theory	Practical
		01	01

Course Introduction

This course connects the anthropological theories and its application in policy, administration and development studies. It introduces students to the collaborative methodologies of Participatory Research (PR) and the evaluative framework of Social and Environmental Impact Assessment.

Course Objectives

1. To understand the shift from doing research on People to work collaboratively?
2. To master the tools of Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA).
3. To comprehend the legal and procedural frameworks governing Social Impact Assessments in India and globally.

Learning Outcomes

By the end of this course, students will be able to:

1. Design and facilitate a participatory research project within a community.
2. Conduct a baseline social study for an SIA report.
3. Analyse the impact of development on marginalized groups, including gender and indigenous perspectives.

Syllabus (theory)

Unit 1: Introduction Participatory Research

12 Hours

Participatory Research as a critique of "top-down" development approach. Issues of Power dynamics, Inclusivity of muted lots (Gender, Caste, and Age). The role of the researcher as a facilitator perspective of Action Anthropology and Participatory Action Research (PAR).

Unit 2: Tools and Techniques of PRA/RRA

10 Hours

Incorporating qualitative narratives with participatory quantitative data. Social Mapping, Resource Mapping, and Transect Walk, Time Lines, Trend Analysis, and Seasonal Calendars. The relationship between a Social Impact Assessment(SIA) and Environmental Impact Assessment (EIA)

Unit 3: Impact Prediction and Mitigation Planning

10 Hours

Assessing social, cultural, and economic impacts; Displacement and Resettlement; Impact on Heritage and Indigenous Knowledge; Formulating a Social Impact Management Plan. Relevant case studies.

Practical

Practical exercises shall be based on the course content.

Students are expected to do exercises pertaining to:

1. PRA in a community setup.
2. RRA in a real-life content.
3. Preparing a research strategy for mitigation of natural disasters.
4. A transect walk and prepare a Resources mapping exercise.
5. A case study to show the social impact of displacement & resettlement.
6. Impact prediction using anthropological perspectives

Suggested Readings

1. **Chambers, R.** (1997). *Whose Reality Counts? Putting the First Last*. Intermediate Technology Publications.
2. **Bhattacharyya, J.** (2021). "Participatory Research in Anthropological Traditions: A Review of Methods and Ethics." *Journal of Applied Anthropology*.
3. **Esteves, A. M., & Vanclay, F.** (2024). *Social Impact Assessment: Guidance for Assessing and Managing the Social Impacts of Projects*. International Association for Impact Assessment (IAIA).
4. **Kindon, S., Pain, R., & Kesby, M.** (Eds.). (2020). *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place*. Routledge.
5. **Ministry of Rural Development.** (2025). *Updated Handbook for Social Impact Assessment under RFCTLARR Act*. Government of India.
6. **Patnaik S. M.** (1996). *Displacement, Rehabilitation and Social Change: The Case of Paraja Highlanders*. New Delhi: Inter-India

Semester-III
Skill Enhancement Course (SEC-2)
Ergonomics Anthropology

Course Title	Total Credit	Credit distribution	
Ergonomics Anthropology	02	Theory	Practical
		01	01

Course objective

1. To introduce knowledge about designing of health workplace, equipment, machine & surrounding.
2. The course will equip in theoretical and applied aspect of ergonomic anthropology.

Learning outcomes

1. The student will be trained with tools and techniques of ergonomic anthropology that can help in improvement of effective workplace design.
2. This course will not merely train the student about designing workplace but they will also be train to insure the safety, health and well-being of the workers.
3. In this course will help the student to develop innovative idea about reducing the risk and management of occupational disease.

Syllabus (theory)

Unit 1: Introduction

12 hours

Concept and evolution of Ergonomics, Historical background, Scope of Ergonomics & Relevance in Anthropology, Evolving of Ergonomic Anthropology, Bio-mechanics concepts.

Unit 2: Ergonomics: Theories and Concepts

12 hours

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

Unit 3: Ergonomics principle in workplace design

11 hours

Use of Percentiles in designing products, Average man in designing- A fallacy, Design of workplace and work environment.

Unit 4: Ergonomic Applications to reduce Occupational health hazards

10 hours

Occupational health, Concept of Universal Design, Designing for Differently abled and Elderly

Practical:

1. Operational Designing measurements
2. Measurement techniques (Biomechanics)
3. Assessment of posture, Gait analysis, ergonomic assessment of work stations.
4. Measurement of joint range of motion using goniometer.
5. 1-2 workshops/ project over the academic semester on topics related to ergonomics. These talks would bring students with brainstorming discussion on current issues and help in developing innovative idea.

Core readings

1. Ergonomics in Design Methods and Technique by MM Soares and Francis Robert, 2016 (CRC Press).
2. Ergonomics for beginners: A quick reference guide by Jan Dul, Bernard Weerdmeester, 2008 (CRC Press).
3. Design and Anthropology edited by Wendy Gunn and Jared Donovan, 2012 (Routledge).
4. Applied Bio-mechanics concepts & connections (2008) John Mclester; Peter St. Pierre. Wadsworth Publishing Co.

Semester-IV

DSC-9

Paleoanthropology

Course Title and Code	Total Credits	Lecture	Practical	Tutorial	Eligibility
Paleoanthropology (DSC-9)	04	03	01	00	UG in Anthropology / Life Sciences

COURSE OBJECTIVES

To give students a thorough and up-to-date understanding of the hominin fossil record, from the earliest African ancestors to modern humans.

To introduce students to the key methods used in paleoanthropology, including geochronological applications, comparative anatomy, stone tool analysis, and the growing role of ancient DNA and stable isotope studies.

To examine the Indian and South Asian fossil and archaeological record in its own right and in relation to broader patterns of hominin evolution and dispersals.

To encourage awareness of the ethical responsibilities involved in studying human remains and working with communities whose cultural heritage is connected to paleoanthropological sites.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Describe and compare the major hominin species in the fossil record, explaining their key physical features and geographical range.
2. Explain the main methods used to date paleoanthropological sites and reconstruct past environments.
3. Critically read and discuss research articles from paleoanthropology journals, identifying the evidence, the argument being made, and the alternative interpretations.
4. Describe the key fossil and archaeological sites in India and South Asia within the wider context of human evolution.
5. Carry out basic practical tasks, including fossil cast identification, skeletal measurement, lithic description, and structured field observation, and report on findings in a clear and organised manner.

COURSE CONTENT

Unit I: Understanding Human Evolution: Background and Methods 15 Hours

History and debates in paleoanthropology. Methods, dating, taphonomy, environments, and analytical tools of paleoanthropology; Evolving scientific debates, fossil interpretation, and technological advances. Lomekwian culture, early hominins, bipedalism, anatomy, diet, ecology, key fossils, evolutionary relationships, and debates on the origins of the genus *Homo* across Africa.

Unit II: The Genus *Homo*: From Early *Homo* to Archaic Humans 12 Hours

Evolution of *Homo*, early species, tools, dispersal, diversity, scavenging vs hunting debate, island

hominins, Oldowan, Acheulean, Middle Palaeolithic, Middle Pleistocene populations, and genetic evidence shaping global understanding of human ancestry.

Unit III: India and South Asia in the Story of Human Evolution

12 Hours

South Asian paleoanthropology, Siwalik fossils, Narmada hominin, archaeology, Acheulean sites, microliths, dispersals, genetics, and the history of research in human evolution studies, decolonising paleoanthropology.

Unit IV: Neanderthals, Modern Human Origins, and the Peopling of the World

6 Hours

Neanderthals, Upper Palaeolithic, Denisovans, modern human origins, interbreeding, dispersals, fossils, genetics, symbolic behaviour (includes prehistoric ornaments, use of ochre mineral, rock art, etc.), evolutionary models, and the global spread of *Homo sapiens* overview.

PRACTICAL

30 Hours

1. Primate and Hominin Osteology: Students identify, label, and compare cranial and post-cranial skeletal elements of non-human primates and humans using casts and reference specimens. Key measurements are recorded, and differences between ape and human skeletons are discussed in terms of their functional and evolutionary significance.
2. Fossil Identification and Description: Students work with a set of fossil hominins representing key species across the hominin lineage, from *Australopithecus afarensis* through to early modern *Homo sapiens*. For each specimen, they record the site and date of discovery, describe the main anatomical features, note what is significant about the specimen, and place it within the overall picture of human evolution. Special attention is given to *Homo erectus* and its comparison with other archaic *Homo* specimens.
3. Stone Tool Identification and tool knapping: Students examine replica stone tools or published photographs representing the main technological traditions in the paleoanthropological record: Oldowan, Acheulean, Lomekwian, Middle Palaeolithic, Upper Palaeolithic and Mesolithic. They practise identifying tool types, describing their basic features, and associating each tradition with the hominin species and time periods involved. A comparative table and a brief written summary are submitted. Replicating stone tools through experimental flintknapping.
4. Field Excursion and Report: A visit to a relevant palaeontological or archaeological site or museum collection, such as the Delhi Ridge, JNU campus, Geological Survey of India Museum, a Siwalik exposure, or a regional site of significance, for structured observation, documentation, and discussion. Students submit a field report of no more than 1,500 words that covers the site context, what was observed, and a critical reflection on the site's place in Indian and global paleoanthropology.

Core Readings

1. Klein, R. G. (2009). *The Human Career: Human Biological and Cultural Origins* (3rd ed.). University of Chicago Press.
2. Stringer, C., & Andrews, P. (2011). *The Complete World of Human Evolution* (2nd ed.). Thames & Hudson.
3. Wood, B. (2005). *Human Evolution: A Very Short Introduction*. Oxford University Press.
4. Tattersall, I. (2015). *The Strange Case of the Rickety Cossack, and Other Cautionary Tales*

from Human Evolution. Palgrave Macmillan.

5. Reich, D. (2018). *Who We Are and How We Got Here: Ancient DNA and the New Science of the Human Past*. Oxford University Press.
6. Fleagle, J. G., Baden, A. L., & Gilbert, C. C. (2024). *Primate adaptation and evolution*. Academic Press.

Suggested Research Articles

1. Hublin, J.-J., et al. (2017). New fossils from Jebel Irhoud, Morocco and the pan-African origin of *Homo sapiens*. *Nature*, 546, 289–292.
2. Prufer, K., et al. (2014). The complete genome sequence of a Neanderthal from the Altai Mountains. *Nature*, 505, 43–49.
3. Berger, L. R., et al. (2010). *Australopithecus sediba*: A new species of Homo-like Australopithecine from South Africa. *Science*, 328, 195–204.
4. Lordkipanidze, D., et al. (2013). A complete skull from Dmanisi, Georgia, and the evolutionary biology of early *Homo*. *Science*, 342, 326–331.
5. Morwood, M. J., et al. (2004). Archaeology and age of a new hominin from Flores in eastern Indonesia. *Nature*, 431, 1087–1091.
6. Patnaik, R. (2016). Indian Neogene Siwalik mammalian biostratigraphy: An overview. *Vertebrate Paleobiology and Paleoanthropology Series*, 423–444.
7. Bhandari, A., Kay, R. F., Williams, B. A., Tiwari, B. N., Bajpai, S., & Hieronymus, T. (2018). First record of the Miocene hominoid *Sivapithecus* from Kutch, Gujarat state, western India. *PLoS One*, 13(11), e0206314.
8. Pappu, S., et al. (2011). Early Pleistocene presence of Acheulian hominins in South India. *Science*, 331, 1596–1599.

ASSESSMENT METHODS

Theory Examination and Continuous Assessment through practicals, field data report and seminar participation.

KEYWORDS

Paleoanthropology, Human Evolution, Fossil Record, Australopithecines, *Homo erectus*, Neanderthals, Ancient DNA, Bipedalism, Stone Tools, Taphonomy, Dating Methods, Out of Africa, Siwalik Hominoids, Narmada Fossil, Indian Paleoanthropology, Middle Stone Age, Modern Human Origins, Archaic *Homo*, South Asian Prehistory, Hominin Dispersals, pre-Australopithecines, Levant, Europe, Asia, Australia.

Semester-IV

DSC-10

Tribal India

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Tribal India	04	03	01

Course Objectives

1. To understand the anthropological concept of tribe and its relevance in the Indian context.
2. To examine the structures and functions of tribal social institutions and analyse dynamics of continuity, change & adaptation.
3. To analyse contemporary challenges tribal communities face and the role of development policies and legal frameworks in addressing tribal issues.

Learning Outcomes

1. Students will be able to assess the evolution and application of the concept of tribe in India, including debates around indigeneity.
2. Demonstrate understanding of tribal social systems and cultural practices, and articulate the ways in which these have been maintained or transformed in response to socio-economic and political pressures.
3. Evaluate tribal development strategies and policy frameworks and analyse their effectiveness in addressing displacement, marginalisation, and rights-based issues.

Syllabus (theory)

Unit I Concepts and Classification

10 Hours

Evolution of the concept of tribe in Indian context; Anthropological approaches to the study of tribe; the idea of indigenous people; geographic and linguistic distribution of tribes in India; Particularly Vulnerable Tribal Groups, Denotified Communities

Unit II Tribal social structure and institution: change and continuity

11 Hours

Kinship, family and marriage; traditional governance, customary law; livelihood and occupational pattern; religious faiths, beliefs and practices; tribal arts and aesthetics: Gender in tribal societies, youth dormitories; Age-grade systems; political organisation, Traditional ecological knowledge, Tribal health and Nutrition.

Unit III Contemporary tribal issues and challenges

12 Hours

Impact of Industrialization, urbanization and globalization; Politics of identity and ethnicity; socio-economic issues- land alienation, poverty, healthcare and education; social mobility; representation in Indian political system, participation in governance

Unit IV Tribal development and policies:

12 Hours

Approaches to tribal development: community-based approaches and participatory development. Plans and policies: National Tribal Policy, Forest Rights Act, affirmative action; tribal displacement and rehabilitation in India; PESA Act 1996, Role of NGOs & Civil Society.

Practical

30 Hours

1. Map out the various tribal communities on a map of India: migration pattern, kinship system, marriage practices, occupation, social unrest and conflict, religious beliefs and practices etc. The proposed exercise has to be executed based on intensive readings of tribal monographs available in the department library.
2. Write a book review of any tribal ethnography. The review has to be presented and discussed in the classroom.
3. Make a visual presentation digital poster on one tribe of your choice or as suggested by the course teacher. Focus on gender roles, sustainability, and cultural heritage.
4. Write a project report of not more than 3000 words on contemporary tribal issues in India.

Core Readings

1. Fürer-Haimendorf, Christoph von. 1982. *Tribes of India: The Struggle for Survival*. Delhi: Oxford University Press.
2. Srivastava, V. K. 2008. Concept of 'Tribe' in the Draft National Tribal Policy. *Economic and Political Weekly*, Vol. 43, No. 50 pp. 29-35
3. Vidyarthi, L.P. 1977. *Tribal Culture of India*: Concept Publishing company. New Delhi
4. Xaxa, Virginius. 2008. *State, society, and tribes: issues in post-colonial India*. New Delhi: Dorling Kindersley.

Suggested Readings

1. Radhakrishna, M. (2007). Urban Denotified Tribes: Competing Identities, Contested Citizenship. *Economic and Political Weekly*, 42(51), 59–64.
2. Nongbri, T. (2001). Democracy, Gender and Tribes : A Critical Appraisal of India's Constitutional Policies. *Indian Anthropologist*, 31(2), 1–14.
3. Patnaik, S. M. 1993 Patriarchy among the Parajas: Innocuous Tradition or Invisible Violence? *Indian Anthropologist* Vol.23 No 1 PP 65-71
4. Zhimo, A. G. (2019). Indigenous System of Governance and its Implication: The case of Nagaland. *Indian Anthropologist*, 49(2), 41–56.

Semester-IV

DSE-14

Anthropology of Public Policy

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Anthropology of Public Policy	04	03	01

Course Objectives

1. To examine the roles and nature of engagement by different stakeholders at various institutions.
2. To analyze the relationship between public policy, culture, community development and social justice.
3. To understand about the importance of public policy in safeguarding society, environment, etc.

Learning Outcomes

By the end of the course, students should be able to:

1. Understand the concept and approaches of anthropology of Public Policy, commitment of anthropologist in policy research and policy formulation, etc.
2. Know the significance of public policy in maintaining the well-being of the society
3. Examine the contemporary program and policies in India.
4. Apply anthropological methods in policy-research & evolution.

Syllabus (theory)

Unit-I: Anthropology of Public Policy. Meaning scope and Approaches. Emergence of Anthropology of Public Policy emergence of Anthropology and Public Policy: Interface, Applied Anthropology.

12 Hours

Unit-II: Relevance of Anthropologists in Public Policy and Administration: Contextualising Anthropological Knowledge: Power, Representation, and Public Policy, Debates.

12 Hours

Unit-III: Development Discourse and Community participation sustainable development goals, Development Agencies and local dynamics. Case studies of welfare, environment, health, and local governance.

11 Hours

Unit-IV: Methodological and Ethical concerns in Anthropology of Policy Research. Media and Public Policy. Implementation monitoring and Evaluation. Policy Appraisal, Social Impact Assessment (SIA).

10 Hours

Keywords: Policy, Development, Community, Evaluation, Agencies, Appraisal

Practical

30 Hours

1. Prepare a project based on any contemporary issues related to public policy and governance in India by employing various sources viz. books, journals, magazines, government reports newspaper articles, etc.
2. Presentation of the project and group discussion.
3. Policy Brief (1500 words)
4. Evolution of one_SDG relate programme.

Core Readings

1. Belshaw, C. S. (Ed.). (2014). *The sorcerer's apprentice: An anthropology of public policy* (Vol. 4). Elsevier.
2. Geilhufe, N. L. (1979). Anthropology and policy analysis. *Current Anthropology*, 20(3), 577-579.
3. Patnaik, S. M. (2016). Whither anthropology in public policy?: Reflections from India. In S. Coleman, S. B. Hyatt, & Kingsolver (Eds.), *The Routledge Companion to Contemporary Anthropology* (1st ed.) (pp. 416-432). Routledge
4. Shore, C. (2012). Anthropology and Public Policy. In R. Fardon, O. Harris, T. H. J. Marchand, M. Nuttall, C. Shore, V. Strang, & R. A. Wilson (Eds.), *The SAGE handbook of social anthropology* (Vol. 2, pp. 89–104). SAGE.
5. Shore, C., & Wright, S. (Eds.). (2003). *Anthropology of policy: Perspectives on governance and power*. Routledge.

Suggested Readings

1. Cairney, P. (2019). *Understanding Public Policy: Theories and Issues*. United Kingdom: Bloomsbury Publishing.
2. Fiske, S. J. (2006). Anthropology in pursuit of public policy and practical knowledge. *NAPA Bulletin*, 26(1), 82-107.
3. Head, B. W. (2022). *Wicked Problems in Public Policy: Understanding and Responding to Complex Challenges*. Switzerland: Springer International Publishing.
4. Wedel, J.R. & Feldman, G. (2005), Why an anthropology of public policy? *Anthropology Today*, 21(1), 1-2.
5. Van Willigen, J. (2002). *Applied anthropology: An Introduction*. Greenwood Publishing Group.

Teaching Learning Process

Classroom teachings
Seminars, presentations and group discussion
Practical classes

Assessment Methods:

Assignment, Theory and practical examinations (including practical records)

Semester-IV**DSE-15****KINANTHROPOLOGY**

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
KINANTHROPOLOGY	04	03	01

Course Objectives:

1. To introduce students to the applied knowledge of Biological Anthropology.
2. The course shows diverse and integrated nature of anthropological work and how the biological anthropological knowledge and methods can be applied for the human welfare.
3. The course equips in theoretical & applied aspect of Kinanthropology.

Learning Outcomes:

1. The students will be trained with tools and techniques of kinanthropology that can help understanding growth, exercise, performance and nutrition.
2. The students can develop holistic integrated approach that can help in the field of Physical Education, sport, recreation, rehabilitation and physiotherapy.
3. The student can be encouraged to come up with innovative idea of human welfare especially in sports, physical education, and education.

Unit I: History, Concept, Scope, Applications and relationship with allied disciplines**(12 Hours)****Human movements: Concept and determinants**

1. Origin and evolution of Kinanthropology
2. Definition, Scope and relevance of Kinanthropology
3. Relationship with other allied disciplines
4. Recent advances and future perspectives in kinanthropological research
5. Applications of kinanthropology in health, sports, dance and forensic sciences

Unit II: Tools & techniques in Kinanthropology.**(12 Hours)**

1. Traditional & modern methods in Kinanthropology
2. Physical fitness assessment
3. Sports injuries and rehabilitations

Unit III: Physical fitness and environmental stresses**(11 Hours)**

1. Health and skill related components- Strength, endurance, flexibility, agility etc.
2. Effect of temperature extremes on the performance

Unit IV: Importance in Sports, Recreation and Physical Education**(10 Hours)**

1. Physical conditioning Training-Techniques and Physiological effects
2. Body composition, Nutrition, Doping and Performance
3. Sports talent identification.

Practical

(30 hours)

1. Kinanthropometric measurements: Stature, height, weight arms span, body circumference, skinfold, BMI, Bone Breadth.
2. Physical fitness assessment tests: Handgrip strength, flexibility test, cardiovascular endurance assessment and balance assessment.
3. Comparision of anthropometric, profiles among athletes of different sports.
4. Prepration of individual fitness profile.
5. 1-2 workshops/ project over the academic semester on topics related to kinanthropology.

Suggested readings:

1. Singh, S.P., & Mehta, P. (2009). Human Body Measurements: concepts and application. PHI Learning Pvt. Ltd.
2. Physical activity and Growth by RJ Shephard, 1982 (Mosby).
3. Renson,R. (1989). From Physical Education to Kinanthropology: A Quest for Academic and Professional Identity. QUEST (41) 235-256
4. Human Body Composition by Heymsfield, Lohman, Wang and Going. 1996 (Human Kinetics).
5. Human Body Composition by Heymsfield, Lohman, Wang and Going. 1996 (Human Kinetics).

Semester-IV

DSE-16

Psychological Anthropology

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Psychological Anthropology	04	03	01

Course Objectives

- Introduce student's to the theories and perspectives of psychological anthropology and their significance within anthropological frameworks.
- Examine culturally specific understandings of mind, self, emotion, and behavior especially with reference to the Indian contexts.
- Foster a critical perspective on mental health and illness, status and characteristic of mental health among the tribes in India.
- Equip students with analytical tools that are culturally sensitive and pertinent to anthropology and related disciplines.

Learning Outcomes

- Explain key concepts of Psychological anthropology and Indian psychology and their anthropological significance.
- Compare Indian and cross cultural perspectives of mind, self, and behavior.
- Analyze emotions, motivations, and rituals as culturally regulated psychological anthropological processes.
- Critically interpret mental health, illness, and healing practices in Indian contexts.
- Apply psychological anthropological perspectives to contemporary anthropological issues and research.

Syllabus (theory)

Unit 1: Emergence of Psychological Anthropology

10 Hours

Historical development of psychological anthropology: Psychological anthropology and its relationship to Cultural Psychology, Social Psychology, Psychiatry and Transcultural Psychiatry. Recent advances

Unit 2: Foundations of Human Behavior

10 Hours

Major theories of human behavior including evolutionary, biological, psychological, and anthropological perspectives, along with key thinkers and their contributions, socialization and personality development across culture.

Unit 3: Mind, Individual, Culture and Behavior

10 Hours

Identity Emotion, Motivation, and Human behavior in Universal and Indian contexts Role of everyday religion, ritual symbolism, and emotional regulations. Renunciation from below in Indian society. Key concepts from Indian psychology and their psychological anthropological interpretation.

Unit 4: Psychiatric Anthropology and Mental Health

15 Hours

Introduction to psychiatric anthropology, mental health, Culture and Mental illness. Ethno-psychiatry and Mental Health among Tribes and Aranya communities. Anthropological dimensions of depression, schizophrenia, borderline personality disorder, anxiety disorders, and culture-bound syndromes. Recent advances in psychiatric anthropology.

Practical

30 Hours

1. Qualitative and Quantitative Methods in Psychological anthropology
2. Fieldwork based Ethnographies on the following topics
The students will formulate a research design and conduct a mini ethnography and submit their report on the following topics:
 - a. Religious or ritual space (temple, shrine, satsang, pilgrimage site)
 - b. Healing practice (Ayurveda clinic, yoga centre, faith healing context)
 - c. Everyday religious practices within family or community
 - d. On the concept of Self, emotion, suffering or well-being using Indian psychology
3. Psychological profiling using standard Psychological tests and their anthropological adaptation and Field testing
4. Ethical considerations in Psychological anthropological fieldwork.

Suggested Readings

- Imgham, J. M. (1996). *Psychological Anthropology Reconsidered*. Cambridge: Cambridge University Press.
- Melford E. Spiro. *Culture and Human Nature*. University of Chicago Press.
- Schwartz, Theodore, Geoffrey M. White and Catherine A. Lutz, eds. (1992). *New Directions in Psychological Anthropology*. Cambridge: Cambridge University Press.
- Srivastava. V.K. (1997). *Religious Renunciation of a Pastoral People* (1997). OUP
- Shweder, Richard A. and Robert A. LeVine, eds. (1984). *Culture Theory: Essays on Mind, Self and Emotion*. Cambridge: Cambridge University.
- Strauss, Claudia and Naomi Quinn. (1997). *A Cognitive Theory of Cultural Meaning*. Cambridge: Cambridge University Press.
- Sudhir Kakar. (2001). *The Essential Writings of Sudhir Kakar*. Delhi: Oxford University Press.

Semester-IV

DSE-17

Genetic Epidemiology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course	
		Lecture	Practical/ Practice
Genetic Epidemiology	04	03	01

Course Objectives

1. To integrate the principles from genetic epidemiology with fundamentals epidemiological concepts in human health and disease.
2. Assess and formulate suitable and robust study designs and analytical methods to comprehend the link between genetic variation and the diversity of human traits.
3. To critically evaluate genetic association studies and interpret the significance of genetic variation across various in health, disease and population research.

Learning Outcomes

The student will be able to:

1. Apply the basic principles of genetic epidemiology on complex diseases or traits
2. Design genetic epidemiological studies and analyse the genetic data in relation to phenotypic variation.
3. Comprehend the importance of genetic association studies and the assertions concerning the significance of genetic variation across various common diseases

Syllabus (theory)

Unit 1: Introduction to Genetic Epidemiology

12 Hours

Role of Genetics in medicine, preventive medicine, public health, and epidemiology; Linkage disequilibrium; Hardy-Weinberg law; HapMap Project; Genome India Project; CDCV vs Rare variant hypothesis, Ethical, legal and social issues (ELSI) in genetic epidemiology.

Unit 2: Study Designs

12 Hours

Familial Aggregation Studies; Linkage Studies; Candidate gene approach; Association Studies; Genome-wide Association Studies (GWAS); Whole genome studies with respect to non-communicable diseases and traits, methodological challenges in genetic epidemiological issue (population stratification). Case-control; population based and longitudinal studies

Unit 3: Gene and Environment

11 Hours

Environmental factors in genetic epidemiological studies; DNA methylation; Genetics in drug targets; Epigenetic arrays, challenges in epigenetic epidemiology, Gene-environment interactions in complex diseases.

Unit 4: Genetic Data

10 Hours

Genotyping methods; Sequencing methods (NextGen sequencing); GWAS Catalog; Polygenic risk scores; DNA Biobanks; Statistical methods used in Genetic epidemiology; Software tools for genetic data analysis

Practical - (30 hours)

1. Sample Collection Preservation and storage
2. DNA Extraction and Quantification and Quality Assessment
3. SNP Genotyping using standard interaction techniques
4. DNA Sequencing (Sanger and NexGen)

Suggested Readings

1. Lyle J. Palmer, Paul R. Burton, George Davey Smith. An Introduction to Genetic Epidemiology. The Policy press, 2011
2. Melissa A. Austin, Terri H. Beaty, W. David Dotson. Genetic Epidemiology: Methods and Applications. CABI, 2013
3. Evangelos Evangelou. Genetic Epidemiology: Methods and Protocols. Humana Press (Springer Nature), New York, 2023
4. Juan Carlos Gomez-Verjan, Nadia A. Rivero-Segura. Principles of Genetics and Molecular Epidemiology. Springer Nature (Cham), 2022

Keywords

Genetic epidemiology, Public health, GWAS, Sequencing, Anthropology

Semester-IV
DSE-18
Medical Anthropology

Course Title	Total Credit	Credit distribution	
Medical Anthropology	04	Theory	Practical
		03	01

Total Teaching Hours: Theory – 45 hours (3 hours/week); Practical – 30 hours (2 hours/week)

Learning Objectives

- To introduce students to the concepts scope and theories, Medical Anthropology.
- To develop critical understanding of the interface between culture, health, disease, society, and healthcare systems of India.
- To familiarize students with ethnomedical practices, medical pluralism, and health-seeking behaviour in tribal, rural, and urban India.
- To analyse the impact of globalization, development, and biomedicine on tribal health systems.

Learning Outcomes

By the end of the course, students will be able to:

- Explain the concept and theoretical perspectives in Medical.
- Demonstrate knowledge of traditional healing systems and medical pluralism in India.
- Analyse socio-cultural, economic, and political factors influencing health, illness, and healthcare access in tribal, rural, and urban settings.
- Identify ethical issues in medical anthropological research and public health interventions.

Keywords: Medical pluralism, Ethnomedicine, Biocultural approach, Critical Medical Anthropology, Health-seeking behaviour, Sickness and illness, Healing rituals, AYUSH systems, Tribal medicine, Cultural epidemiology, Bioethics, Global health.

Syllabus (theory)

Unit I: Theoretical Foundations of Medical Anthropology (15 hours)

Meaning scope and development of Medical Anthropology: Biocultural, interpretive/symbolic, and critical medical anthropology perspectives, Evolution of Medical Anthropology in India: Contributions of Indian anthropologists and early ethnographic accounts.

Unit II: Ethnomedicine and Traditional Healing Systems (10 hours)

Indigenous knowledge and ethnomedicine among tribal India (e.g., Naga, Bhil, Gond, Santal, and Andamanese communities). Healing rituals, shamanism, herbal medicine, and spiritual healing. Indian systems of medicine: Ayurveda, Siddha, Unani, Yoga, Naturopathy (AYUSH) and their interface with

folk medicine. Medical pluralism: Co-existence and hierarchy of healing systems in rural and urban India; health-seeking behaviour and decision-making.

Unit III: Health, Society and Culture in India

(10 hours)

Cultural and Social dimensions of Tribal, Rural and Urban health, Medical anthropology of Infectious and Life style diseases with special reference to Tuberculosis, HIV/AIDS Malnutrition, Malaria, Sickle cell Anemia, Diabetes, social determinants of health and health inequalities.

Unit IV: Contemporary Issues, Applied Medical Anthropology and Ethics

(10 hours)

Political economy of health, structural violence, and health inequities in India. Global health, international policies, and their local implications, Applied Medical Anthropology: Role in public health programmes, disaster response, and community health interventions.

Practical. (1 Credit – 30 hours)

The practical component focuses on hands-on training in medical anthropological methods through supervised fieldwork in nearby communities (rural/tribal/urban settlements in Delhi-NCR or during study tours).

1. Preparation of a research proposal on a health-related topic (e.g., ethnomedicine, maternal health, nutrition, or mental health).
2. Participant observation in a healthcare setting (PHC, traditional healer, or hospital OPD) and maintenance of a field diary.
3. Collection and analysis of illness narratives, case studies, and health-seeking behaviour data.

Suggested Readings

1. **Anthropological Survey of India** publications and reports of the National Institute of Health and Family Welfare (NIHFW).
2. **Helman, C.G.** (2007). *Culture, Health and Illness* (5th ed.). Hodder Arnold.
3. **Kleinman, A.** (1980). *Patients and Healers in the Context of Culture*. University of California Press.
4. **McElroy, A., & Townsend, P.K.** (2015). *Medical Anthropology in Ecological Perspective* (6th ed.). Westview Press.
5. **Nichter, M.** (2008). *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*. University of Arizona Press.
6. **Quack, J., & Sax, W.S.** (Eds.). (2010). *The Anthropology of Healing*. Orient Black Swan.

Semester-IV

DSE-19

ANTHROPOLOGICAL PERSPECTIVES ON INDIAN KNOWLEDGE SYSTEMS (IKS)

Course Title	Total Credit	Credit distribution	
Anthropological perspectives on Indian Knowledge Systems (IKS)	04	Theory	Practical
		03	01

Course Objective

- Develop a Critical understanding of the philosophical foundations of HIS including the concepts of "Vidya" (knowledge) and "Jnana" (wisdom) as understood in India.
- Examine & Deconstruct Colonial Narratives through Indian knowledge perspectives.
- Analysing Indian Knowledge System in holistic framework Religion, Science and Ecology

Learning Outcomes

- Critically appreciate IKS as systematic, empirical and critically grounded forms of knowledge
- Analyze IKS from anthropological, historical and interdisciplinary perspectives.
- Students' minds should be decolonised so they can recognise Indigenous Knowledge Systems as systematic, empirical, and culturally grounded forms of knowledge.

Unit 1 Philosophical Foundations of Indian Thoughts

12 Hours

Philosophical Roots :*Pramanas* in Nyaya School: Debate between folk science and western science; concept of *Vidya and Jnana* in Indian tradition. The anthropology of "Technological Knowledge" among artisanal communities (weaving, metallurgy, and architecture/*Vastu*); (The lost-wax casting (*Dhokra*) of Bastar and the geometry of Ikat weaving).

Unit 2: Ethno-Medicine and Indigenous Health Systems

12 Hours

Healing and ethnomedicine, the study of "Non-codified" knowledge systems among Central and North-Eastern tribal communities, Ayurveda and Siddha as local knowledge: Concept of body and health, humors (*Doshas*), and the concept of balance; the Sowa-Rigpa: Himalayan healing traditions.

Unit 3: Social Architecture and Knowledge Transmission

11 Hours

Guru-Shishya Parampara: An ethnographic study of lineage-based knowledge transmission (learning by apprenticeship), Orality vs. Literacy: The role of itinerant performers, *Kathas*, and folk theatre (*Yakshagana*, *Nautanki*) in disseminating ethical and social knowledge.

Unit 4: Traditional Ecological Wisdom and Sustainable Practices

10 Hours

Sacred Groves (Sarnasthal, *Devrai/Kavu*): Community-managed forest ecosystems and the ritual protection of biodiversity; Traditional Water Management: The anthropology of *Johads*, *Ahars*, and *Stepwells*; collective social action in water conservation, Vedic Agriculture and Ethno-Agronomy; Biopiracy and Traditional Knowledge.

Practical

1. Case study of a traditional craft, healing practice/ knowledge transmission system.
2. Documentation of an Indigenous knowledge system through ethnographic fieldwork.

Suggested Reading:

1. **Kakar, Sudhir** (1982), *Shamans Mystics and Doctors*
2. **Mahadeva,B., Bhat,V.R., and Pavanna R.N.**(2023). *Introduction to Indian Knowledge System*. PHI learning
3. **Marglin, F.A. and Apffel-Marglin, S.** (1990). *Dominating Knowledge: Development, Culture, and Resistance*.
4. **Saraswati, Baidyanath.** (1993). *Interface of Cultural Identity and Development*. IGNCA
5. **Srinivas, M.N.** (1966). *Social Change in Modern India*. University of California Press.
6. **Uberoi, J.P.S.** (1978). *Science and Culture*. Oxford University Press.
7. **Zimmermann, F.** (1987). *The Jungle and the Aroma of Meats: An Ecological Theme in Hindu Medicine*.

Semester-IV

DSE-20

Environmental Health

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical/ Practice
Environmental Health	04	03	01

Course Objective

1. To familiarize students with the fundamental of environmental health concept.
2. To understand the relationships among human activities, the environment, and human health.
3. To emphasize on the activities related with sustainable development

Course Learning Outcomes

Students will be able to

1. Elucidate the various environmental hazards that impact human health
2. Understand the concepts of equity and sustainability as fundamental principles in the management of environmental health risks.
3. Evaluate global environmental transformations regarding their causes and the consequences they pose for human health.

UNIT-1: Introduction

12 Hours

Environmental hazards; Environmental health equity and inequality; Water and sanitation; Urban health; green infrastructure; household energy and health; Climate change and sustainable development; Dose-response relationship, one health approach and ecosystem health.

UNIT-2: Pollution, Noise, WASH and Climate change

12 Hours

Air/Water/Noise pollution, their health effects; health impacts and actions/interventions/policies on air pollution, WASH and climate change, National Clean Air Program; Pradhan Mantri Ujjwala Yojana. Exposure assessment methods.

UNIT-3: Food, Chemicals, Biodiversity, Radiation, solid waste

11 Hours

Safe and healthy food Practices. POSHAN Abhiyan; Food toxicity, Bio-social diversity, ecosystems and health; and transport, mobility and physical activity; Chemicals in the environment, health impacts and actions/interventions/policies on chemicals, radiation and solid waste including electronic waste, chemical risks assessment and management

UNIT-4: Social Environments and Biological Impacts

10 Hours

Occupational and workplace health; Healthy Cities/urban settlements; Housing; and health care facilities; Quality of life; Smart Cities Mission; Cultural resilience and Sustainable development

Practical

1. Documentation of air, water or solid waste management practices.
2. Prepare a project report on topics related to environment and public health.
3. House hold survey on water, sanitation and hygiene (Wash) Practices.
4. GIS and Mapping –Preparation of a community environmental health map, Mapping water resources, disposal sites, pollution hotspots.

Suggested Readings

1. Ray M. Merrill. Environmental Epidemiology: Principles and Methods (Jones & Bartlett Learning) (2008)
2. Dean Baker and Mark J. Nieuwenhuijsen. Environmental Epidemiology: Study Methods and Application (2008)
3. Howard Frumkin. Environmental Health: From Global to Local. Jossey-Bass (John Wiley & Sons), 2016 (3rd Edition)
4. Robert H. Friis. Essentials of Environmental Health. Jones & Bartlett Learning, 2018 (3rd Edition)
5. Barry S. Levy et al. Occupational & Environmental Health. Oxford University Press, 2017

Keywords

Exposure, Dose-response, Environment, Ecology, health policy, Disease, Biological effects

Semester-IV
DSE-21
Fieldwork-based Project

Course Title and Code	Total Credits	Lecture	Practical	Tutorial	Eligibility
Fieldwork-based Project	04	0	04	00	UG in Anthropology / Life Sciences

COURSE OBJECTIVES: This course provides intensive training in anthropological fieldwork, research design, data collection, analysis, interpretation, and scientific writing across any one of the courses they selected previously. The final fieldwork topic will depend on departmental approval.

1. To develop competency in anthropology fieldwork, research design and data collection.
2. integrates theoretical knowledge with practical research experience through supervised independent field-based research in anthropology.
3. To apply qualitative and quantitative research methods in anthropological settings.

LEARNING OUTCOMES

Upon completion of the course, students will be able to:

1. Design and conduct independent anthropological research.
2. Apply qualitative and quantitative field methods in anthropology.
3. Develop skills in participant observation, interviewing, survey design, and ethnographic documentation.
4. Collect, organise, and analyse field data systematically.

COURSE CONTENT: Fieldwork-based Project provides advanced training in anthropological research through intensive field-based investigation and independent project work. The course integrates theoretical knowledge with practical experience in research design, ethnographic methods, data collection, analysis, interpretation, and scientific writing. It emphasises participant observation, interviewing, documentation, ethical research practices, and community engagement across diverse anthropological settings. Students undertake supervised field research in areas such as biological anthropology, primatology, archaeology, medical anthropology, human ecology, and socio-cultural anthropology. . The student is expected to independently design a research proposal, formulate research objectives, describe the methods to be employed, conduct fieldwork for data collection, document observations and events, manage and organise collected data, and outline the proposed statistical and analytical approaches to be implemented in the project. The course

culminates in the submission of a dissertation/project report and oral presentation, fostering analytical, methodological, and professional skills essential for academic and applied anthropological research

Fieldwork Requirements

- Each student shall undertake independent or supervised field-based research.
- Fieldwork may be conducted in rural, urban, tribal, archaeological, biological, medical, ecological, or applied anthropology settings.
- Students shall maintain detailed field notes and submit periodic progress reports.
- Minimum field engagement duration shall be decided by the Department.
- Submission of dissertation/project report is mandatory.

Assessment Methods

Component	Weightage
Research Proposal and Review	10%
Fieldwork Performance and Field Diary	25%
Data Analysis and Interpretation	20%
Dissertation/Project Report	30%
Presentation and Viva Voce	15%

Areas of Research: Any of the courses the student has opted for in their final year

Semester-IV

GE-5

Anthropology of Cultural Heritage

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Anthropology of Cultural Heritage	04	03	01

Course Objectives

1. To introduce students to the conceptual and theoretical foundations of cultural heritage from an anthropological perspective.
2. To explore heritage practices, archaeological contributions, and institutional frameworks at global and local levels.
3. To train students in basic heritage practices such as documentation, preservation, interpretation, and display.

Learning Outcomes: Upon completion of this course, students will be able to:

1. Define and distinguish between tangible, intangible, and natural heritage.
2. Understand the role of archaeology in heritage practices and its link to culture and politics.
3. Apply heritage documentation and conservation techniques and critically evaluate heritage-related issues, including power dynamics, tourism, and conflicts.

Course Content

Unit I: Understanding Heritage

12 Hours

Conceptualising 'heritage', Types/ Tangible, intangible, and natural heritage;

History and development of heritage studies;

Archaeology and Heritage; sites, objects, practices ;

UNESCO Heritage sites;

Heritage as a resource and commodity: experiences and souvenirs;

Tourism and natural heritage: impact, opportunities and challenges;

Eco-tourism and sustainable approaches to heritage;

Unit II: Conservation, Museums, and Display

12 Hours

Evolution of museums and their role in heritage

Acquisition, management, and conservation of collections

Exhibition, display, and cultural representation

Challenges in cross-cultural conservation

Unit III: Historical and Socio-Political Dimensions of Heritage

11 Hours

Colonialism and the documentation of material culture

Heritage as a tool of both domination and resistance; Heritage regimes and discourses

Nationalism and heritage

Debates on global heritage and representation; heritage, belonging and identity.

Debates on the repatriation of cultural property and restitution

Unit IV: Heritage, in India

10 Hours

India's history of cultural and heritage preservation

Overview of India's current policies on cultural and heritage preservation

Implications of India's current policies on cultural and heritage preservation

Examples of tangible and intangible heritage in India

Examples of natural heritage in India

Challenges in the conservation of Indian culture

Practical

30 Hours

1. Field documentation of local heritage (tangible/intangible/natural)
2. Analysis of heritage sites and artefacts using anthropological tools
3. Simulated heritage exhibition: design and interpretive strategies
4. Policy review: comparison of heritage policies (e.g., India, UNESCO)

Core Readings

1. Boylan, P. (Ed.). (2004). *Running a Museum: A Practical Handbook*. Paris: ICOM.
2. Harrison, R. (2010). *Understanding the politics of heritage*. Manchester University Press.
3. Labadi, S. (2007). Representations of the nation and cultural diversity in discourses on world heritage. *Journal of Social Archaeology*, 7(2), 147–170.
4. Meskell, L. (Ed.). (2015). *Global Heritage: A Reader*. Wiley-Blackwell.
5. Pearce, S. (1994). Objects as meaning; or narrating the past. In Pearce, S. (Ed.), *Interpreting Objects* (pp. 19–29). New York: Routledge.

Suggested Readings

1. Appiah, K. A. (2006). "Whose Culture Is It?" *New York Review of Books*.
2. Clifford, J. (1988). *The Predicament of Culture*. Harvard University Press.
3. Arnold, B. (1999). The contested past. *Anthropology Today*, 15(1), 1-4.
<https://doi.org/10.1111/1467-8322.00041>

4. Harvey, D. C. (2001). Heritage pasts and heritage presents: Temporality, meaning and the scope of heritage studies. *International Journal of Heritage Studies*, 7(4), 319–338. <https://doi.org/10.1080/13581650120105534>
5. Hoskins, J. (1997). *Biographical Objects: How Things Tell the Stories of People's Lives*. New York: Routledge.
6. Pedersen, A. (2002). *Managing Tourism at World Heritage Sites: A Practical Manual for World Heritage Site Managers*. UNESCO World Heritage Centre.

Keywords: Heritage, Archaeology, Tangible and Intangible Culture, Museums, Repatriation, Cultural Policy, Conservation, World Heritage, Tourism, Colonialism, Display Practices.

Sem-IV**GE-6****Society and Culture in Vedic Times**

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Society and Culture in Vedic Times (Vedic Anthropology)	04	03	01

Course Objectives

1. To understand the foundations of society and culture in Vedic times
2. To explore human societies, cultures, civilizations, ethics, and traditions through Vedic sources
3. To compare Vedic and modern anthropological perspectives.

Learning Outcomes

1. To appreciate the Vedic knowledge for maintaining the social harmony
2. To gain interdisciplinary research qualities integrating anthropology, history, ethics, philosophy etc.
3. To conduct basic research on Vedic traditions

Syllabus (Theory)**Unit-I: Introduction to Society and Culture in Vedic Times****12 Hours**

Nature of Vedic texts; Outline and exploration of Vedic Sources: Vedas, Upanishads, Puranas, Itihasas, Smritis; Vedic views on Human Evolution vs. Scientific Theories; Four Yugas (Satya, Treta, Dwapara, Kali) as a Timeline for Civilizational Growth; Vedic Society; Role of Women: Gargi, Maitreyi, Lopamudra, and Sulabha's contributions

Unit-II: Ethics, Morality, and Law**12****Hours**

Dharma, Artha, Karma, Moksha as Ethical Foundations; Concept of Rita (Cosmic Order) and Nyaya (Justice); Vedic Principles of Governance and Kingship; Comparative Analysis of Vedic Ethical Systems

Unit-III: Rituals, Culture, and Traditions**11 Hours**

Yajnas and their socio-cultural significance; Samskaras (Rites of Passage) – Birth to Death; Festivals and their Anthropological Relevance; Vedic Concept of Art, Music, and Architecture

Unit-IV: Environment and Nature in Vedic Thought**10 Hours**

Vedic concept of Ecology and Sustainability; Sacred Rivers, Forests and animals in Hindu Tradition; Relevance of Ayurveda and traditional healing

Practical**30 Hours**

Project report based on data collection related to Vedic knowledge, Samskaras, Art, Music, and Architecture

Core Readings

1. Griffiths, A., & Houben, J. E. (2004). The Vedas. *Text, Language and Ritual*.

2. Vivekananda, S., & Madhurananda, S. (2016). *Bhagavad Gita as viewed by Swami Vivekananda*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math).
3. Manusmriti – Ethics & Social Order
4. *Ranchor Prime* (1996). *Hinduism and ecology: Seeds of truth*. Motilal Banarsidass Publishing House.
5. Basham, A. L., & Rizvi, S. A. A. (1956). *The wonder that was India*. London: Sidgwick and Jackson.

Suggested Readings

1. Medhananda, S. (2021). Swami Vivekananda's vedāntic cosmopolitanism. Oxford University Press.
2. Swami Vivekananda's Views on Vedic Wisdom in the Modern Age
3. Introduction to the Vedas – Swami Dayananda
4. Selections from Manusmriti
5. Gargi & Maitreyi in the Upanishads
6. Bhagavad Gita – Teachings on Dharma
7. Arthashastra on Law and Governance
8. Taittiriya Upanishad – Rites & Rituals

Keywords

Vedas, Yugas, Ashramas, Yajnas, Ethics, Morality.

Semester-IV**SEC-3****Anthropology of Tourism**

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Anthropology of Tourism	02	01	01

Course Objectives

1. The first objective is to understand the perspectives on tourism and engagement of different stakeholders at various institutions for developing sustainable tourism.
2. The second objective is to study how tourism could be understood in different lenses
3. The third objective is to understand about the importance of community participation, livelihood and tourism, impact of globalization on tourism etc.

Learning Outcomes

1. By studying, we will understand the concept and approaches of anthropology of tourism, commitment of anthropologist in developing sustainable tourism policy research and policy formulation, etc.
2. Know the significance of tourism in maintaining the well-being of the society
3. Examine the problems of contemporary program and policies for developing tourism in the county.

Syllabus (Theory)

Unit I: Nature and Scope, Evolution of concept **12 Hours**

Unit II: Theories and Models of studying Tourism **12 Hours**

Unit III: Anthropology and Tourism Interfaces, Guest and Host, Globalization, Sustainable Tourism, Constitutional Provision, Gender and Tourism **11 Hours**

Unit IV: Trends in Anthropology, Role of Anthropology in Tourism, Community Development, Agencies, Problem and Prospects **10 Hours**

Keywords: Tourism, Development, Globalization, Guest and Hosts

Practical

1. Prepare a project based on any contemporary issues relating tourism and public policy, community participation and tourism, heritage tourism by employing various sources viz. books, journals, magazines, government reports newspaper articles, etc.
2. Presentation of the project and group discussion

Core Readings

1. Bruner P M. 1999. An Introduction to Tourism and Anthropology. London. Routledge Middleton- Victor T.C. 1994. Marketing in Travel and Tourism, Oxford
2. McIntosh, Goldner, Ritchie. 1995. "Tourism: Principles, Practices, Philosophy"- John Wiley, New York, 1995
3. Naomi M. Leite, Quetzil E. Castañeda, Kathleen M. Adams. 2019. The Ethnography of Tourism: Edward Bruner and Beyond. Rowman & Littlefield
4. Smith V. ed. 1989. Hosts and Guests: The Anthropology of Tourism. Philadelphia: Univ. Penn. Press. 2nd ed.
5. Stronza Amanda. 2001. Anthropology of Tourism: Forging New Ground for Ecotourism and Other Alternatives. Annu. Rev. Anthropol. 2001. 30: 261-83

<https://www.csu.edu/cerc/researchreports/documents/ANTHROPOLOGYofTOURISMForgingNewGroundForEcotourism.pdf>

Suggested Readings

1. Chambers E. 1997. Tourism and Culture: An Applied Perspective. New York: State Univ. NY
2. Cohen E. 1984. The Sociology of tourism: approaches, issues and findings. Annu. Rev. Sociol. 10:373-92
3. Eadington WR, Smith VL. Ed. 1992. Tourism Alternatives: Potentials and Problems in the Development of Tourism. Philadelphia: Univ. Penn. Press.
4. Swain MB. 1995. Gender in Tourism. Ann. Tour. Res. 22: 247-66

Semester-IV

SEC-4 One Health

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical/ Practice
One Health	02	01	01

Course Objective

- To understand the strong connections among human, animal, and environmental health necessitate effective collaboration, communication, and coordination among the pertinent sectors.

Course Learning Outcomes

- Students will be able to apply the One Health approach to enhance the health of humans, animals, and ecosystems by integrating these domains instead of treating them as distinct entities.

Syllabus (Theory)

UNIT-1: Introduction

20 Hours

One Health One Medicine Concept. Disease detection, identification, and monitoring in public health, as well as the deficiencies in current health system approaches, and the critical role of genome sequencing. Cross species boundaries by pathogens and the transmission of emerging infectious diseases, along with their significance.

UNIT-2: One Health Epidemiology, Preparedness, Media & Community Engagement

25 Hours

Unification of human, animal, and ecosystem health in the management and prevention of diseases. Community involvement in the control of zoonotic diseases affecting both humans and animals through the One Health approach. A Rapid Response system, along with Disaster Management and Outbreak Investigation Plans. Risk Communication and Pandemic Preparedness. cohesive policy to tackle the common health threats posed by humans and animals. utilization of various media types for communication and the influence of media on public perceptions regarding disease.

Practical

30 Hours

Prepare a project report on a topic related to One health by collecting real data from the field area. It will include study designing, data collection, analyses and report writing. OR Engaging with Public or Community on One Health-related topic.

Core readings

1. Joana C. Prata. One Health: Integrated Approach to 21st Century Challenges to Health – Academic Press (Elsevier), 2022.

2. Mackenzie JS, Jeggo M, Daszak P, Richt JA, editors. One Health: The Human-Animal-Environmental Interfaces in Emerging Infectious Diseases: The Concept and Examples of a One Health Approach (Current Topics in Microbiology and Immunology). Springer; 2013
3. One Health the Theory and Practice of Integrated Health Approaches 2020 Edition by Jakob Zinsstag, Esther Schelling, CABI Publishing
4. Craig Stephen & Colleen Duncan. Climate Change and Animal Health (CRC One Health One Welfare Book Series), CRC Press, 2022.
5. Sharon E. Madigan. Introduction to One Health: An Interdisciplinary Approach to Planetary Health. Blackwell Pub, 2019.

Keywords

One health, zoonotic disease, disaster management, pandemic management

Curriculum Structure of 2nd Year of PG for Two years PG Programme (3+2) OR									
One Year PG Programme After Completion of Four-Year UG Programme (4+1)									
Structure-2 Level-6.5): PG Curriculum Structure Course Work with research type									
Level-6.5	Year-2					Year-2			
			Paper	Credits				Paper	Credits
	Semester-3	DSC-7	Fieldwork Tradition in Anthropology	4		Semester-4	DSC-9	Palaeoanthropology	4
		DSC-8	Primatology	4			DSC-10	Tribal India	4
				8					8
Students can OPT for either 2 New DSEs, OR 1 New DSEs & 1 GE from the list below						Students can OPT for either 2 New DSEs, OR 1 New DSEs & 1 GE from the list below			
		DSE-5	Molecular Anthropology	4			DSE-14	Anthropology of Public Policy	4
		DSE-6	Physiological Anthropology				DSE-15	Kinanthropology	
		DSE-7	Anthropology of Religion				DSE-16	Psychological Anthropology	
		DSE-8	Anthropology of Gender				DSE-17	Genetic Epidemiology	
		DSE-9	Linguistic Anthropology				DSE-18	Medical Anthropology	
		DSE-10	Economic Anthropology				DSE-19	Anthropological perspective on Indian Knowledge System	
		DSE-11	Political Anthropology				DSE-20	Environmental Health	
		DSE-12	Anthropology of Development						
		GE-3	Indian Prehistory	4			GE-5	Anthropology of Cultural Heritage	4
		GE-4	Anthropology of North East India				GE-6	Society and Culture in Vedic Times	
				8					8
			Dissertation (Original Work)					Dissertation (Original Work)	
			Dissertation based on fieldwork of at least four weeks in tribal/ village communities	6				Dissertation based on fieldwork of at least four weeks in tribal/ village communities	6
				22					22

Semester III

Discipline Specific Core (DSC-7)

Fieldwork Tradition in Anthropology

Course Title	Total Credit	Credit distribution	
Fieldwork Tradition in Anthropology	04	Theory	Practical
		03	01

Total Teaching Hours: Theory – 45 hours (3 hours/week); Practical – 30 hours (2 hours/week)

Introduction

Fieldwork is central to anthropology, marked by immersive engagement with communities. This course reviews the development of fieldwork from early ethnography to current practices, especially in India. Students will study foundational works and new approaches while gaining both theoretical and practical skills for independent research.

Course Objectives

- Introduce the genesis and history of anthropological fieldwork, with a focus on India.
- Analyze contributions from pioneering anthropologists on fieldwork tradition
- Highlight ethical, epistemological, and practical challenges of fieldwork in diverse cultural settings.
- Guide students in designing and performing small-scale fieldwork exercises.

Learning Outcomes

By course end, students will:

- Explain the evolution and relevance of fieldwork in anthropology.
- Apply suitable fieldwork methods in varied social contexts.
- Critically evaluate ethnographic studies and their theoretical significance.
- Recognize and address ethical concerns in field research.
- Plan and conduct basic fieldwork and present the findings systematically in the form of a report.

Keywords: Participant observation, Ethnography, Intensive fieldwork, Village and Tribal ethnography, Urban setting, Reflexivity, Research ethics, Field diary, Rapport, Multi-sited ethnography, Decolonizing methodology

Syllabus (Theory)

Unit I: Historical Foundations of Fieldwork Tradition

Emergence of fieldwork tradition in anthropology: Armchair anthropology, Torres Strait and Baffinland expedition. Early Indian Fieldwork tradition. The colonial census, Gazetteers, and the formative works of S.C. Roy (Monographic approach) and L.K. Ananthakrishna Iyer (Encyclopedic approach). Growth fieldwork in India D.N. Majumdar, M.N. Srinivas, S.C. Dube and others. Fieldworker and the Field: Challenges of caste, kinship, gender, and power dynamics in fieldwork; insider-outsider perspectives. **11 hours**

Unit II Fieldwork in cross-cultural Context Tribal fieldwork traditions: issues of isolation, integration, and rights, Rural/village studies India: Restudies”; caste, jajmani, dominance, and change. Fieldwork in urban slums, cities, migrant communities, and industrial settings. Studies of ethnicity, class, and **11 hours**

Unit III: Fieldwork, Ethics and Emerging Trends

Malinowskian Diary and Post-modern turn in Fieldwork. Reflexivity, positionality, and decolonizing fieldwork; reciprocity, power relations, representation, and “Challenges in the field: Safety, Gender issues and Political sensitivities. New directions in Fieldwork: Digital ethnography, sensory methods, and public anthropology in India. **12 hours**

Unit IV: Fieldwork and Theory

Scientific Treaties (Malinowski and Radcliffe-Brown), Historiographic accords (Evans-Prichard), Actor Center and Processual approaches, Meaning centered, literary, interpretive turn: Clifford Geertz; Victor Turner and Mary Douglas **11 hours**

Practical: (1 Credit – 30 hours)

The practical component aims to provide hands-on training in fieldwork skills. Students will undertake supervised short-term fieldwork (individual or group) in a nearby rural/tribal/urban community (preferably in Delhi-NCR or during study tours).

Activities:

- Preparation of a field research proposal (including ethics clearance simulation).
- Participant observation and field note writing (minimum 7–10 days of immersion).
- Collection of genealogies, social mapping, and at least one life history/case study.
- Maintenance of a reflective field diary.
- Data organization, preliminary analysis, and presentation of a short field report (written + seminar).
- Training in basic tools: Photography, audio recording (with consent), and simple coding of qualitative data.

Evaluation: Field report (50%), Viva-voce (25%), Class participation & diary (25%).

Suggested Readings

1. **Béteille, A., & Madan, T.N. (Eds.). (1979).** *Encounter and Experience: Personal Accounts of Fieldwork*. Vikas Publishing.
2. **Furer-Haimendorf, C. von and Verrier Elwin** (Various works on Indian tribes).

3. **Gupta, A., & Ferguson, J. (Eds.). (1997).** *Anthropological Locations: Boundaries and Grounds of a Field Science*. University of California Press.
4. **Levi-Sanchez, S. (2026).** *Fieldwork as craftwork: A practical guide for conducting research in the real world*. Bloomsbury Publishing.
5. **Majumdar, D.N. (1958).** *Caste and Communication in an Indian Village*. Asia Publishing House.
6. **Malinowski, B. (1922).** *Argonauts of the Western Pacific*. Routledge.
7. **Malinowski, B.** *A Diary in the Strict Sense of the Term*. Translated by Norbert Guterman. Stanford: Stanford University Press, 1989. First published 1967 by Harcourt, Brace & World.
8. **Srinivas, M.N. (1976).** *The Remembered Village*. Oxford University Press.
9. **Srinivas, M. N., Shah, A. M., & Ramaswamy, E. A. (Eds.). (2002).** *The fieldworker and the field: Problems and challenges in sociological investigation* (2nd ed.). Oxford University Press.
10. **Srivastava, V.K. (Ed.). (2004).** *Methodology and Fieldwork*. Oxford University Press.
11. **Additional readings:** Works by S.C. Dube, Oscar Lewis (restudy), Breman, Parry, and contemporary urban ethnographers like Sanjay Srivastava (*Entangled Urbanism*)

Semester-III
Discipline Specific Core (DSC-8)
Primateology

Course Title and Code	Total Credits	Lecture	Practical	Tutorial	Eligibility
Primateology	04	03	01	0	UG in Anthropology/ Life Sciences

Primateology occupies a foundational position in biological anthropology, providing systematic and comparative knowledge of our closest living relatives and an indispensable evolutionary framework for understanding the origins of human sociality, cognition, and behaviour. This course offers an advanced, integrative treatment of primate behavioural ecology, social organisation, cognition, communication, and conservation biology. A sustained emphasis on South Asian and Indian primates, one of the most diverse primate assemblages in the world, runs throughout the course, and students are introduced to the ethnoprimateological traditions, human-primate interface issues, and wildlife conservation frameworks specific to the Indian context, including relevant perspectives from Indian Knowledge Systems.

COURSE OBJECTIVES

1. To provide an advanced understanding of primate social organisation, behavioural ecology, and life history variation, situating these within rigorous evolutionary and socioecological theoretical frameworks.
2. To develop critical engagement with contemporary research on primate cognition, communication, and cultural transmission, and to assess their implications for understanding human behavioural evolution.
3. To examine the conservation challenges facing non-human primates, with particular reference to Indian and South Asian species, and to explore the intersections of ethnoprimateology, human-wildlife conflict, and the One Health framework.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Apply socioecological models and evolutionary theory to explain variation in primate social systems, mating strategies, and life history parameters across major taxonomic groups, with particular reference to Indian primates.
2. Critically evaluate empirical and theoretical research on primate cognition, communication, and social learning, and assess the comparative relevance of primate data for understanding human behavioural evolution.
3. Design and execute a structured behavioural observation study using standard field methodology, including focal animal sampling, scan sampling, and ethogram construction, and analyse and report on observational data systematically.
4. Assess the conservation status of Indian primate species, engage with ethnoprimateological perspectives and primates in Indian cultural and Knowledge System traditions, and critically analyse the dynamics of human-primate coexistence.

COURSE CONTENT

Unit I: Primate Ecology, Morphology, and Diversity

12 hours

History and scope of primatology; key contributors including Solly Zuckerman, C. Ray Carpenter, Jane Goodall, Dian Fossey, Birutė Galdikas, and P. K. Seth. Taxonomy of primates: Strepsirrhini, Haplorrhini, Platyrrhini, Catarrhini, and major families. Morphological adaptations: dentition, locomotion, sensory systems. Dietary ecology: feeding strategies and digestive adaptations. Habitat ecology: ranging, activity, niche use. Distribution, diversity, and conservation status of Indian primates.

Unit II: Primate Social Organisation and Behavioural Ecology

12 hours

Socioecological models and their theoretical lineage, linking food distribution with female spatial organisation and male mating strategies. Primate social systems, including solitary, pair-bonded, uni-male polygynous, multi-male multi-female, fission-fusion, and multi-level societies, with Indian and global case studies. Female strategies: contest and scramble competition, dominance hierarchies, matrilineal kinship, allomothering, and cooperative care. Male strategies: competition, coalitions, rank acquisition, infanticide, counter-strategies, and male-female bonds. Sexual selection: mate choice, dimorphism, sperm competition, extra-pair copulations. Life history traits: growth, reproduction, senescence, trade-offs. Dispersal patterns: natal dispersal, philopatry, sex bias, kin competition, and nepotism.

Unit III: Primate Cognition and Communication

11 hours

Theoretical frameworks for primate intelligence, including Social Brain and ecological models. Primate archaeology: culture, cognition, and adaptation; tool use and material culture, such as chimpanzee nut-cracking and termite-fishing traditions, and stone tool use in macaques and capuchins. Primate communication: vocal, visual, olfactory, and tactile systems. Ape language research: American Sign Language and Lexigram Studies (Case Studies: Washoe; Koko). Social learning, cultural transmission, and primate self-awareness, metacognition, and prospective cognition. Stone tool knapping behaviour and toolkit production in primates, with experimental evidence from Kanzi demonstrating lithic-making abilities.

Unit IV: Conservation Biology and Ethnoprimateology

10 hours

Global and Indian conservation status of non-human primates, including IUCN Red List assessments and major threats such as deforestation, agriculture, hunting, trade, climate change, and disease. Ethnoprimateology and human–primate interfaces; primates in Indian Knowledge Systems, cultural traditions, and ritual ecology, including temple macaques, commensalism, taboos, and folk knowledge. Human–wildlife conflict, crop raiding, and mitigation; urban macaques. Zoonotic diseases, the One Health framework, and the ethics of primate research, including field and captive guidelines.

PRACTICAL

30 hours

1. **Indian Primate Identification Exercise:** Identification of 25 Indian primate species from specimen photographs, diagnostic pelage characteristics, dental formulae, and morphological traits; preparation of annotated species data sheets including habitat, distribution, diet, and IUCN status.
2. **Non-human Primate Osteology:** Identification, labelling, and comparative measurement of primate skeletal specimens: cranium, mandible, dentition, femur, humerus, and pelvis, against human specimens; tabulation of key morphological differences and discussion of their functional and evolutionary significance.
3. **Ethogram Construction and Video-based Behavioural Sampling:** Using documentary footage of non-human primate species, students (a) construct a standardised, mutually exclusive and exhaustive ethogram for a selected species; (b) conduct focal animal sampling and instantaneous scan sampling on video sequences; (c) compute inter-observer reliability coefficients (Cohen's Kappa); and (d) produce a brief written analysis of the resulting behavioural data.
4. **Field Observation at a Zoological Park or Wildlife Sanctuary** (e.g., *National Zoological Park, Delhi*): Students collect structured behavioural data on a target primate species over a minimum of three hours using a pre-designed ethogram and approved sampling protocol. A field data report of not more than 1500 words, including methods, results, and discussion, is submitted for evaluation.
5. **Conservation Mapping and Status Assessment:** Using IUCN Red List, Wildlife Institute of India, and National Biodiversity Authority databases, students map the distribution, threat category, and Protected Area coverage of Indian primate species; findings are presented as an annotated map with a written commentary analysing the major threats and conservation gaps for two selected species.

Core Readings

1. Strier, K. B. (2017). *Primate Behavioral Ecology* (5th ed.). Routledge/Pearson.
2. Fleagle, J. G. (2013). *Primate Adaptation and Evolution* (3rd ed.). Elsevier Academic Press.
3. van Schaik, C. P. (2016). *The Primate Origins of Human Nature*. Wiley-Blackwell.
4. Campbell, C. J., Fuentes, A., MacKinnon, K. C., Bearder, S. K., & Stumpf, R. M. (eds.) (2011). *Primates in Perspective* (2nd ed.). Oxford University Press.
5. Fuentes, A. (ed.) (2017). *The International Encyclopedia of Primatology*. John Wiley & Sons.
6. Setchell JM, Curtis DJ, eds. *Field and Laboratory Methods in Primatology: A Practical Guide*. 2nd ed. Cambridge University Press; 2011.

Suggested Readings

1. Mitani, J. C., Call, J., Kappeler, P. M., Palombit, R. A., & Silk, J. B. (eds.) (2012). *The Evolution of Primate Societies*. University of Chicago Press.
2. Janson, C. (2000). Primate socio-ecology: The end of a golden age. *Evolutionary Anthropology*, 9(2): 73-86.
3. Fuentes, A. (2010). Natural cultural encounters in Bali: Monkeys, temples, tourists, and ethnoprimateology. *Cultural Anthropology*, 25(4): 600-624.
4. Shumaker, R. W., Walkup, K. R., & Beck, B. B. (2024). *Animal tool behavior: the use and manufacture of tools by animals*. JHU Press.

Note: Additional readings will be given based on specific case studies and lecture topics during the course.

TEACHING LEARNING PROCESS

1. Classroom lectures supported by multimedia resources, including documentary footage, field photographs, and species identification materials.
2. Seminars and structured discussions drawing on current research from the *American Journal of Primatology*, *International Journal of Primatology*, *Primates*, and *Folia Primatologica*.
3. Structured practical sessions combining laboratory osteology, video-based ethogram training, and conservation data mapping using IUCN and WII databases.
4. Field visit to a zoological park or wildlife sanctuary for direct behavioural observation and structured data collection.
5. Student presentations on assigned Indian primate species or conservation case studies, integrating library research and secondary data.

ASSESSMENT METHODS

Theory Examination and Continuous Assessment through practicals, field data report, conservation mapping exercise, and seminar participation.

Keywords: *Primatology, Socioecology, Primate Behaviour, Ethnoprimateology, Indian Primates, Conservation Biology, Primate Cognition, Behavioural Field Methods, South Asian Primates, Monkey, Ape*

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-5)
Molecular Anthropology

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Molecular Anthropology	04	03	01

Course Objectives

1. To learn basic tenets of molecular anthropology and its applications
2. To understand the genetic structure of human populations based on molecular markers.
3. To learn the types of DNA markers and their utility in genetic analysis.
4. To learn the methods and approaches in ancient DNA research and its limitations.

Learning Outcomes

Students will be able to

1. Understand the concepts and terminology used in molecular anthropology
2. Understand the relevance of molecular markers in studying human origin and peopling of India and other populations
3. Learn the methods and techniques used in genetic data generation
4. Appreciate the importance of genetic databases in understanding societies of the past.

UNIT-I: Macro and Micro evolution, Concept of molecular evolution, rate of molecular evolution, gene functions, and phenotypic evolution. Human Phylogenetics; Tree reconstruction methods; Applications of phylogenetic studies; Role of culture in shaping human genetic variation. Softwares for molecular genetic analysis. Applications of phylogenetic studies. **12**

Hours

UNIT-II: Out of Africa Hypothesis; Human Origin: Mitochondrial Eve Hypothesis and its Critical assessment, Haplotypes and Haplogroups, Models of Human origin and migration based on mtDNA and Y-chromosomal markers and Phylogeography: Peopling of India and world populations. Genetic structure of Indian tribal populations. Population structure in India other genetic isolates. **12 Hours**

UNIT-III: Classical markers, DNA markers: Restriction fragment length polymorphisms; Polymerase chain reaction; Genotyping and Sequencing Techniques: Single gene, Multiple genes, Whole genome sequencing methods. Population Structure, Multidimensional scaling, principal components analysis. Genome-India Project

11 Hours

UNIT-IV: Ancient DNA technology: Concepts, Methods and Techniques. Inferences from studies on ancient DNA technology. Examples of Ancient DNA studies and limitations of ancient DNA research. Genetic origin of Indo-European languages and its debate. Indian Ancient DNA research: Roopkund and Rakhigrahi. Critical assessment of Aryan-Invasion debate **10 Hours**

Practical

30 Hours

Practical (Molecular Anthropology):

- a. DNA Extraction
- b. DNA Quantification
- c. DNA Amplification: Polymerase chain reaction
- d. Electrophoresis
- e. Genotyping and sequencing Techniques

Keywords: Human phylogenetics, mt DNA, Y chromosomal region, DNA sequencing

Core Readings

1. Nei and Kumar. Molecular Evolution and Phylogenetics. (2000)
2. Vogel F. and Motulsky A.G. (2010). Human Genetics: Problems and Approaches. Springer, 3rd revised edition
3. Patrick F. Chinnery, Hans-Jürgen Bandelt, Vincent Macaulay, Martin Richards (eds.). Human Mitochondrial DNA and the Evolution of Homo sapiens. (2006), Springer-Verlag Berlin Heidelberg
4. Jobling, MA Hurles, M and Tyler-Smith, C (2004). Human Evolutionary Genetics, Origins, Peoples and Disease. Garland Science, New York.
5. Chaubey G., Kadian A., Bala S., V. R. Rao. Genetic Affinity of the Bhil, Kol and Gond Mentioned in Epic Ramayana. PLOS ONE 10(7): e0134200.

Suggested Readings

1. Loh, P. R., et al. (2016). *Local ancestry in admixed populations*. *Genetics*, 192(4), 1515-1530.
2. Cummings MR (2011). Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning
3. Reece, RJ (2004). Analysis of Genes and Genomes. John Wiley and Sons Ltd, England.
4. Strachan, T and Read, AP (2020). Human Molecular Genetics. Garland Publishing Inc, New York

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-6)
Physiological Anthropology

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Physiological Anthropology	04	03	01

Course Objective

1. To understand the fundamentals of physiological anthropology
2. To understand the concept of physical performance, physiological adaptation and factors influencing adaptation.
3. To learn the relationship between physique and human body composition

Course Learning Outcomes

1. Student should understand the fundamentals of physiological anthropology
2. Should understand the concept of physical performance, physiological adaptation and factors influencing adaptation.
3. Student will learn the relationship between physique and human body composition

Unit 1 Fundamentals of work physiology- homeostasis; metabolism and energy and systems; exercise, respiratory system and haemodynamics (blood pressure, pulse, rate, heart rate, haematocrit, etc)

12

Hours

Unit 2 Acute physiological adjustments during transition from resting homeostasis to sub-maximal and maximal exercise and physiological adaptations

12

Hours

Unit 3 Cardio-vascular and respiratory endurance, physical working capacity and physical fitness; Reproductive health, regulation of metabolism, growth and energy balance

11 Hours

Unit 4 Physical performance and environmental stress; inter-relationship between physique, body composition and nutrition

10 Hours

Practical

30 Hours

1. Cardiovascular function

- Blood pressure using sphygmomanometer and stethoscope
- Heart rate

- Pulse rate
- 2. Respiratory functions (Static and Dynamic lung functions)
- 3. Physical activity assessment

Suggested readings

Unit 1

Fundamentals of work physiology- homeostasis; metabolism and energy and systems- Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch .Chapter 24(Page 334-341)

Exercise, respiratory system and haemodynamics (blood pressure, pulse, rate, heart rate, heamatocrit, etc) – Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch . Chapter 12(Page 154-167), Chapter 13(Page 168-179) and Chapter 14(Page 180-196)

Unit 2

Acute physiological adjustments during transition from resting homeostasis to submaximal and maximal exercise and physiological adaptations- Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch . Chapter 23(Page 322-333) and Chapter 24(Page 334-353)

Unit 3

Cardio-vascular and respiratory endurance- Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch . Chapter 15(Page 197-209) , Chapter 16(Page 210-218) and Chapter 17(Page 219-233)

Physical working capacity and physical fitness; relationship of body measurements with cardio-vascular and respiratory functions- Physical Activity and Health by C. Bouchard, S.N Blair,W.L Haskell Chapter 3(Page 37-42)

Unit 4

Physical performance and environmental stress; inter-relationship between physique, body composition and nutrition. Exercise Physiology Energy , Nutrition and Human Performance by McArdle , Katch and Katch . Chapter 23(Page 322-333) ,Chapter 26(Page 368-391) and Chapter 27(Page 392-404)

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-7)

Anthropology of Religion

Course Title and Code	Total Credits	Credit Distribution of the Course			Eligibility
		Lecture	Practical	Tutorial	
Anthropology of Religion	04	03	01	0	PG I

Course Objectives

1. The present course introduces students to the study of religion as a social phenomenon and a social institution. It aims to encourage students to explore the meaning and essence of religion as an anthropological category, thereby exposing them to the diversity of religious life in a global world order.
2. The course further prepares students to engage with religion in everyday life with a sense of responsibility and to examine its practical links with political, economic, and environmental spheres.
3. It also encourages students to revisit Indian traditions and historical roots by exploring eastern religions such as Hinduism and Buddhism as important foundations of the Indian knowledge system.

Learning Outcomes

1. Students will understand the definitional boundaries, theoretical approaches, and methodologies used in the anthropological study of religion in society.
2. Students will be able to examine the construction of religious identities through language, ideology, narratives, and discourse in Indian contexts.
3. Students will understand the relevance of religion and spirituality in medical science and environmental conservation, reflecting the role of religion in the Indian knowledge system.

Course Content

Unit I —Definitions, theories, and key concepts: supernatural, sacred/profane, totem, magic, rituals, myth, witchcraft and sorcery, rites of passage, and religious specialists. **10 Hours**

Unit II — Religion and social dimensions: identity, gender, and environment; religious symbolism and power; world religions and lived religions; economics of religion. **12 Hours**

Unit III — Folk and tribal religions; pilgrimage and religious tourism in India; great traditions and little traditions in the Indian context; Indian knowledge systems. **12 Hours**

Unit IV — Religious movements and social change; pluralism and secularism; revivalism and conversion; religion, modernity, and globalization. **11 Hours**

Practical **30 Hours**

1. Book Review

Critical review of an ethnography or monograph on religion, focusing on research questions, methodology, theoretical framework, and key arguments.

2. Research Design, Fieldwork, and Report Writing

Formulate a research proposal on a selected theme, conduct short-term fieldwork using appropriate research methods, and prepare and submit a research report.

Core Readings

- Eller, J. D. (2007). *Introducing anthropology of religion: Culture to the ultimate*. Routledge.
- Madan, T. N. (2011). *India's religions: Perspectives from sociology and history* (2nd ed.). Oxford University Press.
- Srinivas, M. N. (1952). *Religion and society among the Coorgs of South India*. Oxford University Press.
- Vidyarthi, L. P. (1961). *The sacred complex in Hindu Gaya*. Asia Publishing House.

Suggested Readings

- Evans-Pritchard, E. E. (1940). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people*. Clarendon Press.
- Evans-Pritchard, E. E. (1976). *Witchcraft, oracles and magic among the Azande* (E. Gillies, Ed.; Abridged ed.). Oxford University Press. (Original work published 1937).
- Hobgood, L., & Bauman, W. (Eds.). (2018). *The Bloomsbury handbook of religion and nature: The elements*. Bloomsbury Academic.
- McGuire, M. B. (2008). *Lived religion: Faith and practice in everyday life*. Oxford University Press.
- Turner, E. (2005). *Among the healers: Stories of spiritual and ritual healing around the world*. Praeger.

Teaching-Learning Process

- Classroom Lecture
- Interactive group discussions
- Blackboard and PPT classroom presentations

Assessment Methods

- Written assignment
- Power point presentation by students
- Class test

Keywords: Religion, supernatural, sacred, ritual, symbol, identity, power, pluralism, religious movements, secularism, globalization, modernity

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-8)

Anthropology of Gender

Course Title and Code	Total Credits	Credit Distribution of the Course	
Anthropology of Gender	4	Lecture	Tutorial
		3	1

Course objectives

1. To encourage students to critically deliberate and discuss on the existing debates on women, gender and feminism.
2. To enlighten students about gender rights, gender justice and gender activism, particularly in the Indian context.
3. To motivate students towards gender sensitization and gender empowerment goals.

Learning outcome

1. This course will enable students to gain a fundamental understanding of gender and its related concepts & terminologies linking it to debates on sexuality/ sexualities in contemporary discourses.
2. It will help students to think beyond binaries and help students perceive gender both as a social construct and social category, created in and through cultural norms.
3. The students can use reflexive approach to contemplate on gender issues and be aware of gender related social problems in India.

Syllabus (theory)

Unit I-Anthropology of Gender: Introduction: Basic concepts, definitions and terminologies. Historical and theoretical developments, approaches and orientations to understand gender and related debates in Anthropology. **12 Hours**

Unit II- Intersectionality, kinship and power: intersection of gender with kinship structures, race, class, caste, ethnicity. Politics of reproduction, NRT. **10 Hours**

Unit III: Gender in South Asia- Gender narratives and performances in south-asian folk traditions, gender division of labour in South Asia, gender politics and activism in south asia; ethnographic studies, Feminism in India. **12 Hours**

Unit IV: Gender and Globalisation- Impact of global capitalism on gender roles; Economic perspectives: exploring new dimensions of household, women in Work Space and Public Spaces, gender and religious leadership, gender in digital space. **11 Hours**

Tutorials

Tutorials will focus on training students for conducting fieldwork exercise on any gender based social issue and prepare a brief report. The students will be taught to Review an ethnography/ monograph based on gender.

The students will be encouraged to make an annotated bibliography on any selected theme within the domain of gender and sexuality.

Core readings

1. Aneja, Anu (2019) Women's and Gender Studies in India: Crossings. Routledge
2. Channa, Subhadra Mitra. (2013). Gender in South Asia: Social Imagination and Constructed Realities. Cambridge University Press.
3. de Beauvoir, Simone (2015). The Second Sex. Vintage Classics. Chicago.
4. Dube, Leela (Ed.), (2001). Anthropological explorations in gender: Intersecting Fields. New Delhi: Sage Publications.
5. Ortner, Sherry B. (1996). Making Gender: The Politics and Erotics of Culture. Boston: Beacon

Additional Readings

1. Mascia-Lees E. Frances, Nancy Johnson Black (2017) Gender and the Body. Illinois. Waveland press.
2. Mehrotra, Nilika (2013). Disability, Gender and State Policy: Exploring Margins. Jaipur: Rawat Publications.

Assessment Methods

Written assignment, practical examination and theory examination.

Teaching learning process

Lectures, Active participation of students in class debates and discussions, sharing of experiences and dialogues. Innovative fieldwork exercises and workshops, short documentaries on gender issues.

Keywords: Gender, gender identity and gender expression, Feminism, South Asia, gender identity, gender narratives, gender performances, Gender discrimination, gender rights and gender justice.

Semester-III

DISCIPLINE SPECIFIC ELECTIVES (DSE-9) Linguistic Anthropology

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Linguistic Anthropology	04	03	01

Course Objectives

1. To understand the significance of language and culture in the history of humanity
2. To understand the relationship between language and communication

Learning Outcomes

- The students will be able to know how the use of language is important for communication
- Facilitate an understanding about the social context of language and its significance in socialization process.

Syllabus

Unit I: Meaning and Scope

Meaning, Nature and Scope of Linguistic Anthropology. Relation with other branches. Socio-cultural dimensions of language. Evolution of language and symbolic communication. Verbal and non-verbal communication by early huminids. characteristics of language. Tribal languages, endangered languages, and revitalization. Linguistic relativism

12 Hours

Unit II: Social Context of Language Use

Process of language acquisition and socialization. Structural linguistics: Lingua franca, parole, language and culture relationship, Edward Sapir-Whorf hypothesis, language, and social roles

10 Hours

Unit III: Structure of Linguistic Forms

Phonemes and phonology, morphemes and morphology, syntax and semantics, lexical relationships: Synonymy, antonymy, homonymy, homonymy.

11

Hours

Unit IV: Sanskrit as Ancient Indian Language

Linguistic affinities of Sanskrit (Indo-European/Indo-Aryan), Indian Culture and Heritage depicted through Sanskrit; Pre-Sanskrit languages: Prakrit (Indus Valley Civilization 2300-2500BC); Panini's Ashtadhyayi (7th and 8th Century); Brahmi Script (9th and 10th Century); Sanskrit Grammar and its scientificity.

12 Hours

Keywords: language, culture, communication, socialization, structural linguistics

Practical

30 Hours

1. Students use of specialized equipments/ softwares for understanding the language diversity and enhancing acquisition of MTB-MLE (Mother Tongue Based - Multilingual Education).
2. Use of Artificial Intelligence (AI) in documentation of endangering languages as a part of New Education Policy (NEP 2020).
3. Based on practical experiences, students are required to prepare and present the group-based project and discussion.

Core Readings

1. Duranti, A. 1997. Linguistic Anthropology. Cambridge: Cambridge University
2. Misra. K. K. .2000. Text Book of Anthropological Linguistics. New Delhi: Concept Pub.
3. Verma, M.K. 1998. Socio–linguistics, Language and Society. New Delhi: Sage Publications.
4. Hymes, D. 1974. Foundations in Sociolinguistics: An Ethnographic Approach. Philadelphia:

Suggested Readings

1. Chomsky, N. 1986. Knowledge of Language. New York: Praeger.
2. Krishna, S. 1991. India's Living Languages. New Delhi: Allied Publishers.
3. Laura. M. A. 2012. Living Language: An Introduction to Linguistic Anthropology. Oxford: Wiley-Blackwell.

Semester-III

DISCIPLINE SPECIFIC ELECTIVES (DSE-10)

Economic Anthropology

Course Title	Total Credit	Credit distribution	
Economic Anthropology	04	Theory	Practical
		03	01

Introduction

Economic Anthropology examines the production, distribution, exchange, and consumption of goods and services across cultures, emphasizing the embeddedness of economic processes in social, cultural, political, and ecological contexts. It contrasts with mainstream economics by prioritizing ethnographic methods, cross-cultural comparison, and holistic analysis over universal models of rational choice.

Course Objectives

- Introduce key concepts, theories, and methods in Economic Anthropology.
- Analyze diverse economic systems (subsistence, reciprocal, redistributive, market) through ethnographic case studies.
- Examine the interplay between economy, culture, power, gender, and environment.
- Critically evaluate the impacts of capitalism, globalization, and development on local communities, with special reference to India.

Learning Outcomes

By the end of the course, students will be able to:

- Differentiate Economic Anthropology from neoclassical economics and apply anthropological perspectives to economic phenomena.
- Critically discuss major theoretical debates and their relevance to contemporary issues.
- Interpret ethnographic data on production, exchange, consumption, and inequality.
- Reflect on ethical and applied dimensions of economic anthropology in development, sustainability, and policy contexts in India and globally.

Syllabus (theory)

Unit I: Foundations and Theoretical Perspectives

12 Hours

Emergence of Economic Anthropology; its relationship with Economics, Sociology, and other subfields; Formalist vs. Substantivist debate. Culturalist and Marxist/political economy approaches. Reciprocity (generalized, balanced, negative), redistribution, exchange, value, property, and moral economy. Case Studies: Gift economies, Kula, Potlatch.

Unit II: Production, Livelihoods, and Modes of Economy**10 Hours**

Subsistence strategies: Foraging/hunter-gatherers (“original affluent society”), pastoralism, shifting and settled cultivation, peasant economies; Property regimes: Commons, land tenure, alienation; ecological and technological dimensions. Case studies from India (tribal economies, Jajmani system and Agrarian transformations).

Unit III: Exchange, Consumption, and Markets**12 Hours**

Systems of exchange: Barter, money, markets; formal and informal economies, Consumption, commodities, and material culture; status, identity, and display. Financialization, debt, remittances, Modernization and neoliberal models. Market and the moral economy of Peasants. Gendered labor, Digital India and the Gig Economy

Unit IV: Contemporary Issues, Development, and Applied Economic Anthropology**11 Hours**

Economic anthropology of development, poverty, and inequality; Critiques of Impacts on indigenous/tribal communities. The Social Life of Infrastructure; Economic processes Economic Justice and Sustainability issues.

Practical (1 Credit)**30 Hours**

Field-based Ethnographic Research on Economic Practices (approx. 30-45 hours, including fieldwork).

Objectives: Apply concepts through hands-on research; develop skills in observation, interviewing, and analysis.

Activities:

Students (individually or in small groups) will conduct a short ethnographic study (e.g., 5-7 days of fieldwork) on a local economic topic, such as a market, informal economy, household livelihood strategies, craft production, or urban vending in Delhi/NCR or a nearby area

Outputs: Field notes, a short report (1500-2000 words) or presentation analyzing findings in relation to course concepts, plus reflexive notes on ethics and challenges

CORE READINGS

1. **Aneesh, A. (2015).** *Neutral Accent: A Case Study of Globalized India*. Princeton University Press.
2. **Appadurai, A. (1986).** "Introduction: Commodities and the Politics of Value." In *The Social Life of Things*.
3. **Breman, J. (2019).** *Capitalism, Inequality and Labour in India*. Cambridge University Press.
4. **Carrier, J. G. (Ed.). (2020).** *A Handbook of Economic Anthropology* (3rd ed.). Edward Elgar Publishing
5. **Damodaran, H. (2018).** *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*. Hachette India.
6. **Harriss-White, B. (2020).** *India Working: Essays on Society and Economy*. Cambridge University Press.
7. **Mauss, M. (2016).** *The Gift: Expanded Edition*. Hau Books
8. **NITI Aayog (2025/2026).** *Latest Reports on Digital Transformation and Rural Livelihoods*
9. **Parnaik S. M. (1996).** *Displacement, Rehabilitation and Social Change: The Case of Paraja Highlanders*. New Delhi: Inter-India
10. **Polanyi, K. (2001 [1944]).** *The Great Transformation: The Political and Economic Origins of Our Time*. Beacon Press.

11. **Hann, C., & Hart, K. (2011).** *Economic Anthropology: History, Ethnography, Critique.* Polity Press.

Semester-III

DISCIPLINE SPECIFIC ELECTIVES (DSE-11)

Political Anthropology

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Political Anthropology	04	03	01

Course Objectives

1. To understand key concepts such as power, authority, legitimacy, and governance.
2. To examine state and stateless political formations.
3. To analyse political processes, including identity, representation, participation, and resistance.
4. To understand customary law and legal pluralism in contexts of state and nation.

Learning Outcomes

By the end of the course, students will be able to:

1. Understand the evolution and contemporary relevance of political processes and political systems using anthropological frameworks.
2. Understand the role of power, authority and governance in different cultural settings.

Syllabus (theory)

Unit-I: Political Anthropology: Concepts and Approaches, Emergence of Political Anthropology Concepts: power, authority, agency, legitimacy, Governmentality. Stateless societies and segmentary lineage systems.

12

Hours

Unit-II: Political Institutions: Structure and Process, Variation in Types of Political Organisation, Diverse Roles of Political Institutions in Small-Scale Communities. Bureaucracy and Governance, Anthropology of the State. Concept of customary law: norms, sanctions, and social control and Interface with state law. Kinship and Politics, Dispute Resolution.

12 Hours

Unit-III: Local Governance, Panchayati Raj Institutions (PRIs), Urban local bodies. Village councils, tribal governance systems, and kinship networks. Tribal movements.

11 Hours

Unit-IV: Gender, caste, and marginality, state, and democracy. Issues of representation and identity. Caste Politics, Ethnic movements. Digital governance and its implications.

10 Hours

Keywords: Political Anthropology, Anthropology of State, Customary Law and Legal Pluralism, Representation, Identity.

Practical

30 Hours

1. Design a field-based ethnographic research proposal on any of the following:

Functioning of local governance bodies (Panchayat / Municipality), Role of customary law in dispute resolution, Political participation at the community level, Bureaucratic processes (ration office, local administration, etc.), Implementation of a government scheme, Role of NGOs in governance, Women in governance.

2. Submission of Case Study Report of any contemporary concerns, political literature, reports, magazines, journals, etc., using anthropological concepts (power, governance, customary law, governmentality, etc.).
3. Oral presentation of a research project based on fieldwork, theoretical linkage, and discussion.

Suggested Readings

1. Bailey, F. G. (1963). *Politics and Social Change*. Berkeley: University of California Press.
2. Balandier, G. (1970). *Political anthropology* (A. M. Sheridan Smith, Trans.). Allen Lane The Penguin Press. (Original work published 1967)
3. Evans-Pritchard, E. E. (1940). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people*. Oxford University Press.
4. Fortes, M., & Evans-Pritchard, E. E. (Eds.). (1940). *African political systems*. Oxford University Press.
5. Foucault, M. (1991). Governmentality. In G. Burchell, C. Gordon, & P. Miller (Eds.), *The Foucault effect: Studies in governmentality* (pp. 87–104). University of Chicago Press.
6. Kurtz, D. V. (2001). *Political anthropology: Power and paradigms*. Westview Press.

7. Weber, M. (1978). *Economy and society* (G. Roth & C. Wittich, Eds.). University of California Press.

Semester-III
DISCIPLINE SPECIFIC ELECTIVES (DSE-12)

Anthropology of Development

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Anthropology of Development	04	03	01

Course Objectives

1. To understand the term Development, evolution of the concept and theoretical paradigm.
2. To study the engagement by different stakeholders at various development activities
3. To understand ethical issues and evaluation of development project, community participation, livelihood and empowerment

Learning Outcomes

- The students will be able to understand the concept and approaches in anthropology of development.
- The students will be able to know the realities of developmental issues at grassroots level.
- Examine the role of anthropologist and other agencies in development process.

Syllabus (theory)

Unit I: Meaning and Scope: understanding development: Theory and Practice classical foundations and debates. **10 Hours**

Unit II: Approaches in the Anthropology of Development **8 Hours**

Unit III: Anthropology and Development Interfaces, Globalization, Sustainable Development, Constitutional Provision, Gender and Development, Indigenous Knowledge and Development, Issues of Displacement, Development and conservation debate/ Development projects and social logic. **13 Hours**

Unit IV: Role of Anthropology in Development, Community Development, Agencies for Development Issues and challenges for Development, Social Impact Assessment, RRA/PRA **14 Hours**

Keywords: Policy, Development, Community, Evaluation, Agencies, PRA

Practical 30 Hours

1. Prepare a project based on any contemporary issues relating to development project in India by employing various sources viz. books, journals, magazines, government reports newspaper articles, etc.
2. Provide a comprehensive bibliography.

3. Presentation of the project and group discussion

Core Readings

1. Cochrane, Glynn. 1971. *Development Anthropology*. OUP
2. Edelman, Marc & Angelique Haugerud (eds) 2005. *The anthropology of development and globalisation: From classical political economy to contemporary neoliberalism*. Oxford: Blackwell.
3. Gardener, K. & D. Lewis 2015. *Anthropology and Development: Challenges for the twenty-first century*. London: Pluto
4. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*, Princeton, N. J. Princeton University Press.
5. Harrison, E. & Crewe, E. 1999. *Whose development? An ethnography of aid*. London: Zed Books
6. Mathur, Hari Mohan (ed). 1977. *Anthropology in Development Process*. New Delhi. Vikas Publishing House

Suggested Readings

1. Berreman, Gerald D. 1994. *Anthropology, Development and Public Policy. Occasional*
2. *Papers in Sociology and Anthropology* Vol.4, pp.3-32.
<https://www.nepjol.info/index.php/OPSA/article/view/1083>
3. Chambers, Robert, 2013. *Rural Development: Putting the Last First*, London: Longman (1983).
4. Mosse, David, and David Lewis. 2005. *The Aid Effect: Giving and Governing in International Development*. Pluto Press
5. Olivier de Sardan, Jean-Pierre. 2005. *Anthropology and Development: understanding social change*. London: Zed Press.
6. Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan

Semester-III
Generic Elective GE-3
Indian Prehistory

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Indian Prehistory	04	03	01

Course Objectives

To critically explore the prehistoric roots of the Indian subcontinent through its geological context, key archaeological sites, and evolving cultural patterns, from early foragers to complex societies.

Learning Outcomes

By the end of the course, students will be able to:

- Analyze the geological and environmental backdrop of Indian prehistory.
- Evaluate key theoretical frameworks in archaeology and their relevance to Indian contexts.
- Understand the transition from foraging to farming and the formation of complex settlements.
- To understand the legacy of early Indian civilizations through material and cultural aspects.

Course Content

Unit I: Geological, Environmental, and Theoretical Perspectives.

12 Hours

- Overview of major geological formations in India.
- Stratigraphy of the Indian subcontinent: implications for cultural chronology.
- Middle-Range Theory and Processual Archaeology: science and systems thinking.
- Post-Processual and Postmodern Archaeology: agency, symbols, and subjectivity.

Unit II: Early Human Adaptations – Palaeolithic Cultures in India.

11 Hours

- Indian Palaeolithic Cultures: Regional Patterns and Material Culture. Sites across Northern, Western, Central, Eastern, and Southern India.
- Tool typologies, raw materials, and cognitive evolution.

Unit III: Transitional Cultures – The Mesolithic and Beginnings of Agriculture.

12 Hours

- The Indian Mesolithic: Transition and Transformation.
- Microlithic technology and subsistence diversification across regions.
- The Agricultural Revolution and Early Village Cultures.

Unit IV: Emergence of Early Civilisation.

10 Hours

- Emergence of urban centers and state systems.
- The Harappan Civilisation: urban planning, trade, symbolism, and statecraft.
- Comparative perspectives: Harappa and other contemporary civilisations.

Practical/ Project

30 Hours

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

Core Readings

1. Allchin, B., and Allchin, R. (1997). *Origins of a civilization: The prehistory and early archaeology of South Asia*. New Delhi: Viking.
2. Chakravarty, K. K., and R. G. Bednarik. (1997). *Indian Rock Art in Global Context*. Delhi: Motilas Banarasidass & IGRMS.
3. Bhattacharya, D.K. (2006). *An outline of Indian Prehistory*. Delhi: Palaka Prakashan.
4. De Terra, H. and T.T. Paterson, (1939). *Studies on the Ice Age in India and Associated Human Cultures*. Washington: Carnegie Institution of Washington Publication No.493.
5. Sankalia, H.D. (1974). *The Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College Postgraduate and Research Institute.
6. Shinde, V. (Ed.). (2015). *Harappan archaeology: Early sites in Western India*. Oxford University Press.
7. Wheeler, M. (1968). *The Indus Civilization* (Vol. 1). Cambridge University Press Archive.

Suggested Readings

1. Clark, J.D. and Sharma, G.R. (Eds.) *Palaeoenvironment and Prehistory in the Middle Son Valley, Madhya Pradesh, North Central India*. Allahabad: Abinash Prakashan.
2. Dhavalikar, M.K. (Ed.). (2013). *Prehistory of India*. New Delhi: Manohar Publishing.
3. Fagan B. M. (2004). *People of the Earth: An Introduction to World Prehistory*. New Jersey: Pearson Education.
4. H. and R.F. Heizer. (1969). *An Introduction to Prehistoric Archaeology*. New York: Hold, Rinehart and Winston, INC. Hole,
5. Lee, R.B and I. Devore (Eds.) (1977). *Man the Hunter*. Chicago: Aldine Publishing Company.

Semester-III
Generic Elective GE-4
Anthropology of Northeast India

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Tutorial
Anthropology of Northeast India	04	03	01

Course Objectives:

1. To introduce students to the historical, political, and demographic context of Northeast India, with an emphasis on colonial and post-independence transformations.
2. To critically examine development policies and governance frameworks affecting the region.
3. To explore the cultural richness of Northeast India through its arts, music, festivals, and ethnographic literature, enabling a nuanced understanding of identity, tradition, and sustainability.

Learning Outcomes

1. Students will be able to critically analyse the socio-political history and identity politics of Northeast India in both colonial and post-colonial contexts.
2. Develop the ability to assess the impact of development and policies on the region's environment, economy, and people.
3. Demonstrate an understanding of the region's cultural diversity and ethnographic narratives through engagement with case studies and various forms of writing.

Syllabus

Unit I Situating Northeast India

12 Hours

History and demography, Colonial intervention, Post-independence conflicts, Traditional Institutions, Political and Economic Transformation, Identity Politics

Unit II Development, Governance, and Policy

12 Hours

Development approach, Biodiversity Conservation, Tourism, Constitutional Safeguards, Look East Policy

Unit III Cultural Heritage

11 Hours

Arts and Aesthetics, Architecture, Music, Festivals, Case Studies on Sustainability

Unit IV Ethnographies on Northeast

10 Hours

Classical British Ethnography, Contemporary Ethnography, Ethnofiction, Autoethnography

Tutorial: The students shall be required to discuss and write tutorial assignments around certain important topics of contemporary relevance.

Core Readings

1. Ao, Temsula. 2005. *These Hills Called Home*. Penguin
2. Bhagat Oinam, Dhiren A. Sadokpam. (eds) 2018. *Northeast India: A Reader*. Taylor & Francis.
3. Hazarika, Sanjoy. 2000. *The Strangers of the Mist: Tales of War and Peace from India's Northeast*. India Penguin
4. Nongbri, Tiplut (ed) 2021. *Materiality and Visuality in North East India: An Interdisciplinary Perspective*. Springer
5. Pachau, Joy. 2014. *Being Mizo: Identity and Belonging in Northeast India*. New Delhi: Oxford University Press

Suggested Readings

1. Patnaik, SM. 2014. 'Consuming Culture: The Refiguration of Aesthetics in Nagaland Cultural Tourism in India's North East' In Kaur, R., & Dave-Mukherji, P. (Eds.). *Arts and Aesthetics in a Globalizing World* (1st ed.). Routledge.

Semester-IV
DSC-9
Paleoanthropology

Course Title and Code	Total Credits	Lecture	Practical	Tutorial	Eligibility
Paleoanthropology (DSC-9)	04	03	01	00	UG in Anthropology / Life Sciences

COURSE OBJECTIVES

To give students a thorough and up-to-date understanding of the hominin fossil record, from the earliest African ancestors to modern humans.

To introduce students to the key methods used in paleoanthropology, including geochronological applications, comparative anatomy, stone tool analysis, and the growing role of ancient DNA and stable isotope studies.

To examine the Indian and South Asian fossil and archaeological record in its own right and in relation to broader patterns of hominin evolution and dispersals.

To encourage awareness of the ethical responsibilities involved in studying human remains and working with communities whose cultural heritage is connected to paleoanthropological sites.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Describe and compare the major hominin species in the fossil record, explaining their key physical features and geographical range.
2. Explain the main methods used to date paleoanthropological sites and reconstruct past environments.
3. Critically read and discuss research articles from paleoanthropology journals, identifying the evidence, the argument being made, and the alternative interpretations.
4. Describe the key fossil and archaeological sites in India and South Asia within the wider context of human evolution.
5. Carry out basic practical tasks, including fossil cast identification, skeletal measurement, lithic description, and structured field observation, and report on findings in a clear and organised manner.

COURSE CONTENT

Unit I: Understanding Human Evolution: Background and Methods

15 Hours

History and debates in paleoanthropology. Methods, dating, taphonomy, environments, and analytical tools of paleoanthropology; Evolving scientific debates, fossil interpretation, and technological advances. Lomekwian culture, early hominins, bipedalism, anatomy, diet, ecology,

key fossils, evolutionary relationships, and debates on the origins of the genus *Homo* across Africa.

Unit II: The Genus *Homo*: From Early *Homo* to Archaic Humans

12 Hours

Evolution of *Homo*, early species, tools, dispersal, diversity, scavenging vs hunting debate, island hominins, Oldowan, Acheulean, Middle Palaeolithic, Middle Pleistocene populations, and genetic evidence shaping global understanding of human ancestry.

Unit III: India and South Asia in the Story of Human Evolution

12 Hours

South Asian paleoanthropology, Siwalik fossils, Narmada hominin, archaeology, Acheulean sites, microliths, dispersals, genetics, and the history of research in human evolution studies, decolonising paleoanthropology.

Unit IV: Neanderthals, Modern Human Origins, and the Peopling of the World

6 Hours

Neanderthals, Upper Palaeolithic, Denisovans, modern human origins, interbreeding, dispersals, fossils, genetics, symbolic behaviour (includes prehistoric ornaments, use of ochre mineral, rock art, etc.), evolutionary models, and the global spread of *Homo sapiens* overview.

**PRACTICAL
Hours**

30

1. Primate and Hominin Osteology: Students identify, label, and compare cranial and post-cranial skeletal elements of non-human primates and humans using casts and reference specimens. Key measurements are recorded, and differences between ape and human skeletons are discussed in terms of their functional and evolutionary significance.
2. Fossil Identification and Description: Students work with a set of fossil hominins representing key species across the hominin lineage, from *Australopithecus afarensis* through to early modern *Homo sapiens*. For each specimen, they record the site and date of discovery, describe the main anatomical features, note what is significant about the specimen, and place it within the overall picture of human evolution. Special attention is given to *Homo erectus* and its comparison with other archaic *Homo* specimens.
3. Stone Tool Identification and tool knapping: Students examine replica stone tools or published photographs representing the main technological traditions in the paleoanthropological record: Oldowan, Acheulean, Lomekwian, Middle Palaeolithic, Upper Palaeolithic and Mesolithic. They practise identifying tool types, describing their basic features, and associating each tradition with the hominin species and time periods involved. A comparative table and a brief written summary are submitted. Replicating stone tools through experimental flintknapping.
4. Field Excursion and Report: A visit to a relevant palaeontological or archaeological site or museum collection, such as the Delhi Ridge, JNU campus, Geological Survey of India Museum, a Siwalik exposure, or a regional site of significance, for structured observation, documentation, and discussion. Students submit a field report of no more than 1,500 words that covers the site context, what was observed, and a critical reflection on the site's place in Indian and global paleoanthropology.

Core Readings

1. Klein, R. G. (2009). *The Human Career: Human Biological and Cultural Origins* (3rd ed.). University of Chicago Press.
2. Stringer, C., & Andrews, P. (2011). *The Complete World of Human Evolution* (2nd ed.). Thames & Hudson.
3. Wood, B. (2005). *Human Evolution: A Very Short Introduction*. Oxford University Press.
4. Tattersall, I. (2015). *The Strange Case of the Rickety Cossack, and Other Cautionary Tales from Human Evolution*. Palgrave Macmillan.
5. Reich, D. (2018). *Who We Are and How We Got Here: Ancient DNA and the New Science of the Human Past*. Oxford University Press.
6. Fleagle, J. G., Baden, A. L., & Gilbert, C. C. (2024). *Primate adaptation and evolution*. Academic Press.

Suggested Research Articles

1. Hublin, J.-J., et al. (2017). New fossils from Jebel Irhoud, Morocco and the pan-African origin of *Homo sapiens*. *Nature*, 546, 289–292.
2. Prufer, K., et al. (2014). The complete genome sequence of a Neanderthal from the Altai Mountains. *Nature*, 505, 43–49.
3. Berger, L. R., et al. (2010). *Australopithecus sediba*: A new species of Homo-like Australopithecine from South Africa. *Science*, 328, 195–204.
4. Lordkipanidze, D., et al. (2013). A complete skull from Dmanisi, Georgia, and the evolutionary biology of early *Homo*. *Science*, 342, 326–331.
5. Morwood, M. J., et al. (2004). Archaeology and age of a new hominin from Flores in eastern Indonesia. *Nature*, 431, 1087–1091.
6. Patnaik, R. (2016). Indian Neogene Siwalik mammalian biostratigraphy: An overview. *Vertebrate Paleobiology and Paleoanthropology Series*, 423–444.
7. Bhandari, A., Kay, R. F., Williams, B. A., Tiwari, B. N., Bajpai, S., & Hieronymus, T. (2018). First record of the Miocene hominoid *Sivapithecus* from Kutch, Gujarat state, western India. *PLoS One*, 13(11), e0206314.
8. Pappu, S., et al. (2011). Early Pleistocene presence of Acheulian hominins in South India. *Science*, 331, 1596–1599.

ASSESSMENT METHODS

Theory Examination and Continuous Assessment through practicals, field data report and seminar participation.

KEYWORDS

Paleoanthropology, Human Evolution, Fossil Record, Australopithecines, *Homo erectus*, Neanderthals, Ancient DNA, Bipedalism, Stone Tools, Taphonomy, Dating Methods, Out of Africa, Siwalik Hominoids, Narmada Fossil, Indian Paleoanthropology, Middle Stone Age, Modern Human Origins, Archaic *Homo*, South Asian Prehistory, Hominin Dispersals, pre-Australopithecines, Levant, Europe, Asia, Australia.

Semester-IV**DSC-10****Tribal India**

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Tribal India	04	03	01

Course Objectives

1. To understand the anthropological concept of tribe and its relevance in the Indian context.
2. To examine the structures and functions of tribal social institutions and analyse dynamics of continuity, change & adaptation.
3. To analyse contemporary challenges tribal communities face and the role of development policies and legal frameworks in addressing tribal issues.

Learning Outcomes

1. Students will be able to assess the evolution and application of the concept of tribe in India, including debates around indigeneity.
2. Demonstrate understanding of tribal social systems and cultural practices, and articulate the ways in which these have been maintained or transformed in response to socio-economic and political pressures.
3. Evaluate tribal development strategies and policy frameworks and analyse their effectiveness in addressing displacement, marginalisation, and rights-based issues.

Syllabus (theory)**Unit I Concepts and Classification****10 Hours**

Evolution of the concept of tribe in Indian context; Anthropological approaches to the study of tribe; the idea of indigenous people; geographic and linguistic distribution of tribes in India; Particularly Vulnerable Tribal Groups, Denotified Communities

Unit II Tribal social structure and institution: change and continuity**11 Hours**

Kinship, family and marriage; traditional governance, customary law; livelihood and occupational pattern; religious faiths, beliefs and practices; tribal arts and aesthetics: Gender in tribal societies, youth dormitories; Age-grade systems; political organisation, Traditional ecological knowledge, Tribal health and Nutrition.

Unit III Contemporary tribal issues and challenges**12 Hours**

Impact of Industrialization, urbanization and globalization; Politics of identity and ethnicity; socio-economic issues- land alienation, poverty, healthcare and education; social mobility; representation in Indian political system, participation in governance

Unit IV Tribal development and policies:**12 Hours**

Approaches to tribal development: community-based approaches and participatory development. Plans and policies: National Tribal Policy, Forest Rights Act, affirmative action; tribal displacement and rehabilitation in India; PESA Act 1996, Role of NGOs & Civil Society.

Practical**30 Hours**

1. Map out the various tribal communities on a map of India: migration pattern, kinship system, marriage practices, occupation, social unrest and conflict, religious beliefs and practices etc. The proposed exercise has to be executed based on intensive readings of tribal monographs available in the department library.
2. Write a book review of any tribal ethnography. The review has to be presented and discussed in the classroom.
3. Make a visual presentation digital poster on one tribe of your choice or as suggested by the course teacher. Focus on gender roles, sustainability, and cultural heritage.
4. Write a project report of not more than 3000 words on contemporary tribal issues in India.

Core Readings

1. Fürer-Haimendorf, Christoph von. 1982. *Tribes of India: The Struggle for Survival*. Delhi: Oxford University Press.
2. Srivastava, V. K. 2008. Concept of 'Tribe' in the Draft National Tribal Policy. *Economic and Political Weekly*, Vol. 43, No. 50 pp. 29-35
3. Vidyarthi, L.P. 1977. *Tribal Culture of India*: Concept Publishing company. New Delhi
4. Xaxa, Virginius. 2008. *State, society, and tribes: issues in post-colonial India*. New Delhi: Dorling Kindersley.

Suggested Readings

1. Radhakrishna, M. (2007). Urban Denotified Tribes: Competing Identities, Contested Citizenship. *Economic and Political Weekly*, 42(51), 59–64.
2. Nongbri, T. (2001). Democracy, Gender and Tribes : A Critical Appraisal of India's Constitutional Policies. *Indian Anthropologist*, 31(2), 1–14.

3. Patnaik, S. M. 1993 Patriarchy among the Parajas: Innocuous Tradition or Invisible Violence? *Indian Anthropologist* Vol.23 No 1 PP 65-71
4. Zhimo, A. G. (2019). Indigenous System of Governance and its Implication: The case of Nagaland. *Indian Anthropologist*, 49(2), 41–56.

Semester-IV**DSE-14****Anthropology of Public Policy**

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Anthropology of Public Policy	04	03	01

Course Objectives

1. To examine the roles and nature of engagement by different stakeholders at various institutions.
2. To analyze the relationship between public policy, culture, community development and social justice.
3. To understand about the importance of public policy in safeguarding society, environment, etc.

Learning Outcomes

By the end of the course, students should be able to:

1. Understand the concept and approaches of anthropology of Public Policy, commitment of anthropologist in policy research and policy formulation, etc.
2. Know the significance of public policy in maintaining the well-being of the society
3. Examine the contemporary program and policies in India.
4. Apply anthropological methods in policy-research & evolution.

Syllabus (theory)

Unit-I: Anthropology of Public Policy. Meaning scope and Approaches. Emergence of Anthropology of Public Policy emergence of Anthropology and Public Policy: Interface, Applied Anthropology.

12 Hours

Unit-II: Relevance of Anthropologists in Public Policy and Administration: Contextualising Anthropological Knowledge: Power, Representation, and Public Policy, Debates.

12 Hours

Unit-III: Development Discourse and Community participation sustainable development goals, Development Agencies and local dynamics. Case studies of welfare, environment, health, and local governance.

11 Hours

Unit-IV: Methodological and Ethical concerns in Anthropology of Policy Research. Media and Public Policy. Implementation monitoring and Evaluation. Policy Appraisal, Social Impact Assessment (SIA).

10 Hours

Keywords: Policy, Development, Community, Evaluation, Agencies, Appraisal

Practical**30 Hours**

1. Prepare a project based on any contemporary issues related to public policy and governance in India by employing various sources viz. books, journals, magazines, government reports newspaper articles, etc.
2. Presentation of the project and group discussion.
3. Policy Brief (1500 words)
4. Evolution of one _SDG relate programme.

Core**Readings**

1. Belshaw, C. S. (Ed.). (2014). *The sorcerer's apprentice: An anthropology of public policy* (Vol. 4). Elsevier.
2. Geilhufe, N. L. (1979). Anthropology and policy analysis. *Current Anthropology*, 20(3), 577-579.
3. Patnaik, S. M. (2016). Whither anthropology in public policy?: Reflections from India. In S. Coleman, S. B. Hyatt, & Kingsolver (Eds.), *The Routledge Companion to Contemporary Anthropology* (1st ed.) (pp. 416-432). Routledge
4. Shore, C. (2012). Anthropology and Public Policy. In R. Fardon, O. Harris, T. H. J. Marchand, M. Nuttall, C. Shore, V. Strang, & R. A. Wilson (Eds.), *The SAGE handbook of social anthropology* (Vol. 2, pp. 89–104). SAGE.
5. Shore, C., & Wright, S. (Eds.). (2003). *Anthropology of policy: Perspectives on governance and power*. Routledge.

Suggested Readings

1. Cairney, P. (2019). *Understanding Public Policy: Theories and Issues*. United Kingdom: Bloomsbury Publishing.
2. Fiske, S. J. (2006). Anthropology in pursuit of public policy and practical knowledge. *NAPA Bulletin*, 26(1), 82-107.
3. Head, B. W. (2022). *Wicked Problems in Public Policy: Understanding and Responding to Complex Challenges*. Switzerland: Springer International Publishing.
4. Wedel, J.R. & Feldman, G. (2005), Why an anthropology of public policy? *Anthropology Today*, 21(1), 1-2.
5. Van Willigen, J. (2002). *Applied anthropology: An Introduction*. Greenwood Publishing Group.

Teaching Learning Process

Classroom teachings
Seminars, presentations and group discussion
Practical classes

Assessment Methods:

Assignment, Theory and practical examinations (including practical records)

Semester-IV**DSE-15****KINANTHROPOLOGY**

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
KINANTHROPOLOGY	04	03	01

Course Objectives:

1. To introduce students to the applied knowledge of Biological Anthropology.
2. The course shows diverse and integrated nature of anthropological work and how the biological anthropological knowledge and methods can be applied for the human welfare.
3. The course equips in theoretical & applied aspect of Kinanthropology.

Learning Outcomes:

1. The students will be trained with tools and techniques of kinanthropology that can help understanding growth, exercise, performance and nutrition.
2. The students can develop holistic integrated approach that can help in the field of Physical Education, sport, recreation, rehabilitation and physiotherapy.
3. The student can be encouraged to come up with innovative idea of human welfare especially in sports, physical education, and education.

Unit I: History, Concept, Scope, Applications and relationship with allied disciplines**(12****Hours)****Human movements: Concept and determinants**

1. Origin and evolution of Kinanthropology

2. Definition, Scope and relevance of Kinanthropology
3. Relationship with other allied disciplines
4. Recent advances and future perspectives in kinanthropological research
5. Applications of kinanthropology in health, sports, dance and forensic sciences

Unit II: Tools & techniques in Kinanthropology. (12 Hours)

1. Traditional & modern methods in Kinanthropology
2. Physical fitness assessment
3. Sports injuries and rehabilitations

Unit III: Physical fitness and environmental stresses (11 Hours)

1. Health and skill related components- Strength, endurance, flexibility, agility etc.
2. Effect of temperature extremes on the performance

Unit IV: Importance in Sports, Recreation and Physical Education (10 Hours)

1. Physical conditioning Training-Techniques and Physiological effects
2. Body composition, Nutrition, Doping and Performance
3. Sports talent identification.

Practical (30 hours)

1. Kinanthropometric measurements: Stature, height, weight arms span, body circumference, skinfold, BMI, Bone Breadth.
2. Physical fitness assessment tests: Handgrip strength, flexibility test, cardiovascular endurance assessment and balance assessment.
3. Comparison of anthropometric, profiles among athletes of different sports.
4. Preparation of individual fitness profile.
5. 1-2 workshops/ project over the academic semester on topics related to kinanthropology.

Suggested readings:

1. Singh, S.P., & Mehta, P. (2009). Human Body Measurements: concepts and application. PHI Learning Pvt. Ltd.
2. Physical activity and Growth by RJ Shephard, 1982 (Mosby).
3. Renson,R. (1989). From Physical Education to Kinanthropology: A Quest for Academic and Professional Identity. QUEST (41) 235-256
4. Human Body Composition by Heymsfield, Lohman, Wang and Going. 1996 (Human Kinetics).
5. Human Body Composition by Heymsfield, Lohman, Wang and Going. 1996 (Human Kinetics).

Semester-IV**DSE-16****Psychological Anthropology**

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Psychological Anthropology	04	03	01

Course Objectives

- Introduce student's to the theories and perspectives of psychological anthropology and their significance within anthropological frameworks.

- Examine culturally specific understandings of mind, self, emotion, and behavior especially with reference to the Indian contexts.
- Foster a critical perspective on mental health and illness, status and characteristic of mental health among the tribes in India.
- Equip students with analytical tools that are culturally sensitive and pertinent to anthropology and related disciplines.

Learning Outcomes

- Explain key concepts of Psychological anthropology and Indian psychology and their anthropological significance.
- Compare Indian and cross cultural perspectives of mind, self, and behavior.
- Analyze emotions, motivations, and rituals as culturally regulated psychological anthropological processes.
- Critically interpret mental health, illness, and healing practices in Indian contexts.
- Apply psychological anthropological perspectives to contemporary anthropological issues and research.

Syllabus (theory)

Unit 1: Emergence of Psychological Anthropology

10 Hours

Historical development of psychological anthropology: Psychological anthropology and its relationship to Cultural Psychology, Social Psychology, Psychiatry and Transcultural Psychiatry. Recent advances

Unit 2: Foundations of Human Behavior

10 Hours

Major theories of human behavior including evolutionary, biological, psychological, and anthropological perspectives, along with key thinkers and their contributions, socialization and personality development across culture.

Unit 3: Mind, Individual, Culture and Behavior

10 Hours

Identity Emotion, Motivation, and Human behavior in Universal and Indian contexts Role of everyday religion, ritual symbolism, and emotional regulations. Renunciation from below in Indian society. Key concepts from Indian psychology and their psychological anthropological interpretation.

Unit 4: Psychiatric Anthropology and Mental Health

15 Hours

Introduction to psychiatric anthropology, mental health, Culture and Mental illness. Ethno-psychiatry and Mental Health among Tribes and Aranya communities. Anthropological dimensions of depression, schizophrenia, borderline personality disorder, anxiety disorders, and culture-bound syndromes. Recent advances in psychiatric anthropology.

Practical

30 Hours

1. Qualitative and Quantitative Methods in Psychological anthropology
2. Fieldwork based Ethnographies on the following topics
The students will formulate a research design and conduct a mini ethnography and submit their report on the following topics:
 - a. Religious or ritual space (temple, shrine, satsang, pilgrimage site)
 - b. Healing practice (Ayurveda clinic, yoga centre, faith healing context)
 - c. Everyday religious practices within family or community
 - d. On the concept of Self, emotion, suffering or well-being using Indian psychology
3. Psychological profiling using standard Psychological tests and their anthropological adaptation and Field testing
4. Ethical considerations in Psychological anthropological fieldwork.

Suggested Readings

- Imgham, J. M. (1996). *Psychological Anthropology Reconsidered*. Cambridge: Cambridge University Press.
- Melford E. Spiro. *Culture and Human Nature*. University of Chicago Press.
- Schwartz, Theodore, Geoffrey M. White and Catherine A. Lutz, eds. (1992). *New Directions in Psychological Anthropology*. Cambridge: Cambridge University Press.
- Srivastava. V.K. (1997). *Religious Renunciation of a Pastoral People* (1997). OUP
- Shweder, Richard A. and Robert A. LeVine, eds. (1984). *Culture Theory: Essays on Mind, Self and Emotion*. Cambridge: Cambridge University.
- Strauss, Claudia and Naomi Quinn. (1997). *A Cognitive Theory of Cultural Meaning*. Cambridge: Cambridge University Press.
- Sudhir Kakar. (2001). *The Essential Writings of Sudhir Kakar*. Delhi: Oxford University Press.

Semester-IV**DSE-17****Genetic Epidemiology****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title and Code	Credits	Credit distribution of the course	
		Lecture	Practical/ Practice
Genetic Epidemiology	04	03	01

Course Objectives

1. To integrate the principles from genetic epidemiology with fundamentals epidemiological concepts in human health and disease.
2. Assess and formulate suitable and robust study designs and analytical methods to comprehend the link between genetic variation and the diversity of human traits.
3. To critically evaluate genetic association studies and interpret the significance of genetic variation across various in health, disease and population research.

Learning Outcomes

The student will be able to:

1. Apply the basic principles of genetic epidemiology on complex diseases or traits
2. Design genetic epidemiological studies and analyse the genetic data in relation to phenotypic variation.
3. Comprehend the importance of genetic association studies and the assertions concerning the significance of genetic variation across various common diseases

Syllabus (theory)**Unit 1: Introduction to Genetic Epidemiology****12 Hours**

Role of Genetics in medicine, preventive medicine, public health, and epidemiology; Linkage disequilibrium; Hardy-Weinberg law; HapMap Project; Genome India Project; CDCV vs Rare variant hypothesis, Ethical, legal and social issues (ELSI) in genetic epidemiology.

Unit 2: Study Designs**12 Hours**

Familial Aggregation Studies; Linkage Studies; Candidate gene approach; Association Studies; Genome-wide Association Studies (GWAS); Whole genome studies with respect to non-communicable diseases and traits, methodological challenges in genetic epidemiological issue (population stratification). Case-control; population based and longitudinal studies

Unit 3: Gene and Environment**11 Hours**

Environmental factors in genetic epidemiological studies; DNA methylation; Genetics in drug targets; Epigenetic arrays, challenges in epigenetic epidemiology, Gene-environment interactions in complex diseases.

Unit 4: Genetic Data

10 Hours

Genotyping methods; Sequencing methods (NextGen sequencing); GWAS Catalog; Polygenic risk scores; DNA Biobanks; Statistical methods used in Genetic epidemiology; Software tools for genetic data analysis

Practical - (30 hours)

1. Sample Collection Preservation and storage
2. DNA Extraction and Quantification and Quality Assessment
3. SNP Genotyping using standard interaction techniques
4. DNA Sequencing (Sanger and NexGen)

Suggested Readings

1. Lyle J. Palmer, Paul R. Burton, George Davey Smith. An Introduction to Genetic Epidemiology. The Policy press, 2011
2. Melissa A. Austin, Terri H. Beaty, W. David Dotson. Genetic Epidemiology: Methods and Applications. CABI, 2013
3. Evangelos Evangelou. Genetic Epidemiology: Methods and Protocols. Humana Press (Springer Nature), New York, 2023
4. Juan Carlos Gomez-Verjan, Nadia A. Rivero-Segura. Principles of Genetics and Molecular Epidemiology. Springer Nature (Cham), 2022

Keywords

Genetic epidemiology, Public health, GWAS, Sequencing, Anthropology

Semester-IV
DSE-18
Medical Anthropology

Course Title	Total Credit	Credit distribution	
Medical Anthropology	04	Theory	Practical
		03	01

Total Teaching Hours: Theory – 45 hours (3 hours/week); Practical – 30 hours (2 hours/week)

Learning Objectives

- To introduce students to the concepts scope and theories, Medical Anthropology.
- To develop critical understanding of the interface between culture, health, disease, society, and healthcare systems of India.
- To familiarize students with ethnomedical practices, medical pluralism, and health-seeking behaviour in tribal, rural, and urban India.
- To analyse the impact of globalization, development, and biomedicine on tribal health systems.

Learning Outcomes

By the end of the course, students will be able to:

- Explain the concept and theoretical perspectives in Medical.
- Demonstrate knowledge of traditional healing systems and medical pluralism in India.
- Analyse socio-cultural, economic, and political factors influencing health, illness, and healthcare access in tribal, rural, and urban settings.
- Identify ethical issues in medical anthropological research and public health interventions.

Keywords: Medical pluralism, Ethnomedicine, Biocultural approach, Critical Medical Anthropology, Health-seeking behaviour, Sickness and illness, Healing rituals, AYUSH systems, Tribal medicine, Cultural epidemiology, Bioethics, Global health.

Syllabus (theory)

Unit I: Theoretical Foundations of Medical Anthropology (15 hours)

Meaning scope and development of Medical Anthropology: Biocultural, interpretive/symbolic, and critical medical anthropology perspectives, Evolution of Medical Anthropology in India: Contributions of Indian anthropologists and early ethnographic accounts.

Unit II: Ethnomedicine and Traditional Healing Systems (10 hours)

Indigenous knowledge and ethnomedicine among tribal India (e.g., Naga, Bhil, Gond, Santal, and Andamanese communities). Healing rituals, shamanism, herbal medicine, and spiritual healing. Indian systems of medicine: Ayurveda, Siddha, Unani, Yoga, Naturopathy (AYUSH) and their interface with folk medicine. Medical pluralism: Co-existence and hierarchy of healing systems in rural and urban India; health-seeking behaviour and decision-making.

Unit III: Health, Society and Culture in India (10 hours)

Cultural and Social dimensions of Tribal, Rural and Urban health, Medical anthropology of Infectious and Life style diseases with special reference to Tuberculosis, HIV/AIDS Malnutrition, Malaria, Sickle cell Anemia, Diabetes, social determinants of health and health inequalities.

Unit IV: Contemporary Issues, Applied Medical Anthropology and Ethics (10 hours)

Political economy of health, structural violence, and health inequities in India. Global health, international policies, and their local implications, Applied Medical Anthropology: Role in public health programmes, disaster response, and community health interventions.

Practical. (1 Credit – 30 hours)

The practical component focuses on hands-on training in medical anthropological methods through supervised fieldwork in nearby communities (rural/tribal/urban settlements in Delhi-NCR or during study tours).

1. Preparation of a research proposal on a health-related topic (e.g., ethnomedicine, maternal health, nutrition, or mental health).
2. Participant observation in a healthcare setting (PHC, traditional healer, or hospital OPD) and maintenance of a field diary.
3. Collection and analysis of illness narratives, case studies, and health-seeking behaviour data.

Suggested Readings

1. **Anthropological Survey of India** publications and reports of the National Institute of Health and Family Welfare (NIHFW).
2. **Helman, C.G.** (2007). *Culture, Health and Illness* (5th ed.). Hodder Arnold.
3. **Kleinman, A.** (1980). *Patients and Healers in the Context of Culture*. University of California Press.
4. **McElroy, A., & Townsend, P.K.** (2015). *Medical Anthropology in Ecological Perspective* (6th ed.). Westview Press.
5. **Nichter, M.** (2008). *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*. University of Arizona Press.
6. **Quack, J., & Sax, W.S.** (Eds.). (2010). *The Anthropology of Healing*. Orient Black Swan.

Semester-IV

DSE-19

ANTHROPOLOGICAL PERSPECTIVES ON INDIAN KNOWLEDGE SYSTEMS (IKS)

Course Title	Total Credit	Credit distribution	
Anthropological perspectives on Indian Knowledge Systems (IKS)	04	Theory	Practical
		03	01

Course Objective

- Develop a Critical understanding of the philosophical foundations of HIS including the concepts of "Vidya" (knowledge) and "Jnana" (wisdom) as understood in India.
- Examine & Deconstruct Colonial Narratives through Indian knowledge perspectives.
- Analysing Indian Knowledge System in holistic framework Religion, Science and Ecology

Learning Outcomes

- Critically appreciate IKS as systematic, empirical and critically grounded forms of knowledge
- Analyze IKS from anthropological, historical and interdisciplinary perspectives.
- Students' minds should be decolonised so they can recognise Indigenous Knowledge Systems as systematic, empirical, and culturally grounded forms of knowledge.

Unit 1 Philosophical Foundations of Indian Thoughts

12 Hours

Philosophical Roots :*Pramanas* in Nyaya School: Debate between folk science and western science; concept of *Vidya and Jnana* in Indian tradition. The anthropology of "Technological Knowledge" among artisanal communities (weaving, metallurgy, and architecture/Vastu); (The lost-wax casting (*Dhokra*) of Bastar and the geometry of Ikat weaving).

Unit 2: Ethno-Medicine and Indigenous Health Systems

12 Hours

Healing and ethnomedicine, the study of "Non-codified" knowledge systems among Central and North-Eastern tribal communities, Ayurveda and Siddha as local knowledge: Concept of body and health, humors (*Doshas*), and the concept of balance; the Sowa-Rigpa: Himalayan healing traditions.

Unit 3: Social Architecture and Knowledge Transmission

11 Hours

Guru-Shishya Parampara: An ethnographic study of lineage-based knowledge transmission (learning by apprenticeship), Orality vs. Literacy: The role of itinerant performers, *Kathas*, and folk theatre (*Yakshagana*, *Nautanki*) in disseminating ethical and social knowledge.

Unit 4: Traditional Ecological Wisdom and Sustainable Practices**10 Hours**

Sacred Groves (Sarnasthal, *Devrai/Kavu*): Community-managed forest ecosystems and the ritual protection of biodiversity; Traditional Water Management: The anthropology of *Johads*, *Ahars*, and *Stepwells*; collective social action in water conservation, Vedic Agriculture and Ethno-Agronomy; Biopiracy and Traditional Knowledge.

Practical

1. Case study of a traditional craft, healing practice/ knowledge transmission system.
2. Documentation of an Indigenous knowledge system through ethnographic fieldwork.

Suggested Reading:

1. **Kakar, Sudhir** (1982), *Shamans Mystics and Doctors*
2. **Mahadeva,B., Bhat,V.R., and Pavanna R.N.**(2023). *Introduction to Indian Knowledge System*. PHI learning
3. **Marglin, F.A. and Apffel-Marglin, S.** (1990). *Dominating Knowledge: Development, Culture, and Resistance*.
4. **Saraswati, Baidyanath.** (1993). *Interface of Cultural Identity and Development*. IGNCA
5. **Srinivas, M.N.** (1966). *Social Change in Modern India*. University of California Press.
6. **Uberoi, J.P.S.** (1978). *Science and Culture*. Oxford University Press.
7. **Zimmermann, F.** (1987). *The Jungle and the Aroma of Meats: An Ecological Theme in Hindu Medicine*.

Semester-IV**DSE-20****Environmental Health**

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical/ Practice
Environmental Health	04	03	01

Course Objective

1. To familiarize students with the fundamental of environmental health concept.
2. To understand the relationships among human activities, the environment, and human health.
3. To emphasize on the activities related with sustainable development

Course Learning Outcomes

Students will be able to

1. Elucidate the various environmental hazards that impact human health
2. Understand the concepts of equity and sustainability as fundamental principles in the management of environmental health risks.
3. Evaluate global environmental transformations regarding their causes and the consequences they pose for human health.

UNIT-1: Introduction**12 Hours**

Environmental hazards; Environmental health equity and inequality; Water and sanitation; Urban health; green infrastructure; household energy and health; Climate change and sustainable development; Dose-response relationship, one health approach and ecosystem health.

UNIT-2: Pollution, Noise, WASH and Climate change**12 Hours**

Air/Water/Noise pollution, their health effects; health impacts and actions/interventions/policies on air pollution, WASH and climate change, National Clean Air Program; Pradhan Mantri Ujjwala Yojana. Exposure assessment methods.

UNIT-3: Food, Chemicals, Biodiversity, Radiation, solid waste**11 Hours**

Safe and healthy food Practices. POSHAN Abhiyan; Food toxicity, Bio-social diversity, ecosystems and health; and transport, mobility and physical activity; Chemicals in the environment, health impacts and actions/interventions/policies on chemicals, radiation and solid waste including electronic waste, chemical risks assessment and management

UNIT-4: Social Environments and Biological Impacts**10 Hours**

Occupational and workplace health; Healthy Cities/urban settlements; Housing; and health care facilities; Quality of life; Smart Cities Mission; Cultural resilience and Sustainable development

Practical

1. Documentation of air, water or solid waste management practices.
2. Prepare a project report on topics related to environment and public health.
3. House hold survey on water, sanitation and hygiene (Wash) Practices.
4. GIS and Mapping –Preparation of a community environmental health map, Mapping water resources, disposal sites, pollution hotspots.

Suggested Readings

1. Ray M. Merrill. Environmental Epidemiology: Principles and Methods (Jones & Bartlett Learning) (2008)
2. Dean Baker and Mark J. Nieuwenhuijsen. Environmental Epidemiology: Study Methods and Application (2008)
3. Howard Frumkin. Environmental Health: From Global to Local. Jossey-Bass (John Wiley & Sons), 2016 (3rd Edition)
4. Robert H. Friis. Essentials of Environmental Health. Jones & Bartlett Learning, 2018 (3rd Edition)
5. Barry S. Levy et al. Occupational & Environmental Health. Oxford University Press, 2017

Keywords

Exposure, Dose-response, Environment, Ecology, health policy, Disease, Biological effects

Semester-IV

GE-5

Anthropology of Cultural Heritage

Course Title and Code	Total Credits	Credit Distribution of the Course	
		Lecture	Practical
Anthropology of Cultural Heritage	04	03	01

Course Objectives

1. To introduce students to the conceptual and theoretical foundations of cultural heritage from an anthropological perspective.
2. To explore heritage practices, archaeological contributions, and institutional frameworks at global and local levels.
3. To train students in basic heritage practices such as documentation, preservation, interpretation, and display.

Learning Outcomes: Upon completion of this course, students will be able to:

1. Define and distinguish between tangible, intangible, and natural heritage.
2. Understand the role of archaeology in heritage practices and its link to culture and politics.
3. Apply heritage documentation and conservation techniques and critically evaluate heritage-related issues, including power dynamics, tourism, and conflicts.

Course Content

Unit I: Understanding Heritage

12 Hours

Conceptualising 'heritage', Types/ Tangible, intangible, and natural heritage;

History and development of heritage studies;

Archaeology and Heritage; sites, objects, practices ;

UNESCO Heritage sites;

Heritage as a resource and commodity: experiences and souvenirs;

Tourism and natural heritage: impact, opportunities and challenges;

Eco-tourism and sustainable approaches to heritage;

Unit II: Conservation, Museums, and Display

12 Hours

Evolution of museums and their role in heritage
 Acquisition, management, and conservation of collections
 Exhibition, display, and cultural representation
 Challenges in cross-cultural conservation

Unit III: Historical and Socio-Political Dimensions of Heritage **11 Hours**

Colonialism and the documentation of material culture
 Heritage as a tool of both domination and resistance; Heritage regimes and discourses
 Nationalism and heritage
 Debates on global heritage and representation; heritage, belonging and identity.
 Debates on the repatriation of cultural property and restitution

Unit IV: Heritage, in India **10 Hours**

India's history of cultural and heritage preservation
 Overview of India's current policies on cultural and heritage preservation
 Implications of India's current policies on cultural and heritage preservation
 Examples of tangible and intangible heritage in India
 Examples of natural heritage in India
 Challenges in the conservation of Indian culture

Practical **30 Hours**

1. Field documentation of local heritage (tangible/intangible/natural)
2. Analysis of heritage sites and artefacts using anthropological tools
3. Simulated heritage exhibition: design and interpretive strategies
4. Policy review: comparison of heritage policies (e.g., India, UNESCO)

Core Readings

1. Boylan, P. (Ed.). (2004). *Running a Museum: A Practical Handbook*. Paris: ICOM.
2. Harrison, R. (2010). *Understanding the politics of heritage*. Manchester University Press.
3. Labadi, S. (2007). Representations of the nation and cultural diversity in discourses on world heritage. *Journal of Social Archaeology*, 7(2), 147–170.
4. Meskell, L. (Ed.). (2015). *Global Heritage: A Reader*. Wiley-Blackwell.
5. Pearce, S. (1994). Objects as meaning; or narrating the past. In Pearce, S. (Ed.), *Interpreting Objects* (pp. 19–29). New York: Routledge.

Suggested Readings

1. Appiah, K. A. (2006). “Whose Culture Is It?” *New York Review of Books*.
2. Clifford, J. (1988). *The Predicament of Culture*. Harvard University Press.
3. Arnold, B. (1999). The contested past. *Anthropology Today*, 15(1), 1-4.
<https://doi.org/10.1111/1467-8322.00041>
4. Harvey, D. C. (2001). Heritage pasts and heritage presents: Temporality, meaning and the scope of heritage studies. *International Journal of Heritage Studies*, 7(4), 319–338.
<https://doi.org/10.1080/13581650120105534>
5. Hoskins, J. (1997). *Biographical Objects: How Things Tell the Stories of People’s Lives*. New York: Routledge.
6. Pedersen, A. (2002). *Managing Tourism at World Heritage Sites: A Practical Manual for World Heritage Site Managers*. UNESCO World Heritage Centre.

Keywords: Heritage, Archaeology, Tangible and Intangible Culture, Museums, Repatriation, Cultural Policy, Conservation, World Heritage, Tourism, Colonialism, Display Practices.

GE-6**Society and Culture in Vedic Times**

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Society and Culture in Vedic Times (Vedic Anthropology)	04	03	01

Course Objectives

1. To understand the foundations of society and culture in Vedic times
2. To explore human societies, cultures, civilizations, ethics, and traditions through Vedic sources
3. To compare Vedic and modern anthropological perspectives.

Learning Outcomes

1. To appreciate the Vedic knowledge for maintaining the social harmony
2. To gain interdisciplinary research qualities integrating anthropology, history, ethics, philosophy etc.
3. To conduct basic research on Vedic traditions

Syllabus (Theory)**Unit-I: Introduction to Society and Culture in Vedic Times****12 Hours**

Nature of Vedic texts; Outline and exploration of Vedic Sources: Vedas, Upanishads, Puranas, Itihasas, Smritis; Vedic views on Human Evolution vs. Scientific Theories; Four Yugas (Satya, Treta, Dwapara, Kali) as a Timeline for Civilizational Growth; Vedic Society; Role of Women: Gargi, Maitreyi, Lopamudra, and Sulabha's contributions

Unit-II: Ethics, Morality, and Law**12 Hours**

Dharma, Artha, Karma, Moksha as Ethical Foundations; Concept of Rita (Cosmic Order) and Nyaya (Justice); Vedic Principles of Governance and Kingship; Comparative Analysis of Vedic Ethical Systems

Unit-III: Rituals, Culture, and Traditions**11 Hours**

Yajnas and their socio-cultural significance; Samskaras (Rites of Passage) – Birth to Death; Festivals and their Anthropological Relevance; Vedic Concept of Art, Music, and Architecture

Unit-IV: Environment and Nature in Vedic Thought**10 Hours**

Vedic concept of Ecology and Sustainability; Sacred Rivers, Forests and animals in Hindu Tradition; Relevance of Ayurveda and traditional healing

Practical**30 Hours**

Project report based on data collection related to Vedic knowledge, Samskaras, Art, Music, and Architecture

Core Readings

1. Griffiths, A., & Houben, J. E. (2004). *The Vedas. Text, Language and Ritual*.
2. Vivekananda, S., & Madhurananda, S. (2016). *Bhagavad Gita as viewed by Swami Vivekananda*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math).
3. Manusmriti – Ethics & Social Order
4. *Ranchor Prime* (1996). *Hinduism and ecology: Seeds of truth*. Motilal Banarsidass Publishing House.
5. Basham, A. L., & Rizvi, S. A. A. (1956). *The wonder that was India*. London: Sidgwick and Jackson.

Suggested Readings

1. Medhananda, S. (2021). *Swami Vivekananda's vedāntic cosmopolitanism*. Oxford University Press.
2. Swami Vivekananda's Views on Vedic Wisdom in the Modern Age
3. Introduction to the Vedas – Swami Dayananda
4. Selections from Manusmriti
5. Gargi & Maitreyi in the Upanishads
6. Bhagavad Gita – Teachings on Dharma
7. Arthashastra on Law and Governance
8. Taittiriya Upanishad – Rites & Rituals

Keywords

Vedas, Yugas, Ashramas, Yajnas, Ethics, Morality.

Curriculum Structure of 2nd Year of PG for Two years PG Programme (3+2) OR									
One Year PG Programme After Completion of Four-Year UG Programme (4+1)									
Structure-3 (Level-6.5): PG Curriculum Structure with only Research									
Level-6.5	Year-2					Year-2			
			Paper	Credits				Paper	Credits
	Semester-3	DSC-1	Advances in Anthropological Theories	4		Semester-4	DSC--		
			One DSE from the available Courses	4		DSE-	Anthropology in Practice		4
							Or any other paper available from existing DSE		
Research methods / tools									
			Advanced Research Methodology	4		Techniques of Research writing			2
			One intensive problem based research	10		One intensive problem based research			16
			As per Outcomes listed below						
				22					22

Semester-III

DSC-I

Advances in Anthropological Theories

Course Title	Total Credit	Credit distribution	
Advances in Anthropological Theories	04	Theory	Tutorial
		03	01

Learning Objectives

- To provide an advanced, integrative understanding of cutting-edge theoretical paradigms spanning evolutionary biology, contemporary socio-cultural critiques, and indigenous Indian philosophies.
- To equip research students with the analytical tools to bridge the nature-culture divide by examining the dialogue between behavioral ecology, paleoanthropology.
- To foster theoretical pluralism and decolonial reflexivity by critically evaluating Western anthropological models against classical and heterodox Indian frameworks of knowledge, society, and the self.

Learning Outcomes

By the end of this course, students will be able to:

- Synthesize core debates in hominin evolution, ancient genetics, and primate behavioral ecology to interpret the bio-cultural foundations of human behavior.
- Deconstruct dominant ethnographic authority and deploy contemporary theories of embodiment, and multi-species ontologies.
- Formulate original, epistemologically diverse research designs by utilizing classical Indian philosophical paradigms (*Pramana*, *Anekantavada*) alongside contemporary cross-cultural social theories.

Course Content

Unit I: Integrated Paradigms in Biological Anthropology and Hominin Evolution 12 Hours

- Primate Behavioral Ecology & Culture: Evolutionary models of primate social systems, socio-sexual behavior; theoretical debates on non-human primate tool use, proto-culture, and cognitive evolution.
- Hominin Speciation & Cryptic Lineages: The *Australopithecus* to early *Homo* transition; cryptic hominin lineages (*Denisovans*, *Homo naledi*) and the hominin radiation.
- Evolutionary Modernity & Bio-Cultural Interaction: Multi-regional evolution versus Out-of-Africa models; the ancient DNA (aDNA) revolution and archaic introgression frameworks; bio-cultural perspectives on the emergence of language, symbolic behavior, and the agricultural transition.
- Conservation Primatology: Anthropogenic pressures on habitats, population fragmentation dynamics, and theoretical frameworks for community-based primate conservation.

Unit II: Phenomenology, Embodiment, and Political Economy 12 Hours

- The Phenomenological Turn & Embodiment: Moving beyond passive structural replication to embodiment as a primary paradigm; Experiencing Culture; Thomas Csordas, Nancy Scheper-Hughes and Margaret Lock.

- The Dwelling Perspective & Sensory Anthropology: Tim Ingold's critique of cognitive/cognitive-mapping models of culture; the ecology of practice and the "dwelling perspective"; the sensory turn in ethnography (David Howes, Paul Stoller).

Unit III: Postmodernism and the Ontological Turn

11 Hours

- The Postmodern Critique: The *Writing Culture* debate (James Clifford, George Marcus); the crisis of representation, experimental writing strategies, and reflexive ethnography.
- Post-Colonial Interventions: Decolonizing anthropology; subaltern perspectives, gendered subjectivities, and the critique of Eurocentric academic categories.
- The Ontological Turn: Multi-species ethnography, post-humanism (Bruno Latour, Eduardo Viveiros de Castro), and moving beyond the historic Western nature-culture dualism.

Unit IV: Indigenous Epistemologies and Indian Philosophical Thought

10 Hours

- Concepts of the Self, Mind, and Consciousness: The *Atman-Brahman* continuum in Vedanta versus the *Anatta* (non-self) doctrine in Buddhism; the *Purusha-Prakriti* dualism in Samkhya philosophy as an alternative paradigm for studying human behavior, agency, and the material world.
- Social Stratification and Moral Orders: Anthropological deconstruction of *Dharma* (cosmic/moral duty) and *Karma* (causal moral action) as organizing principles of social action, behavior, and structural hierarchies; Buddhist social thought.
- Indigenous Epistemologies & Methods of Knowledge: *Pramana* frameworks (modes of acquiring valid knowledge: *Pratyaksha* / perception, *Anumana* / inference, *Shabda* / testimony) as tools for cross-cultural ethnographic inquiry; *Anekantavada* (the Jaina doctrine of the plurality of viewpoints) as a precursor to multi-perspectival interpretive anthropology. Spiritual Universalism & Practical Vedanta: Ramakrishna Paramhansa, Swami Vivekananda and Sri Aurobindo.
- Indigenizing Indian Anthropology: Tracing the roots of an "Indian approach" to society through the works of early academic pioneers: S. C. Roy; N. K. Bose, S. C. Dube, Irawati Karve..

Suggested Reading

1. Clifford, J., & Marcus, G. E. (Eds.). (1986). *Writing Culture: The Poetics and Politics of Ethnography*. University of California Press.
2. Conroy, G. C., & Pontzer, H. (2012). *Reconstructing Human Origins: A Modern Synthesis* (3rd ed.). W. W. Norton & Company.
3. Csordas, T. J. (1994). *Embodiment and Experience: The Existential Ground of Culture and Self*. Cambridge University Press.
4. Dasgupta, S. (1922). *A History of Indian Philosophy* (Vol. 1). Cambridge University Press.
5. Guha, R. (1982). *Subaltern Studies: Writings on South Asian History and Society*. Oxford University Press.
6. Hirianna, M. (1993). *Outlines of Indian Philosophy*. Motilal Banarsidass.
7. Ingold, T. (2000). *The Perception of the Environment: Essays on Livelihood, Dwelling and Skill*. Routledge.
8. Latour, B. (2005). *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford University Press.
9. Mukerjee, R. (1951). *The Indian Scheme of Life*. Hind Kitabs.
10. Rolland, R. (1929). *The Life of Ramakrishna and The Life of Vivekananda*. Advaita Ashrama.
11. Sachidananda Mohanty 2018: *Sri Aurobindo: A Contemporary Reader* by Routledge India
12. Strier, K. B. (2021). *Primate Behavioral Ecology* (6th ed.). Routledge.

Tutorials

1. Students must present a critical review of at least two classic or contemporary monograph selected monograph from the reading list
2. Research Proposal Drafting: Students should design an empirical research proposal linking the theoretical tenets of Course I with the applied problematic of Course II.

Semester-III

Advanced Research Methodology

Course Title	Total Credit	Credit Distribution	
Advanced Research Methodology	04	Theory	Practical
		03	01

Course Objectives:

1. Understand advanced concepts and theoretical foundations of anthropological research
2. Integrate qualitative, quantitative, and holistic research methodologies
3. Develop competence in the tools and techniques used for the data collection in the field.
4. To develop competence in the advanced laboratory research techniques
5. To Apply the ethical principles in data collection and analysis.

Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain advanced concepts and theories of anthropological research
2. Apply qualitative, quantitative, and holistic research methodologies
3. Demonstrate proficiency in advanced field data collection techniques
4. Perform advanced laboratory research techniques
5. Apply ethical principles in anthropological research

Part I: Advanced Research Methodology

Unit 1: Holistic Foundations

12 Hours

Holism in anthropological methodology; Interface of biology, race, language, culture, and history. Philosophical foundations; Positivism, Relativism, Scientificism and beyond. The tension between objective social science and subjective meaning-making in anthropological research. Contemporary epistemic Synthesis; Assemblages, & cosmologies and local Biologies in anthropological research

Unit 2: Methodological Paradigms

12 Hours

Technique, methods, and methodology distinguished; Logics of inference, Bio-social approach in anthropological research, Evolutionary and ecological paradigms; Epigenetics. Epistemological foundations of behavioral ecology, and debates around health and diseases. Paleopathology.

PART II: Advanced Research Tools and Techniques

Unit 3: Ethnographic Methods and Fieldwork Techniques

10 Hours

Moving beyond basic participant observation, Multi-Sited and Sensory ethnography use of visuals soundscapes, photography, as data collection tools and analytical frameworks. Documentation of Narratives – Verbal and Non-verbal. Life History, case study, Interview, Questionnaires, house hold sensors, oral histories, genealogies, pedigree. Taking Field Notes and its Analysis.

Unit 4: Biological Anthropological Techniques

11 Hours

Field-Based Anthropometry; Stress & Metabolic Biomarkers; Forensic & Skeletal Analysis; Molecular & Demography Toolkits; Ethics in Biocultural Research; conflicting ethical dilemmas that emerge when a researcher operates simultaneously as a social qualitative ethnographer and an empirical biomedical researcher, Stable isotope analysis to study Ancient DNA, Methods of dating the fossils, AI and machine learning applications, use of statistical techniques.

Practical

30 Hours

1. **Standardizing Morphological Measurements:** Precision tracking of linear, transverse, and circumferential body parameters using standard anthropometers, skinfold calipers (and sliding/spreading calipers; Skinfold Analysis & Body Composition Pigmentation mapping (skin, hair, and eye color coding via spectrophotometry indices or visual scales), facial profiles (nasal form, lip thickness, alveolar prognathism), and body typing via Heath-Carter somatotyping methods. Indian perspectives of classifying human body and its constituents.
2. **Developing high-level qualitative toolkits,** transforming standard observation into robust, systematic data inscription suitable for deep ethnographic analysis; Craft of Inscription: Transforming raw experiential observation into systematic data. Formulating open-ended, deep interview matrices designed to capture life histories, genealogies of practice, and complex personal trajectories; Reading Ethnography

Suggested Readings

1. **Bernard, H. Russell.** (2017). *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (6th ed.). Rowman & Littlefield.
2. **Blakey, Michael L.** (2020). "Archaeology under the Blinding Light of Race," *Current Anthropology*, 61(S22), S183–S197. (Core epistemological reading on the biocultural politics of the body). *Countries, Four Decades, Four Great Transformations*. University of California Press.
3. **Clifford, James, & Marcus, George E. (Eds.).** (1986). *Writing Culture: The Poetics and Politics of Ethnography*. University of California Press.
4. **Geertz, Clifford.** (1973). *The Interpretation of Cultures*. Basic Books. (Specifically "Thick Description: Toward an Interpretive Theory of Culture").
5. **Smith, Linda Tuhiwai.** (2021). *Decolonizing Methodologies: Research and Indigenous*
6. **Goodman, Alan H., & Leatherman, Thomas L. (Eds.).** (1998). *Building a New Biocultural Synthesis: Political-Economic Perspectives on Human Biology*. University of Michigan Press. (The foundational text for Unit 1). *Peoples* (3rd ed.). Zed Books.
7. **Ulijaszek, Stanley J., & Mascie-Taylor, C. G. N. (Eds.).** (2005). *Anthropometry: The Individual and the Population*. Cambridge University Press.

Semester-IV

DSC--

Anthropology in Practice

Course title		Total Credit	Credit distribution	
Anthropology in Practice		04	Theory	Practical
			03	01

Total teaching hours: Theory- 45 hours (04 hours per week); Practical- 3 hours per week

Course objectives

- To understand the relevance of anthropology in present day scenario.
- To study the scope and impact of anthropology on different spheres of life.

Learning outcomes

- By course end, students will come to know new fields in anthropology and their relevance in human life.

Syllabus (Theory)

Unit I: Academic and practising anthropology (10 hours)

Differences, structure, activities, issues (scope and applications).

Unit II: Role of anthropology Public Policy (12 hours)

Community development, NGOs, Tourism anthropology, Media anthropology.

Unit III: Trends in Anthropology (12 hours)

Designing and Fashion, gender disparity, management anthropology; cyber studies; neuro-anthropology; Anthropology of aging; cognitive anthropology.

Unit IV: Role of biological anthropology in human development (11 hours)

Genetic counselling, Biological variability of Indian population admixture, migration and sub-structure variation, Reproductive health; Life style diseases and quality of life.

Practical

1. Write a project on community development.
2. List five NGOs and describe their functioning in social welfare activities.
3. Write a project on religious tourism/ health tourism/ tribal tourism.
4. Collect any evidence on human rights and make a report.
5. Collect the genetic information and make the pedigree and highlight the roles of genetic counsellor.

Suggested Readings

1. Kertzer, D.I. and Fricke, T.E. eds., 1997. *Anthropological demography: Toward a new synthesis*. University of Chicago Press.
2. Census of India (2001, 2011) and National Family Health Survey (2006, 2010).
3. Ervic Alexander M. (2000). *Applied Anthropology: Tools and Perspectives for Contemporary Practise*, Boston, MA: Allyn and Bacon.
4. Erwin, A. (2004). *Anthropology Tools and Practice*, Allyn and Bacon.
5. Margaret, A. G. (2003). *Applied Anthropology: A Career-Oriented Approach*, Boston, MA: Allyn and Bacon.
6. Vidyarthi, L. P., & Sahay, B. N. (2001). *Applied Anthropology and Development in India*, National Publishing House, New Delhi.
7. Vidyarthi, L. P., (1990). *Applied Anthropology in India- Principles, Problems and Case studies*, Kitab Mahal, UP.

Semester IV
Techniques of Research Writing

Course Title	Total Credit	Credit Distribution
Techniques of Research Writing	02	Theory - 2

Course Objectives

This course aims to equip students with the conceptual and operational skills necessary to analyse the empirical data and laboratory findings in the light of anthropological theories and present them in terms of academic writing. The course aims to:

- (i) To familiarize students with the techniques of research writing for peer-reviewed journal articles and research papers;
- (ii) To familiarize students with writing proposals for research grants, and for ethnographic or laboratory based research projects; and
- (iii) To train students to effectively synthesize fields, laboratory, or qualitative data with abstract anthropological and evolutionary theories.

Learning Outcomes

By the end of the course, students will be able to:

- (i) Draft clear, concise and analytically rigorous research papers.
- (ii) Able to hypothesize and formulate statements on relationship between variables across sub-disciplines.
- (iii) Write, revise, and structure academic papers that adhere to the specific style, data presentation, and citation standards of reputed anthropology journals.

Syllabus (Theory)

Unit I: Anthropological Arguments and Writing Structure

Translating fieldwork ideas or laboratory inquiries into structured research problems; Framing research objectives that are precise, measurable and theoretically grounded; Formulating testable hypotheses and identifying relationships between variables for scientific queries; Writing critical literature reviews; and Positioning one's work within ongoing anthropological debates in the light of conceptual and theoretical frameworks.

Structuring Diverse Formats: (i) *The Socio-Cultural Framework*: The narrative architecture of an academic paper (Introduction, Background, Methodology, Data/Analysis in the light of conceptual and theoretical framework, Discussion/Conclusion); (ii) *The Biological Framework*: Introduction (scoping the hypothesis), Materials and Methods (reproducibility and sample diversity), Results (objective data reporting), and Discussion (contextualizing biological findings within evolutionary or bio-cultural frameworks).

Integrative perspective: Combining the biological, cultural, linguistic, and archaeological data.

Unit II: Data Visualization and Ethics

- Writing Ethnography vs. Reporting Quantitative Data: Textualizing fieldnotes and qualitative case studies versus the written presentation of cultural, biological, and archaeological data.
- Visualizing Data in Biological Anthropology: Integrating and describing statistical tables, osteometric charts, somatoscopic indices, and pedigrees; the art of writing concise, self-contained captions for figures and graphs.
- Ethics: Anonymization, protection of vulnerable populations, ethical handling of sensitive data, informed consent, institutional Ethics Committees / IRB, conflict of interest

Suggested Readings

1. American Journal of Biological Anthropology. *Guidelines for Authors*. Wiley Periodicals LLC. (*Crucial for understanding formatting, data-sharing policies, and structure specific to the sub-discipline*).
2. Becker, Howard S. (2020). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press.
3. Clifford, James, & Marcus, George E. (Eds.). (1986). *Writing Culture: The Poetics and Politics of Ethnography*. University of California Press.
4. Day, Robert A., & Gastel, Barbara. (2016). *How to Write and Publish a Scientific Paper*. Cambridge University Press. (*The definitive guide for mastering the IMRaD structure, writing abstracts, and presenting quantitative data/graphs*).
5. Belcher, Wendy Laura. (2019). *Writing Your Journal Article in Twelve Weeks* (2nd ed.). University of Chicago Press.
6. Council of Science Editors. (2018). *Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers* (8th ed.). University of Chicago Press.