

First Year PG Curricular Structure for Two years PG Programme (3+2)							
Year-1					Year-1		
		Paper	Credits			Paper	Credits
Semester-1	DSC-1	Perspectives on Society and Culture	3+1	Semester-2	DSC-4	Fundamentals of Human Genetics	3+1
	DSC-2	Biological Anthropology	3+1		DSC-5	Kinship, Marriage and Family	3+1
	DSC-3	Archaeological Anthropology	3+1		DSC-6	Anthropological Theories	3+1
			12 credits				12 credits
	OPT for either 2 DSEs OR 1 DSE & 1 GE				OPT for either 2 DSEs OR 1 DSE & 1 GE		
	DSE	Social Institutions	3+1		DSE	Human Ecology and Adaptation	3+1
		Demographic Anthropology				Human Population Genetics	
		Human Growth and Development	3+1			Visual Anthropology	3+1
		Ethnic and Cultural Diversity of India				Museum Anthropology	
	GE	Forensic Anthropology	3+1		GE	Research Methods in Anthropology	3+1
		Environment and Sustainable Development				Anthropology of Development	
			8 credits				8 credits
	Skill Based/Workshop/Specialized Laboratory/Hands on Learning				Skill-Based/Workshop/Specialized Laboratory/Hands on Learning		
	Paper-1	Ethnographic Film Making	2		Paper-1	Corporate Anthropology	2
	Paper-2	Anthropometry and Somatoscopy			Paper-2	Techniques in Human Genomics	
		Total	22 credits			Total	22 credits

First Year PG Curricular Structure for Two years PG Programme (3+2)
Year-1

Semester-1

	Paper	Credits
DSC-1	Perspectives on Society and Culture	3+1
DSC-2	Biological Anthropology	3+1
DSC-3	Archaeological Anthropology	3+1
		12
OPT for either 2 DSEs OR 1 DSE & 1 GE		
DSE	Social Institutions	3+1
	Demographic Anthropology	
	Human Growth and Development	3+1
	Ethnic and Cultural Diversity of India	
GE-1	Forensic Anthropology	3+1
	Environment and Sustainable Development	
		8
Skill Based/Workshop/Specialized Laboratory/Hands on Learning		
Paper-1	Ethnographic Film Making	2
Paper-2	Anthropometry and Somatoscopy	
	Total	22

Discipline Specific Core-1
Perspectives on Society and Culture

Course Title and Code	Total Credits	Credit distribution of the course		Eligibility
		Lecture	Practical	
Perspectives on Society and Culture	04	03	0	UG

This course will introduce the basic concepts of social anthropology. Humans are bio-cultural beings and society and culture are universal human phenomena. There are myriad ways through which human beings organize itself to come to terms with its surroundings and this course looks at this phenomena, the universality and the distinctions of myriad human social organizations .

Course Objectives:

1. The objective of this course is to introduce the students with the Anthropology and its main branches including social anthropology, their historical roots, the subject matter of social anthropology and its scope.
2. The paper looks at different traditions in social anthropology and the debates relating to the nature of society and culture.
3. It also familiarize the students with the fundamental concepts of structure, pattern organization, system, institutionalization and others.

Learning Outcomes:

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

Contents:

Unit I

12 hours

Introduction to Anthropology and its main branches. Subject matter, scope and its relations with other subjects, such as sociology, linguistics, psychology, history and economics
 Historical roots of anthropological tradition: Classical anthropology. Emergence of Fieldwork in anthropology

Unit II**10 hours**

Concept of society and culture and its characteristics, biology-culture-society debates, status and role; groups, association, institution, community, and organization. Ranking, Hierarchy, and stratification.

Unit III**13 hours**

Approaches to the study of society and culture; perspectives: Social fact and solidarity and social consciousness; social action, structure, function; social system, pattern variables, social organisation and structure, function, Indological perspectives

Unit IV**10 hours**

Anthropology as an applied and an engaged discipline: role of anthropology in public policy, tribal welfare and development, nation building. Contemporary social issues.

TUTORIAL: READINGS OF ETHNOGRAPHY**30 hours**

The theory will be supported with readings of ethnographies, that anthropologist produces at the end of their research work. The data in these work are gathered through an immersive and empathetic understanding and interpreted theoretically to arrive at inductive understanding of human behavior. The class room will provide the platform to debate and discuss three ethnographies to outline critically. The student will be required to critically comment on the methodology and findings of an ethnographic account as directed by the teacher concerned.

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

Core Readings

- Barnard, Alan. 2000. *History and Theory in Anthropology*. Cambridge, U.K.: Cambridge University Press.
- Beattie, John. 1968. *Other cultures: Aims, Methods and Achievements in Social Anthropology*. Free Press.
- Nadel, S. F. 1951. *The Foundations of Social Anthropology*. Glencoe, Ill: Free Press.
- 7. Ingold, Tim. 1994. *Companion Encyclopedia of Anthropology*. Routledge reference. London: Routledge.
- Eriksen, Thomas Hylland. 2001. *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.
- Epstein, W. 1976. *The Craft of Anthropology*. Manchester: University of Manchester Press.

Suggested Reading

- Gay y Blasco, Paloma and Huon Wardle. 2017. *How to Read Ethnography*. Routledge. (NB Available as e-Book through the library)
- Geertz, C. 1973. Thick Description in *The Interpretation of Cultures*. New York: Basic Books. Geertz, C. 2004. *After the Fact* Chicago: University of Chicago Press.
- Gupta, A. and J. Ferguson. 1997. *Anthropological Locations: Boundaries and Grounds of a Field Science*. Berkeley: University of California Press Holly, V. 2000. *The Comparative Method in Anthropology*.
- Kuper, Adam. 1996 [1973]. *Anthropology and Anthropologists: the modern British School*. London: Routledge.
- Ingold, Tim. 1994. *Companion Encyclopedia of Anthropology*. London: Routledge
- Pandharinath H. Prabhu .2016. *Hindu Social organization: Socio-Psychological and Ideological Foundation*. Delhi: Sage
- Mandelbaum, D.G., 1970. *Society in India: Changes and Continuities*. Bombay : Popular Prakashan.

Teaching Learning Process

1. Classroom teachings
2. Seminars and Interactive sessions
3. Tutorial Sessions

Assessment Methods: Theory Examination and Continuous Assessment through tutorials

Keywords: Humanity, Society, Culture, Culture Change, Ethnography, Public and Engaged anthropology

Discipline Specific Core-2**Biological Anthropology**

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Biological Anthropology	04	03	01	0	UG

Course Objectives

1. To learn the scope of the field and the relationship of its sub-fields with other disciplines.
2. To build a foundational understanding of Biological Anthropology through basic human biology, evolution, adaptation and diversity.
3. To provide insights into primate behavior and ecology for understanding the evolutionary origins of human behavior and cognition.

Learning Outcomes

Students will learn:

1. The scope of biological anthropology along with the key adaptive mechanisms of emergence of mankind in the context of human evolution.
2. The role of evolutionary forces in varying ecologies differentially shapes bio-cultural human adaptations.
3. To interpret primate biology and behavior in understanding human evolutionary development.

Course Content**Unit-I:****10 hours**

Human biological classification, history of anthropology, and its sub-fields and relationship with other disciplines; Human cell structure, function and replication; Evolutionary Relationships-Convergence, Parallelism and Cladistics; Perspectives of Biological Anthropology and Indian Knowledge Systems

Unit-II:**10 hours**

Early evolutionary theories; Fundamental theory of evolution: Lamarckism; Darwinism; Synthetic theory; Working of evolution (gradualism; punctuated equilibrium; macroevolution and adaptation); concept and formation of species; Evolution of Brain and language; Evolution of human behavior and sexual selection. Theories of evolution in the light of Indian knowledge system

Unit-III:**12 hours**

Applied Biological anthropology, Concept of homeostasis and adaptation, Physical Human Growth: Stages of Growth, Nutrition and Development, Factors affecting growth, Methodologies for growth studies, Gerontology; Theories of ageing. Traditional Rearing Practices

Unit-IV:**13 hours**

Introduction to primate biology of living human primates; phylogenetic and taxonomic distribution of living non-human primates and their arboreal & dietary adaptive strategies and behavioral plasticity. Classification and Characteristic features of Primates. Evolution of Erect posture and bipedalism. Indian Knowledge system in understanding of non-human primates and their conservation. Ethnic elements of India; Genetic, Climatic, Physiological and Nutritional adaptations; Critical assessment of Race, UNESCO statement on Race; Global and Indian Classifications of Mankind.

Practical**30 hours**

1. Human Osteology: Cranium, Mandible, Clavicle, Scapula, Long bones, Vertebrae and Pelvis
2. Somatometric and Somatoscopic Observation on living persons: Standing and Sitting height; Body weight; Head Circumference; Head Length, Breadth; Bizygomatic Breadth; Bigonial Breadth; Physiognomic Facial Height; Morphological Facial Height; Physiognomic Upper Facial Height; Morphological Upper Facial Height, Nasal Height; Nasal Length; Nasal Breadth; Cephalic Index; Nasal Index

References**Core Readings**

1. Stanford, C., Allen, J. S., & Antón, S. C. (2018). *Biological anthropology: The natural history of humankind* (8th ed.). Pearson.
2. Frayer, D. W., & Ciochon, R. C. (2017). *The human evolutionary transition*. Pearson.
3. Strier, K. B. (2016). *Primate behavior and ecology* (4th ed.). Pearson.
4. Campbell, G. (2016). *The Ethnology of India*. Wentworth Press.

Suggested Readings

1. Eugenia Shanklin (1993). *Anthropology and Race: The Explanation of Differences*. Cengage Learning: 1 edition
2. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). *Introduction to Physical Anthropology*. Wadsworth Publications, USA.
3. Statement of Race: Annotated Elaboration and Exposition of the Four Statements on Race (1972). Issued by UNESCO. Oxford University Press. 14.

Keywords

Biological anthropology, Evolution, Primate Behavior, Human Variation, Race, Comparative anatomy.

Discipline Specific Core-3
Archaeological Anthropology

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Archaeological Anthropology	04	03	01	0	UG

Course Objectives:

1. To provide students with a foundational understanding of archaeological anthropology, focusing on tool typology, identification, and cultural interpretations.
2. To critically engage with the latest developments in archaeological theories and methodologies developments.

Learning Outcomes:

By the end of this course, students will:

1. Understand prehistoric archaeology's key concepts, terminologies, and methodologies comprehensively.
2. Analyse the chronological and cultural developments of Indian and European prehistory.
3. Critically assess the role of archaeological anthropology in interpreting prehistoric cultures.
4. Develop an understanding of new and emerging trends in archaeological anthropology: environmental, cognitive, and social archaeology.

Course Contents

Unit I:

11 hours

History and Development of Archaeology. Definitions and scope of archaeological anthropology. Overview of archaeological sites and materials. Dating Methods: Relative and absolute dating methods Theoretical Approaches: Cognitive Archaeology, Ethnoarchaeology, and others

Unit II:

11 hours

Paleolithic Culture: Lower Palaeolithic Culture:Atapuerca- Boxgrove. Middle Palaeolithic Culture-Neanderthals, Mousterian tools, and their cognitive implications. Upper Palaeolithic Culture-Emergence of Homo sapiens, cultural shifts, and symbolic behaviour. Cave art.
 Mesolithic Culture. Transition from hunting-gathering to early farming societies.
 Neolithic Revolution. Spread of farming, permanent settlements, and early agriculture.

Unit III:

12 hours

Palaeolithic Cultures. Lower, Middle, and Upper Palaeolithic culture and key sites (e.g., Bhimbetka, Narmada Valley). Mesolithic Culture. Key sites in India and their regional

comparisons. Neolithic Culture: Early farming and domestication practices. Key sites in India and their regional comparisons. Prehistoric Art in India. Indus Valley Civilization.

Unit IV: **11 hours**
Trends and Recent Advances: Theories of human migration (Out of Africa, Multiregional, Partial Replacement). Evidence from genetic, linguistic, and archaeological data. Current Research in Archaeological Anthropology. Technology, gender, and Artificial Intelligence. Sites like Dmanisi (Georgia), Atapuerca (Spain), and recent interdisciplinary approaches

Practical **30 Hours**
1. Quaternary geological formations.
2. Detailed Study and Understanding of Tool Types and associated tool technology and its chronological evolution- Lower Palaeolithic Culture; Middle Palaeolithic Culture; Upper Palaeolithic Culture; Mesolithic Culture; Neolithic Culture; Art objects; Bone Tools and artefacts

Students can refer to the following resources for practical (Bhattacharya, D. K. (1979). *Old Stone Age tools: A manual of laboratory techniques of analysis*. Calcutta: K. P. Bagchi and Company; Inizan, M. L., Ballinger, M. R., Roche, H., and Tixier, J. (1999). *Technology and terminology of knapped stone*. Nanterre: CREP; Oakley, K. P. (1972). *Man the tool maker* (6th ed.). London: Trustees of the British Museum (Natural History); Sankalia, H. D. (1982). *Stone age tools: Their techniques, names and probable functions*. Poona: Deccan College).

Core Readings

1. Allchin, F. R. (1995). *The archaeology of early historic South Asia: The emergence of cities and states*. Cambridge University Press.
2. Bhattacharya, D. K. (1977). *Palaeolithic Europe*. Humanities Press.
3. Bhattacharya, D.K. (2006). *An outline of Indian Prehistory*. Delhi: Palaka Prakashan.
4. Bhattacharya, D. K. (2014). *Old Stone Age tools and techniques*. K.P. Bagchi Company.
5. Champion, T., Gamble, C., Shennan, S., and Whittle, A. (2016). *Prehistoric Europe*. Routledge.
6. Hodder, I. (1995). *Interpreting archaeology: Finding meaning in the past*. Routledge.
7. Milisauskas, S. (Ed.). (2011). *European prehistory: A survey*. Springer Science & Business Media.

Suggested Readings

1. Coles, J. M., & Higgs, E. S. (1969). *The archaeology of early man*. Faber and Faber.
2. Fagan, B. M., and Durrani, N. (2018). *People of earth: An introduction to world prehistory*. Routledge.
3. Paddayya, K. (1990). *New archaeology and aftermath: View from outside the Anglo-American world*. Ravish Publishers.
4. Renfrew, C., and Bahn, P. G. (1994). *Archaeology: Theories, methods and practice*. Thames and Hudson.
5. Sankalia, H. D. (1974). *Prehistory and protohistory of India and Pakistan*. Deccan College.

Keywords: Archaeological Anthropology. Prehistory. India. Europe. Art.

Discipline Specific Elective**Social Institutions**

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Social Institutions	04	03	01	0	UG

Course Objectives

1. This course focuses on how human behavior is shaped by social practices across key areas like Kinship, Family, Economy and Marriage among others.
2. Students will be introduced to the standardized concepts like descent, alliance, kin which have been important areas of Anthropological discourse.

Learning Outcomes

1. The students will learn the analytical terms to understand diverse human societies and cultures.
2. They should be able to understand and describe the many different ways cultures change and grow in response to human aspirations and pursuit for a better life.

Course Content**Unit-I: 10 hours**

Concept of Social Institutions: Definition, types, and Approaches in Anthropology. Primary institutions including Kinship, Family and Marriage

Unit-II: 12 hours

Economy: Formalist and Substantivist approaches. Reciprocity, redistribution and market. systems of production, consumption and distribution, Barter and ceremonial exchange, long distance trade in simple societies

Unit-III: 12 hours

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

Unit-IV: 11 hours

Political Institution: Concept of power and authority, political structure and process, state and stateless political systems, customary law. Leadership, nation state and citizenship

Tutorial 30 hours

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

References

Core Readings

1. Asad, T. (1992). Religion and politics: An introduction. *Social Research*, 3-16.
2. Douglas, Mary. 2012. How institutions think? Syracuse University Press.
3. Elardo, J. A., & Campbell, 2006. A. Revisiting the Substantivist/Formalist Debate: A Formal Presentation of Three Substantivist Criticisms.
4. Ember, C.R., Melvis Ember, Peter N. Peregrine 2007 Anthropology. Pearson Education
5. Karve, Irawati. 1968. Kinship organization in India. London: Asia Publ. House.

Suggested Readings

1. Malinowski, B. 1967 Argonauts of the Western Pacific. London: Routledge and Kegan Pau
2. Michael Lambeck (ed), 2002. A Reader in the Anthropology of Religion. Malden, Blackwell.
3. Radcliffe-Brown, A. R., and Cyril Daryll Forde. 1950. African systems of kinship and marriage. London: Published for the International African Institute by the Oxford University Press.
4. Vincent, Joan (ed.). 2002. The anthropology of Politics: A reader in ethnography, theory and critique. Blackwell publisher

Keywords: Institutions, Family, Religion, Kinship, Economy and Politics.

**Discipline Specific Elective
Demographic Anthropology**

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

Nature of the Course

Course Objective

1. To give the students a foundational understanding of population structure and its implications and to apprise them the essential concepts of demographic anthropology.
2. To disseminate knowledge on the different sources of demographic data and population policies in the country.

Course Learning Outcomes

1. Students will learn the basic concepts and approaches of the bio-social determinants of demographic processes in human populations.
2. They will know how human population growth is affected by human behaviour and the genetic and non-genetic factors.
3. The students will understand and make use of the governmental and non-governmental demographic sources in research and they will be capacitated to engage in the formulation of several national policies.

Unit 1

10 hours

Basic concepts in demographic anthropology: Scope, Relationships, Importance and Relevance of demography in anthropology. Population thought on growth and decline and its dilemma.

Unit 2

10 hours

Biological and socio-economic population theories: Malthusian, John Graunt and T. R. Malthus and Theory of Demographic Transition.

Unit 3

13 hours

Population structure: Age and sex composition, components of population change. Estimation of demographic rates and ratios; general and specific estimates of fertility and mortality. Sources of demographic data- Census, SRS, NSSO, NFHS-IIPS

Unit 4

12 hours

Determinants of Fertility, Mortality, Morbidity and Migration. Marriage and the effects of Inbreeding. National Population Policy, National Health Policy, Population ethics.

Practical

30 hours

1. Estimation of Rates and Ratios
2. Population pyramid and its significance
3. Formulation of household and maternal & child health schedules and interview of respondents

4. Analysis of governmental demographic data and submission of project report for evaluation.

Core Readings

1. Bhende, A. and Kanitkar, T. (19th Ed), 2019. *Principles of Population Studies*. Himalaya Publishing House, Mumbai.
2. Bogue, DJ, 1969. *Principles of Demography*. Cambridge, UK
3. Caldwell, JC, 2006. *Demographic Transition Theory*. Springer
4. *Graunt's Bills of Mortality* (Digital Library quod.lib.umich.edu)
5. Patel, T. 1994. Fertility Behaviour: Population and Society in a Rajasthan Village. Chapter No. 3. Social and Cultural Context of Fertility. Oxford University Press, Delhi. P. 74-105.
6. Howell, N, 1986. Demographic Anthropology. *Ann. Rev. Anthropol.* 15: 219-246

Supplementary Readings

1. Jasper, R & Tronbjorn, T (eds.) 2004. *The Repugnant Conclusion: Essays on Population Ethics*. Kluwer Academic Publishers
2. National Family Health Survey, India (nfhsiips.in)
3. Shryock, HS & Siegel, JS, 1971. *The Methods & Materials in Demography*. Elsevier Academic Press
4. Sources of demographic data (censusofindia.gov.in; nfhsiips.in)
5. Weeks, JR (13th Ed), 2021. *Population: An Introduction to Concepts and Issues*. Cengage Learning, Inc. USA
6. Zubrow, EBW, 1976. *Demographic anthropology. Quantitative approaches*. University of New Mexico Press, Albuquerque

Teaching Learning Process

Lecture

Interactive group discussion

Black board and PPT

Class room presentation

Assessment Methods

Written Assignment

Presentation by students

Practical

Interview

Project Report

Keywords

Demographic anthropology, population theories, population structure, demographic sources, National policies

Discipline Specific Elective
Human Growth and Development

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Human Growth and Development	04	03	01	0	UG

Course Objectives:

- This course provides an interdisciplinary understanding of human growth and development across the lifespan, integrating biological, psychological, social, and cultural perspectives.
- It critically examines classical and modern theories, while incorporating advances in neuroscience, epigenetics, and cross-cultural research.
- Students gain practical insights into research methods and their applications in education, health, and social policy.

Learning Outcomes:

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

- Understand and critically analyse foundational and contemporary theories of human development.
- Demonstrate knowledge of developmental stages with an interdisciplinary lens including biological, cognitive, emotional, and sociocultural aspects.
- Evaluate the role of contextual, environmental, and technological factors in shaping developmental trajectories.

Unit I:

11 hours

Theoretical and Conceptual Foundations of Development

Concept and Scope of Human growth and development: Historical evolution, interdisciplinary nature; Classical Theories and applications of human growth; Emerging Perspectives: Dynamic systems theory, ecological systems theory (Bronfenbrenner), lifespan development approach; Role of Genetics, Epigenetics & Evolution in Human Development; Neurobiological bases of behaviour and cognition

Unit II:

11 hours

Lifespan Developmental Stages and Transitions

Prenatal Development: Genetic and environmental interplay, foetal programming; Infancy and Early Childhood: Brain development, attachment, early learning; Middle Childhood & Adolescence: Puberty, identity formation, academic and social challenges; Adulthood to Late Adulthood: Emerging adulthood, career and relationship development, cognitive aging, death and bereavement

Unit III:**11 hours****Influences on Development**

Biological and Health-related Influences: Hormonal changes, nutrition, and physical health; Environmental and Social Determinants: Parenting, schooling, peer influence, and digital media; Cultural Contexts and Global Perspectives: Cross-cultural comparisons and indigenous understandings of development; Technology and Development: Impact of digital environments on cognition, socialization, and identity

Unit IV:**12 hours****Research and Applications in Human growth and Development**

Introduction to Developmental Psychology and Interdisciplinary Research; Research Methodologies: Longitudinal vs cross-sectional, experimental, observational, mixed-methods approaches; Ethics in Developmental Research, Future Trends: AI and human behaviour studies, psychogenomics, and inclusive development frameworks

Practical**30 hours****I Size and Shape measurements**

1. Standing Height Vertex 2. Sitting Height Vertex 3. Body weight 4. Upper and lower Extremity Lengths (Direct & Indirect) 5. Biacromial Breadth 6. Bicristal Breadth 7. Chest Breadth (Transverse) 8. Chest Depth (Sagittal) 9. Chest Girth (Inspiration, Expiration, Normal) 10. Circumferences 11. Skinfolds at various sites

II Shape Growth Ratios

1. Relative Sitting Height vertex 2. Relative Right Total Upper Extremity Length 3. Relative Right Total Lower Extremity Length 4. Relative Right Fore Arm Length 5. Relative Right Hand Length 6. Relative Biacromial Breadth 7. Relative Bicristal Breadth 8. Relative Head and Face Segment 9. Relative Head and Neck Segment 10. Relative Height Gnathion 11. Relative Height Cervicale 12. Relative Right Upper arm length 13. Cephalic Index 14. Nasal Index

Core Readings:

1. Human Growth and Development: Issues and Applications – R.N. Vashisht (2002)
2. The Physiology of Human Growth – J.M. Tanner (1989)
3. Human Growth Assessment and Interpretation- A. Roche (2003)
4. Human Growth and Development – Noel Cameron (2002)
5. Bogin, B. (2020). *Patterns of human growth* (Vol. 88). Cambridge University Press.

Suggested Readings:

1. Ulijaszek, S. J., Johnston, F. E., & Preece, M. A. (Eds.). (1998). *The Cambridge encyclopedia of human growth and development*. Cambridge University Press.
2. Tanner, J. M. (1963). The regulation of human growth. *Child development*, 817-847.
3. Norris, S. A., Frongillo, E. A., Black, M. M., Dong, Y., Fall, C., Lampl, M., ... & Patton, G. C. (2022). Nutrition in adolescent growth and development. *The lancet*, 399(10320), 172-184.

4. Wells, J. C., & Stock, J. T. (2020). Life history transitions at the origins of agriculture: a model for understanding how niche construction impacts human growth, demography and health. *Frontiers in Endocrinology*, *11*, 325.

Keywords:

Lifespan Development, Developmental Neuroscience, Cross-cultural Psychology, Epigenetics, Applied Developmental Science

Discipline Specific Elective
Ethnic and Cultural Diversity of India

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Ethnic and Cultural Diversity of India	04	03	0	01	UG

Course Objectives:

- The objective of the course is to familiarise students with the underlying unity of Indian Civilisation in the context of cultural and ethnic diversity of India.
- To familiarise ethnic and biological composition of Indian Population and bio-cultural diversity
- To understand the factors, which contribute to the unity of the Indian Civilization despite its variations and diversity.

Learning Outcomes:

- In terms of biological variations students will be able to critically analyse the contributions of Risley, Guha, Rickstett and Sarkar towards understanding of ethnic elements in Indian population.
- They would be able to understand the composition, origin and evolution of civilization and the shortcomings and limitations of the universal approaches in Indian and western theories.
- They will be able to explain the critical concepts of tribe caste, class, gender in understanding of the Indian social reality with its varied hues and dynamics.

Contents

Unit I **12 hours**

Diversity of ethnic elements in India: Critical appraisal on the contributions of 20th Century. Anthropologists towards understanding ethnic distinctness in the Indian populations. Linguistic classification of Indian populations.

Unit II **10 hours**

Pre-historic and Proto-historic racial elements in India. Recent studies on Indian genetic diversity.

Unit III **12 hours**

Peopling of India and the emergence of Civilisation in India; Approaches to the study of Indian Civilization: The origin and evolution of social structures and their underlying philosophies. Unity and consciousness of Indian civilization.

Unit IV **11 hours**

Understanding the diversity in Indian social structure, Religion, Kinship Family and Marriage in India, Social realities – Dynamics of caste, class, tribe, communal and gender hierarchies and their transformation; Urbanization and urban social structure and changes in urban India.

Tutorial:

30 hours

Mapping of communities based on language, religion, customs, cultural resources, modes of adaptation; Cultural zones of India.

Mapping and identification of all Eco-cultural zones with their characteristic features

Students will also work on two projects which would examine any of the facets of cultural and biological diversity of India. The project will be based on empirical data. They will submit project reports based on the analysis and conclusions drawn from the data.

Teaching Learning Process

1. Classroom teachings
2. Seminars and Interactive sessions
3. Hands on training and fieldwork
4. Practical classes

Assessment Methods: Theory and practical examinations (including practical records)

Core Readings

1. Bose, N.K. 1961. The Structure of Hindu Society. Delhi Orient Longman.
2. Basu, A., Sarkar, RN & Majumdar, PP, 2015. Genomic reconstruction of the history of extant populations of India reveals five distinct ancestral components and a complex structure. Proceedings of the National Academy of Sciences, USA.
3. Cohn S. Bernard: 2000. India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
4. Dirks Nicholas. 2001. Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
5. Gupta, Dipankar (ed). Social Stratification. Delhi: Oxford University Press.

Suggested Readings

1. Karve, Irawati 1961. Hindu Society: An Interpretation. Poona: Deccan College.
2. Majumdar, PP & Basu, A, 2021. A Genomic View of the Peopling and Population Structure of India. Cold Spring Harbor Laboratory Press.
3. Mandelbaum, D.G., 1970. Society in India: Changes and Continuities. Bombay: Popular Prakashan.
4. Reich et al., 2009. Reconstructing Indian population history. Nature, 461:08365.
5. Srivastava V. K. 1997, Religious Renunciation of a Pastoral people. Delhi: Oxford University Press.

Generic Elective
Forensic Anthropology

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Forensic Anthropology	04	03	01	0	UG

Course Objectives

1. To introduce students to the principles and methodologies of Forensic Anthropology, including its relevance in medico-legal investigations.
2. To develop practical skills in the analysis of skeletal remains, forensic odontology, personal identification, and the use of advanced forensic techniques.
3. To understand the medico-legal implications of various forensic anthropological practices, including forensic haematogenetics, fingerprint analysis, and DNA profiling.

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

1. Apply the core principles of Forensic Anthropology to the identification of human remains and the determination of personal characteristics such as age, sex, ancestry, and stature.
2. Critically analyze skeletal trauma and pathology in relation to the forensic context, providing insights into cause and manner of death.
3. Students will develop expertise in forensic odontology, personal identification, and advanced forensic methods such as fingerprinting and DNA profiling, while also acquiring knowledge of the use of anthropological traits in disputed parentage cases and their role as expert witnesses in legal proceedings.

Course Content

Unit I: Foundations of Forensic Anthropology

12 hours

Definition and Scope. Introduction to Forensic Anthropology as a sub-discipline of biological anthropology. Role of Forensic Anthropologists in medico-legal investigations. Ethical considerations in handling human remains.

Historical Development. Evolution of Forensic Anthropology and landmark contributions. Case studies illustrating the application of Forensic Anthropology.

Legal Relevance. Responsibilities of Forensic Anthropologists as expert witnesses. Overview of Section 45 of the Indian Evidence Act. Principles of forensic reporting and legal documentation.

Unit II: Human Remains and Biological Profiling

11 hours

Skeletal Analysis: Identification of human skeletal elements. Estimation of biological sex, age, ancestry, and stature from long bones. Osteometric and Morphological Methods: Measurement techniques using osteometric tools and software. Morphometric and visual approaches for profiling. Forensic Odontology: Tooth anatomy and development. Dental

methods for age estimation in children and adults. Bite mark analysis and individualisation using tooth pulp. Population-based variation in dental morphology.

Unit III: Identification Techniques in the Living and the Deceased

11 hours

Personal Identification Methods: Somatometric and somatoscopic analysis: body measurements, scars, tattoos, and physical deformities. Identification from skeletal remains through morphometric traits. Fingerprint Analysis: Classification and comparison of fingerprints. Recovery of partial, complete, and latent prints for identification.

Forensic Serology: Detection and analysis of bloodstains and body fluids (semen, saliva, urine). Species determination and blood grouping. Polymorphic enzyme and HLA typing for individualisation.

Unit IV: Advanced Forensic Applications

11 hours

DNA Profiling: Molecular basis: STRs, VNTRs, and sequence variation. DNA fingerprinting in personal identification and criminal investigation. Disputed Parentage Analysis: Use of anthropological and genetic traits in resolving paternity disputes. Field Recovery and Reporting: Protocols for the recovery of human remains. Maintaining chain of custody. Writing Forensic Anthropology reports and presenting expert testimony in legal proceedings.

Practical

Human Skeletal Identification and Profiling:

- Estimation of sex (skull and pelvis), age (skull), and stature (long bones).
- A. Odontological Profiling
 - Tooth identification and analysis for age estimation.
 - Bite mark comparison exercises using dental casts.
 - Study of dental variations across populations using sample data.
- B. Living and Deceased Identification
 - Somatometric and somatoscopic analysis (scars, tattoos, deformities, occupational marks, others).
 - Fingerprint classification and latent print development using powder and chemical methods.
 - Analysis of skeletal traits for individualisation in the deceased.
- Forensic Serology and Molecular Identification
 - Preliminary tests for blood, saliva, semen, and urine detection.
 - ABO and Rh blood grouping techniques.
 - Demonstration: DNA profiling basics and polymorphic markers (STR, VNTR).
 - Simulation of parentage analysis using genetic trait charts.
- Field Methods and Forensic Reporting
 - Simulated recovery of skeletal remains: excavation, documentation, and labelling.
 - Chain of custody protocol demonstration.
 - Preparation of forensic anthropology reports with mock legal documentation.
 - Roleplay: Presentation of expert witness testimony in a simulated courtroom.

Core Readings

1. Byers, Steven N. (2023). *Introduction to Forensic Anthropology* (6th ed.). Routledge.

2. Krogman, W. M. & Iscan, M. Y. (2013). *The Human Skeleton in Forensic Medicine*. (3rd ed.)
3. Steward, T. D. (1979). *Essentials of forensic anthropology*. Charles C. Thomas.
4. Steadman, D. W. (2009). *Hard Evidence: Case Studies in Forensic Anthropology* (2nd ed.). Prentice Hall.
5. Klepinger, L. L. (2006). *Fundamentals of forensic anthropology*. John Wiley & Sons.

Supplementary Readings

1. Koff, Clea (2005). *The Bone Woman: A Forensic Anthropologist's Search for Truth*. Random House.
2. Ubelaker, Douglas H. (2017). "A History of Forensic Anthropology." *American Journal of Physical Anthropology*, 165: 915–923.
3. Blau, Soren (2016). "How Traumatic: A Review of the Role of the Forensic Anthropologist." *Australian Journal of Forensic Sciences*, 49(3): 261–280.
4. Kirby, L. T. (1990). *DNA fingerprinting: An introduction*. Stockton Press.
5. Bhasin, M. K., & Nath, S. (2002). *Role of forensic science in the new millennium*. Kamla-Raj Enterprises.
6. Cattaneo, C. (2007). Forensic anthropology: Developments of a classical discipline in the new millennium. *Forensic Science International*, 165(2–3), 185–193. <https://doi.org/10.1016/j.forsciint.2006.05.018>

For practicals students can refer to resources (Boorman, K. E., Dodd, B. E., & Lincoln, P. J. (1981). *Blood group serology: Theory, techniques, practical applications* (5th ed.). Churchill Livingstone; Burns, K. R. (2013). *Forensic Anthropology Training Manual* (3rd ed.). Pearson; White, Tim D., & Folkens, P.A. (2005). *The Human Bone Manual*. Elsevier Academic Press)

Keywords

Forensic Anthropology, Human Skeletal Analysis, Osteology, Trauma Analysis, Forensic Pathology, Legal Investigations, Age Estimation, Sex Determination

Generic Elective
Environment and Sustainable Development

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Environment and Sustainable Development	04	03	01	0	UG

Course Objectives

1. To understand the natural resources, their distribution, inter-relationships, uses, and the institutional arrangements governing their utilization
2. To investigate environmental challenges and risk of food security; and global climate change agreements
3. To develop strategies for environmental conservation, green growth, and sustainable development

Learning Outcomes

1. To acquire skills to identify traditional ecological knowledge for sustainability in various environments and correlate natural resources with sustainable livelihoods
2. To appreciate the use of Anthropological approach to find solutions to environmental problems
3. To gain insights into environment and sustainable development including case studies from different regions; and sustainable development goals

Course Content

Unit-I: 12 hours

Environment: Basic concepts i.e., ecology, eco-system, natural resources; carrying capacity, socio-cultural environment; Population and environment; theoretical perspective of the environment and its sustainability

Unit-II: 11 hours

Biodiversity: Definitions and values; Threats to biodiversity; Agriculture and food security; Integrated water resource management

Unit-III: 11 hours

Sustainable Development: Definition, evolution and concepts; Green growth; Current issues on sustainable development; Millennium Development Goals, Sustainable Development Goals

Unit-IV: 11 hours

Global environmental issues and policies: Climate change and its impact on food security, energy and water; coping mechanism, Environmental policies; Conventions and treaties on environment and climate change

Practical**30 hours**

Preparation of project reports related to traditional ecological knowledge, environment, livelihoods, sustainable development, and treaties on climate change.

References**Core Readings**

1. Appadurai, A. (1996). *Modernity at Large*. Minnesota: University of Minnesota Press.
2. Evans-Pritchard E.E. (1940). *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford: Clarendon Press.
3. Richard T. Wright, Dorothy F. Boorse (2017) *Environmental Science: Toward A Sustainable Future*, Pearson, 13th Edition
4. Schnaiberg, A. and K. Gould. (1994). *Environment and Society: The Enduring Conflict*. New York: St. Martin's Press.
5. Sharma, P.D. (2010.) *Ecology and Environment*. Meerut, UP. Rastogi Publications.
6. Warburton, D. (Ed.). (1998). *Community & Sustainable Development: Participation in the Future*. London: Earthscan Publications Limited.
7. Wilk. Richard and Haenn Nora (2006). *The environment in Anthropology*. New York University Press. New York.

Suggested Readings

1. Brand, U. and C. Gorg. (2008). "Sustainability and Globalization: A Theoretical Perspective". In J. Park, K. Conca and M. Finger (Eds). *The Crisis of Global Environmental Governance*. London: Routledge.
2. G. Tyler Miller and Scott Spoolman (2018) "Living in the Environment", International Edition.
3. Hempel, L. (1996). *Environmental Governance: the global challenge*. Washington: Island Press.
4. Kahn, M. (1995) Concepts, definitions, and key issues in sustainable development: the outlook for the future. *Proceedings of the 1995 International Sustainable Development Research Conference*, Manchester, England, Mar. 27]28, 1995, Keynote Paper, 2-13.
5. Ostrom, E. (1990). *Governing the commons: the evolution of institutions for collective action*. Cambridge: Cambridge University Press.
6. WCED (1987). *Our Common Future*. World Commission on Environment and Development. Oxford

Keywords:

Biodiversity, Climate change, Carrying capacity, Environment, Food security, Green growth, Sustainable development

Skill Enhancement Course (SEC)

Ethnographic Film Making

Course Title and Code	Total Credits	Credit distribution of the course	
		Lecture	Practical
Ethnographic Film Making	2	1	1

Course Objectives

1. Build confidence with equipment by training students to get comfortable using cameras and editing tools through hands-on practice with relevant tasks and projects.
2. Develop filmmaking skills in students by teaching them the basics of filming, sound recording, and editing so that they can create meaningful visual stories for research.
3. Encourage creative ethnographic research by using filmmaking to explore and represent human experiences, emotions, and social issues while working in teams and receiving expert guidance.

Learning Outcomes

1. Gain hands-on experience with cameras, sound recording tools, and editing software to create ethnographic films.
2. Learn the step-by-step workflow, from research and shooting to editing and presenting a final film.
3. Understand how ethnographic filmmaking can be used in research, including ethical considerations and its role in studying human experiences.

Course Content

Unit-I (11 hours)

Ethnographic filmmaking and anthropology: questions of representation, veracity, realism and reality, images of the Other and reflexivity, colonial relations of power; Images, Text, and Fieldwork: Exploring participant observation, literary, visual, and sensory approaches; Multimodal Ethnography

Unit-II (11 hours)

Anthropology and Observational Cinema: Exploring filmmaking styles beyond traditional ethnographic observation, diverse documentary approaches; writing film proposals, research and preparation, audio-visual production, post-production, exporting and presentation; ethical issues.

Practical (15 hours)

Students will produce a short documentary film (maximum 20 minutes) that explores themes discussed in the course. The films should be developed from the Visual Anthropology Lab at the department of Anthropology. The department retains the right to dissemination of films

developed in the Visual Anthropology laboratory for research and teaching and public engagement.

Instructions:

- 1. Formation of a team: students are encouraged to work in pairs, sharing all production roles (research, filming, sound recording, and editing).
- 2. Preliminary research needs to be conducted to develop a concept before filming.
- 3. Film documentary within a one-week period over a mid-semester break. Limit footage to 5 hours.
- 4. Create a detailed log of rushes before editing.
- 5. Edit the film and submit it for assessment.
- 6. Films will be evaluated on technical quality, storytelling, and relevance to course themes.

This exercise will help students apply their knowledge in a structured and practical way, enhancing technical and creative documentary skills.

Core Readings

- 1. Crawford, Peter and David Turton, eds. 1992. *Film as Ethnography*. Manchester University Press.
- 2. Hockings, Paul ed. 2003. *Principles of Visual Anthropology*. Mouton de Gruyter.
- 3. Lawrence, Andy. 2020. *Filmmaking for Fieldwork: A practical handbook*. Manchester Univ Press
- 4. MacDougall. 2022. *The Art of the Observer: A Personal View of Documentary*. Manchester University Press.
- 5. Rose, G. 2000. *Visual Methodologies. An Introduction to Interpreting Visual Objects*. Sage Press

Suggested Readings

- 1. Collier, J. 1967. *Visual Anthropology: Photography as a Research Method*. Holt, Rinehart and Winston.
- 2. MacDougall, David, 2019. *The looking machine: Essays on cinema, anthropology and documentary filmmaking*. Manchester University Press.

Skill Enhanced Course (SEC)

Anthropometry and Somatoscopy

Course Title and Code	Total Credits	Credit distribution of the course		Tutorial	Eligibility
		Lecture	Practical		
Anthropometry and Somatoscopy	02	01	01	0	UG

Course Objectives:

- To provide an in-depth understanding of human body measurement techniques and their biological, functional, and health implications.
- It integrates advanced anthropometric technologies like 3D scanning, AI-based analysis, and digital health tracking.
- Applications in ergonomics, sports science, public health, and forensics are explored, alongside critical discussions on standardization, ethics, inclusivity, and data privacy in anthropometric research.

Learning Outcomes:

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

- Demonstrate proficiency in classical and advanced anthropometric methods and tools.
- Analyse anthropometric data for functional, health, ergonomic, and forensic purposes.
- Apply anthropometric knowledge to real-world problems in clinical assessment, product design, and sports performance.
- Evaluate emerging technologies and ethical issues in anthropometric research.
- Design and conduct anthropometric surveys, integrating interdisciplinary tools and techniques.

Unit I: Foundations and Advances of Anthropometry 19 hours

Historical evolution and scope of anthropometry; Anthropometric landmarks and anatomical reference points; Somatotyping and body proportion indices; Growth, development, and secular trends; Ethical considerations in human measurement and data collection; Traditional techniques and contemporary methods of anthropometry; Introduction to AI, machine learning, and digital imaging in body composition analysis; Standardization protocols (ISAK, WHO, CDC); Software and databases: Anthropometric data management and visualization tools

Unit II: Applications in applied research 19 hours

Anthropometry in clinical diagnostics, obesity assessment, and malnutrition; Sports anthropometry: Body composition and performance optimization; Ergonomics and human-centred product design; Forensic anthropometry and personal identification; Inclusive design: Addressing gender, disability, and age diversity in anthropometry; Designing anthropometric surveys and population-based studies; Multivariate statistical techniques in anthropometric research; Case studies: Anthropometry in refugee health, child growth monitoring, and wearable tech development; Anthropometry in policymaking: National Family Health Survey (NFHS), Poshan Tracker; Project work: Analysis of real or simulated datasets using open-access tools

- Purpose of measurements: Anthropometry and somatoscopy measurements serve to assess and document the physical characteristics of the human body for understanding variation, forensic, ergonomic, and research purposes. Anthropometry involves precise quantitative measurements such as height, weight, limb length, and body circumferences, which help evaluate growth patterns, nutritional status, and health risks. Somatoscopy, on the other hand, is a qualitative assessment of body which help to differentiate different ethnic groups. Together, these methods provide a

comprehensive understanding of human body composition and structure, and population health studies.

Core Readings:

- Anthropometry - Indera P. Singh, M. K. Bhasin (1918 reprint). Kamla-Raj Enterprises
- A Manual of Biological Anthropology- Indera P. Singh (2004). Kamla-Raj Enterprises
- A Laboratory Manual of Anthropometry- Wilder, H. H. (1920). Philadelphia, P. Blakiston's Son & Co
- Montagu, M. F., & Brožek, J. C. (1960). A handbook of anthropometry. American Psychological Association
- Anthropometry - Indera P. Singh, M. K. Bhasin (1965)

Suggested Readings:

- AICH, D. S. (2023) Metric Quantifications in Anthropometry or Biometric Study of Anthropology in Human Population.
- Norton, K. I. (2018). Standards for anthropometry assessment. In *Kinanthropometry and exercise physiology* (pp. 68-137). Routledge.
- Parnell, R. W. (1954). Somatotyping by physical anthropometry. *American Journal of Physical Anthropology*, 12(2), 209-240.

Keywords:

3D Body Scanning, Ergonomics, Sports Anthropometry, Digital Health, Inclusive Measurement

Year 1
Semester 2

	Paper	Credits
DSC-4	Fundamentals of Human Genetics	4
DSC-5	Kinship, Marriage and Family	4
DSC-6	Anthropological Theories	4
		12
OPT for either 2 DSEs OR 1 DSE & 1 GE		
DSE-3	Human Ecology and Adaptation	4
	Human Population Genetics	
DSE-4	Visual Anthropology	4
	Museum Anthropology	
GE-2	Research Methods in Anthropology	4
	Anthropology of Development	
		8
Skill Based/Workshop/Specialized Laboratory/Hands on Learning		
Paper-1	Corporate Anthropology	2
Paper-2	Techniques in Human Genomics	
	Total	22

Discipline Specific Core
Fundamentals of Human Genetics

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Fundamental of Human Genetics	04	03	01	0	UG

Course Objectives

1. To learn basic tenets of human genetics, its scope and applications
2. To understand the patterns of genetic disorders and mechanisms of genetic abnormalities
3. To learn methods of genetic data generations and its utility in genetic counselling and screening programs.

Learning Outcomes

Students will be able to explain

1. Structure and function of DNA, inheritance patterns of human traits and diseases.
2. Demonstrate proficiency in handling methods and techniques used in human genetics research.
3. Comprehend the importance of genetic counselling, including its role in the diagnosis, prevention, and management of genetic disorders.

UNIT-I:**11 hours**

History of Human genetics; Concept of Linkage; Concept of gene; Human Genome Project; Pharmacogenomics; Concepts of heterogeneity and pleiotropy. GaRBH Sanskar and rearing practice, Epigenetics, Role of genetics in indigenous treatments like Ayurveda and Homeopathy.

UNIT-II:**12 hours**

DNA to Chromosomal Structure and Function; Heterochromatin and Euchromatin DNA Replication, repair and recombination; Gene expression, coding and non-coding regions; Expression of genetic information: from Transcription to Translation. Genetic and Epigenetic regulation; Gene regulation: enhancers, promoters, transcription factors, silencers and the role of epigenetics. Genetic imprinting. Germ line, somatic mutations.

UNIT-III:**12 hours**

Mendelian inheritance (Autosomal and X linked); Co-dominance; Sex-linked and Sex influenced inheritance, Multiple allelism. Numerical and Structural chromosomal abnormalities; Uniparental Disomy; Dosage compensation. Single factor and multifactorial inheritance: Cancer genetics. Burden of mendelian genetic disorders in India.

UNIT-IV:**10 hours**

Pedigree analysis, methods of assessing chromosomal abnormalities (Banding techniques; Karyotyping; FISH); Genotyping methods and Sanger Sequencing method; New-born screening; Genetic counselling, Ensembl genome browser; OMIM database

Practical**30 hours**

Prepare brief reports on any two types Mendelian disorders either from hospital or population-based fieldwork. Visit to nearby Modern Private/Public Genetic Lab with state-of-art facility in genomics.

Core Readings

1. Klug WS (2012). Concepts of Genetics. Pearson.
2. Lewis R. (2009). Human Genetics: Concepts and Application. The McGraw–Hill Companies, Inc.
3. Vogel F. and Motulsky A.G. (2010). Human Genetics: Problems and Approaches. Springer, 3rd revised edition
4. Kresina, TF (2001). An Introduction to Molecular Medicine and Gene Therapy. Wiley-Riss, New York.
5. Ricki Lewis. Human Genetics: Concepts and Applications. McGraw-Hill, 2020

Suggested Readings

1. Loh, P. R., et al. (2016). *Local ancestry in admixed populations*. *Genetics*, 192(4), 1515-1530.
2. Korf, B. R., & Rehm, H. L. (2013). *The human genome and medical genetics*. *Nature Reviews Genetics*, 14(4), 242-254.
3. Brown TA. (2007). Genomes. Garland Science.
4. Cummings MR (2011). Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning

Keywords

Human Genetics, DNA, chromosomal abnormalities, anthropology, sequencing

Discipline Specific Core
Kinship, Marriage and Family

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Kinship, Marriage and Family	04	03	01	0	UG

Course Objectives:

1. To introduce foundational and contemporary approaches to kinship studies with special emphasis on Indian contexts.
2. To examine the dynamics of marriage, family, and domestic groups in traditional and transnational frameworks.
3. To explore how kinship intersects with contemporary social issues, such as alternative sexualities, and new reproductive technologies.

Learning Outcomes

1. Students can critically analyse kinship structures and descent systems across cultures, especially in Indian social settings.
2. Demonstrate understanding of marriage rules, family forms, and transnational kinship, and assess their transformation in a globalised world.
3. Engage with current debates on gender, sexuality, and technological influence in shaping alternative family forms and kinship identities.

Course Content

Unit I

11 hours

History of Kinship studies. Approaches to the study of Kinship, Descent and Descent Groups, Descent and Alliance, Patrilineal and matrilineal puzzle. Kin Behaviour and Kinship Usage, Kinship Terminology: classificatory & Descriptive and other systems.

Unit II

11 hours

Marriage and Alliance: Forms and Rules of marriage; Patterns of Marriage in India; Marital exchanges; Bride wealth and gift giving

Unit III

12 hours

Family, Domestic Group and Transnational Family: Approaches to the study of family, the Hindu Joint Family, Family dynamics within the context of globalisation and migration.

Unit IV

11 hours

Kinship and Contemporary Social Issues. Kinship in India Transnational kinship & global racialisation,

Practical

30 hours

1. Genealogy – to discuss the age at marriage, type of marriage, marriage distance, context, marriage rule, success of marriage, divorce and intergenerational changes

2. Genealogy: to find out maintenance of patrilineal ties in terms of sharing the resources, gift exchange, Authority, inheritance, type of property, constrictions or expansion of resource base
3. Genealogy to find out migration, education, mobility, occupation.
4. Genealogy to trace the existence and function of Domestic group.
 - a. Comment on intergenerational trend: statistics and trends
 - b. Problem of memory and issue of mixing up
 - c. Principles of Cognition and classification used by respondent
 - d. Issue of privacy and emotional involvement in sharing the data
 - e. Unfolding of social process
5. Family types and composition of household through genealogy
6. Types of Authority based on interview method
7. Life History of religious specialist
8. Cases to study witchcraft, sorcery, religion and power.
9. Interview technique to study concept of power and qualities of leadership
10. Interview schedule to study customary law and ideas of citizenship
11. Questionnaire on Belief in supernatural and its denial among the youth
12. Interview Schedule on Economy of gift exchange
13. Questionnaire on Perception of wealth and capital
14. Kinship terminology (terms of address and terms of reference) generation, gender and context.

Core Readings

1. Fox, Robin. 1967. *Kinship and Marriage: An Anthropological Perspective*. Baltimore: Penguin.
2. Karve, Irawati. 1965. *Kinship Organization In India* (revised edition). Asia Publishing House
3. Sahlins, Marshall. 2013. "What Kinship Is (Part One)." *Journal of the Royal Anthropological Institute*, 17:2-19.
4. Stone, Linda and Diane E. King. 2019. *Kinship and Gender: An Introduction* (Sixth Edition). Routledge
5. Uberoi, Patricia. 1997. *Family, Kinship, and Marriage in India*. Oxford University Press

Suggested Readings

1. Fortes, Meyer. 1949. *The web of kinship among the Tallensi: the second part of an analysis of the social structure of a Trans-Volta tribe*. London: Oxford University Press
2. Needham, Rodney. 1971. *Rethinking Kinship and Marriage*. Edinburgh: T & A Constable Ltd.
3. Schneider, David. 1984. *A Critique of the Study of Kinship*. Ann Arbor: University of Michigan Press.

Keywords:

Kinship, family, marriage, descent, domestic group, household

Discipline Specific Core
Anthropological Theories

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Anthropological Theories	04	03	0	01	UG

Course Objectives:

- This course will introduce students to some of the major social theories and debates that shaped anthropological thinking, imagination and practice.
- Familiarize the understanding of contemporary social issues or problems from the lenses of anthropological theories

Learning Outcomes:

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

Contents:

Unit I **12 hours**

Emergence of anthropological theory- The philosophical foundations and epistemological issues, Colonialism and its impact on anthropological theories. Empiricism, Comparison, and Generalization

Unit II **11 hours**

Structuralism: Structural analysis of symbols, myth and totemism; emergence of New Ethnography and Semantic analysis; Interpretive and Hermeneutical approach

Unit III **11 hours**

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

Unit IV **11 hours**

Anthropological theories of Globalization. Networked Anthropology; Contemporary social anthropology: its foci and concerns

Tutorial **30 hours**

Students are required to make project reports on the application of anthropological theories and submit for evaluation on any of the following.

- Formulation of research topics using theories
- Structural studies such as of myths and rituals
- Studying complex and multicultural situations

Students also prepare an annotated bibliography and list of references for the same project.

Core Readings:

Appadurai, Arjun. *Modernity At Large: Cultural Dimensions of Globalization*. (Selected Chapters)

Collins, Samuel Gerald, and Matthew Slover Durington. 2015. *Networked Anthropology: A primer for ethnographers*. Oxon: Routledge

Foucault, Michel. 1992. *The order of things: an archeology of the human sciences*. London: Routledge

Geertz, Clifford. 1973. *The interpretation of cultures: selected essays*. New York, N.Y.: BasicBooks

McGee, R. Jon, and Richard L. Warms. *Anthropological Theory: An Introductory History*. (Relevant Chapters for review/context)

Suggest Readings

Moore, Henrietta L., and Todd Sanders (Eds.). *Anthropology in Theory: Issues in Epistemology*.

Ortner, Sherry B. (Ed.). *The Fate of "Culture": Geertz and Beyond*. OR *Anthropology and Social Theory: Culture, Power, and the Acting Subject*.

Lévi-Strauss, Claude. 1963. *Structural anthropology*. New York: Basic Books.

Leach, Edmund. 1985. *Culture & [and] Communication*. Cambridge: Cambridge Univ. Press. Lewin, Ellen (ed) 2009. *Feminist Anthropology: A Reader*. John Wiley and Sons.

Inda, Jonathan Xavier, and Renato Rosaldo. 2002. *The anthropology of globalization: A Reader. Blackwell readers in anthropology*. Blackwell Publishers.

Keywords: Anthropological theories: Philosophical foundations, Structuralism, Post-structuraism, Post-modenism, Globalisation, Feminism

Discipline Specific Elective
Human Ecology and Adaptation

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Human Ecology and Adaptation	04	03	01	0	UG

Course Objectives:

- This course examines the reciprocal relationship between humans and their environments through ecological and evolutionary perspectives.
- It analyzes human adaptation to environmental changes, past and present, including the Anthropocene.
- Students explore contemporary issues like climate justice, planetary health, urban adaptation, and environmental data ethnography, while developing critical thinking and research skills to address sustainability, disaster resilience, and adaptive strategies across ecosystems.

Learning Outcomes:

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

- Understand and critique major theories in human ecology, adaptation, and resilience.
- Analyze the impact of environmental and climatic stressors on human societies using evolutionary and cultural frameworks.
- Apply anthropological tools to study local and global environmental issues, sustainability practices, and ecological risks.
- Engage with interdisciplinary approaches and technologies used in climate adaptation research and environmental monitoring.
- Develop case-based insights into indigenous knowledge systems, urban ecosystems, and disaster response.

Unit I:

12 hours

Human Ecology: Definition, scope, and principles of human ecology from a bio-cultural perspective; Theoretical models of adaptation: Genetic, developmental, physiological, and cultural buffering (biological emphasis); Cultural mode of adaptation: hunting gathering, pastoralism, shifting cultivation, Hydraulic civilization, and ecological themes of state formation.

Unit II: Environmental Stressors and Physiological Adaptations

11 hours

Thermal environments: Adaptation to heat and cold; High-altitude hypoxia: Andean, Tibetan, and Ethiopian adaptations; UV radiation, pigmentation, and vitamin D synthesis; Hydration and water-scarcity adaptations; Sleep, circadian rhythms, and light environment adaptations

Unit III:**11 hours**

Culture as a tool of adaptation: Nature culture debate. Concept of sustainability, common property resources and traditional ecological knowledge in management of natural resources

Unit IV:**11 hours**

Emerging Issues: Urbanization and biological stress: Noise, pollution, crowding; Climate change and emerging ecological issues; Anthropocene and Adaptation in displaced and refugee populations;

Practical**30 hours****A. Size and Shape Measurements:**

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

B. Size and Shape Indices:

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

C. Somatoscopy

D. 1-2 public talks/workshops/project over the academic semester on research topics on human ecology and biological adaptation. These talks would bring students with brainstorming discussion on current issues.

Make a project report pertaining to any contemporary environmental problem from the secondary data

Core Readings:

1. Ehrlich, Paul R., Anne H. Ehrlich and John P. Holdress. 1973. Human ecology: Problems and Solutions. W.H. Freeman & Company, San Francisco.
2. Contemporary Studies in Human Ecology- M.K.Bhasin (1998)
3. Studies in Human Ecology- N. Wolanski (1973)
4. Cohen, Y.A. 1968. Man in Adaptation, The Cultural Present. Chicago, Aldine Pub. co.
5. Lee, R. B. & Irven Devore 1968 Man the Hunter. Chicago, Aldine Pub. co.
6. Wittfogal, K A 1957. Oriental Despotism: A Comparative Study of Total Power. New Haven: Yale University Press.

Suggested Readings:

1. Schutkowski, H. 2006. Human ecology: biocultural adaptation in human communities. Berlin: Springer Verlag
2. Stapledon. 1964. Human ecology. Faber & Faber.
3. Theodorson, G.A. 1961. Studies in Human Ecology. New York: Row, Peterson & Company Elmsford.
4. Berry, J.B. 1976. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. New York: John Wiley.

Keywords:

Ecological resilience, Ecological stressors, Ethnobiology, Ecological modelling

Discipline Specific Elective
Human Population Genetics

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Human Population Genetics	04	03	01	0	UG

Course Objectives

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

Learning Outcomes

Students will be able to explain

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

UNIT-I:**12 hours**

History of Human Population Genetics, Definition and scope of population genetics, its relevance in anthropology; its relationship and differences with other branches of anthropology. Mating system: Random mating/panmixia; selective mating/ preferential mating; mate choice/sex selection; Assortative mating. Mendelian populations, Genotypic and Allelic frequencies; Hardy-Weinberg Equilibrium (HWE), Measuring of departure from HWE. Application of HWE in human population genetics

UNIT-II:**11 hours**

Genetic Drift, Effective Population Size, Models of Selection, Dynamics of genetic drift, mutation and selection. Reproductive and Geographic genetic isolates. Transient and balanced polymorphism. Haemoglobin polymorphisms and their distribution, Thalassaemia, G6PD Deficiency and its distribution. Neutral theory of human evolution.

UNIT-III:**11 hours**

Mutation; Migration, Admixture and Gene flow models: 'island' model, 'diffusion' model; 'isolation by distance model', role of social divisions and hierarchy in genetic isolation Coalescence Theory; Population Sub-division; Wahlund Effect, Divergence Models; Inferring Population History and Demography. Approaches to study structure of human populations: geographic, demographic and genetic.

UNIT-IV:**11 hours**

Measures of Genetic Distance; Ethnicity/Endogamous groups; Biological consequences of mating systems: consanguinity; inbreeding and outbreeding. Inbreeding coefficient (F ratios) inbreeding depression: heterozygosis; homozygosis; genetic load. Epigenetics in human evolution. DNA Biobanks in India and world.

Practical**30 hours**

1. ABO (Subgroups), MN and Rh Blood Group Systems
2. PTC and Colour Blindness
4. G6PD Deficiency
5. Genotyping, DNA sequencing

Keywords: Genetic distance, natural selection, polymorphisms, genetic drift, Inbreeding

References

Core Readings

1. Cavalli - S. Ferza & Bodmer (1976). The genetics of Human Population. Freeman, San Francisco.
2. Vogel F. and Motulsky A.G. (2010). Human Genetics: Problems and Approaches. Springer, 3rd revised edition
3. Cummings MR (2011). Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning
4. Jobling, MA Hurles, M and Tyler-Smith, C (2004). Human Evolutionary Genetics, Origins, Peoples and Disease. Garland Science, New York.
5. Malhotra, K. C. Statistical methods in human population genetics. Calcutta: Indian Institute of Bio-Social Research and Development; 1988

Suggested Readings

1. Reece, RJ (2004). Analysis of Genes and Genomes. John Wiley and Sons Ltd, England.
2. Daniel Hartl & Clark, A. G. (1997). Principles of Population Genetics. Sinauer, Associates, Inc.
3. Peter Snustad & Simmons, M. J. (2006). Principles of Genetics. John Wiley and Sons
4. Benjamin Pierce (2003). Genetics: A Conceptual Approach. W. H. Freeman & Company.

Discipline Specific Elective**Visual Anthropology**

Course Title and Code	Total Credits	Credit distribution of the course		Tutorial	Eligibility
		Lecture	Practical		
Visual Anthropology	04	03	01	0	UG

Course Objectives

1. To explore the foundational theories and ethical debates in visual anthropology, including semiotics, cultural studies, and postcolonial perspectives.
2. To critically analyse the role of images, and ethnographic filmmaking in representing cultures, with an emphasis on colonial and post-colonial visual production.
3. To engage students in practical applications of visual research methods, including documentary filmmaking, photographic essays, and the analysis of ethnographic films.

Learning Outcomes

1. Students can critically examine and deconstruct visual representations of cultures, identifying power dynamics, authenticity, and subjectivity.
2. Develop skills in using visual methods for ethnographic research with ethical considerations in mind.
3. Demonstrate an understanding of intercultural aesthetics and methodologies by analysing and comparing the works of key visual anthropologists.

Course Content**Unit-I: 10 hours**

Foundations of Visual Anthropology: Origins of visual anthropology; Exhibiting others, colonial gaze; philosophical and ethical debates in Visual Anthropology- semiotics, cultural studies, and visual communication.

Unit II: 12 hours

Images, Films and Post-Colonial Visual Production: Ethnographic filmmaking as a method of representation; Visual anthropology in post-colonial contexts; Examining subjectivity, reflexivity, and ethical considerations in image-making; Studying image-making during colonial and post-colonial periods; Power dynamics, representation, and authenticity in visual media.

Unit-III: 11 hours

Politics and Poetics of Visual Representation: Identity formation through visual culture; Anthropology and politics of representation; Examining the role of images in shaping social and cultural narratives; Indigenous media

Unit-IV: 11 hours

Visual Methods and Approaches to Ethnographic Film: Multimodal anthropology; Sensory ethnography; Visual research methods and ethics; Form and content of documentary film and media; Intercultural aesthetics - works of Margaret Mead, Robert Gardner, John Marshall, Jean Rouch, David MacDougall.

Practical

30 hours

1. Produce a short documentary film capturing a cultural or social practice, incorporating reflexivity and ethical awareness.
2. Analyse historical ethnographic films and photographs to identify elements of the colonial gaze and discuss ethical considerations in representation.
3. Curate a photographic essay (using original photographs) on relevant themes as discussed in the course, followed by a class discussion on representation and authenticity.
4. Analyse and compare scenes from films by Margaret Mead, Jean Rouch, and David MacDougall, focusing on intercultural aesthetics, methodology, and content.
5. Use the photo-elicitation method to elicit research participants' comments on a topic the course teacher suggested.

Core Readings

1. Hockings, Paul ed. 2003. *Principles of Visual Anthropology*. Mouton de Gruyter.
2. Lawrence, Andy. 2020. *Filmmaking for Fieldwork: A practical handbook*. Manchester University Press
3. Pink, Sarah. 2010. *Doing Sensory Ethnography*. Sage Publications
4. Ruby, Jay and M. Banks. 2011. *Made to be Seen: A History of Visual Anthropology*. University of Chicago Press.
5. Worth, Sol. 1981. *Studying Visual Communication*. University of Pennsylvania Press.

Suggested Readings

1. Asch, Tim. 1992. The Ethics of Ethnographic Film-making. In *Film as Ethnography*, eds. Peter Ian Crawford and David Turton. Manchester: Manchester University Press. Pp. 196-204.
2. Ginsburg, Faye. 2003 "'Now Watch this Very Carefully'" The Ironies and Afterlife of Margaret Mead's Visual Anthropology. *The Scholar and Feminist*. 1:2
3. Turner, Terence. 1992. Defiant Images: Kayapo Appropriation of Video. *Anthropology Today*. 8:6.(Dec). 5-16.
4. Zhimo, A.G. 2021. 'We were the Others: Visuality in Colonial Writings'. In *Materiality and Visuality in North East India: An Interdisciplinary Perspective*, edited by Tiplut Nongbri and Rashi Bhargava. Singapore: Springer.

Keywords:

Visual anthropology, images, film, Identity, ethnography

Discipline Specific Elective**Museum Anthropology**

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Museum Anthropology	04	03	01	0	UG

Course Objectives

1. To provide students with an in-depth understanding of the historical and theoretical foundations of Museum Anthropology, with a focus on the role of museums in the representation and interpretation of cultural materials.
2. To critically engage with the processes of curation, representation, and interpretation of ethnographic collections, examining both historical legacies and contemporary practices.
3. To offer practical experience in the documentation, conservation, and exhibition planning processes, through hands-on training and experiential learning opportunities.

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

1. Critically analyse the historical and contemporary intersections between anthropology and museums, with an emphasis on the evolving roles of museums in research, education, and public engagement.
2. Demonstrate the ability to conceptualise, critique, and design anthropologically informed exhibitions by integrating theoretical frameworks with practical, ethical, and curatorial considerations.
3. Apply interdisciplinary and inclusive approaches to curating, conserving, and interpreting cultural materials, with competence in both traditional and digital exhibition practices.

Course Content**Unit I:****11 hours**

Anthropology, Museums, and Material Culture: Definitional problems, Historical Trajectories: Evolution of anthropological museums and their role in research and education. Colonial origins of ethnographic museums and enduring legacies of colonialism in museum practices. Cultural objects and their anthropological significance.

Unit II:**12 hours**

Museums and the Politics of Display: Theoretical debates on objectification, identity, and the representation of the 'Other' in museum exhibitions. Authority, narrative framing, and cultural hierarchies. Decolonisation and Indigenous Agency Repatriation, restitution, and the inclusion of Indigenous perspectives in curatorial practice. Ethical dilemmas in curation.

Unit III:**11 hours**

Curation, Conservation, and Interpretation Collection and Documentation: Methods of collecting, cataloguing, and documentation. Community participation, oral histories, and

ethical acquisition practices. Methods of exhibition, and conservation of objects: traditional and modern methods.

Unit IV:

11 hours

Contemporary Concerns: Visitor studies and participatory museum models. Designing for diverse publics: Museums in tourism, outdoor exhibits, and living museums. Virtual museums and reimagine museum space and temporality. Case studies: National Museum, IGRMS, IGNCA, etc. Anthropology departments involved in curatorial work. Tribal and community-driven museums as models of collaborative heritage curation.

Practical Component

10 hours

Study tour: Organised visits to key museums (e.g., National Museum, Crafts Museum, IGRMS, IGNCA) to observe and critically evaluate exhibit design, visitor engagement, and curatorial practices.

Hands-on Workshops: Practical experience in object cataloguing, registration, and basic conservation techniques. Development of a thematic mini-exhibition proposal, either physical or virtual, applying anthropological theories and methodologies.

Interactive Sessions: Guest lectures by museum professionals and curators to provide insights into contemporary museum practices. Written critiques and reflective assignments aimed at fostering analytical skills and deepening understanding of museum anthropology.

Core Readings

1. Ames, M. M. (1992). *Cannibal tours and glass boxes: The anthropology of museums*. UBC Press.
2. Bennett, T. (1995). *The birth of the museum: History, theory, politics*. Routledge.
3. Burcaw, G. E. (1997). *Introduction to museum work* (3rd ed.). AltaMira Press.
4. Hooper-Greenhill, E. (2000). *Museums and the interpretation of visual culture*. Routledge.
5. Lavine, S. D. (1991). *Exhibiting cultures: The poetics and politics of museum display*. Smithsonian Institution Press.
6. Karp, I., & Kratz, C. A. (Eds.). (2006). *Museum frictions: Public cultures/global transformations*. Duke University Press.

Suggested Readings

1. Alexander, E. P., & Alexander, M. (2008). Natural history and anthropology museums. In *Museums in motion: An introduction to the history and functions of museums* (2nd ed., pp. 53–84). AltaMira Press.
2. Clifford, J. (1997). Museums as contact zones. In *Routes: Travel and translation in the late twentieth century* (pp. 188–219). Harvard University Press.
3. Jacknis, I. (2000). A New Thing? The National Museum of the American Indian in Historical and Institutional Perspective. In D. A. Mihesuah (Ed.), *Repatriation reader: Who owns American Indian remains?* (pp. 115–129). University of Nebraska Press.
4. Mihesuah, D. A. (2000). *Repatriation reader: Who owns American Indian remains?* University of Nebraska Press.
5. Macdonald, S. (2006). A people's history of the museum. In S. Macdonald (Ed.), *A companion to museum studies* (pp. 1–35). Blackwell Publishing.
6. Bedekar, V. H. (1995). *New museology for India*. National Museum Institute of History of Art, Conservation, and Museology.
7. Guha-Thakurta, T. (2004). *Monuments, objects, histories: Institutions of art in colonial and postcolonial India*. Columbia University Press.
8. Willmott, C. (2008). Visitors' voices: Lessons from conversations in the Royal Ontario Museum's Gallery of Canada: First Peoples. *Material Culture Review*, 67, 45–55.

Keywords: Anthropological Museums, Material Culture, Colonial Legacies, Cultural Representation, Ethical Curation, Decolonisation, Community Engagement, Digital Transformation, Indigenous Perspectives, Museum Practices in India

Generic Elective**Research Methods in Anthropology**

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Research Methods in Anthropology	04	03	01	0	UG

Course Objectives

1. This course will introduce the diverse set of methods and techniques used in anthropological analysis.
2. To understand the process of designing an effective research study in Anthropology
3. To learn the appropriate research skills of scientific writing.

Learning Outcomes

1. Students will be able to understand how to formulate a scientific research problem and frame a research for addressing it.
2. Students will be able to choose the appropriate methods and techniques according to the type of research they want to conduct.
3. Students will be able to understand the importance of ethics in the field of research.

Course Content**Unit-I:****10 hours**

Research Methods: Concepts and Definitions; Epistemology; Qualitative vs. Quantitative; Research Design: Types: Explanatory, Descriptive, Exploratory and Experimental, Literature Review, Formulating a Research Problem, Identifying Research Objectives, Hypothesis

UNIT-II:**12 Hours**

Fieldwork and Tools for Data collection: Questionnaire and Schedule, Interview- Unstructured, Structured, Key informant interview, Focused, Group Discussion, Genealogy and life history, Case study. Observation: Direct, Indirect, Participant, Non-participant, Controlled; Population and Samples; types of sampling.

UNIT-III:**12 Hours**

Descriptive statistics; Measures of Central Tendency; Measure of Variation: Range, Variance and Standard deviation, Normal Distribution, Skewness and Kurtosis; Test of Significance Student t Test; Chi-square Test; Pedigree Analysis; Correlation and regression; Statistical softwares: SPSS, R and STATA

UNIT-IV:**11 Hours**

Research Ethics: History, Informed Consent, Confidentiality, ethical guidelines at international and national level, Fraud and Plagiarism, Authorship and Publication guidelines, Conflicts of Interest. Scientific misconduct, Data cleaning, management and sharing

Practical**30 hours**

A detailed research proposal (approx. 3000-4000 words) for a potential PG-level anthropological study. Must include: Introduction/Problem Statement, Literature Review, Research Questions, Detailed Methodology, Ethical Considerations, Timeline, and Justification. This is the capstone

Construction and use of Genealogy; Undertaking Observation: Direct, Indirect, Participant, Non-participant, controlled. Designing Questionnaire and Ethnographic Interview- Unstructured, Semi-structured, Focused Group Discussion, and Free listing, pile sorting.

Collection of Case studies and life histories.

Core Readings

1. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
2. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
3. Srivastava, V. K. (1994). *Methodology and Fieldwork*. Oxford University Press
4. Pelto, P. J., & Pelto, G. H. (1978). *Anthropological research: The structure of inquiry*. Cambridge University Press

Suggested Readings

1. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995
2. Hammersly, M., Atkinson, P. (2019). Ethnography: Principles in Practice (4th edition). Routledge.
3. Goode, W. J., & Hatt, P. K. (1952). Methods in social research.

Keywords: Research, Methodology, Fieldwork, Tools and Techniques.

Generic Elective
Anthropology of Development

Course Title and Code	Total Credits	Credit distribution of the course		Tutorial	Eligibility
		Lecture	Practical		
Anthropology of Development	04	03	01	0	UG

Course Objectives

1. To understand the term Development, evolution of the concept and its theoretical paradigms.
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

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

Course Content

Unit I: **11 hours**

Development: Definition and meaning and Scope, Evolution of concept. Sustainable development: United National Sustainable Development Goals

Unit II: **11 hours**

Perspectives and Approaches of Development in Anthropology,

Unit III: **12 hours**

Anthropology and Development Interfaces, Globalization, Constitutional Provision, Gender and Development, Indigenous Knowledge and Development, Issues of Displacement, Development and conservation debate

Unit IV: **11 hours**

Role of Anthropology in Development, Community Development, Agencies for Development Issues and challenges for Development, Social Impact Assessment, RRA/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

Cochrane, Glynn. 1971. *Development Anthropology*. OUP

Edelman, Marc & Angelique Haugerud (eds) 2005. *The anthropology of development and globalisation: From classical political economy to contemporary neoliberalism*. Oxford: Blackwell.

Gardener, K. & D. Lewis 2015. *Anthropology and Development: Challenges for the twenty-first century*. London: Pluto

Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*, Princeton, N. J. Princeton University Press.

Harrison, E. & Crewe, E. 1999. *Whose development? An ethnography of aid*. London: Zed Books

Mathur, Hari Mohan (ed). 1977. *Anthropology in Development Process*. New Delhi. Vikas Publishing House

Suggested Readings

Berremán, Gerald D. 1994. *Anthropology, Development and Public Policy. Occasional Papers in Sociology and Anthropology* Vol.4, pp.3-32.

<https://www.nepjol.info/index.php/OPSA/article/view/1083>

Chambers, Robert, 2013. *Rural Development: Putting the Last First*, London: Longman (1983).

Mosse, David, and David Lewis. 2005. *The Aid Effect: Giving and Governing in International Development*. Pluto Press

Olivier de Sardan, Jean-Pierre. 2005. *Anthropology and Development: understanding social change*. London: Zed Press.

Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan

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

Skill Enhancement Course (SEC)

Corporate Anthropology

Course Title and Code	Total Credits	Credit distribution of the course			Eligibility
		Lecture	Practical	Tutorial	
Corporate Anthropology	02	01	01	0	UG

Course Objective

- The objective of the course is to provide students with an anthropological knowledge of Corporate Industry, wherein students get to reflect upon the needs of Corporate Industry with respect to local cultures, community development goals, government programmes & policies,
- The course aims to critically reflect on the role and relevance of NGOs at grassroots levels, imparting them anthropological skills to engage with rural and urban communities in Indian ethnographic contexts.

Course Learning Outcomes

- The students will be trained to attempt ethnographic exercises in Corporate Industry.
- They will be equipped with research methodologies to experience Corporates as an ethnographic universe in itself, thereby seeking hands on knowledge
- They can engage with Corporate Industry in serving as anthropological consultants in National and International organisations.

Unit 1

12 hours

Doing Anthropology in Organisational contexts: Undertaking ethnography in corporate environments: Health care organisations, media organisations, industrial organisations. Challenges and opportunities. Relevant case studies. Business entrepreneurship-basic skills, Business and Corporate organisations & corporate social responsibility (CSR)

Unit 2

11 hours

Techniques of Conducting Fieldwork in Corporate Organizations: conventional ethnographic methods, Rapid ethnography, Doing corporate ethnography as an insider and outsider (ethical dimensions), Network analysis, Virtual ethnography. Digital ethnography

Practical.

15 hours

1. Students are required to prepare a research design to in order to conduct an ethnographic study of an Corporate office of their choice. Visit a corporate organisation and make a brief project report on any one significant dimension of the corporate sector.
2. Review a corporate ethnography.

Core Readings

Jordan, Ann T. 2003. Business Anthropology. Waveland Press, Long Grove, Illinois.

Walnut Creek, CA.2013. Advancing ethnography in Corporate Environments: Challenges and emerging opportunities by Brigitte Jordan (eds), left coast press Inc.,

Melissa Cefkin, 2010. Ethnography and the corporate encounter: Reflections on Research and of Corporations.

Christina Garsten, Anette Nyqvist Pluto press, 2013. Organisational Anthropology: Doing Ethnography in and among complex organisation

Suggested Readings

Timothy de Waal Malefyt, Robert Morais, Routledge, 2017. Ethics in the anthropology of Business: Explorations in Theory, practice and pedagogy

Catherine Dolan and Dinah Rajak, New York, Berghahn 2016. The anthropology of corporate social responsibility

Danielle Braub, Jitse Kramer, Routledge, 2018. The corporate tribe; organisational lessons from Anthropology

Melissa, Cefkin 2009. Corporate Anthropology Ethnography and the corporate encounter Berghahn Books

Keywords

Corporate, ethnography, network, organisational culture, human resource, entrepreneurship, information technology, corporate social responsibility.

Skill Enhancement Course (SEC)**Techniques in Human Genomics**

Course Title and Code	Total Credits	Credit distribution of the course		Tutorial	Eligibility
		Lecture	Practical		
Techniques in Human Genomics	02	0	02	0	UG

Course Objectives

1. To learn the various technologies used for genetic data generation
2. To learn the various aspects of next generation sequencing technology

Course Learning Outcomes

1. Student will learn various technologies used in genetic data generation
2. Student will learn aspects of next generation sequencing technology

Practical**UNIT-I:****11 hours**

DNA Extraction Methods and Quantification technique, Polymerase Chain Reaction; Single SNP genotyping; Multiple SNP genotyping (MassARRAY), High throughput genotyping-GWAS

UNIT-II:**12 hours**

Classic Sanger sequencing; Design and Analysis of Epigenotyping, ChIP Sequencing, Next Generation Sequencing Methods: NGS technologies, library preparation, computer set-up, Reference genome

Core Readings

1. Kathleen E. Steinmann et al. High-Throughput Next Generation Sequencing: Methods and Applications [1 ed.]. Humana Press, 2011
2. C. Alexander Valencia et al. Next Generation Sequencing Technologies in Medical Genetics [1 ed.]. Springer-Verlag New York, 2013.
3. Vogel F. and Motulsky A.G. (2010). Human Genetics: Problems and Approaches. Springer, 3rd revised edition

Keywords

DNA extraction, Sequencing, Genotyping, and Next generation sequencing