SAVITRIBAI PHULE PUNE UNIVERSITY

DEPARTMENT OF ANTHROPOLOGY

SYLLABUS
M.A./M.Sc. Anthropology

Choice Based Credit System
With Semester Pattern

Effective from 2019-2020
Structure of the MA/MSc (Anthropology) course

1. MA/MSc Anthropology degree will be awarded to students who complete a total of 80 Credits in minimum of two years, by completing on an average 20 credits per semester.

2. A student may opt for courses equivalent to 25 percent credits from any other department than the one where he/she is registered. In case a student wishes to take all courses from the parent department he/she can also do so.

3. Except practical credits wherever applicable, students may be allowed to complete less courses per semester on a condition they complete the two-year degree course in a maximum of four years and a three-year degree course in a maximum of five years. This facility will be available subject to the availability of concerned courses in a given semester and with a maximum variation of 25 per cent credits (in case of fresh credits) per semester.

4. For details refer to “Rules and Regulations for Credit and Semester System in Post-Graduate Departments of the University w.e.f. Academic Year 2018-2019”
SEMESTER I

All courses in Semester - I are compulsory core courses.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AN-101</td>
<td>Social and Cultural Anthropology</td>
<td>3</td>
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<tr>
<td>AN-102</td>
<td>Indian Anthropology</td>
<td>2</td>
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<tr>
<td>AN-103</td>
<td>Indian Social Institutions</td>
<td>2</td>
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<td>AN-104</td>
<td>Social Research Methods</td>
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<tr>
<td>AN-105</td>
<td>Ethnography</td>
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<td>AN-106</td>
<td>Biological Anthropology</td>
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<tr>
<td>AN-107</td>
<td>Archaeological Anthropology</td>
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<tr>
<td>AN-108</td>
<td>Biological Anthropology Practical - I (Osteology, Craniometry and Osteometry)</td>
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SEMESTER II

All courses in Semester - II are compulsory core courses.

<table>
<thead>
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<th>Course No.</th>
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<tbody>
<tr>
<td>AN-201</td>
<td>Anthropological Thought</td>
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<tr>
<td>AN-202</td>
<td>Indian Anthropologists</td>
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<td>AN-203</td>
<td>Social Cultural Change</td>
<td>3</td>
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<td>AN-204</td>
<td>Ethnographic Field-work</td>
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<td>AN-205</td>
<td>Primatology and Primate Behaviour</td>
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<tr>
<td>AN-206</td>
<td>Comparative Anatomy</td>
<td>2</td>
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<tr>
<td>AN-207</td>
<td>Human Evolution: Paleoanthropological Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>AN-208</td>
<td>Biological Anthropology Practical - II (Somatometry, Somatoscopy and Serology)</td>
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SEMESTER III
- Dissertation - I is a compulsory course
- Students may choose any 4 of the remaining courses
- Students may also choose courses from any other department

<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>AN-301</td>
<td>Medical Anthropology</td>
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<tr>
<td>AN-302</td>
<td>Recent Trends in Anthropology</td>
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<tr>
<td>AN-303</td>
<td>Developmental Anthropology</td>
<td>4</td>
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<tr>
<td>AN-304</td>
<td>Popular Culture</td>
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<td>AN-305</td>
<td>Business Anthropology</td>
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<tr>
<td>AN-306</td>
<td>Social Gerontology</td>
<td>4</td>
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<tr>
<td>AN-307</td>
<td>Population Genetics &amp; Human Biological Variation</td>
<td>4</td>
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<tr>
<td>AN-308</td>
<td>Growth and Nutrition</td>
<td>4</td>
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<tr>
<td>AN-309</td>
<td>Biological Anthropology of South Asia</td>
<td>4</td>
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<tr>
<td>AN-310</td>
<td>Growth and Nutrition Practical</td>
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<tr>
<td>AN-311</td>
<td>Dissertation - Part-I (Compulsory Course)</td>
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</table>

SEMESTER IV
- Dissertation - II is a compulsory course
- Students may choose any 4 of the remaining courses
- Students may also choose courses from any other department

<table>
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<th>Course No.</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>AN-401</td>
<td>Complex Societies and Urban Development</td>
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<tr>
<td>AN-402</td>
<td>Tribal and Rural Development</td>
<td>4</td>
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<tr>
<td>AN-403</td>
<td>Dr. B. R. Ambedkar: An Anthropologist</td>
<td>4</td>
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<tr>
<td>AN-404</td>
<td>Anthropology of Social Exclusion and Inclusion</td>
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<td>AN-405</td>
<td>Gender and Development</td>
<td>4</td>
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<td>AN-406</td>
<td>Anthropological Demography</td>
<td>4</td>
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<td>AN-407</td>
<td>Medical Genetics</td>
<td>4</td>
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<td>AN-408</td>
<td>Molecular Anthropology</td>
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<td>AN-409</td>
<td>Forensic Anthropology</td>
<td>4</td>
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<tr>
<td>AN-410</td>
<td>Applied Biological Anthropology</td>
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<tr>
<td>AN-411</td>
<td>Molecular Anthropology Practical</td>
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<tr>
<td>AN-412</td>
<td>Dissertation - Part-II (Compulsory Course)</td>
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Semester I
AN 101: Social and Cultural Anthropology
3 Credits

Course Description

An in-depth understanding about anthropology, the concept of culture, related theories, terms, configuration of culture, organization of culture and society constitute the frame of the course. This course aims at understanding the linkages of the subject with other subject areas within and outside anthropology.

At the end of the course, the students are expected to be able to understand –

• the disciplinary identity, scope and limitations of Social and Cultural Anthropology; major concepts and related terms;
• the concept of culture and various approaches applied in the study of culture;
• the organization of culture in different spheres;
• inter-linkages between different spheres; maintenance of comprehensive pattern of culture.

Syllabus

PART - I

Unit 1: Introduction
Anthropology – Nature of the subject.
Historical development of the discipline.
Sub-disciplines within Anthropology.
Inter-relations within sub-disciplines.
Relation with disciplines outside anthropology -
Features of Cultural Anthropology.

Unit 2: Culture, Society & Civilization
Biological pre-requisites for adaptation of Culture.
Concept of Culture
Definitions of Culture, Society and Civilization.
Relation between individual, society, culture and civilization
Culture – A system of Symbols. Language and Culture. Environment and Culture.
Unit 3: Configuration of Culture
Fundamentals of culture; culture trait, culture complex, socialization, culture contact, culture shock, culture change, cross cultural relativity, contra-acculturation and trans-culturation. Descriptive and explanatory models of culture; Attributes and Paradoxes of culture; Culture as a Process and Pattern; Approaches to the study of cultural Idealism and cultural Materialism Material and Non-Material aspects of Culture.

PART - II
Unit 4- Society and Social Organization–

Concept of Tribe
Concept of organization of society;
Forms of social organization: family, lineage, clan, Moiety, Phratry, tribe.

Family
Concept, definitions and universality of the institution of family;
Family household, domestic group and division of labour in the groups;
Typology - Conjugal-natal, consanguine-al, nuclear, joint, extended, patrilegal, matrilegal; Residence – Ambilocal, amitalocal, partilocal, matrilocal, avunculocal, neolocal, bilocal, virilocal, uxorilocal;
Functions of family- Social, economic, religious and educative.

Marriage
Definition, significance, universality; theory of incest taboo;
Significance and functions of marriage as a cultural institution;
Marriage type - monogamy, polygamy – (polyandry, polygyny), hypo-gamy, hyper-gamy, endogamy, exogamy;
Preferential, prescriptive, proscriptive and open systems of marriage;
Levirate, Sororate, cross-cousin marriage, uncle-niece marriage, extended affinal marriage;
Dowry, Bride Price and bride-wealth, Age at marriage, marriage distance; Divorce, widowhood, remarriage.

Kinship
Concept of Kinship, Definition of kin, affine group and kin group;
Kin –Consanguine-al, affinal, agnatic; bilateral, fictive;
Kin-group–Kindred, Unilateral, bilateral, apolitical, uterine, patrilateral, matrilateral; Principle and types of Descent – Unilateral, bilateral, double, patrilegal / matrilegal, Patri-clan / matriclean, patriarchy / matriarchy; affiliation & complimentary affiliation;
Kinship Terminology - Classificatory & Descriptive;
Terms of reference & Terms of address;
Kinship Behaviour – Joking behaviour and avoidance behaviour; Kinship obligations;
Kinship Classification - Eskimo, Omaha, Hawaiian, Crow; Kinship and caste, Kinship and community.

**Unit 5: Economic Organization**
Definition and significance; Primitive, peasant and modern economy;
Property Access rights, ownership and inheritance
Individual and collective property,
Principles of production, distribution and consumption,
Production Resources, division of labour and technology;
Distribution - Reciprocity and exchange; Gift, trade, barter, currency and market economy;
Consumption - Normal and conspicuous consumption;
Subsistence, surplus and prestige economy, Kula Ring and Potlatch;
Hunting-gathering, pastoral, agricultural and industrial economic organization; Economic change and economic adaptation.

**Unit 6: Political Organization**
Definition and significance; order within and between societies;
Concept of authority, power, rank, leadership, legitimacy and control;
Types of political organizations - egalitarian, non-egalitarian, decentralized and centralized;
Egalitarian Decentralized: band, tribe, kinship, age-grade and association;
Non-egalitarian- Centralized: Big Man-ship, chiefdom, rank-societies, state, nation-state;
Justice, jurisprudence, law, and social control; customary and codified law; primitive law;
Dispute resolution, conflict, coercion and consensus models for settlement of disputes;
Informal means of social control – pressure, satire, gossip, religion and magic, role expectations; reward-punishment mechanism, etc.;
Formal means - legal, judicial institutions; punitive, enforcing institutions;

**Unit 7: Religious Organization**
Definition, significance and aspects;
Anthropological approaches to study of religion: evolutionary, psychological, functional;
Symbol, idol, deity, rites and rituals;
Sacred and profane; sacred complex;
Religious beliefs and mythology;
Religion and life-cycle;
Atheism, monotheism, polytheism
Forms of religion - Animism, animatism, manaism, bongaism, fetishism, totemic;
Magic - Black and white, contagious, defensive, destructive, imitative, sympathetic; Magico-religious functionaries: Priest, shaman, medicine-man, sorcerer, witch; Distinction between magic and religion.
Functions of magic and religion;
Religious change: Sanskritization, religious conversion, religious adaptation.
The course assessment would be based on the following:

1. Mid Semester exam.
2. Term papers / tutorials / assignments.
4. Semester end exam.

LIST OF BOOKS

**Text books -**

**Recommended Books -**

**Reference Books -**
Doshi, S.L. & Jain, P. C. (-------) *Introduction to social anthropology*
AN 102: Indian Anthropology
3 Credits

Course Description

The course aims at introduction of India – in perspective. It gives an insight into the features of the Orthodox Pattern, the Heterodox Challenge and the Hindu Synthesis. In addition to this, major concepts in Indian Anthropology will be introduced. At the end of the course, the students are expected to understand –geographical, demographic and cultural profile of India; the orthodox pattern of the Indian Society and Hindu Synthesis; the heterodox challenge from other religion; major concepts in Indian anthropology.

Syllabus

Unit 1: India in perspective
Personal Characteristics.
Races of India. (Risley’s classification)
Language families and dialects
Indus Valley Civilization

Unit 2: The Orthodox Pattern
The Vedic paradigm.
The ritual paradigm of Brahmins
The heterodox challenge of Jainism, Buddhism, and Charvaka philosophies.

Unit 3: The Hindu synthesis
The six systems of philosophy
Karma, Rin and rebirth
Four stages of life: Four ashrams
Purushartha: Dharma, Artha, Kama, Moksha

Unit 4: Introduction to major concepts in Indian Anthropology
Little tradition and Great tradition;
Mc Kim Marriott: Universalisation, Parochialisation;
Sacred Complex, Nature-Man-Spirit complex;
Dominant caste, Tribe-Caste continuum; detribalization;
Sanskritisation, Westernisation;
Village studies.
The course assessment would be based on the following:
1. Mid Semester exam
2. Term papers / tutorials / assignments
3. Seminars / viva voce / presentations

LIST OF BOOKS

Text Books:
Karve, I (1961), Hindu Society- An Interpretation. Deccan College, Pune
Ghurye, GS. (1961), Caste, Class, and Occupation. Popular Book Depot, Bombay

Recommended Books:
Wheeler, MR. (1953), The Indus Civilization.

Reference Books:
Dr. Babasaheb Ambedkar: Writings and Speeches, Education Department, Government of Maharashtra, Bombay, Vol. VII. 2013.
Dr. Babasaheb Ambedkar: Writings and Speeches, Education Department, Government of Maharashtra, Bombay, Vol. 1. 1979


AN 103: Indian Social Institutions
2 Credits

Course Description

This course would provide a comprehensive understanding of the Indian Social Organizations/Institutions such as caste system, Indian family, marriage and kinship. Social Stratification and issues related to weaker sections in India Society have been focused upon in this course. At the end of the course, the students are expected to understand – social stratification and weaker sections in Indian society; the caste as an unit, as a system and as a structural and cultural phenomena; the basic pattern and ideal of family in Indian society; the concept and the Indo-logical & Anthropological significance of marriage.

Syllabus

Unit I- Caste system
Varna system and jati
Theories of origin of caste/varna, Irawati Karve: Caste, caste cluster.
Ritual purity, ritual pollution and logic of hierarchy
Caste and village society — Jajmani and Balutedari system
Caste and its relationship with family, marriage and kinship
Principle of reciprocity, based on the caste system
Caste groups - as cultural and occupational categories
Caste groups - as political and voluntary associations
Indian society as a closed system
Changing structure of caste and its future
Inter-caste and intra-caste relationship and caste conflicts

Unit II - Indian Family, Marriage and Kinship
Structure and nature of Joint family, Extended family
Emerging trends, change, functional and dysfunctional aspects of change,
Change - in intra-family relations, Forces of change.
Extended kin groups: Affinal and Consanguineous.
Marriage- social, ritualistic, and symbolic aspects of Hindu marriage, dowry.
Changing patterns of marriage alliance, divorce, inter-caste marriage.
Changing kinship relations.

Unit III- Social Stratification in India
Meaning and approaches to the study of social stratification
Social stratification and weaker sections in the society
Exploitation and deprivation of SCs/STs/OBCs
Constitutional safeguards for SCs and STs

The course assessment would be based on the following:
1. Mid Semester exam
2. Term papers / tutorials / assignments
3. Seminars / viva voce / presentations
4. Semester end exam

LIST OF BOOKS

Text Books:

Recommended Books:
Farquhar, JN. (1911). A primer of Hinduism. London: Christian Literature Society for India

Reference Books:
Dr. Babasaheb Ambedkar Writings and Speeches, Education Deptt. Govt. Of Maharashtra
Dr. Babasaheb Ambedkar: Writings and Speeches, Education Department, Government of
Dr. Babasaheb Ambedkar: Writings and Speeches, Education Department, Government of
Maharashtra, Bombay, Vol. 1. 1979
Contemporary India. New Delhi: Sage.
AN 104: Social Research Methods
2 Credits

Course Description

The course aims at providing a basic understanding of the nature and procedure of scientific research as practiced in social sciences. It discusses the qualitative and quantitative methods, various types of research designs, and the tools and techniques of data collection involved in each type.

At the end of the course the students are expected to be able to:

1. Understand the peculiarities and problems associated with a scientific social research.
2. Clearly distinguish between various types of research design.
3. Understand various tools of data collection.
4. Understand data analysis of quantitative data using software.

Syllabus

Unit 1: Science and Scientific Research
Science and social science
Science as an approach and system of knowledge;
Science - essence and characteristics;
Objectivity, validity and testability;
Relation between science, theory and fact;
Inductive and deductive aspects of scientific research;
Natural science and social science: a comparison;
Issues of value, subjectivity and inter-subjective objectivity in social science;
Epistemological and ethical issues and problems of experimentation in social research.

Unit 2: Overview of Quantitative and Qualitative research
Comparison of Quantitative and Qualitative research approaches
Philosophical positions- Positivism vs. constructivism,
Key features and focus of Qualitative Research
Method and Methodology
Varying qualitative approaches – Case Study, Ethnography, Narrative,
Phenomenology, Grounded Theory
Varying quantitative methods- Survey method, Census
Unit 3: Research Design and Research Questions
Identifying research problem.
Formulation of research question, hypothesis;
Various Research designs-Exploratory, Descriptive, Experimental and Evaluative studies;
Steps in research design: Review of literature; conceptual framework; concept mapping
Tools and techniques of data collection

Unit 4: Sampling and Sampling Designs
Concept and significance of sampling;
Concepts: population, sample, sampling unit, finite and infinite populations, sampling frame, sampling designs
Probability and non-probability sampling;
Sample Size Estimation, accuracy, bias and precision
Sampling and saturation,
Data Triangulation, Reflexivity, Validity, Generalization

Unit 5: Introduction to Survey Research Method
Introduction to Survey Research Method
Survey research: Origin and History
Difference between survey and other research methods
Strength and weaknesses of Survey research
Application of surveys in social research

Unit 6: Tools of Data Collection
Questionnaires and Interview Schedule —
Do’s and Don’ts while construction of Questionnaire and Interview Schedule
Preparation of interview schedule
Structured, unstructured interview Schedule
Open-ended, Close-ended Questions
Observations
Pilot testing
Scale and Measurement
Attitude Scales: Thurston, Likert and Gutman attitude Scales

Unit 7: Data analysis and report writing
Relevance of statistical techniques in social research,
Data Processing-Coding Schemes, editing, cleaning data
Data coding and preparation of SPSS code sheet
Data entry and data cleaning, refining of the codes
Approach of Quantitative data analysis
Frequency distributions, Graphical presentation of data
Measures of central tendency, Measures of dispersion
Developing outline for a scientific report
Summarizing the survey results for the whole group
Providing an answer to the research problem

The course assessment would be based on the following:
1. Mid Semester examination
2. Term papers, tutorials, assignments
3. Seminars, viva voce
4. Semester end examination.

Reference Books
Young, P. V., & Schmid, C. F. (2012). *Scientific Social Surveys and Research: An Introduction to the Background, Content, Methods and Analysis of Social Studies* (H. Blumer, Ed.). Literary Licensing, LLC.
AN 105: Ethnography
2 Credits

Course Description

The course aims to provide an understanding of the ethnographic method of field investigations in social and cultural anthropology. It discusses the field-work tradition in anthropology, the peculiarities of an ethnographic research design, and the tools and techniques of field documentation. It also takes a brief review of Sample survey as quantitative research method. It introduces the students to the ethnographic documentation of the tribes all over the world.

At the end of the course the students are expected to be able to:

1. Distinguish between the ethnographic method and the other methods of social research with reference to the basic approach, field setting, tools and techniques of documentation, analysis, etc.
2. Prepare an ethnographic research design.
3. Get insight into the rapport establishment techniques.
4. Acquire the approach of participant enquiry.

Syllabus

Unit 1: Ethnographic Approach in Anthropology
Field work tradition in Anthropology
Contribution of Malinowski, Boas and other pioneers;
Cultural relativism, ethnocentrism, etic and emic perspectives;
Concept of participant enquiry; Role of key informants
Ethnography as a holistic documentation of culture;

Unit 2: Ethnographic Research Design
Ethnography as a qualitative research;
Choice of tools and techniques of data collection,
Interview - Structured and unstructured; Free flowing open ended; in-depth interviews,
Group interviews ‘key informant’-interview, Informal interviews
Observation - Participant and non-participant.
Genealogy - technique and application;
Social census
Case Study
Unit 3: Collection of Ethnographic Data
Academic, psychological and practical preparation for ethnographic fieldwork;
Techniques of rapport establishment;
Identification of representative categories of informants;
Recording of data journal, field diary and logbook; Organization and contextual interpretation of data;

Unit 4: Analysis and Writing of Ethnographic Data
Approach to qualitative data analysis
Different ways of analysis,
Framework analysis, thematic content, grounded theory
Coding data: codes (priori/emerging/descriptive/analytical),
Code-categories-theme-theory
Writing memos
Introduction to packages for qualitative data analysis
Writing as research practice, Writing styles
Presentation of an ethnographic report

LIST OF BOOKS


**Recommended Books**


**Reference Books**


Young, P. V., & Schmid, C. F. (2012). *Scientific Social Surveys and Research: An Introduction to the Background, Content, Methods and Analysis of Social Studies* (H. Blumer, Ed.). Literary Licensing, LLC.
AN 106: Biological Anthropology
3 Credits

Course Description
This course aims at introducing the students to the basics of biological anthropology, its historical background, how it evolved as a science, its important branches, scope and applications to the welfare of mankind. It provides a background canvas in understanding the story of human evolution focusing mainly on the basic principles and processes involved in human evolution. Historical development of evolutionary thought and the existing theories on human evolution will be dealt with in detail.

At the end of the course,
1. Know Biological Anthropology, its branches and related disciplines
2. understand the basics of biological basis of life
3. understand, and critically evaluate concepts of Evolution
4. delineate trends in human evolution
5. highlight human biological variation in contemporary evolutionary perspective
6. outline fallacy of race

Syllabus

Unit 1: Introduction to Biological Anthropology
Introduction, Nature and Scope
Branches of Biological Anthropology
Bio-cultural Perspective
Applied aspects of Biological Anthropology

Unit 2: Biological Basis of Life
Cell, Cell structure, Chromosomes
DNA: Structure, Replication, Protein Synthesis
Cell Divisions: Mitosis and Meiosis,
Evolutionary significance of Meiosis
Mendel’s Laws of inheritance: Segregation, Dominant and Recessive traits,
Independent Assortment Importance of Genetics in Evolution and Biological Anthropology

Unit 3: Theories of Evolution
Theories of evolution: Lamarckism, Darwinism, Neo – Darwinism, Modern Synthesis
Evidences of Evolution: Morphological, Embryological, Paleontological, geological, histological evidences
Unit 4: Dimensions of Evolution
Evolution as a two-stage process: Production of and redistribution of Variation
Microevolution: Factors that produce and distribute variation: Mutation, Recombination, Migration, Drift and Natural Selection

Unit 5: Human Evolution and Variation
Overview of Human Evolution, trends in Human evolution: Terrestriality, Bipedalism, Changes in dentition, Encephalisation, Culture
Modern Human origins, Bio-cultural Evolution of Humans
Phenotypic and Genotypic variation, Distribution of Human Variation
Historical overview of concept of Race, Criteria of Racial Classification, Genetic aspects of race mixture. Racism, UNESCO Statements on Race, AAPA statement on Race and Racism

Textbooks
AN 107: Archaeological Anthropology
3 Credits

Course Description
The course aims to provide knowledge of the archaeological basis of anthropology and understanding of Prehistoric and Proto-historic human cultures. The course is helpful to acquaint the students with foundations in archaeological anthropology, Archaeology its relation with other subjects and its interdisciplinary approach in studying human evolution as well as culture of ancient man. The course also covers stone tool typology and technology and also dating of past, archaeological evidences and their interpretations. On the basis of foundation course in Archaeological anthropology, this course briefly deals with Palaeolithic, Mesolithic and Neolithic Cultures from Europe, Africa and mainly from Indian subcontinent. The course also covers the Cultural evolution and their impact on human skeleton. The course gives an idea of archaeological evidences and their interpretation with reference to particular human culture and skeletal biological details from that human group.

At the end of course students are expected to be able to:
1. Be conversant with the basic terminologies, branches, sub-fields of archaeological anthropology and their interrelationship, scope and historical development.
2. recall the geological time scale, environment, stratigraphy and their characteristics
3. detail the types of available dating methods, their advantages, disadvantages and their implications to archaeological data
4. describe the tool making technology, raw materials used, tool types and functions in an evolutionary perspective survey the cultural chronology of Palaeolithic, Mesolithic, Neolithic, Chalcolithic, Megalithic and Iron age periods and their special features recognize the early food producers and their varied activities
5. place the archaeological evidences in the context of human migration
6. Identify the salient features of Indus valley period, its people and activities.

Syllabus

Unit 1: Introduction to Archaeology
Archaeology, Relation of Archaeology with Sciences, Social Sciences and Anthropology
Major Branches, Prehistory, Proto-history and Ethno-Archaeology
Geological and Archaeological Time scales and their relevance in interpreting human evolution
Geological framework Tertiary, Quaternary, Pleistocene and Holocene
Ice Ages: Pleistocene, Glacial and Interglacial Periods,
Pluvial and Inter-pluvial periods, Causes of Ice Ages, Sea level changes.
Chronology as a concept, Fossils and Fossilization, Osseous material and their importance, Fossil bones and teeth.

Unit 2: Dating Methods, Tool Typology and Technology
 Relative and Absolute Dating
 River terraces, Stratigraphic dating, Palynology, Radiocarbon dating, Potassium Argon dating, Thermo-luminescence, Dendro-chronology, Archaeomagnetism etc.
 Cultural Chronology, The three Age system, Stone/ Copper/ Bronze/ Iron Age (Palaeolithic, Mesolithic and Neolithic period)
 Stone tool typology: Pebble tools – Chopper, chopping tools, Bi-faces – Hand-axe, Cleaver; Scrapers, Blades, Microliths, Grinding stones, Ring stones
 Techniques: Percussion, Block on Block, Stone hammer, Cylinder Hammer, Clactonian, Levalloisian, Blade, Grinding and Polishing
 Artefacts Typology/ Pottery and Other evidences
 Identification and Interpretation of stone tools and fossils.

Unit 3: Palaeolithic Cultures
 Lower Palaeolithic Culture:
 Africa - Oldtown,
 Europe: Acheulian, Abevillian, Levalloisian, Clactonian,
 India: Sohn, Madrasian
 Middle Palaeolithic Culture: Africa, Mousterian, Indian
 Upper Palaeolithic Culture: Europe – Aurignacian, Solutrean, Magdalenian & Cultures of India
 Cultural and Biological evidences of Palaeolithic Cultures of India, Palaeolithic Art in India

Unit 4: Mesolithic and Neolithic Cultures
 Azilian, Tardenoisian, Kitchen Midden Culture
 Jericho and Jarmo culture
 Langhanaj, Bagor, Adamgarh, Burzhom Northern/ Eastern and South Indian Neolithic.
 Characteristic features of Mesolithic and Neolithic cultures. Cultural and Biological evidences of Mesolithic and Neolithic cultures.

Unit 5: Indus valley civilization, Chalcolithic and Megalithic Cultures
 Distribution, Period, Characteristics, causes of decline, people and culture of Indus valley Civilization.
 Chalcolithic culture and the characters
 Megalithic Iron Age cultures, Menhir/ Dolmen, Cist and Cairn
Textbooks
AN 108: Biological Anthropology Practical – I (Osteology, Craniometry and Osteometry)
3 Credits

Course Description
The aim of this practical course is to provide knowledge of Human Anatomy, Skeleton and Dental system; including Important landmarks on bones. Students are taught about the scientific methods and techniques of measurements on skeleton and dentition. This knowledge is helpful to understand evolutionary changes in skeleton system as well as occupational stress, sex-wise differences, community differences on the skeleton and on human dentition. The course covers Osteology, Osteometry and Odontometry.

At the end of the course, students are expected to understand
1. To describe the human skeletal anatomy
2. Define and locate various landmarks
3. Describe tools techniques and procedure for taking craniometric and osteometric measurements
4. Take craniometric and osteometric measurements

Syllabus

Unit 1: Osteology
Importance of studying human skeletal system in anthropology
Anatomical terminology: Planes of reference and directional terms, general bone features, Structure and function of skeletal system
Classification: Axial and appendicular skeleton
Skull (Different Normae) and mandible, individual bones of skull, understanding concepts of skull, cranium, calvarium
Long bones and side Identification
Vertebral column and girdles (Pelvis, Scapula & Clavicle)
Age and sex differences, Pathological and occupational stress markers on various bones of the body

Unit 2: Craniometry
Craniometry and Osteometry: Use and Importance.
Introduction to the Instruments
Selected measurements on skull -
Cranial length, Cranial breadth, Cranial arc, Cranial circumference, Upper facial height, External bi-orbital diameter, Nasal height, Nasal breadth, Bi—maxillary breadth,
Bi-zygomatic breadth, Bi-mastoid breadth, Bigonial breadth, Mandibular Length,
Mandibular height,
Calculation of Indices based on the above measurements: Cranial Index, Nasal Index, Kollmann’s Upper facial index.

Unit 3: Osteometry

Selected measurements on Humerus, Radius and Ulna
Humerus: Maximum length, Breadth of distal epiphysis, Circumference in the middle, Least girth of shaft
Radius: Maximum length, Transverse diameter of the shaft
Ulna: Maximum length, Maximum breadth of olecranon, Height of olecranon

Selected Measurements on Femur, Tibia and Fibula
Femur: Maximum length, Physiological length, Transverse diameter of middle of shaft, Sagittal Diameter of middle of Shaft
Tibia: Maximum length, Lateral condylar malleolar length
Fibula: Maximum length, circumference in the middle of the shaft

Unit 4: Selected Measurements on Scapula, Clavicle and Pelvis
Scapula: Maximum length or anatomical breadth, Maximum breadth or Anatomical length, Length of cranial border, Length of axillary border
Clavicle: Maximum length, Girth in the middle
Pelvis: Maximum length of innominate, Maximum breadth, Length of ischium, Length of pubic symphysis

Unit 5: Odontometry
Classification and Identification of teeth
Measurements on dentition
Mesio-Distal, Bucco-Lingual measurements

Textbooks


Semester II
AN 201: Anthropological Thought
3 Credits

Course Description

This course reviews historical development of anthropological theories from its beginning to the present. The students will be introduced to different schools of thoughts in Social and Cultural Anthropology. This course summarizes and critically examines the evolution of anthropological thought.

At the end of the course, the students are expected to understand -
- the basic theories proposed by different schools;
- the historical development of anthropologic theories from its beginning to the present;
- Relative merits and criticism about various theories.

Syllabus

Unit 1: Historical Processes of Culture
Attributes of culture by Tylor, Malinowski, Kroeber and Leslie White

*Evolutionism*
Julian Huxley biological evolution
The evolutionary perspective in ethnology and its sources;
Uni-linear evolutionism;
Multi-linear evolutionism;
Neo-evolutionism;
Merits and weaknesses of evolutionary school of thought.

*Diffusionism*
Diffusion of cultural traits;
British school of diffusion and the Pan-Egyptian theory;
German school of diffusion and concept of ‘trait complexes’;
American school of diffusion: Concepts of ‘culture-area’ and ‘age-area’; Merits and weaknesses of diffusionism.

*Historical Particularism*
Historical Particularism as a methodological approach
Theoretical implications of Historical Particularism
Contribution by Franz Boas;
Contributions and limitations of Historical Particularism;
Unit 2: Materialist Perspective on Culture

*Cultural Materialism*

The approach of Cultural Materialism;
Contributions of Marvin Harris and Leslie White; Relation of Materialism with Evolutionism
Critique on Cultural Materialism

Unit 3 - Structure-Functionalism

Structure-functionalism as a reaction to the doctrines of ‘Evolution-Diffusion’ and ‘Historical Particularism’;
Functionalism of Malinowski, Merton & Parsons;
Structure-functionalism of Radcliffe Brown;
Distinction between structural and functional emphases;
Structure-functionalism as an analytical approach; Methodological implications of Structure-functionalism; Contribution and limitations of Structure-functionalism.

Unit 4 - Structuralism

Structuralism as a perspective;
Place of structuralism in the anthropological theory;
Contributions of Claude Levi-Strauss and Edmund Leach;
Structuralist interpretation of social system;
Structuralist interpretation of Kinship;
Structuralist interpretation of Mythology and Totem-ism; Critique on Structuralism.

Unit 5: Culture and Personality School

Margaret Mead
Ruth Benedict
Abram Kardiner
Alice Cora-Du-Bois
Ralph Linton

Unit 6 - Other Classical Theoretical Approaches

Social Anthropology as an approach: Evans-Prichard;
Post-structuralism; Derrida and Fucault.
Robert Redfield and his contribution.

The course assessment would be based on the following:
1. Mid Semester exam
2. Term papers / tutorials / assignments
3. Seminars / viva voce /presentations
4. Semester end exam
LIST OF BOOKS

Text Books


Recommended Books

AN 202: Indian Anthropologists
3 Credits

Course Description

This course would focus upon – the contribution by Indian Anthropologists; the contribution of Social Reformers and Thinkers, to the Indian Society and Culture. Development of Indian Anthropology

At the end of the course, the students are expected to understand about -
1. the contribution by Indian Anthropologists,
2. the contribution by Social Reformers and Thinkers. -the development of Indian Anthropology.

Syllabus

Unit 1 - Contribution by Indian Anthropologists
M.N. Srinivas,
G.S. Ghurye,
N. K. Bose,
D. N. Majumdar,
S. C. Dube,
L. P. Vidyarthi,
Gopala Sarana

Unit 2 - Contribution by Indian Anthropologists – (continued)
Iravati Karve,
S. S. Sarkar,
B. S. Guha,
S. C. Roy,
Verrier Elvin.

Unit 3 - Contribution of Social Reformers and Thinkers, to Indian Society and Culture
Mahatma Jotiba Phule,
Dr. B. R. Ambedkar,
Savitribai Phule,
Shahu Maharaj,
Raja Ram Mohan Roy.
**Unit 4 - Development of Anthropology in India**

Phases of development: from establishment of Asiatic Society to Modern phase. Development of Biological Anthropology in India.

**Reference Books**

RICHARDS, F. J. (1925). The Bihors: a Little-known Jungle Tribe of Chota Nagpur. *Nature*, 116(2916), 421–422. [https://doi.org/10.1038/116421a0](https://doi.org/10.1038/116421a0)


AN 203: Social – Cultural Change
3 Credits

Course Description

This course aims at discussion of various processes leading to change in the existing configuration of any socio-cultural system. This course would introduce the students to the analysis of various factors and processes which contribute to the phenomena of sociocultural change.

At the end of the course, the students are expected to understand about -

1. the processes responsible for socio-cultural changes;
2. the analysis of factors contributing to socio-cultural changes;

Syllabus

Unit-1 Dynamics of Culture
Culture and Social dynamics
Importance of Studying culture and social change
Distinction between Social Change and Cultural Change
Stability and Change

Unit-2 Nature and dynamics of Change
Evolutionary and Diffusionistic Perspective of Change
Dialectical and Conflict Model of Change
Equilibrium Models of Change: Structure – Functionalism
Parsonian Differentiation Model

Unit-3 Factors and Processes of Change
Cultural lag;
Factors: Economic, Technological, Demographic, Ideational, etc
Concept of Innovation; Diffusion Innovation;
Acculturation, Assimilation, Accommodation, Reinterpretation and Integration

Unit-4 Cyclic Theories of Change
Contributions of Oswald Spengler,
Contributions of Arnold Toynbee,
Contributions of Pitrim Sorokin,
Contributions of Alfred Kroeber: Configuration of Culture growth
Unit-5 Social Cultural Changes in India
Urbanization, Industrialization, Sanskritization, Modernization, Westernization, Globalization—in the context of India

Unit-6 Reading and Seminar Topics.

References
AN 204: Ethnographic Fieldwork
3 Credits

Course Description

This course aims at exposing the students to the field situation in tribal setting for training in the ethnographic method of field research. The fieldwork will be arranged and conducted by the Department in a suitable tribal area. The duration of ethnographic fieldwork will be minimum 15 days. The fieldwork should be carried out by the entire batch of students as a team-work. However, each student will be given an individual topic for conducting ethnographic fieldwork. After the fieldwork the students would undertake the analysis and report writing under the guidance of the assigned faculty members.

At the end of the course, the students are expected to understand about -
1. Preparation for ethnographic field-work;
2. Preparation of tools necessary for data collection;
3. Rapport establishment;
4. Techniques necessary for data collection;
5. Compilation, organization and analysis of data; Interpretation of data and report writing.

Syllabus

Topics for Ethnographic Field-work

Topics which require ethnographic method, for data collection, should be assigned to the students.

Hence, topics from Biological Anthropology should not be considered for ethnographic fieldwork. Faculty members will finalize the topics to be assigned to the students from the following list which illustrates certain important/ major topics which should be considered with priority. Some of these topics may be divided or combined in accordance to the circumstances and needs.

- Identity, History, Folklore;
- Settlement Pattern;
- Cultural Ecology;
- Material Culture;
- Life Cycle;
- Marriage, Family & Kinship;
- Economic Organization;
- Political Organization;
- Religious Organization;
- Inter & Intra Community Relations;
- Status of Women;
- Ethno-medical System;
- Ethnography of Food;
- Food in Socio-Cultural Context;
- Ethno-physiology;
- Child Rearing Practices;
- Response to Family Welfare Program;
- Awareness & Utilization of Health Care Services – (ICDS and other Special Programs);
- Education, Aspirations & Mobility;
- Impact of Communication & Transportation;
- Development Programs;
- Socio-Economic Survey;
Brief Outline of the Process
- Compilation of Primary Data:
  - Field diary and log-book,
  - Field notes – Interviews - Transcript of informal interviews,
  - Interviews with informants and key informants, Focused group interviews.
  - Case narratives and case studies.
  - Field notes - Observations.
  - Genealogy, Census.
  - Compilation of secondary data.
  - Organizing the data - Data to be organized according to major themes and sub-themes. Analysis and discussion of the data; Final Report.
AN 205: Primatology and Primate Behaviour
2 Credits Course

Course Description
The course introduces the basics of Primatology, its methods, history and important achievements in relation to human evolution. It also introduces evolution of order primata, the current primates with specific emphasis on their behaviour.

At the end of the course is expected to
1. Understand the discipline of primatology
2. Delineate the importance of primatology for anthropology
3. Understand primates as a taxonomic group
4. Describe primate diversity
5. Understand basics of Primate behaviour and its relationships to human behaviour

Unit 1: Primates
Introduction to Primatology, its history, scope and importance
Methods of studying Primates: in Wild, In captivity
Emergence, Distribution and classification of Primates, Characteristic features of Order Primata,
Extant Primates and their geographical Distribution
Traditional and revised classification of Hominidae

Unit 2: Primate Evolution
Overview of mammalian evolution
Evolution of Primates, Plesiadapiformes, Aegyptopithecus, Proconsul,
Dryopithecines,
Phylogenetic position of Dryopithecines; Ramapithecus and Shivapithecus
Phylogeny of primates: current knowledge and debates,

Unit 3: Prosimians, Anthropoids and Apes
Lemurs, Lorises, Tarsiers,
Old world and New world Monkeys
Gibbons,
Orang Utans
Gorillas
Chimpanzees,
Bonobos


Unit 4: Primate Behaviour

Feeding behaviour, Reproductive Behaviour, Social Behaviour, Cognition, Primate communication, Tool Use
Use of nonhuman primates in biomedical research
Threat of extinction and conservation of nonhuman primates

Textbooks
AN 206: Comparative Anatomy
2 Credits

Course Description
Evolution as a process had also brought about series of anatomical changes on all forms of life. Human beings are but a product of this process. Paleoanthropologists attempts in piecing together his past has yielded useful sequences in explaining hominid evolution. This course introduces basics of comparative anatomy which serves as basis for evolutionary analyses.

At the end of the course, students are expected to
1. Understand skeletal anatomy of primates
2. Delineate comparative skeletal differences among primates
3. Describe skeletal features of primates as an adaptation to their ecological setting
4. Describe man’s place in mammalian and primate taxonomic tree

Unit 1: Place of human beings among the Primates
Nomenclature, Taxonomic position of humans
Introduction to comparative anatomy, comparative anatomy as evidence for evolution
Major Anatomical changes in human body

Unit 2: Skull, Mandible and Dentition
Comparative anatomy of skull, mandible and dentition among primates
Major Anatomical changes in Skull, Mandible and Dentition; Evolution of chin

Unit 3: Post Cranial skeleton
Comparative anatomy of Post Cranial skeleton among primates
Major Anatomical changes in Vertebral Column, Pelvis, Hands, Legs and feet

Unit 4: Evolution of other Systems
Evidence from the Brain and Sense Organs
Erect posture and Bipedalism

Textbooks


AN207: Human Evolution: Paleoanthropological perspective
2 Credits

Course Description
This course introduces Palaeoanthropology as an important field of Biological anthropology, as well as the fossil evidence of Human evolution. While introducing the extinct hominins, it will place emphasis on Salient Features, geological time, ecological behaviour and associations with tools, conserved and derived features, Phylogenetic position, geographical spread, important specimens and discoverers.

At the end of the course, students are expected to
1. Describe trends in human evolution
2. Delineate the evolutionary changes as evidenced by fossil record
3. compare hominin fossils and their adaptations

Syllabus

Unit 1: Introduction to Theory and Methods of Palaeoanthropology
Principles of Taxonomy and Classification, Species Concepts and Speciation, Taphonomic and Diagenetic Processes, Paleoclimatic Record and Paleoenvironmental Reconstruction, Geological Background

Unit 2: Hominid Precursors and Early Hominids
Sahelanthropus tchadensis, Orrorintugensis, Ardipithecus ramidus, Australopithecus baharelgazali, Australopithecus anamensis, Australopithecus africanus, Australopithecus garhi, Australopithecus afarensis, Australopithecus robustus, Australopithecus boisei; Australopithecus sediba

Unit 3: Genus Homo
Early Homo
Homo habilis; Kenyanthropus platyops, Homo erectus, Homo ergaster, variants of Homo erectus: African, European and Asian, global evidences

Later Homo
Unit 4: Homo sapiens: Early modern humans
Cro-Magnon; Grimaldi; Chancelade, Emerging fossil evidences: Evolution of Modern humans Jebel irhoud, Homo sapiens idaltu, worldwide variation in modern human skeletons, trend from robusticity to gracility

Note:
Each taxonomic family and fossils are to be understood in terms of its evidence, Salient Features, geological time, ecological behaviour and associations with tools, conserved and derived features, Phylogenetic position, geographical spread, important specimens and discoverers.

Textbooks
AN 208: Biological Anthropology Practical - II (Somatometry, Somatoscopy and Serology)
2 Credits

Course Description
This practical course provides knowledge of Scientific method and Techniques of Measurements on living individual through measurements which are useful to get an idea of age, sex and comparative community differences as well as Nutritional status of Individual. Somatometric measurements, Dermatoglyphics, Somatoscopic traits and basic serology are included to provide an historical perspective and as classical tools to study the Population Variation and their Inheritance. Applications of Anthropometry such as Growth, Ergonomics, Forensic Anthropology etc will also be touched upon in the course.

At the end of the course, students are expected to understand
1. Understand the importance and use of Somatometry, somatoscopy and dermatoglyphics for - Biometric variation and Medico-legal aspects
2. Master the techniques of Somatometry, fingerprints and serology
3. Understand the importance of measurements and classical markers in anthropological studies as well as their limitations

Syllabus

Unit 1: Somatometry and Somatoscopy
Somatometry Use, Scope and Importance
Introduction to the Instruments
Different landmarks and their locations.
General Introduction, Use and Scope of Somatoscopy
Hair color, eye color, skin color.
Hair type and pattern. Hair whorl: number and direction.
Ear-lobe: attached, non-attached, Tongue rolling and folding.
Handedness, Hand clasping. Digital formula. In-bite, over-bite, bite to bite

Unit 2: Selected measurements on Head and rest of the body
Maximum head length, Head breadth, Head circumference, Morphological upper facial height, Physiognomic upper facial height, Nasal height, Nasal breadth, Mouth breadth, Bigonial breadth.
Height vertex, Sitting height, Height acromion, Height illiocristale, Bi-Iliocristal diameter, Total arm length, Total leg length, Biacromial diameter, Calculation of Indices based on the above measurements.
Unit 3: Dermatoglyphics
Relevance in Anthropological studies.
Techniques: printing and finger, palm, pattern identification.
Basic Classificatory Systems: Galton, Henry.
Indices – Pattern intensity index, Furuhat’s index, Dankmeijer’s Index, Main Line Formula.

Unit 4: Classical Markers
Blood groups:
Anthropological importance, techniques, collection of sample
Identification of ABO and Rh system
Colour Blindness
PTC taste sensitivity

Textbooks
SUDHA RASTOGI, & Shukla B R K. (2017). LABORATORY MANUAL OF PHYSICAL ANTHROPOLOGY.
Semester III
AN 301: Medical Anthropology
4 Credits

Course Description

The course provides an overview of the field of Medical Anthropology, basic concepts and understanding of social and cultural dimensions and determinants of health and the areas of social epidemiology and ethno-medical traditions. It further familiarizes students with the field of public health, and contributions of anthropology to public health. Both public and the private health sector, health policy and planning and health care delivery system with special reference to India would also be covered.

At the end of the course the students are expected –

1. To have developed an understanding of anthropological approaches to the study of health and disease.
2. To understand cross cultural variation in the domain of health and disease.
3. To understand about healing traditions and medical pluralism.
4. To understand about the field of public health;
5. Understand the process of health care: public health planning; health policies and programs in India.

Syllabus

Part I: Medical Anthropology: Health, Culture and Society

Unit 1: Medical Anthropology
Origin/ History of Medical Anthropology
Definitions and Scope
Application of anthropological approaches

Unit 2: Health, culture and ecology
Ecological approach as conceptual orientation
Ecological conditions, cultural practices and Biological adaptations
Epidemiology and ecology

Unit 3: Ethno-medicine and medical aspects of social system
Concept of ethno-medicine
Ethno-medicine as cultural institution
Disease aetiology, classification and diagnosis
Traditional healers/shamans
Natural, supernatural and social agents of illness
Ethno-medical therapy, Ethno-medical specialists, Preventive measures
Illness as sanction and deviance
Health and illness as indicators of social systems performance
Concept of sick role

Unit 4: Health, Disease and Illness
Conceptual differences health, disease and illness
Concept of health by World Health Organization
Patient – doctor relationship
Cross-cultural variation in the understanding of the concepts of health and disease
Determinants of health

Unit 5: Medical pluralism
Ayurveda, Homeopathy, Unani, Yoga and Naturopathy,
Siddha, Chinese medicine
Medical pluralism and health seeking behaviour
Professionalization of traditional medicine

Part II: Medical Anthropology: Approaches, Public Health Policies and Programs

Unit 6: Medical Anthropology and Public Health
Public Health: Definition, History, Approach, function
International Public Health Movement: Post–World War II
Role of key anthropologists in public health
Contributions of Anthropology to Public Health
Theoretical and applied medical anthropology

Unit 7: Theoretical approaches in medical anthropology
Evolutionary Theoretical Medical Approach
Cognitive Theoretical Medical Approach
Critical Medical Theoretical Approach
Cultural Constructivist, Cultural Interpretive, Meaning-Centred Medical Approach

Unit 8: International and National health initiatives
World Health Organization and its programmes
Alma-Ata Declaration / Primary healthcare approach /
Universal health coverage (UHC)
Millennium / Sustainable Development Goals- 2000
Unit 9: Health Care in India

Public health planning in India
National health policies- 1983, 2002 and 2017
Health care delivery system in India
Overview of National Health Programmes in India
National Health Mission, AYUSH
Health research and bio-ethics

Reading and Seminar Topics

References
Journal Articles

Important Websites
AN-302: Recent Trends in Anthropology
4 Credits

Course Description

The course focuses on the recent trends in anthropological thinking. The course also takes view of the emerging interdisciplinary Developments in the field of anthropological sciences, combining Anthropological perspectives with that of the biology, psychology, ecology, etc.

Syllabus

Unit 1: Dialectical Anthropology
Dialectics anthropology as a perspective;
Dialectics – Classical tradition;
Dialectics – Hegel and Marx;
Contributions and criticism

Unit 2: Symbolic Anthropology
The paradigm of symbolic anthropology;
Contributions of Clifford Geertz, V. Turner and Mary Douglas;
Methodological approach within symbolic anthropology;
Contributions and criticism

Unit 3: Systems Theory
Society as a dynamic system;
Equilibrium and social integration;
Contributions of Talcott Parsons;
Contributions and criticism

Unit 4: Post Modernism
Post-modernism as a theoretical perspective;
Post-modernism as a reaction to modernism;
Post-modernism as a methodological paradigm;
Post-modernism and anthropology;
Contributions and criticism

Unit 5: Ecological Anthropology
Definition of ecology, culture and ecology, human ecology;
Man and adaptation: culture and natural environment, ecosystem, human ecological niche,
Ecological community;
Environment and environmentalism:
Exploitation of natural resources,
Deterioration and degradation of environmental quality;
Environmental sustainability;
Ecological movements: Contributions and criticism.

Unit 6: Ethno-methodology
Phenomenological sociology and Ethno-methodology;
Reflexivity, accountability, indexicality;
Documentation method – Etcetera principle;
Contributions and criticism

Unit 7: Reading unit and seminar topics

References
Hardesty, Donald 1977 Ecological Anthropology, John Wiley and Sons.
Schneider and others 1977 Symbolic Anthropology: A Reader in the study of Symbols And Meanings. Columbia, University Press.
Douglas, Mary 1978 Cultural Bias. Royal Anthropological Institute, Great Britain and Ireland.
Gadgil&Guha 1997 This Fissured Land: An Ecological History of India. Oxford University Press, New Delhi.
Sperber, Dam. 1975 Rethinking Symbolism. Cambridge University Press
AN-303: Developmental Anthropology
4 Credits

Course Description

This course would focus on the concept of development. It would delineate the concept of developmental anthropology and highlight upon the role of anthropologists in development process. Various paradigms of development would be discussed with focus upon the mechanism, agencies involved, response of the people and outcome.

At the end of the course, the students are expected to understand about -
1. The concept of development;
2. Role of anthropologists in development process;
3. Various paradigms of development;
4. Agencies of development;

Syllabus

Unit 1: Introduction
The Three Approaches in the Anthropology of Development
The Discourse of Development
Populism, Anthropology and Development
The Entangled Social Logical Approaches

Unit 2: Socio-Anthropology of Development
Socio-Anthropology of Development
Definition Scope and Subject Matter
Comparative-ism
Action, Populism

Unit 3: Theories, models and approaches of development
Modernization Model
Modernization and Top to Down Governance
Critique of Modernization as a Dependency Paradigm
The Bottom-up approach as a Multiplicity Model
The Cultureologist Approach
Multiplicity paradigm and people’s Participation
Paradigm of Participatory Development

Unit 4: Agencies of Development
Government agencies: Role of Welfare State in
Development
Non-Government Organizations (NGOs)
Community Based Organizations (CBOs)
International Development and funding agencies,
United Nations development
International co-operation in the field of development efforts.

Unit 5: Impediments to Development
• Cultural Impediment
• Social Impediment
• Economic Impediment
• Political Impediment
• Religious Impediment
• Psychological Impediment
• Natural Impediment
• Administrative Impediment
• Corruption-al Impediment
• Educational Impediment
• Health Impediment
• Terroristic Impediment
• Ecological Impediment
• Communicational Impediment
• Naxal Impediment

Unit 6: Reading and Seminar

References
Saraswati, Baidyanath (1997), Integration of Indigenous Cultural Dimensions into Development. Indira Gandhi National Centre for Arts.
Negi & Gaikwad, (1989), Socio-Cultural Dynamics of Tribal Development. Tribal Research & Training Institute, Pune.
AN-304: Popular Culture
4 Credits

Course Description
The objective of this course is to enable students to understand the concept and theories of popular culture. It also aims to introduce the recent areas of research. It will focus on cultural theories, contemporary popular culture, sports culture and recent trends in popular culture.

Syllabus

Unit-1. Introduction to Popular Culture
Meaning and definition
Representation of ethnicity and alternative lifestyle in popular culture
Elite, Public and Popular Culture

Unit-2. Cultural Theory and Popular Culture
Ethical approaches applied to commodity as spectacle: The “Male Gaze” in popular culture.
Moral panics in popular culture-effects and resistances
Fans Participation

Unit-3. Contemporary Popular Culture
Print Media- News Paper, Literature, Magazine
Visual Media- Hollywood, Bollywood and Regional Cinema
Television- Daily Soap Operas and formation of Ideological identity
Digital and Audio Publishing- Blogs, EBooks, Audiobooks and Podcasts
Digital Media- Youtube, Netflix, Amazon Prime, Web series and other online video streaming media
Social Media- Facebook, Instagram, Twitter, Linkedin, etc

Unit-4. Sports culture
Contemporary sports popular culture
Digital Games
World contemporary digital games
Case studies on digital games-PUBG, Blue Whales, Canncrush

Unit-5. Trends in Popular Culture
Applied popular culture and research
Contemporary changes in culture
Recent trends in World and Indian popular culture
References:
Geeta Kapur, (2000), When was Modernism, Tulika, New Delhi.
AN 305: Business Anthropology
4 Credits

Course Description
This course aims to familiarize the students with business anthropology and corporate anthropology in contemporary contexts. It focuses to develop understanding of organizational culture and environment, organizational behavior and anthropology of management.

Syllabus

Unit 1
Introduction to Business Anthropology meaning and scope
Basic concepts groups, role Status Organizational culture Anthropology of business and business management Holistic perspective of business, Anthropology of Management

Unit 2
Type of formal organization
Traditional and modern organization
Anthropological perspective on start-ups, industries, trade and services

Unit 3
Organizational Culture
Weber’s theory and bureaucracy and its critical evaluation, value system and its impact on personal behaviour

Unit 4
Anthropology of Management
Characteristics and processes, communication
HRM- Training personal feedback and self-development, emerging relationship, participation of workers in management, personal management, organizational conflicts, Indian Culture and Management

Unit 5
Organizational Behaviour
Anthropology and consumers behaviour, customers and market behaviour
Introduction Organizational Culture
Cultural impact on organizational behaviour, corporate culture and governance, Traditional and modern organizational culture
Unit 6
Anthropological research in Business Organizations
Ethnography, Ethnographic research in business organization, tools and techniques for conducting field work in business organizations, virtual ethnography electronic data collection and assessment

Unit 7
Globalization, International Trade and Anthropology, Globalization and Anthropology, information to techno communication networks and International Trade
Applied Business Anthropology
Role of Anthropology in Company Development, Anthropology of international Business, Recent Development in business Anthropology

References:


AN 306: Social Gerontology
4 Credits

Course Description

Aim
Rapidly expanding numbers of older persons around the world represents a social phenomenon without historical precedent. To date, population ageing has been a prominent issue largely in the industrialized nations of Europe, Asia and North America. In at least 50 such countries, 15 percent or more of the entire population is 60 years or above. These nations have experienced an intense public debate over issues that are directly linked to the changing age structure of their population. What is not as widely appreciated is the fact that population ageing is occurring in less developed countries like India. The older populations in most of the more developed Nations are over 60 millions. This is expected to almost treble during the next 25 years.

Keeping in mind the changing times and changing needs, this course on Social Gerontology has been introduced to expose the students to the basics of gerontology – the demographic, as well as socio-cultural dimensions of ageing and their long term implications. The course ends with a note on Quality Ageing.

Syllabus

Unit-1: Ageing in Twentieth Century
Global Perspective;
Situation in India;
Demography of Ageing and Longevity.

Unit-2: The process of Ageing
Biological Ageing;
Psychological changes;
Socio-cultural Dimensions of Ageing.

Unit-3: Ageing in Cultural Context
The Diverse meanings of Age & Ageing,
Sex & Gender in Ageing Society,
Elderly females in India,
Ageing and Widowhood.
Unit-4: Aged in the family
Changing status and role;
Family Support: Ageing in Urban India.
Ageing in a Rural/ Tribal Society.
Institutionalized ageism and intergeneration relation.
Family care verses Senior Citizen’s Homes

Unit-5: Ageing and Health
Organic and psychosomatic changes.
Chronic Diseases of Old Age;
Minor ailments
Healthy Ageing;
Life-style and Ageing;
Ageing & Nutrition.

Unit-6: Welfare of the Aged
Rights and Responsibilities of the aged;
Charter of Rights of the Aged.
Policies for the Old People.

Unit-7: Reading and Seminar Topics.

References:
Bagchi, K. (1997). Elderly Females In India. Society for Gerontological Research, New Delhi and Help age India, New India


AN 307: Population Genetics and Human Biological Variation
4 Credits

Course Description
The course provides the basics of population genetics, genetic polymorphism, important genetic markers in human populations. It also introduces human biological variations and its complexity, through bio-cultural perspective. It also introduces basic population genetics tools.

At the end of the course, students are expected to
1. Know the relationship of population genetics and genetic changes in populations
2. Understand basic principles of population genetics in terms of human variation and adaptation
3. Appreciate the variation in human populations for various genetic traits because of genetic changes
4. Understand the evolutionary forces responsible for these variations
5. Know applications of population genetics for anthropological, genetic and medical problems

Syllabus

Unit 1: Introduction to Population Genetics
Definition and scope of population genetics, its relevance in anthropology and its relationship with other branches of human genetics – Formal genetics, development genetics, Cytogenetics and molecular genetics.
Genetic Diversity in Humans

Unit 2: Processes in Population Genetics
Mendelian Population:
Hardy- Weinberg law
Factors affecting gene frequencies–mutation, migration, admixture, genetic drift and selection, case studies
Genetic polymorphism-balanced, transient and neutral

Unit 3: Genetic Markers in Human Populations: Classical Markers
PTC Tasters/ non-tasters- Genetics, distribution
Dermatoglyphics- Finger, Palmer
Colour blindness –Genetics, distribution
Blood Groups: ABO blood group and subtypes, Bombay blood type gene frequencies, MNs system-inheritance, gene frequencies, Rh blood group system-Nomenclature, Kell and Duffy system, ABH secretion, Lewis antigens
Blood groups and diseases
Haemoglobins and Plasma Proteins: Normal adult Haemoglobin, HbA, HbA2, Foetal Haemoglobin; and HbS
Haptoglobins, Transferrin, Group specific components and Immunoglobulins

Unit 4: Variation in Complex Traits
Skin pigmentation-Melanin, normal, induced
Anthropometric variation: Head shape, Face shape, Nose shape, Body types
Evolutionary explanations, Allen’s and Bergman’s rules, adaptation to Climate: Cold, Hot and Humid, Sea-going, High altitude

Unit 5: Introduction to Statistical tools for studying Population Genetics
Allele Frequencies
Concept of Genetic Distance: Various measures
Dendrograms and Principal Component Analysis, Multidimensional Scaling
Phylogeography
Introduction to Population Genetic Software
Demonstrations using Data on Indian/world populations for Classical Markers, HLA, Molecular Markers etc.

Textbooks


AN 308: Growth and Nutrition
4 Credits

Course Description
The course provides basic understanding of the concepts involved in the patterns of child growth and development; and approaches, methods and techniques involved in the study of the child growth. The course provides basic knowledge about nutrition and promotes awareness about malnutrition, under-nutrition, over-nutrition, nutritional deficiencies, birth weight variations and other problems related to growth development and nutrition. Information about various government nutrition programs in India will also be given.

At the end of the course, students are expected to
1. Understand the patterns of human growth and various stages of growth.
2. Understand the Anthropological approach to nutrition
3. Understand impact of nutrition on growth and development and maturity
4. Estimate the requirement of nutrients and energy during growth and development
5. Evaluate the impact of malnutrition on various ethnic groups in order to help governmental organizations to implement various developmental schemes
6. Discuss the role of various governmental nutrition programs in India
7. Understand the multifarious causes of nutritional problems and relevance of anthropological approaches for alleviating the same

Syllabus

**Unit 1: Human Growth and Development**
Definition, history of growth studies, Difference between Growth and Development.
Patterns of Growth: Infancy, Childhood, Juvenile, adolescence, Adulthood
Human Growth curves;
Methods and techniques of growth studies: Cross sectional, longitudinal and mixed longitudinal.

**Unit 2: Factors Affecting Growth**
Genetics of growth;
Heredity and environment;
Concept of age: chronological, skeletal, dental and morphological;
Changing human growth patterns, secular trend;
Effects of agricultural intensification, industrialization, modernization, migration and urbanization.
Unit 3: Nutrition and Government programmes

Basic terms and concepts: nutrition, nutrients, malnutrition, under nutrition, wasting and stunting over-nutrition, obesity;
Types, functions and uses of nutrients.
Deficiency: nicotinic acid deficiency, vitamin C deficiency, vitamin D deficiency.
Various Governmental programmes:
ANP, ICDS, SNP, Mid-day Meal Programme, Vitamin A Prophylaxis Programme,
Goitre Control Programme;

Unit 4: Special Problems Related to Growth, Abnormal Growth and Nutrition

Groups at risk: infants, pregnant and lactating mothers,
Birth Weight Variations- Low Birth Weight;
Fetal origin of Chronic Diseases in old age, Chronic illness and disease
Abnormal growth; Monitoring abnormal growth
Growth failure (screening);
Surveillance during famine and war, Remedial measures to control abnormal growth
Causes of abnormal growth , Genetics of abnormal growth

Unit 5: Determinants of Nutritional Levels and Nutrition Education

Anthropometric, Clinical and biochemical indicators of nutrition, Health Diet and Nutrition
Standard reference values of growth and nutritional status among man and woman

Textbooks


AN 309: Biological Anthropology of South Asia
4 Credits

Course Description
This course integrates the current knowledge about human evolution and diversity in the subcontinent by integrating theories and data from Anthropology, Archaeology, Genetics and Linguistics. Its emphasis lies on the current state of the knowledge and research questions regarding Biological Anthropology of South Asia.

At the end of the course, students are expected to
1. Provide overview of Biological Anthropology of South Asia
2. Put the knowledge in perspective of social structures
3. Describe the current human genetic diversity as consequence of historical biological and cultural processes
4. Understand the importance of Human Genetic Diversity in India, its causes and consequences, not only for anthropological interest but for applications in forensics and medical research

Syllabus

Unit 1: Overview of Approaches to Study Human Past
Geology, Geography and Paleoclimate of South Asia
Ecological setting
Renfrew’s Synthesis
Fossils and Skeletons, Stone tools, DNA: contemporary and Ancient, Linguistics

Unit 2: Human Skeletal Record in South Asia
Pleistocene hominids, Narmada hominin, Fossil evidence from Sri Lanka
Holocene: Mesolithic hunter-gatherers and their adaptations, Pre Indus farmers and Pastoralists, Bio archaeology of Indus Valley civilization, Deccan Chalcolithic, Megalithic Cultures
Current research problems in South Asian Palaeoanthropology

Unit 3: Theoretical Perspectives on Origin, history and Peopling of South Asia:
Morphological Composition of people of South Asia, Classical models based on Racial classification, craniometry, language families, and Classical Markers,
Origin of Modern Humans: Out of Africa Vs. multiregional Evolution, Southern Dispersal Vs. Northern Dispersal, out of Africa and Assimilation
Place of South Asia in migrations of Modern Humans
Paleoanthropological Theories: Migrations vs. Continuity of populations
Molecular Anthropology: Evidence from Y-chromosome and mtDNA, whole genome, ancient DNA,

Unit 4: Social Structure and Anthropological Genetics  
Indian Social Structure and its implications on Genetic Structure: Tribe-caste continuum and sanskritization, Hypergamy and hypogamy, Matrilocal and Patrilocal residence types, Kinship system its effects on genetic diversity,

Unit 5: Language, Agriculture and Genes  
Language, Agriculture and Genes: Demic diffusion vs Cultural diffusion, Admixture, Non-human genetics, agricultural origins and historical linguistics in South Asia  
Drift, Founder effects, Selection and adaptation in South Asian context

Reference books  
AN 310: Growth and Nutrition Practical
4 Credits

Course Description
This course serves as a practical extension to AN 308, by providing the students opportunity to learn the tools and techniques of assessing growth and nutrition.

At the end of the course, students are expected to
1. Master Anthropometric techniques used for Growth and Nutritional Status assessment
2. Understand the methods of collection and analysis of Dietary data
3. Be able to analyse the data statistically, with emphasis on WHO growth standards and references
4. Understand the basics of clinical signs of malnutrition

Syllabus

Unit 1: Anthropometric measurements for Growth and Nutrition
Height, Weight, Body mass Index
Chest, waist and hip circumference, Mid-upper arm circumference, Head circumference to chest circumference ratio, waist to hip ratio,
Skin fold thickness, Bicep, Triceps, Sub-scapular, calf, supra-iliac
calculation of Fat percentage using skinfold and bioimpedance measurement

Unit 2: Statistical Analysis of Anthropometric measurements
Basic statistical measures, Mean, Mode, Median Standard deviations, graphical representation
WHO growth standards and Growth references
Z scores using WHO Anthro and WHO Anthro plus softwares,
individual and populations level growth assessment

Unit 3: Dietary Assessment
Tools and Methods of dietary assessment such as 24-hour diet recall,
Food frequency questionnaire, weighment method,
Conversion to food components using Indian Food Composition tables
which tool serves what purpose

Unit 4: Clinical, Biochemical and Physiological parameters
Nutrient deficiency signs and symptoms
Haemoglobin, Blood Sugar, Blood pressure and pulse rate
Textbooks
AN 311: Dissertation – I (Compulsory Course)
4 Credits

Course Description

The students would individually select a theme for their dissertation. During Part – I, the students would focus upon the development of a research design. This would include review of literature, development of tools for data collection. Students would work under the supervision of faculty members assigned to them.

The preliminary research design will be presented by each student, during the semester. Recommendations for improvements in the research design would be incorporated by individual students while they finalize their final reports. At the end of the semester, each student would present the final report in a seminar, before final submission.

At the end of the course, the students are expected to carry out the following research activity -

i. Preparation of research design;
ii. Review of literature;
iii. Development of tools for data collection;
iv Sampling;
v. Preparation of timeline;
vii. Presentation of final research design;
v. Submission of research design.
Semester IV
AN401: Complex Societies and Urban Development
4 Credits

Course Description

This course would introduce various approaches to the study of complex, urban societies and the process of urbanization. Theoretical contribution of anthropology would be considered in the domain of complex and urban societies.

At the end of the course, the students are expected to understand about –
1. The concept of complex societies;
2. The process of urbanization;
3. Theoretical contribution of anthropology in the domain of complex and urban societies.

Syllabus

Unit 1: Urban Anthropology
Historical Perspective
Contributions of Urban sociology to urban Anthropology
Foundational concepts of Urban Anthropology
Theoretical and heuristic implications of urban Anthropology

Unit 2: Folk – Urban Continuum
Ideal type analysis
Folk ideal type: Characteristic of the Folk-Urban Continuum
Critique of the concept of the folk urban continuum:
Peasant society as part society and part Culture
Primary and Secondary Urbanization

Unit 3: Anthropology of Urbanization
Urbanization and migration
Culture of Poverty
Migration and adaptation, adjustment and acculturation
Urbanization and voluntary association

Unit 4: Role of cities in Cultural transformations
Pre industrial and post-industrial cities:
Orthogenesis and hetero-genesis
Unit 5: Theoretical contributions of Urban Anthropology

Chicago school of Sociology
Manchester School of Thoughts
Concept of scale in Urban Anthropological Studies
Social network Analysis
Extended Case Study methods
Anthropological approaches: categorical, structural and cultural
Theoretical development on Urban African Studies

Unit 6: Ethnicity and Pluralism

Concept of Ethnicity and ethnic group
Ethnic identity
Situational ethnicity
Ethnic interaction
Competition for scarce resources and ethnic conflict
Ethnicity and nation building
Ethnicity and nation breaking
Ethnicity and national integration

Unit 7: Reading and Seminar Topics

References
AN 402: Tribal and Rural Development
4 Credits

Course Description

The course would focus upon the most important areas of tribal and rural Development in India.

At the end of the course, the students are expected to understand about –

- The weaker sections in Indian society;
- Rural and tribal situation;
- Approaches to Tribal Development; Tribal development administration – Integrated Tribal Sub Plan Approach; Rural development -District Rural Development Agency;
- ‘Panchayat-Raj’ Act – (for rural areas and tribal areas). Tribal Development Corporation and Adivasi Co-operative Societies;
- Role of Non-Governmental Organizations in rural and tribal development;

Syllabus

**Unit 1: The Weaker Sections in Indian Society**
Concept of scheduled groups and scheduled areas;
Population and distribution of scheduled tribes, scheduled castes;
Scheduled areas in India;
Distinctive characteristics of tribal and rural settings.
Tribe – Definitions and Characteristic Cultural Features.

**Unit 2: Approaches to Tribal Development Pre-independence period**
Ancient period;
Mughal period;
British period;
Post-independence period
Constitutional safeguards and special provisions–
Vital Policy decision between - Assimilation, Integration and Isolation
National Policy on tribal development;
Tribal Movement, Political Movement, Revitalisation.

**Unit 3: Administration of Tribal Development**
Evolution of tribal development programs in India
Concept of Planned Development - *Five Years Plan.*
Review of Tribal Development during different Plan Periods.
Fifth Five Year Plan Approach – Tribal Sub-Plan Approach / Integrated Tribal Development Program
Administrative set-up for tribal development at ITD Project / District/ State/ National level
Tribal Research and Training Institutes.
State Co-operative Tribal Development Corporation.
Improvement of Economic Conditions of Tribal Communities.
Monitoring and review of tribal development – various review committees and commissions appointed and their recommendations.

Unit 4: Rural Development
The Philosophy of Rural Development.
Thrust Areas of Rural Development
Special Programs of Rural Development
‘Swarnajayanti Swayamrojgar Yojana’
Agriculture and Land Reforms.
Drinking Water and Sanitation.
Health Seeking behaviour.

Unit 5: Administration of Rural Development
Thrust areas during the Five-Year Plans.
Community Development Projects.
Integrated Rural Development Program.
District Rural Development Agency.
Special Component Plan for Scheduled Caste groups.
Development Corporations for different weaker sections.

Unit 6: ‘Panchayat Raj’ Act -
Concept and theme of ‘Panchayat Raj’
Salient features of ‘Panchayat Raj’ Act;
‘Panchayat Raj’ and Rural development;
Issues and debates related to ‘Panchayat Raj’.
Gram Sabha: People’s empowerment and self-rule;

Unit 7: Development Issues - Tribal/ Rural Problems and Movements
Forest and forest laws,
Shifting cultivation,
Land alienation,
Indebtedness,
Bonded labour,
Developmental displacement –
Physical, socio-cultural and psychological impact of displacement;  
Rehabilitation of the displaced and the related issues;  
Identity crisis – development and loss of identity, ethnic violence; loss of language, integration problem.  
Environmental sustainability – development and sustainability of resource utilization pattern;  
Social equity – problem of equitable distribution of resources -socially justifiable development.  
Food Security – Public Distribution System.  
Role of - Tribal/ Rural leadership.  
Non-Governmental Organizations.  

Unit – 8 Reading and Seminar Topics  

References  
Sharma, B.K.(1996) Tribal Revolts , Pointer  
Govt. of India (1973).The Tribal People of India. New Delhi.  
AN 403: Dr B R Ambedkar an Anthropologist
4 Credits

Course Description

This course aims at acquainting the students with Dr. B.R. Ambedkar’s anthropological thoughts. Ambedkar has worked extensively to understand the Indian society and culture from anthropological perspective. He has given several analytical theories and concepts which are important to understand the origin and transmission of several traditions and social institutions in Indian society. This course focuses to develop understanding of Ambedkar’s anthropological theories and concepts with regard to Indian culture, religion and society.

Syllabus

Unit 1
Ambedkar’s theory of origin of varna and caste;
Untouchability; Shudra; Broken Men theory.
Features of caste (essential and unique features);
Ways to annihilate caste;

Unit 2
Ambedkar’s challenge to racial theories of untouchability;
Linking Ambedkar with Franz Boas;
Caste and class (Marxist perspective).

Unit 3
Ambedkar’s concept of religion; evolution of religion;
Essence of Brahmanical Hinduism, degeneration of vedic society;
Interpretation of Hinduism; theory of karma, rebirth and soul;
Conflict between Hinduism and Brahminism;
Interpretation of Indian religious history (Pre-Buddha and pre-Vedic period; Zenith of Buddhism to Decline of Buddhism).

Unit 4
Concept of democracy;
Concept of social justice;
Philosophical background of constitution of India.
Suggested Books:


*Dr. Babasaheb Ambedkar Writings and Speeches*, Education Department, Govt. of Maharashtra, Bombay 1979-92 (Relevant sections only.)


AN 404: Anthropology of Social Exclusion and Inclusion
4 Credits

Course Description
The aim of this course is to familiarize the students with the theories of social exclusion and inclusive policy. It would look at the historical roots and rationale of social exclusion and its negative consequences. It would also focus on the inclusive policies and affirmatives actions in India and abroad.

Syllabus

Unit 1: Concept and Theories of Social Exclusion
Origin of the concept, theories by Amartya Sen and others, Dr. Babasaheb Ambedkar Prof. Sukhdeo Thorat’s writings
Rationale of Social Exclusion in social, political, economic spheres, Negative Consequences

Unit 2: Social Exclusion in Indian Context
Caste and other forms: Theoretical Caste, untouchability and Social Exclusion
Thoughts of Mahatma Jyotirao Phule.
Dr. Babasaheb Ambedkar and Sukhadeo Thorat’s writings

Unit 3: Empirical studies on caste exclusion
Studies in caste untouchability-based exclusion and discrimination in India (social and economic spheres)
Studies in caste untouchability-based exclusion and discrimination in Maharashtra (social, and economic spheres)

Unit 4: Inclusive policies: Affirmative Action policies
America, South Africa, Malaysia, and Japan.
Reservation for SC/ST /OBC and policies for women and Muslims in India
Case Studies

References


AN 405: Gender and Development
4 Credits

Course Description

This course aims at focusing upon the concept of Gender, gender in the context of Indian society, the importance associated with ‘gender preference/selection’, relation between gender and social structure, gender and socio-cultural change, gender in the context of health and development, and importance of gender equality in the process of planning for development. This course would highlight upon the gender inequality, gender bias and gender discrimination in Indian society. This background discussion would delineate the need for gender equality in different spheres including the domain of development.

At the end of the course, the students are expected to understand about –
1. The concept of gender;
2. Gender in the context of Indian society;
3. Relation between gender and social structure;
4. Gender and socio-cultural change;
5. Gender in the context of health and development;
6. Importance of gender equality in the process of development;

Syllabus

Unit 1: Concept of Gender
Concept of Gender, Gender and sex, WID, GAD, welfare, empowerment, patriarchy, third world.
Theoretical concepts of Gender development: Sociological and Biological Cross cultural concepts of gender Approaches and strategies to gender studies

Unit 2: Gender and Social Structure
Role of Social structure with respect to gender
Gender in context of Indian Society Patriarchal society/ matriarchal society Tribal Rural Urban Cultural Factors determining gender roles and relationships Gender and violence: its effect on social structure
Unit 3: Gender and Health
Gender issues in Health and Development
Population policies and health policies: with special reference to developing countries and India
Health Sector reforms: HIV/AIDS, Reproductive health, Mental health, ICPD and post ICPD

Unit 4: Gender and economy
Impact of Globalization
Gender participation in economic activity
Work and gender relation

Unit 5: Gender and social cultural Change
Sources of change
Impact of changing cultural values on gender role
Comparison of status of men and women with respect to social cultural change

Unit 6: Gender and development
Concept of gender development: Sensitivity, equity and discrimination
Gender sensitive planning and development policies
Gender and law
Gender audacity and gender budgeting
Gender and human rights
Gender development index
Gender sensitive projects Discussion.

References


AN 406: Anthropological Demography
4 Credits

Course Description

Anthropological demography is a new discipline that deals with the anthropological perspective to understand demography. It is specially emphasizing on explaining the socio-cultural aspects of demography in terms of its’ major phenomena of fertility (birth), mortality (death) and mobility (migration). It is further try to understand the population process with holistic methods. Ethnographic fieldwork and participant observation are often central to this approach reflecting the main thrust of cultural anthropology. It requires further the use of quantitative and qualitative methods to understand the patterns of culture in the modern and traditional societies.

At the end of this course, the students are expected to understand:

1. the definition and the scope of anthropological demography,
2. Composition and Data related to demography and population studies.
3. Component of demography-fertility, mortality, migration and marriage
4. Population control, population policies and the ageing issues

Syllabus

Unit 1: Review of Definitions and scope
Anthropological demography – Definition, Scope and History. Relationship of anthropology and demography through - Population genetics, Medical anthropology, Human evolution, Gerontology, and applied anthropology.

Unit 2: Sources of Demographic Data and Population studies
Methods of demographic data collection
Sources of data
Population Census
Census
Vital Statistics,
National Sample Survey
Special Surveys
National Health & Family Survey.

Unit 3: Anthropology & Determinants of Population Growth
Fertility
Mortality
Migration
Marriage
Population Composition, Population Distribution,
Population Structure (Pyramid), Population Growth, Population Bulge and Dependency. In
the context of India and the world.

Unit 4: Population Scenario – India & World
Population and Sustainable Development.
Population, Anthropogenic activities and Environment.
Growth of Indian population
Population Situation and Projections
National Population Policy of India
Role of Culture in Population Control
Importance of Population Education.

Unit 5: Ageing Population
Culture and care for the aged
Issues and problems in developed and developing countries
Policies for the aged persons in developed and developing countries.
Old age Homes

Unit 6: Readings and seminars

References


**Important Websites:**


AN 407: Medical Genetics
4 Credits

Course Description
The course highlights the medical and social aspects of inherited and genetic diseases, defects and disorders. This knowledge with further input from anthropological theories, methods and techniques, would become an effective tool in the hands of Anthropologists.

At the end of the course, students are expected to
1. Understand the similarities and difference between medical, human and anthropological genetic approaches in studying genetics.
2. Know basic concepts of mendelian disorders with specific examples
3. Know chromosomal disorders with specific examples
4. Be oriented with genetics of complex diseases
5. Understand the medical and public health importance of Medical Genetics
6. Know how Biological and Medical Anthropologists can contribute to the field of Medical Genetics

Syllabus

Unit-1: Introduction to medical genetics
Meaning and Scope
Relation to medicine, human genetics, and medical anthropology
Genetic diseases and its causes
Human attitude towards disease and disability

Unit-2: Methods of detection of disorders
Techniques of pedigree construction and analysis
Karyotyping
Prenatal diagnosis/screening for genetic diseases
Ante-natal and neo-natal screening for genetic diseases
Advance medical genetics and genetic engineering

Unit-3: Genetic Disorders
Autosomal dominant and recessive disorders
Sex-linked inheritance
X-linked Disorders
Y-linked disorders
Chromosomal aberrations- Translocation, deletion and duplications
Syndromes and other genetic disorders-Down syndrome, Klinefelter and Turner syndrome, Trisomy-18 and Cry-do-Chat syndrome

**Unit-4: Inborn Errors of Metabolism**
- Tay-Sachs disease
- Alkaptonuria, Galactosemia
- Phenylketonuria (PKU)
- Albinism
- G6PD deficiency
- Haemoglobinopathies and its epidemiology in India
- Genetics of complex disease – Cancer, Diabetes, Cardio-vascular diseases, obesity.

**Unit-5: Genetic Counselling**
- Epidemiology of genetic diseases in India
- Consent and Confidentiality of the patients
- Regulations of genetic tests
- Genetic Screening
- Genetic Counselling of affected families
- Genetic Counselling for affected couples with the family members

**Textbooks**
AN 408: Molecular Anthropology
4 Credits

Course Description
This course will focus on theory and problems in emerging field of Molecular Anthropology. The course will introduce the basic methods and premises of the field and will also highlight the current findings.

At the end of the course, students are expected to
1. Know the field of Molecular Anthropology, its origins and current state of the art
2. Get acquainted with the methods of assaying and analysing molecular data
3. Assimilate and describe the current knowledge about human evolution, diversity as evidenced through molecular anthropology
4. Assimilate and describe the current knowledge about Modern human origins and adaptations through molecular anthropological theories in relation with archaeological and paleoanthropological evidences

Syllabus

Unit-1: Basic Molecular Genetics
Introduction to molecular anthropology and its relationship with other sciences, history and development
Introduction to chromosomes and genes, structure of genome, structure of gene, protein synthesis
Structure of nucleotides (bases and codons)
Introduction to Assaying and Analysing molecular data from populations

Unit 2: Apes and Humans: Molecular Evidence
Evidence from morphology, chromosomes and molecules
Divergence of great apes and humans
What genetic changes have made us human?

Unit 3: Molecular Anthropology and peopling of the world
Origins of Modern Humans
Peopling of the world
Out of Africa
Asia and Europe
South East Asia and Australia
America
Unit 4: Molecular Anthropology and bio-cultural adaptation of humans
Agriculture, Language and Genes
Lactase persistence
Skin and hair colour
High Altitude adaptation
Diseases

Unit 5: Ongoing and future developments in Molecular Anthropology
Ancient DNA
“OMICS” data
Relating Phenotypes to Genotypes
Human Microbiome, Personal ancestry testing, Molecular Anthropology and Forensics

Textbooks
AN 409: Forensic Anthropology
4 Credits

Course Description
This course provides basic knowledge of Forensic Anthropology. The course will focus on various aspects of Forensic Anthropology like Anthropometry, Dermatoglyphics, Osteology etc.

At the end of the course, students are expected to
1. Know the field of Forensic Anthropology
2. Explore the relationships of Biological Anthropology with Forensic Anthropology
3. Understand the legal underpinnings

Syllabus

Unit 1. Introduction to Forensic Science
History and Development of Forensic Anthropology
Basic principles, nature and scope of Forensic Anthropology
Functions and Ethics of Forensic Anthropology
Special Areas of Forensic Science,

Unit 2. Osteology and Forensic Anthropology
Osteology, Anthropometry, Osteometry,
Ethnic and personal identity, Age determination, Sex identification,
Determination of stature from long bones.

Unit 3. Dermatoglyphics in Forensic Anthropology
Principles of Finger printing, Methods of detecting prints, Classification of Prints
Fingerprints tracing and developing techniques
Matching of fingerprints
Use of sole and palm prints including sole marks analysis of ridge and crease characteristics
Questioned documents and Forgery, Identification of Handwriting

Unit 4. Personal Identification
Somatometry and Somatoscopy
Mannerisms, scars, occupational marks handwriting etc
Analysis of hair structure and types.
Body fluids viz. semen, blood, saliva, urine and sweat
Voice recognition; odour identification
Unit 5. Recent trends in Forensic Anthropology

- Serological and Cytogenetic factors
- Serology and other body fluids, Blood groups and cases of doubtful parentage,
- Medico-legal aspects
- Reconstruction of facial physiognomy
- DNA fingerprinting
- Computer application

Textbooks

AN 410: Applied Biological Anthropology
4 Credits

Course Description
This course provides applied knowledge of anthropology in the field of architecture, ergonomics, kinanthropology and sports. 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.

At the end of the course, students are expected to
1. Understand how biological anthropological knowledge and methods can be applied for the human welfare
2. Understand the use of tools and techniques of biological anthropology in relation to:
   a. Field of architecture,
   b. Ergonomics,
   c. Kinanthropology
   d. Sports
   e. Textiles and manufacturing industries

Syllabus

Unit 1: Anthropology for Architecture:
Sub-human Architecture (nest building behaviour of animals and apes), Initial shelters- raw material, typology, size and dimensions.
Shelter and society: hunting gathering pastoral nomadic, settled agriculturist and urban shelters, with reference to Mesolithic, Neolithic and Harappan and tribal settlements.
Nondomestic and domestic settlements.
Settlement Pattern: Geographical, Religious, Cultural and Ecological concepts.

Unit 2: Ergonomics:
Human factor: Human and interaction with products, equipment and furniture.
Anthropometry: static and dynamic measurements, ethnic differences, occupational and ecological factors. Applications of Anthropometry
Kinanthropology and Ergonomics, Anthropology in the designing of defence and other equipment.

Unit 3: Physiological Anthropology:
Age, sex and population variation in the physiological characteristics of man.
Blood Pressure, Blood Pressure Variation by Age, Sex and Population
Bodily Maturity, strength and physical fitness, Prediction of Adult Height
Human adaptability, Impact of smoking, air, water and sound pollution, alcoholism, drugs
and occupational hazards on human health. Cardiovascular diseases and Haemoglobin
Human Ecology, Nutritional stress, Infectious diseases, Desert, Cold Deserts and Cold
tolerance, Nutritional ecology
Health and nutrition education- at household and community level, Nutrition during old age

Unit 4: Sports Anthropology:
History and development of Sports anthropology.
Human physique and body composition and its role in sports participation and excellence.
Methods of studying human physique
Somatotyping
Physical work capacity and sports performance.
Race and sports performance

Textbook
Heath, D., & Williams, D. R. (1981). Man at high altitude: the pathophysiology of
acclimatization and adaptation. Churchill Livingstone.
Kinetics.
Applications. PHI Learning Pvt. Ltd.
Publications.
AN 411: Molecular Anthropology Practical
4 Credits

Course Description
This course is the Practical extension of AN 408. The course will provide introductory training in molecular laboratory techniques, Polymerase chain reaction and RFLP, DNA sequencing etc. along with necessary bioinformatics tools.

At the end of the course, students are expected to understand
1. Basic Molecular biology laboratory techniques
2. Acquainted with DNA extraction, PCR, RFLP
3. Be able to use Basic Bioinformatics tools
4. Be acquainted with mtDNA haplogrouping

Syllabus

Unit 1: Introduction to Laboratory
Laboratory ethics, Rules, Standard operating procedures
Sterile Techniques, Lab safety
Introduction to instruments
Laboratory Mathematics

Unit 2: DNA Extraction from Human Blood
Phenol-Chloroform extraction
DNA Quantitation using Spectrophotometer and Quality check by Gel Electrophoresis,
Stock and Working Solutions of extracted DNA

Unit 3: PCR and RFLP
PCR Amplification of Selected Gene / Markers (PTC gene / Alu markers/Any other gene/mtDNA 15 primer for M or N haplogroup classification using Alu RE)
Restriction Fragment Length Polymorphism and detection of selected markers
Demonstration of DNA sequencing (Sanger, next generation sequencing)

Unit 4: Bioinformatics
Genebank databases
Genome Browsers UCSC, NCBI, ensemble
Hapmap project, 1000 genomes project
Phylotree
Unit 5: Softwares & Applications

Primer 3
Mitochondrial DNA Haplogrouping using Haplogrep
Construction of Phylogeny using downloaded Molecular Data using various softwares

Textbooks
AN 412: Dissertation - II (Compulsory Course)
4 Credits

Course Description

Each student would continue Part – II – dissertation under the supervision of the assigned faculty member. In continuation of Dissertation – Part –I, the students would undertake extensive field-work for data collection. After completion of data collection, the students would organize and analyse the data. This would further lead to the compilation of final report. At the end of the semester, each student would present the final report in a seminar, before final submission.

At the end of the course, the students are expected to understand about
i. The process of data collection;
ii. Organization of data;
iii. Discussion and analysis of data;
iv. Writing final report;
v. Presentation of the final report;
iv. Submission of final report.