



SAVITRIBAI PHULE PUNE UNIVERSITY

DEPARTMENT OF ANTHROPOLOGY

SYLLABUS

M.A./M.Sc. Anthropology

Semesters I, II, III and IV

Based on National Education Policy 2020

Effective from 2023

Structure of the MA/MSc (Anthropology) course

- The MA/MSc Anthropology degree will be awarded to students who complete a total of 88 credits in a minimum of two years as per the structure of this degree.
- A Student may elect up to four credits from any other departments per semester.
- In case a student wishes to take all courses from the parent department, they may also do so.
- Mandatory as well as Elective courses are open to all students from outside the department. Eligibility for registering for each course will be decided by the departmental committee.
- Students who have successfully completed the first two semesters have an option of exiting the course with a PG Diploma in Anthropology.

Evaluation

- Each course will have 50% marks as semester end examination and 50% marks for continuous assessment.
- The evaluation would be based on the following:
 - Mid Semester exam
 - A combination of Term papers, tutorials, assignments, Seminars, viva voce, presentations, laboratory practical and journal etc as decided by the Department
 - Semester end exam
- The student has to pass in the combined total of internal assessment and semester end examination.
- In order to pass a student shall have to get minimum 40% marks (E and above on grade point scale) in each course. Any student getting less than 16 marks in each component will be declared as failed, even if the combined total is over 40%.
- If a student misses an internal assessment examination, they will have a second chance in the same semester with the permission of the teacher concerned. Students who have failed for the entire course may reappear for the semester-end exam. Their internal marks will not change.
- They can also reappear for courses during 5th and 6th semester whichever is applicable.

The grading pattern

| Marks Obtained | Grade | Grade Point | Description for the grades |
|----------------|---------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 80-100 | O: Outstanding | 10 | Excellent analysis of the topic, (80% and above) Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style. |
| 70-79 | A+: Excellent | 9 | Excellent analysis of the topic (70 to 79%) Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression |
| 60-69 | A: Very Good | 8 | Good analysis and treatment of the topic (60 to 69%) Almost accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Fair and systematic organization of content, effective and clear expression |
| 55-59 | B+: Good | 7 | Good analysis and treatment of the topic (55to 59%) Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression |
| 50-54 | B: Above Average | 6 | Some important points covered (50to 54%) Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression |
| 45-49 | C: Average | 5 | Some points discussed (45 to 49%) Basic knowledge of the primary material, some organization, acceptable language or expression |
| 40-44 | P: Pass | 4 | Any two of the above (40 to 44%) |
| 0-39 | F: Fail | 0 | None of the above (0 to 39%) |
| 0 | Ab: Absent | 0 | Absent |

Courses in MA/MSc Anthropology

| | | Semester I | | |
|--------------------------|----------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---|
| | | Courses | Credits | |
| Level 6 | Major | Mandatory 6 Theory courses of 2 Credits each +1 Practical of 2 Credits | AN-SC-M-101: Social and Cultural Anthropology | 2 |
| | | | AN-SC-M-102: Indian Anthropology | 2 |
| | | | AN-SC-M-103: Indian Social Institutions | 2 |
| | | | AN-SC-M-104: Ethnography | 2 |
| | | | AN-BIO-M-105: Biological Anthropology | 2 |
| | | | AN-BIO-M-106: Archaeological Anthropology | 2 |
| | | | AN-BIO-M-107: Biological Anthropology Practical - I (Osteology, Craniometry and Osteometry) | 2 |
| | | Electives Students can choose any TWO of the courses | AN-SC-E-108: Anthropological Demography | 2 |
| | | | AN-SC-E-109: Anthropology of Food and Food Culture | 2 |
| | | | AN-SC-E-110: Folk Culture of Maharashtra | 2 |
| | | | AN-BIO-E-111: Practical in Archaeological Anthropology | 2 |
| | | | AN-BIO-E-112: Sports Anthropology | 2 |
| | | RM | AN-RM-M-113: Social Research Methods | 4 |
| OJT/Internship/FP | | 0 | | |
| RP | | 0 | | |
| | Total Credits | 22 | | |

| | | Semester II | | |
|--------------------------|--------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---|
| | | Courses | Credits | |
| Level 6 | Major | Mandatory 6 Theory courses of 2 Credits each +1 Practical of 2 Credits | AN-SC-M-201: Anthropological Thought | 2 |
| | | | AN-SC-M-202: Indian Anthropologists | 2 |
| | | | AN-SC-M-203: Social Cultural Change | 2 |
| | | | AN-BIO-M-204: Primatology and Primate Behaviour | 2 |
| | | | AN-BIO-M-205: Comparative Anatomy | 2 |
| | | | AN-BIO-M-206: Human Evolution: Paleoanthropological Perspectives | 2 |
| | | | AN-BIO-M-207: Biological Anthropology Practical - II (Somatometry, Somatoscopy and Serology) | 2 |
| | | Electives Students can choose any TWO of the courses | AN-SC-E-208: Recent Trends in Anthropology | 2 |
| | | | AN-SC-E-209: Digital Anthropology | 2 |
| | | | AN-SC-E-210: Dr Ambedkar and Nation Building | 2 |
| | | | AN-SC-E-211: Anthropology of Denotified and Nomadic Tribes | 2 |
| | | | AN-BIO-E-212: Bioarchaeology and Paleopathology | 2 |
| | | | AN-BIO-E-213: Ergonomics, Design and Kinanthropometry | 2 |
| RM | | 0 | | |
| OJT/Internship/FP | AN-FP-M-214: Ethnographic Field-work | 4 | | |
| RP | | 0 | | |
| | Total Credits | 22 | | |

| Semester III | | | | | |
|--------------------------|-----------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------|---------|
| Level 6.5 | Major | | Stream "A" Social-Cultural Anthropology | Stream "B" Biological Anthropology | Credits |
| | | Mandatory 3 Theory courses of 4 Credits each + 1 Practical of 2 Credits | AN-301: Development Anthropology | AN-305: Populations Genetics and Human Biological variation | 4 |
| | | | AN-302: Business Anthropology | AN- 306: Biological Anthropology of South Asia | 4 |
| | | | AN-303: Medical Anthropology | AN 307: Nutritional Anthropology | 4 |
| | | | AN-304: Quantitative Research Methods (Practical) | | 2 |
| | | Electives Students can choose any <i>two</i> of the courses | AN-308: Anthropology of Social Exclusion and Inclusion | | 2 |
| | | | AN-309: Popular Culture | | 2 |
| | | | AN-310: Social Gerontology | | 2 |
| | | | AN-311: Linguistic Anthropology | | 2 |
| | | | AN-312: UI/UX Research | | 2 |
| | | | AN-313: Nutritional Anthropology Practical | | 2 |
| | AN-314: Dental Anthropology | | 2 | | |
| RM | | | 0 | | |
| OJT/Internship/FP | | | 0 | | |
| RP | AN-318: Dissertation I | | 4 | | |
| | Total Credits | | 22 | | |

| Semester IV | | | | | |
|--------------------------|-------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------|---------|
| Level 6.5 | Major | | Stream "A" Social-Cultural Anthropology | Stream "B" Biological Anthropology | Credits |
| | | Mandatory 2 Theory courses of 4 Credits each + 1 Practical of 4 Credits | AN-401: Urban Anthropology and Urban Development | AN-404: Medical Genetics | 4 |
| | | | AN-402: Indian Constitution and Tribal- Rural development | AN-405: Molecular Anthropology | 4 |
| | | | AN-403: Qualitative Research Methods (Practical) | | 4 |
| | | Electives Students can choose any <i>two</i> of the courses | AN-406: Dr. B.R. Ambedkar: An Anthropologist | | 2 |
| | | | AN-407: Gender and Development | | 2 |
| | | | AN-408: Ecological Anthropology | | 2 |
| | | | AN 409: Anthropology of Artificial Intelligence, Cyborg and Post humanism | | |
| | | | AN-410: Molecular Anthropology Practical | | 2 |
| | | | AN-411: Forensic Anthropology | | 2 |
| | | | AN-412: Anthropology of Microbes | | 2 |
| RM | | | 0 | | |
| OJT/Internship/FP | | | 0 | | |
| RP | AN-418: Dissertation II | | 6 | | |
| | Total Credits | | 22 | | |

SEMESTER I

AN-SC-M-101: Social and Cultural Anthropology

Mandatory Paper, 2 Credits, 30 Hours

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

Unit 1: Introduction **8 Hours**

Anthropology: Nature of the subject, Historical development of the discipline.
Sub-disciplines within Anthropology, Scientific and Humanistic perspectives.
Features of Cultural Anthropology, Holistic approach in Anthropology

Unit 2: Culture, Society and Civilization **6 Hours**

Definitions of Culture, Society and Civilization.
Concept of Culture, Relation between individual, society, culture and civilization
Introduction to key concepts: Cultural Relativism, Ethnocentrism,
'Etic' and 'Emic', Worldview, Enculturation, Acculturation,
Cultural Diffusion, Ethnography, Ethnology.

Unit 3: Configuration of Culture **8 Hours**

Fundamentals of culture; Culture Trait, Culture Complex, Socialization, Culture Contact,
Culture Shock, Culture Change, Cross Cultural Relativity, Contra-acculturation and
Transculturation, Descriptive and Explanatory models of culture;
Attributes and Paradoxes of culture; Culture as a Process and Pattern;
Material and Non-Material Culture.

Unit 4- Society and Social Organization **8 Hours**

Concept of organization of society; Concept of Tribe
Forms of social organization: Family, Lineage, Clan, Moiety, Phratry, Tribe.

- A) Family
- B) Marriage
- C) Kinship

Social Organizations:

- A. Economic Organization

- B. Political Organization
- C. Religious Organization

Text books

- Prichard, E. E. (1990). *Social Anthropology*. New Delhi: Universal Book Stall.
- Marvin, H. (1983), *Cultural Anthropology*. New York: Harper and Row Publication.
- Haviland, W. A. (1993), *Cultural Anthropology*. London: Harcourt Brace College Publication.
- Honigman, J. (1997), *Handbook of Social and Cultural Anthropology*. New Delhi: Rawat Publication.
- Rosman and Rubel. (1989). *The Tapestry of Culture*. New York: Random House.

Recommended Books

- Barrett, R.. 1984, *Culture and Conduct*. Wadsworth Publishing.
- Duranti Alessandra (1997), *Linguistic Anthropology*. Cambridge: Cambridge University Press.
- Robin, F. (1967). *Kinship and Marriage*. Penguin Book.
- Lewellen T.(1983). *Political Anthropology: An Introduction*. Massachusetts: Bergin and Gravey Publishers.
- Sahlins and Service. (1970). *Evolution and Culture*. Ann Arbor: University of Michigan Press.
- Reference Books**
- Ember and Ember. (1995). *Anthropology*. New Delhi: Prentice Hall of India Private Limited.
- Ember and Ember. (2008) *Anthropology*. New Delhi: Pearson Prentice Hall of India Private Limited.
- Hicks and Gwynne. (1994). *Cultural Anthropology*. Harper Collins College Publishers.
- Holy Ladislov (1996). *Anthropological Perspectives on Kinship*. London: Pluto Press.
- Mair, L. (1998). *An Introduction to Social Anthropology*. Oxford University Press.
- Vidyarthi, L. P. and Rai, B. K. (1985), *Tribal Cultures in India*. New Delhi: Concept Publishing House.
- Kottak, C. P. (2002). *Anthropology: The Exploration of Human Diversity*. New York: McGraw-Hill, Inc.
- Harris, M. (1927) .(1985). *Culture, People, Nature: An Introduction to General Anthropology*. New York: Harper and Row Publishers, Inc.
- Doshi, S.L. and Jain, P. C. (-----) *Introduction to social anthropology*

AN-SC-M-102: Indian Anthropology

Mandatory Paper, 2 Credits, 30 Hours

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 **8 Hours**

Personal Characteristics, Races of India. (Risley's classification)
Language families and dialects, Indus Valley Civilization

Unit 2: The Orthodox Pattern **6 Hours**

The Vedic paradigm. The ritual paradigm of Brahmins
The heterodox challenge of Jainism, Buddhism, and Charvaka philosophies.

Unit 3: The Hindu synthesis **6 Hours**

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 **10 Hour**

Little tradition and Great tradition;
Mc Kim Marriott: Universalisation, Parochialisation;
Sacred Complex, Nature-Man-Spirit complex;
Dominant caste, Tribe-Caste continuum; detribalization;
infection of Imitation, Sanskritisation, Westernisation;
Village studies.

List of books

Text Books:

- Karve, I (1961), *Hindu Society- An Interpretation*. Deccan College, Pune
Majumdar, DN (1990). *Races and Cultures of India*. Kalyani Publishers.
Tylor, S (1973). *India: An Anthropological Perspective*. Waveland press, Inc.
Brigadier SJ (1998). *Hindus Of India*. Gyan Publishing House, New Delhi.
Majumdar, R.C. (1951). *The Vedic Age, Vol.I of The history and culture of the Indian people*.
London: Allen Unwin.
Karve, I (1953). *Kinship Organization in India*. Deccan Collage, Pune.
Mandalbaum, D. (1972). *Society in India*. Popular Prakashan, Bombay.

Ghurye, GS. (1961), *Caste, Class, and Occupation*. Popular Book Depot, Bombay
Anjali, K. (1998), *Ethnic Identity and Social Mobility*. Rawat Publications.
Kothari, R (1970), *Caste in Indian Politics*. Orient Longman, New Delhi.

Recommended Books:

Sing, K (1992), *People of India: An Introduction*. Anthropological Survey of India, Calcutta.
Wheeler, MR. (1953), *The Indus Civilization*.
Bashain, AL. (1977). *The Wonder that was India*. Rupaand Co., New Delhi.
Farquhar, JN. (1911), *A primer of Hinduism*. London: Christian Literature Society for India
Majumdar, RC. (1951), *History and Culture of the Indian People*. Bharatiya Vidya Bhavan.
Milton, S. (1975), *Traditional India Structure and Change*. Rawat Publications
Betealle, A. (1965), *Caste, Class, and Power*. California University, Berkley.
Gupta, D. (1992), *Social Stratification*. Oxford University Press, Bombay.
Srinivas, MN. (1962) *Caste in Modern India and Other Essays*. Media Promoters and
Publishers, Bombay.
Schermerhorn, RA. (1978), *Ethnic Plurality in India*, Tucson. Arizona: University Arizona
press.

Reference Books:

Dr. Babasahed Ambedkar Writings and Speeches, Education Deptt. Govt. Of Maharashtra
Bombay, Vol. III, 1987.
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
Gordon, DH. (1958), *The Prehistoric Background of Indian Culture*. Bombay: Popular Book
Depot
Guha, BS. (1938), *Racial Elements in the Indian Population*. Bombay: Oxford University
Press.
De B, Willam, (1958) *Sources of Indian Tradition*. New York: Columbia University .Press.
Conze, E. (1951), *Buddhism: Its Essence and Development*. New York: Philosophical Library.

AN-SC-M-103: Indian Social Institutions

Mandatory Paper, 2 Credits, 30 Hours

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 a unit, as a system and as a structural and cultural phenomenon;
- the basic pattern and ideal of family in Indian society;
- the concept and the Indo-logical and Anthropological significance of marriage.

Syllabus

Unit 1- Caste system

12 Hours

Varna system and jati

Theories of origin of caste/varna, Dr B.R. Ambedkar: 'Caste in India...'

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 2 - Indian Family, Marriage and Kinship

12 Hours

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 3- Social Stratification in India

6 Hours

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

LIST OF BOOKS

Text Books:

- Karve, I (1953). *Kinship Organization in India*. Deccan Collage, Pune.
Mandalbaum, D. (1972). *Society in India*. Popular Prakashan, Bombay.
Ghurye, GS. (1961). *Caste, Class, and Occupation*. Popular Book Depot, Bombay
Anjali, K. (1998). *Ethnic Identity and Social Mobility*. Rawat Publications.
Kothari, R (1970). *Caste in Indian Politics*. Orient Longman, New Delhi.
Brigadier SJ (1998). *Hindus Of India*. Gyan Publishing House, New Delhi.

Recommended Books:

- Bashain, AL. (1977). *The Wonder that was India*. Rupaand Co., New Delhi.
Farquhar, JN. (1911). *A primer of Hinduism*. London: Christian Literature Society for India
Majumdar, RC. (1951). *History and Culture of the Indian People*. Bharatiya Vidya Bhavan.
Milton, S. (1975). *Traditional India Structure and Change*. Rawat Publications
Betealle, A. (1965). *Caste, Class, and Power*. California University, Berkley.

Reference Books:

- Dr. Babasahed Ambedkar Writings and Speeches*, Education Deptt. Govt. Of Maharashtra
Bombay, Vol. III, 1987.
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
Khare, R. (1991). *Cultural Diversity and Social Discontent: Anthropological Studies on
Contemporary India*. New Delhi: Sage.
Rush, BW. (1985). *Ethnic Diversity in India*, New Delhi: Anmol Publication.
Srinivas, M.N. (1966). *Social Change In India*, Bombay: Allied Publication.
Rao, M.S.A. (1970). *Urbanization and Social Change*, Delhi: Orient Longman.
Sahay, V. S. (1998). *Indian Anthropology*. Allahabad: K. K. Publications.
Husnain, N (1996). *Indian Anthropology*. Allahabad: PalkaPrakashan.
Mishra, U. S, Husnain, N. (1998). *Unifying Anthropology*. New Delhi: Vivek Prakasahan

AN-SC-M-104: Ethnography

Mandatory Paper, 2 Credits, 30 Hours

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:

- 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.
- Prepare an ethnographic research design.
- Get insight into the rapport establishment techniques.
- Acquire the approach of participant enquiry.

Syllabus

Unit 1: Ethnographic Approach in Anthropology **6 Hours**

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 **10 Hours**

Ethnography as 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, interview guide, Focussed Group Discussions,
Observation - Participant and non-participant
Genealogy - technique and application;
Social census, Life History, Case Study, resource mapping

Unit 3: Collection of Ethnographic Data **8 Hours**

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 **6 Hours**

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

- Bernard, H. R. (2005). *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (Fourth Edition edition). Lanham, MD: Altamira Press.
- Crang, M. (2007). *Doing Ethnographies*. Los Angeles: SAGE Publications Ltd.
- Danda, A. K. (1992). *Research methodology in anthropology*. New Delhi, India: Inter-India Publications.
- Ember, C. R. (2009). *Cross-Cultural Research Methods*. Altamira Press, USA.
- Fetterman, D. M. (2009). *Ethnography: Step-by-Step* (3rd edition). Los Angeles: SAGE Publications, Inc.
- Frankfort-Nachmias, C., Nachmias, D., and De Waard, J. (2014). *Research Methods in the Social Sciences* (Eighth edition). New York, NY: Worth Publishers.
- Garson, J. G. (2017). *Notes and Queries on Anthropology (Classic Reprint)*. Routledge and Kegan Paul Ltd. London.
- Gopal, M. H. (1965). *Research Reporting in Social Sciences*. S. S. Wodeyar, Registrar, Karnataka University
- Handwerker, P. W. (2001). *Quick Ethnography: A Guide to Rapid Multi-Method Research*. Walnut Creek, CA: Alta Mira Press, U.S.
- Hammersley, M., and Atkinson, P. (1983). *Ethnography: Principles in Practice*. Tavistock Publications.
- Pertti, P. (1979). *Anthropological Research, the Structure of Inquiry*. Cambridge University Press, London.
- P. L. Bhandarkar, and T. S. Wilkinson. (2010). *Methodology And Techniques Of Social Research*. Bhandarkar. Himalaya Publishing House.
- Ritchie, J., and Lewis, J. (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. SAGE
- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Allyn and Bacon

Recommended Books

- Bailey, K. D. (1982). *Methods of Social Research*. The Free Press, New York.
- Bernard, H. R., and Gravlee, C. C. (Eds.). (2014). *Handbook of Methods in Cultural Anthropology* (Second edition). Lanham: Rowman and Littlefield Publishers.
- Fischer, M. (2003). *Applications in Computing for Social Anthropologists*. Routledge. London.
- Goode, W. J., and Hatt, P. K. (1952). *Methods in social research*. McGraw Hill International Japan.
- Langness, L. L. (1965). *Life History in Anthropological Science* (1st.Edition edition). New York; Chicago: Holt, Rinhart and Winston.
- Lareau, A. (2018). *Journeys Through Ethnography: Realistic Accounts Of Fieldwork*. West View Press, Oxford.
- Madrigal, L. (2012). *Statistics for Anthropology* (2 edition). Cambridge University Press.

Reference Books

- Atkinson, P. (1990). *The Ethnographic Imagination: Textual Constructions of Reality*. London ; New York: Routledge.
- Clifford, J., and Marcus, G. E. (Eds.). (1986). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
- Kerlinger, F. N. (1973). *Foundations of behavioral research*. Bolt Rinehart and Winston Inc., New York.
- Hastrup, K., and Hervik, P. (1994). *Social Experience and Anthropological Knowledge*. Taylor and Francis
- James, A., Hockey, J. L., Dawson, A. H., and Conference, A. of S. A. (1997). *After Writing Culture: Epistemology and Praxis in Contemporary Anthropology*. Routledge.
- Kaplan, A. (1964). *The Conduct of Inquiry: Methodology for Behavioral Science*. Chandler Publication Company, Pennsylvania.
- Maanen, J. V. (1988). *Tales of the Field: On Writing Ethnography*. Chicago: University Of Chicago Press.
- Mueller, J. H., (1970). *Statistical Reasoning in Sociology*. Houghton Mifflin Company
- Smelser, N. J. (2013). *Comparative Methods in the Social Sciences*. Prentice Hall Inc., New Jersey.
- Young, P. V., and 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-BIO-M-105: Biological Anthropology

Mandatory Paper, 2 Credits, 30 hours

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,

- Know Biological Anthropology, its branches and related disciplines
- understand the basics of biological basis of life
- understand, and critically evaluate concepts of Evolution
- delineate trends in human evolution
- highlight human biological variation in contemporary evolutionary perspective
- outline fallacy of race

Syllabus

Unit 1: Introduction to Biological Anthropology **8 Hours**

Introduction, Nature and Scope
Branches of Biological Anthropology
Bio-cultural Perspective
Applied aspects of Biological Anthropology

Unit 2: Biological Basis of Life **8 Hours**

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 and Dimensions of Evolution **8 Hours**

Theories of evolution: Lamarckism, Darwinism, Neo – Darwinism, Modern Synthesis
Evidences of Evolution: Morphological, Embryological, Paleontological, geological, histological evidences
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
Macroevolution: Adaptation, Adaptive radiation, Convergence and Parallelism, Generalised and Specialized traits, Modes of Evolutionary changes: Gradualism Vs. Punctuated Equilibrium, Mosaic Evolution.

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

American Association of Physical Anthropology. (n.d.). AAPA Statement on Race and Racism (2019). Retrieved May 2, 2019, from <http://physanth.org/about/position-statements/aapa-statement-race-and-racism-2019/>

Fleagle, J. G. (2013). *Primate Adaptation and Evolution* (3 edition). Amsterdam ; Boston: Academic Press.

Futuyma, D. J., and Kirkpatrick, M. (2017). *Evolution* (4 edition). Sunderland, Massachusetts: Sinauer Associates is an imprint of Oxford University Press.

Henke, W., and Tattersall, I. (Eds.). (2015). *Handbook of Paleoanthropology* (2nd ed. 2015 edition). New York: Springer.

Herron, J. C., and Freeman, S. (2013). *Evolutionary Analysis* (5 edition). San Francisco, CA: Pearson.

Hiernaux, Jean, and Banton, Michael. (1969). *Four statements on the race question*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000122962>

Korf, B. R., and Irons, M. B. (2013). *Human Genetics and Genomics, Includes Wiley E-Text* (4 edition). Chichester, West Sussex, UK: Wiley-Blackwell.

Larsen, C. S. (Ed.). (2010). *A Companion to Biological Anthropology* (1 edition). Malden, Mass: Wiley-Blackwell.

Lewis, R. (2014). *Human Genetics* (11 edition). New York: McGraw-Hill Education.

Losos, Jonathan B., Baum, D. A., Futuyma, D. J., Hoekstra, H. E., Lenski, R. E., Moore, A. J., ... Whitlock, M. C. (Eds.). (2017). *The Princeton Guide to Evolution* (Reprint edition). Princeton: Princeton University Press.

Mayr, E. (2002). *What Evolution Is* (Reprint edition). New York: Basic Books.

Stanford, C., Allen, J. S., and Antón, S. C. (2016). *Exploring Biological Anthropology: The Essentials* (4 edition). Boston: Pearson.

Stanford, C., Allen, J. S., and Antón, S. C. (2019). *Biological Anthropology: The Natural History of Humankind* (4 edition). Boston: Pearson.

Wood, B. (2013). *Wiley-Blackwell Encyclopedia of Human Evolution* (1 edition). Hoboken, NJ: Wiley-Blackwell.

AN-BIO-M-106: Archaeological Anthropology

Mandatory Paper, 2 Credits, 30 Hours

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 the culture of ancient man. The course also covers stone tool typology and technology and also dating of the past, archaeological evidence and their interpretations. On the basis of the foundation course in Archaeological anthropology, this course briefly deals with Palaeolithic, Mesolithic and Neolithic Cultures from Europe, Africa and mainly from the Indian subcontinent.

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

- Be conversant with the basic terminologies, branches, and sub-fields of archaeological anthropology and their interrelationship, scope and historical development.
- Recall the geological time scale, environment, stratigraphy and their characteristics
- Detail the types of available dating methods, their advantages, disadvantages and their implications to archaeological data
- 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
- Place the archaeological evidences in the context of human migration
- Identify the salient features of Indus valley period, its people and activities.

Syllabus

Unit 1: Introduction to Archaeology

8 Hours

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

Ice Ages: Pleistocene, Glacial and Interglacial Periods,

Pluvial and Inter-pluvial periods, Causes of Ice Ages, Sea level changes.

Unit 2: Dating Methods, Tool Typology and Technology

6 hours

Relative and Absolute Dating, River terraces, Stratigraphic dating, Palynology, Radiocarbon dating, Potassium - Argon dating, Thermo-luminescence, Dendro-chronology, Archaeomagnetism etc.

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 Evidence, Identification and Interpretation of stone tools and fossils.

Unit 3: Palaeolithic, Mesolithic and Neolithic Cultures**8 Hours**

Lower, Middle and Upper Palaeolithic Culture: Europe, Africa and India
Cultural and Biological evidences of Palaeolithic, Mesolithic and Neolithic cultures in Europe, Africa and India.

Unit 4: Indus valley civilization, Chalcolithic and Megalithic Cultures 8 Hours

Distribution, Period, Characteristics, causes of decline, people and culture of Indus Valley Civilization.
Chalcolithic culture and the characters
Megalithic Iron Age cultures.

Textbooks:

- Agrawal, D. P. (1974). Prehistoric Chronology and Radiocarbon Dating in India. Munshiram Manoharlal Publishers.
- Agrawal, D. P. (1984). The archaeology of India. Retrieved from <https://trove.nla.gov.au/version/22066538>
- Allchin, B., and Allchin, R. (1982). The Rise of Civilization in India and Pakistan. Cambridge University Press.
- Chakrabarti, D. K. (2009). India - An Archaeological History: Paleolithic Beginnings to Early History Foundation (2 edition). New Delhi: Oxford University Press.
- Chakrabarti, D. K. (2006). The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India. New Delhi: Oxford University Press.
- Chakrabarti, D. K. (2009). India: An Archaeological History : Palaeolithic Beginnings to Early Historic Foundations. Oxford University Press.
- Kenoyer, J. M. (1998). Ancient Cities of the Indus Valley Civilization. Karachi: OUP Pakistan.
- Pappu, R. (2002). Acheulian Culture in Peninsular India: An Ecological Perspective (1 edition). New Delhi: D.K. Print World Ltd.
- Reddy, R. V. (1987). Elements of Prehistory. Mittal Publications.
- Sali, S. A. (1990). Stone Age India: A Text Book Written for Post-graduate Students Under the University Grants Commission's Scheme of Writing University Level Books. Shankar Publishers.
- Sankalia, H. D. (1990). Prehistory and Protohistory in India and Pakistan. Bombay University Press.
- Sankalia, Hasmukhlal Dhirajlal. (1982). Stone Age Tools, Their Techniques, Names, and Probable Functions. Deccan College Postgraduate and Research Institute.
- Settar, S., Korisetar, R., and Research, I. C. of H. (2002). Indian Archaeology in Retrospect: Prehistory, archaeology of South Asia. Indian Council of Historical Research.

AN-BIO-M-107: Biological Anthropology Practical – I (Osteology, Craniometry and Osteometry)

Mandatory Paper, 2 Credits, 60 Hours

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

- To describe the human skeletal anatomy
- Define and locate various landmarks
- Describe tools techniques and procedure for taking craniometric and osteometric measurements
- Take craniometric and osteometric measurements

Syllabus

Unit 1: Osteology

16 Hours

Importance of studying human skeletal system in anthropology

Anatomical terminology: Planes of reference and directional terms, general bone features, Structure and function of the skeletal system

Classification: Axial and appendicular skeleton

Skull (Different Normae) and mandible, individual bones of skull, understanding concepts of skull, cranium, calvarium

Long, short and flat bones and side Identification

Vertebral column and girdles (Pelvis, Scapula and Clavicle)

Unit 2: Craniometry

16 Hours

Craniometry and Osteometry: Use and Importance.

Introduction to the Instruments

Selected measurements on skull - Cranial length, Cranial breadth, Minimum frontal breadth, Cranial circumference, Upper facial height, External bi-orbital diameter, Nasal height, Nasal breadth, Bi-maxillary breadth, Bi-zygomatic breadth, Bi-mastoid breadth, Bi-gonial breadth, Mandibular height,

Odontometry, MD and LL, BL diameters of teeth

Calculation of Indices based on the above measurements: Cranial Index, Nasal Index, Kollmann's Upper facial index.

Unit 3: Osteometry

16 Hours

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 the middle of the 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 **12 Hours**

Scapula: Maximum length or anatomical breadth, Maximum breadth or Anatomical length,
Length of the 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

Textbooks:

- Bass, W. M. (1995). *Human Osteology: A Laboratory and Field Manual*. Missouri Archaeological Society.
- Hrdlicka, A. (1971). *Practical Anthropometry* (2 edition). New York: AmsPr Inc.
- Kieser, J. A., and Julius, K. (1990). *Human Adult Odontometrics: The Study of Variation in Adult Tooth Size*. Cambridge University Press.
- Mukherji, D., Mukherjee, D., and Bharati, P. (2009). *Laboratory Manual For Biological Anthropology*. Asian Books Private Limited.
- Singh, I. P., and Bhasin, M. K. (1968). *Anthropometry*. Bharti Bhawan.
- Singh, I. P., and Bhasin, M. K. (2004). *A Manual Of Biological Anthropology*. Kamla-Raj Enterprises.
- Singh, S. P., and Promila, M. (2009). *Human Body Measurements: Concepts And Applications*. PHI Learning Pvt. Ltd.
- Sudha Rastogi, and Shukla B R K. (2017). *Laboratory manual of physical anthropology*. 23
- Ubelaker, D. H. (1994). *Standards for Data Collection from Human Skeletal Remains* Proceedings of a Seminar at the Field Museum of Natural History (Spi edition; J. E. Buikstra, Ed.). Fayetteville: Arkansas Archeological Survey.
- Walimbe, S. R., and Kulkarni, S. S. (1993). *Biological Adaptations in Human Dentition: An Odontometric Study on Living and Archaeological Populations in India*. Deccan College Post Graduate and Research Institute.
- White, T. D., and Folkens, P. A. (2005). *The Human Bone Manual*. Elsevier.

AN-SC-E-108: Anthropological Demography

Elective Paper, 2 Credits, 30 Hours

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:

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

Syllabus

Unit 1: Sources of Demographic Data and Population studies **12 Hours**

Anthropological demography – Definition, Scope and History. Relationship of anthropology and demography through - Population genetics, medical anthropology, Human evolution, Gerontology, and applied anthropology.

Methods of demographic data collection

Sources of data, Population Census, Census, Vital Statistics,

National Sample Survey, Special Surveys

National Health and Family Survey.

Unit 2: Anthropology and Determinants of Population Growth **8 Hours**

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 3: Population Scenario – India and World **10 Hours**

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.

Books

Basu, A. M., and Aaby, P. (1998). *The Methods and Uses of Anthropological Demography*. Clarendon Press.

Bhende, A. A., and Kanitkar, T. (1997). *Principles of Population Studies*. Himalaya Publishing House.

Bogue, D. J. (1969). *Principles of demography*. Wiley.

Cox, P. R. (1976). *Demography* (5 edition). Cambridge University Press.

- Desai, P. B. (1987). *Population in the Context of India's Development: With Special Reference to Population Education*. UGC-UNFPA Project, Task Force on Curriculum Development, Population Education Resource Centre, Department of Adult and Continuing Education and Extension Work, Gujarat Vidyapith.
- Economic, U. N. D. of, and Division, S. A. P. (2007). *World Population Prospects: Comprehensive Tables*. UN.
- Foundation for Research in Health Systems (Ahmadābād, I. (2003). *Health Monitor*. Foundation for Research in Health Systems.
- Greenhalgh, S., and Susan, G. (1995). *Situating Fertility: Anthropology and Demographic Inquiry*. Cambridge University Press.
- Howell, N. (1986). Demographic Anthropology. *Annual Review of Anthropology*, 15(1), 219–246. <https://doi.org/10.1146/annurev.an.15.100186.001251>
- Kertzer, D. I., Fricke, T. E., Fricke, T., and University), C. on A. D. (1994 B. (1997). *Anthropological Demography: Toward a New Synthesis*. University of Chicago Press.
- Mead, M. (1975). *Male and female: a study of the sexes in a changing world*. W. Morrow.
- Nag, M. (1973). *Anthropology and population: Problems and perspectives*. Program Development and Evaluation, International Institute for the Study of Human Reproduction.
- Pathak, K. B., and Ram, F. (1992). *Techniques of Demographic Analysis*. Himalya Publishing House.
- Roth, E. A. (2004). *Culture, Biology, and Anthropological Demography*. Cambridge University Press.
- Sciences, I. I. for P. (2007). *India National Family Health Survey (NFHS-3), 2005-06*. International Institute for Population Sciences.
- Singh, S.N., Premi, M.K., Bhatia, P.S. and Bose, A. (1989). *Population Transition in India*. B.R. Publishing House, Delhi.
- Sharma, A. K. (2012). *Population and Society*. Concept Publishing Company.
- Srinivasan, K. (1998). *Basic Demographic Techniques and Applications*. Sage Publications.
- Weeks, J. R. (2011). *Population: An Introduction to Concepts and Issues* (11 edition). Australia; Belmont, CA: Wadsworth Publishing.

Important Websites:

- Census of India Website: Office of the Registrar General and Census Commissioner, India. (n.d.). Retrieved May 11, 2019, from <http://censusindia.gov.in/>
- Population Reference Bureau – Inform, Empower, Advance. (n.d.). Retrieved May 11, 2019, from <https://www.prb.org/>
- The DHS Program - Quality information to plan, monitor and improve population, health, and nutrition programs. (n.d.). Retrieved May 11, 2019, from <https://dhsprogram.com/>
- UNFPA - United Nations Population Fund. (n.d.). Retrieved May 11, 2019, from <https://www.unfpa.org/>
- United Nations Population Division | Department of Economic and Social Affairs. (n.d.). Retrieved May 11, 2019, from <https://www.un.org/en/development/desa/population/index.asp>

AN-SC-E-109: Anthropology of Food and Food Culture

Elective Paper, 2 Credits, 30 Hours

Course Description

This course examines the anthropology of food and food culture and explores the intricate interconnections between humanity, nourishment, and culture in the Anthropology of Food and Food Culture. Through this course, students will be able to analyse the roles of food in identity, power dynamics, and social structures. The course also addresses sustainability, food security, and ethical considerations, fostering critical thinking about our relationship with food.

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

- Understand the cultural dimensions of food
- Analyse the role of food in society
- Evaluate the ways in which food is used to express identity, communicate meaning, and create community
- Significance of food around human life cycle events

Syllabus

Unit 1: Introduction to the Anthropology of Food **8 Hours**

Introduction to the anthropology of food
Rituals, Taboos, and Symbolism
Food rituals and their cultural significance
Taboos and food avoidance practices
Symbolism and meaning in food

Unit 2: Food culture and Life Cycle events **8 Hours**

Food culture- Birth Marriage and Death
Food Culture- Other Social events
Significance of food based on life cycle events
Festivals and food culture

Unit 3: The Cultural and Social Dimensions of Food **8 Hours**

Food and culture
Food and identity
Food and economics
Food and politics- gastropolitics
Food and religion

Unit 4: Globalization and Food Systems **6 Hours**

Colonialism and its impact on food culture
The impact of globalization on food production and consumption
Migration and the transnational flow of food cultures
Fast food culture and global homogenization.

Textbooks

- Counihan, C. M., and Van Esterik, P. (Eds.). (2013). "Food and Culture: A Reader" (3rd ed.). Routledge.
- Goody, J. (1982). "Cooking, Cuisine and Class: A Study in Comparative Sociology." Cambridge University Press.
- Mintz, S. W. (1996). "Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past." Beacon Press.
- Sutton, D. E. (Ed.). (2001). "Remembrance of Repasts: An Anthropology of Food and Memory." Berg.
- Harris, M. (1985). "Good to Eat: Riddles of Food and Culture." Waveland Press.
- Readings:
- Levi-Strauss, C. (1969). "The Culinary Triangle." "From Honey to Ashes: Introduction to a Science of Mythology," Vol. 2. Harper and Row.
- Appadurai, A. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India." "Comparative Studies in Society and History," 30(1), 3-24.
- Lévi-Strauss, C. (1966). "The Culinary Triangle." "The Savage Mind." University of Chicago Press.
- Fischler, C. (1988). "Food, Self, and Identity." "Social Science Information," 27(2), 275-292.
- Sutton, D. E. (2001). "Feeding the Buddha: A Ritual Feast in Taiwan." "Remembrance of Repasts: An Anthropology of Food and Memory." Berg.
- Wilson, C. M. (2001). "Eating in the Dark: A Maasai Way of Knowing." "Remembrance of Repasts: An Anthropology of Food and Memory." Berg.
- Korsmeyer, C. (2005). "Making Sense of Taste: Food and Philosophy." Cornell University Press.
- Anand, N. (2007). "Battles over Bovines: Beef Ban in Maharashtra." Economic and Political Weekly, 52(47), 40-48.

AN-SC-E-110: Folk Culture of Maharashtra

Elective Paper, 2 Credits, 30 Hours

Course Description

The course aims at providing a basic understanding of the various folk cultures of Maharashtra. It discusses the origin, history and evolution of the folk cultures.

At the end of the semester students will understand

- The anthropological significance of folk traditions and culture of Maharashtra
- The origin, history and development of Lavani
- The origin, history and development of Bharud and Powada
- The issues faced by folk artists and government policies

Syllabus

Unit 1: Introduction, definitions and scope **8 Hours**

Folk Culture– Definitions and scope, folklore genres (verbal and non-verbal) and folk lifestyles and native knowledge system, diverse aspects of folk expressive behaviour, culture in relation to different aspects of human creativity (art, literature, religion, science and technology).

Unit 2: Origin, History and Development of Tamasha/Lawani **8 Hours**

Tamasha the folk art and cultural heritage of Maharashtra, Entertainment and education through Gan, Gawan, Rangbaji, Batawani; Dimensions of Lawani, Tamasha Kalavant (artists)- Social economic status; Impact of TV shows and social media on Lawani/Tamasha

Unit 3: Origin, History and Development of Powada and Bharud **8 Hours**

Powada a form of ballad, Important composers (Shahir) of Powada, Powada as tool to spread awareness on social issues and glorify heroes of past;

Bharud as poetic form with deeper spiritual meaning, Bhajans (devotional songs), performances inspired by day to day lives of people; Bharud as tool to educate and enlighten the masses, Important Saints who preached through Bharud

Unit 4: Other folk arts, issues and government policies **6 Hours**

Jagran, Gondhal, Dhashvtar, Dhangari Gaja, Koli Dance, etc;

Folk instruments: Daf, Tarpa, Ghangli, Pawra

Government recognised folk arts, Government aid and beneficiaries; Challenges to conserve and promote folk arts

Reading Material

South Asian Folklore. (2020). In *Routledge eBooks*. <https://doi.org/10.4324/9781003061717>

Vatsyayan, K. (1976). *Traditions of Indian Folk Dances*, Indian Book Company, New Delhi.

Erdman, J. L. (1976). *Traditions of Indian Folk Dance*. <http://ci.nii.ac.jp/ncid/BA86586979>

Pani, J. (2000). *Celebration of Life: Indian Folk*, Publication Division, Ministry of Information And Broadcasting, Govt.of India, New Delhi.

Vatsyayan, K. (1987). *Traditions of Indian Folk Dance*. Clarion Books associated with Hind Pocket Books, New Delhi.

- Narayan, S. (2004). *Folk Dance Traditions of India*.
http://books.google.ie/books?id=s8vfAAAAMAAJ&q=Traditions+of+Indian+Folk+Dance&dq=Traditions+of+Indian+Folk+Dance&hl=&cd=2&source=gbs_api
- Khokar, A. M. (2003). *Folk Dance: Tribal, Ritual & Martial forms*.
<https://ci.nii.ac.jp/ncid/BA64270406>
- South Asian Folklore: An Encyclopaedia: Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka. (2003). *Reference Reviews*, 17(8), 22–23.
<https://doi.org/10.1108/09504120310503836>
- Kishore, V. (2014). *From Real to Reel: Folk Dances of India in Bollywood Cinema*.
<https://www.amazon.com/Real-Reel-Dances-Bollywood-Cinema-ebook/dp/B00QW7VB90>
- Achalkhamb, Rustum (2006), *Tamasha Lokrangbhumii: Sankalp, Swaroop Ani Prayogeekta*, Pune, Sugava Prakshan, Marathi.
- Ahiwale, Pandurang (2013), *Shahiranche Shahir : Bhado Fakkad*, Pune, Snehvardhan Prakashan, Marathi.
- Bhandare, Sandesh (2006), *Tamasha Ek Rangdi Gammat*, Mumbai, Lokwangmay Griha, Marathi.
- Burde, Sadhna (2011), *Tamashatil Stree Kalawant, Jeevan Aani Samasya*, Nanded, Nirmal Prakashan, Marathi.
- Chandanshive, Sunil (2011), *Tamasha Kala Aani Jeevan*, Pune, Snehvardhan, Marathi.
- Nanjunda D. C., Kurane A., Wind S., Annapurana M., Jytohi Laxmi S. (Ed.), (2008), *Ignored Claims Focus on Tribal Education in India*, Delhi, Kalpaz Publication.
- Chandanshive G. (2018), *Tamasha ek rangda khel*, Dimple Prakashan
- Khandagale P. (2017), *Maharashtrachya prayogtm lokakala parmpara ani navta*, Maharashtra Rajya Sahitya Ani Sanskruti Mandal

AN-BIO-E-111: Practical in Archaeological Anthropology

Elective Paper, 2 Credits, 60 Hours

Course Description

The course introduces the basics of practical skills and experiences in the field of Archaeological Anthropology. It focuses on the Identification, drawing and description of various prehistoric stone tools and artefacts. Through hands-on activities and discussions, students will gain a deep understanding of how material culture and archaeological evidence provide valuable insights into human history, behaviour, and cultural development.

At the end of the course, students are expected to

- Understand the Name and identify various prehistoric stone tools and techniques.
- Students will be able to learn about Identification, drawing, metric analysis, and calculation of Indices of lithic /bone tools.
- The students will understand the identification, preservation and conservation of antiquities and museum specimens.

Syllabus

Unit-1: Morphometric study of stone tools of Prehistoric period **16 Hours**

Prehistory: Identification, drawing and description of the prescribed representative tool types and techniques: Palaeolithic, Mesolithic and Neolithic Periods.

Unit-2: Drawing and Descriptions **12 Hours**

Sketches and Descriptions of various forms of Pottery wares, Bone tools and Iron tools available in the Department.

Unit-3: Identification, Drawing and Metric Analysis **16 Hours**

Identification, drawing, metric analysis, and calculation of Indices of lithic /bone tools.
Drawing, measurement and reconstruction of ceramic/metal objects.

Unit-4: Preservation of Museum Specimen and Photography **16 Hours**

Identification, preservation and conservation of antiquities and museum specimens (bone/horn/ivory/food grains/terracotta/wood and bamboo and metal objects).
Toposheet reading and GPS-based analysis on Satellite Imagery. Photography of artefacts and computer-based analysis.

Textbooks:

Agrawal, D. P. (1982). The Archaeology of India, Curzon Press, London.

Agrawal, D.P and D.K. Chakrabarti (1979). Essays in Indian Protohistory, B.R.Publishing Co, Delhi.

Allchin, B. and R. Allchin (1983). The Rise of Civilisation in India and Pakistan, Cambridge University Press, London.

Allchin, B.R.and D.K.Chakrabarti (1979). A Source Book on Indian Archaeology, M.M Publishers Pvt. limited, New Delhi.

Allchin. B, A.Goudie, K.T.M.Hegde (1978). The Prehistory and Paleogeography of the Great Indian Thar Desert, Academic Press, London.

B.K.Thapar (1985). Recent Archaeological Discoveries in India, UNESCO Publication.

Dennell, Robin. (2009). the Palaeolithic Settlement of Asia. Cambridge University Press, Cambridge.

- Dikshit, K.N. (1984)- Archaeological Perspective of India since Independence, Bulletin of the Archaeological Society, (Special Issues) Nos.13-14.
- Erwin Neumayer- Lines on Stone: Prehistoric Rock Art of India, Manohar, New Delhi, 1993.
- Fuller, D. Q. (2007). Neolithic Cultures in Pearsall, D.M., (Ed) Encyclopedia of Archaeology Academic press, New York: 756 – 67
- H.D.Sankalia (1974). Prehistory and Protohistory of India and Pakistan, Deccan College, Pune.
- Misra, V. N. (2007). Indian Prehistory, Ecological perspective, Man and Environment 11
- Paddayya, K (2007). The Palaeolithic cultures in Pearsall, D.M., (Ed) Encyclopedia of Archaeology, Academic pres, New York: 767-78
- Petraglia, D. M., and Ravi Korisettar, (1998). Early Human Behaviour in Global Context
- Sankalia, H.D. (1982). Stone Age Tools: Their Techniques, Names and Probable Functions, Deccan College, Pune.
- Subbarao, B. (1958). The personality of India, Baroda.
- Wheeler, M. (1959). Early India and Pakistan, Thames and Hudson, London.

AN-BIO-E-112: Sports Anthropology

Elective Paper, 2 Credits, 30 Hours

Course Description

A course in Sports Anthropology aims to provide students with a comprehensive understanding of the relationship between sports and culture from an anthropological perspective.

At the end of the course, students are expected to

- Understand the use of anthropological knowledge in understanding sports.
- Understand body proportionality, body composition and sports performance.
- Demonstrate different methods of studying the human physique

Syllabus

Unit-1: Introduction

8 Hours

Introduction to Sport Anthropology and its relation to anthropology
History and development of sports anthropology, its relevance to the Indian context.
Traditional sports and games in India.

Unit-2: Sports performance

7 Hours

Sports performance: Body proportionality and the age changes,
Body proportionality in relation to sports.
Cardio-vascular fitness, physical work capacity and sports performance.

Unit-3: Human physique and body composition

8 Hours

Human physique and body composition and its role in sports participation and excellence. –
Different methods of studying human physique and assessment of body composition for both sexes.

Unit-4: Physical Fitness

7 Hours

Sports talent selection in young children on the basis of structural, functional and endurance characteristics.
Genetic constitution, physical fitness.
Sports and games for handicapped children and adults. Gender-specific sports and games.

Textbooks:

- Boyd W.C., 1950 Genetics and the Races of Man. Little Brown, Boston
Brownell, S., Besnier, N. and T.F. Cater. 2018. The Anthropology of Sport: Bodies, Borders, Biopolitics. University of California Press, California.
- Das B.M., 1980 Outlines of Physical Anthropology. Kitab Mahal, Allahabad
Eveleth P.B. and Tanner J.M., 1990 Worldwide Variations in Human Growth. Cambridge University Press, Cambridge
Forbes G.B., 1987, Human Body Composition, Springer-Verlag, New York
Garn S.M., 1971 Human Races. Thomas, Springfield, Illinois.
Hooton., 1965 Up From the Ape. Motilal Banarasidas, Delhi.
Jaiswal, A. 2019. Anthropology and Sports. Heritage Publishers, New Delhi.
- Lohman T.G., 1992 Advances in Body Composition Assessment, Human Kinetics, Champaign

- Montagu A., 1960 An Introduction to Physical Anthropology.
- Sheldon W.H., Stevens S.S., Tucker, W.B. 1940. Varieties of Human Physique. Harper Grow, New York
- Singh I.P. and M.K. Bhasin, 1968 Anthropometry, Kamal-Raj Publishers, Delhi
- Singh S.P., Sidhu L.S. and J. Singh, 1992 Skeletal Maturity, HBPS, Patiala
- Sodhi H.S., 1991 Sports Anthropometry, Anova Publishers, Mohali
- Tanner J.M., et al., 1983. Assessment of Skeletal Maturity and Prediction of Adult Height (TW2 method)
- Weiner J.S. and Laurie J.A., 1969. Human Biology - A Guide to Field Methods.

AN-RM-M-113: Social Research Methods

Mandatory Paper, 4 Credits, 60 Hours

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:

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

Syllabus

Unit 1: Science and Scientific Research

4 Hours

Science and social science

Science as an approach and system of knowledge;

Science - essence and characteristics;

Relation between science, theory and fact;

Inductive and deductive aspects of scientific research;

Issues of value, subjectivity and inter-subjective objectivity in social science;

Unit 2: Overview of Quantitative and Qualitative research

10 Hours

Comparison of Quantitative and Qualitative research approaches

Philosophical positions- Positivism vs. constructivism,

Method and Methodology

Varying qualitative approaches – Case Study, Ethnography, life history

Phenomenology, Grounded Theory

Various quantitative methods- Survey method, Census

Unit 3: Research Design and Research Questions

10 Hours

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

10 Hours

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: Tools of Data Collection

10 Hours

Questionnaires and Interview Schedule –
Dos and Don'ts while construction of Questionnaire and Interview Schedule
Preparation of interview schedule
Structured interview Schedule, unstructured interview
Open-ended, Close-ended Questions; Pilot testing; Scale and Measurement
Attitude Scales: Thurston, Likert and Gutman attitude Scales

Unit 6: Introduction to Survey Research Method

4 Hours

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 7: Data analysis and report writing

12 Hours

Data Processing-Coding Schemes, editing, cleaning data
Data coding and preparation of SPSS code sheet
Use of Narratives, Photographs, Graphical forms etc.
Report writing; steps involved and content
Developing outline for a scientific report
Citation styles, bibliography;
Plagiarism, issues and challenges
Dissemination of research, policy inputs, etc.

Reference Books

- Babbie, E. R. (2015). *The Practice of Social Research - Standalone Book* (14 edition). Boston, MA: Wadsworth Publishing.
- Bernard, H. R. (2005). *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (Fourth Edition edition). Lanham, MD: AltaMira Press.
- Ember, C. R. (2009). *Cross-Cultural Research Methods*. Altamira Press, USA.
- Fetterman, D. M. (2009). *Ethnography: Step-by-Step* (3rd edition). Los Angeles: SAGE Publications, Inc.
- Green, J., and Browne, J. (2005). *Principles of Social Research* (1 edition). Maidenhead: Open University Press.
- Hammersley, M., and Atkinson, P. (1983). *Ethnography: Principles in Practice*. Tavistock Publications
- Moser, C. A., and Kalton, G. (1985). *Survey Methods in Social Investigation* (1 edition). Routledge.
- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Allyn and Bacon
- Thomas, S. J. (1999). *Designing Surveys That Work!: A Step-by-Step Guide* (1 edition). Thousand Oaks, Calif: Corwin.
- Young, P. V., and 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.

SEMESTER II

AN-SC-M-201: Anthropological Thought

Mandatory Paper, 2 Credits, 30 Hours

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

12 Hours

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

4 Hours

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 and Structuralism

6 Hours

Structure-functionalism as a reaction to the doctrines of 'Evolution-Diffusion' and 'Historical Particularism';

Functionalism of Malinowski, Merton and Parsons;

Structure-functionalism of Radcliffe Brown;
Structuralism as a perspective;
Place of structuralism in the anthropological theory;
Contributions of Claude Levi-Strauss and Edmund Leach;

Unit 4: Culture and Personality School and Other Classical Theoretical Approaches

8 Hours

Margaret Mead, Ruth Benedict, Abram Kardiner, Alice Cora-Du-Bois, Ralph Linton
Social Anthropology as an approach: Evans-Prichard; Post-structuralism; Derrida and Foucault
Robert Redfield and his contribution

LIST OF BOOKS

Text Books

- Prichard, E.E. (1981). *A History of Anthropological Thought*. London/ Boston: Faber and Faber.
- Harris, M. (1968). *Rise of Anthropological Theory*. London: Routledge and Kegan Paul.
- Honnigman, J. (1997). *Handbook of Social and Cultural Anthropology*. New Delhi: Rawat Publication.
- Jha, M. (1983). *An Introduction to Anthropological Thought*. New Delhi: Vikas Publishing House, Private Limited.
- Layton, Robert (1997). *Introduction to Theory in Anthropology*. Cambridge University Press.

Recommended Books

- Bidney, D. (1953). *Theoretical Anthropology*. Columbia University Press. New York.
- Collins, R. (1997). *Theoretical Sociology*. New Delhi: Rawat Publication.
- Douglas, M. (1994). *Risk and Balance: Essays in Cultural Theory*. London: Routledge.
- Prichard, E. E. (1981). *A History of Anthropological Thought*. London/ Boston: Faber and Faber.
- Harris, M. (1968). *Rise of Anthropological Theory*. London: Ruttand Kegan Paul.
- Ingold, T. (ed.) (1996). *Key Debates in Anthropology*. London/ Boston: Routledge.

AN-SC-M-202: Indian Anthropologists

Mandatory Paper, 2 Credits, 30 Hours

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 -

- The contribution by Indian Anthropologists,
- The contribution by Social Reformers and Thinkers.
- The development of Indian Anthropology.

Syllabus

Unit 1 Contribution by Indian Anthropologists **10 Hours**

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) **6 Hours**

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 **10 Hours**

Mahatma Jotiba Phule,
Dr. B. R. Ambedkar,
Savitribai Phule,
Shahu Maharaj,
Raja Ram Mohan Roy.

Unit 4 - Development of Anthropology in India **4 Hours**

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

Reference Books

Bose, N. Elwin, V. (1943). *The Aborigines*. H. Milford, Oxford University Press.
Bose N. K. (1967). *Culture and Society in India*. Bombay: Asia Publishing House.
Kroeber A. (1929). *Cultural Anthropology*. Arya Sahitya Bhaban.
Dube S. C. (1958). *Power and Conflict in Village India*. London: Cornell University Press.

- Dube, S. C. (1955). *Indian Village*. Psychology Press.
- Dube, S. C. (1958). *India's changing villages: human factors in community development*. Routledge and Paul.
- Elwin, V. (1936). *The Baiga*. Gyan Publishing House.
- Elwin, V. (1942). *The Agaria*. H. Milford, Oxford University Press.
- Elwin, V. (1943). *The Aborigines*. H. Milford, Oxford University Press.
- Elwin, V. (1947). *The Muria and their ghotul*. Oxford Univ. Press.
- Elwin, V. (1963). *A new deal for tribal India*. Ministry of Home Affairs.
- Elwin, V. (1964). *The Tribal World of Verrier Elwin: An Autobiography*. Oxford University Press.
- Elwin, V., and Hivale, S. (1944). *Folk-songs of the Maikal Hills*. Man in India.
- Guha, B. S. (1935). "Racial Affinities of the Peoples of India" in *Census of India*. Government of India.
- Guha, B. S. (1944). *Racial Elements in the Population*. H. Milford.
- Government of Maharashtra, 'Speeches and Writings of Dr. Babasaheb Ambedkar' – (20 Volumes).
- Government of Maharashtra, 'Mahatma Phule – Samagra Vangmay'.
- Government of Maharashtra, 'Shahu Maharaj – Samagra Vangmay'.
- Karve, I. (1968). *Kinship Organisation in India*. Asia Publishing House.
- Karve, I. (1969). *Yuganta: The End of an Epoch*. Deshmukh Publications.
- Kennedy, K. A. R. (2000). *God-apes and Fossil Men: Paleoanthropology of South Asia*. University of Michigan Press.
- Majumdar, D. N. (1937). *A tribe in transition: a study in culture pattern*. Longmans, Green and co., ltd.
- Majumdar, D. N. (1944). *Races and Cultures of India*. Universal Publishers.
- Majumdar, D. N. (1962). *Caste and Communication in an Indian Village*. Asia Publishing House.
- Richards, F. J. (1925). The Birhors: a Little-known Jungle Tribe of Chota Nagpur. *Nature*, 116(2916), 421–422. <https://doi.org/10.1038/116421a0>
- Roy, S. C. (1912). *The Mundas and Their Country*. Jogendra Nath Sarkar at the City book society.
- Roy, S. C. (1915). *The Orāons of ChōtāNāgpur: their history, economic life, and social organization*. Pub. by the author, at the Bar Library.
- Roy, S. C. (1935). *The Hill Bhūiyās of Ōrissā*. "Man in India" Office.
- Sarkar, S. S. (1964). *Ancient races of Baluchistan, Panjab, and Sind*. Bookland. 28
- Srinivas, M. N. (1942). *Marriage and Family in Mysore*. New Book Company.
- Srinivas, M. N. (1966). *Social Change in Modern India*. University of California Press.
- Srinivas, M. N. (1976). *Nation-building in Independent India*. Oxford University Press.
- Vidyarthi, L. P. (1961). *The Sacred Complex in Hindu Gaya* (First Edition). Asia Publishing.
- Vidyarthi, L. P., and Rai, B. K. (1977). *The Tribal Culture of India*. Concept Publishing Company.
- Vidyarthi, L. P. (1978). *Rise of Anthropology in India: A Social Science Orientation*. Concept Publishing Company.
- Vidyarthi, L. P. (1963). *The Maler: a study in nature-man-spirit complex of a hill tribe in Bihar*. Calcutta: Bookland Private.

AN-SC-M-203: Social Cultural Change

Mandatory Paper, 2 Credits, 30 Hours

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 -

- The processes responsible for socio-cultural changes
- The analysis of factors contributing to socio-cultural changes
- Theoretical understanding of social cultural change
- Social Cultural Change in India

Syllabus

Unit 1 Dynamics of Culture 10 Hours

Culture and Social dynamics
Importance of Studying culture and social change
Distinction between Social Change and Cultural Change
Factors of Social Cultural Change,
Concept of- Innovation; Diffusion,
Acculturation, Assimilation, Accommodation,
Reinterpretation and Integration
Concept of Cultural lag; Stability and Change

Unit 2 Nature and dynamics of Change 8 Hours

Evolutionary and Diffusionist Perspective of Change
Dialectical and Conflict Model of Change
Equilibrium Models of Change: Structure – Functionalism
Parsonian Differentiation Model

Unit 3 Cyclic Theories of Change 6 Hours

Contributions of Oswald Spengler,
Contributions of Arnold Toynbee,
Contributions of Pitirim Sorokin,
Contributions of Alfred Kroeber

Unit 4 Social Cultural Changes in India 6 Hours

Urbanization, Industrialization,
Sanskritization, Modernization,
Westernization, Globalization.

References

- Barnet H.G. (1953). *Innovation, The basis of culture change*. McGraw Hill, New York.
Galt A. and Smith L. (1976). *Models and Study of social change*. Wiley and Sons.
Moore W.E. (1965). *Social Change, Foundation of Modern Sociology Series*. Prentice Hall of India, Delhi.

- Punekar U.B. (1974). *Assimilation*. Asia Publishing, Bombay.
- Ponsion J.A.(1969). *The Analysis of social change reconsidered*. Mouton and Company, The Hague.
- Rao M.S.A. (1970). *Urbanization And Social Change* Orient Longman, Delhi.
- Rogers E.M.and Shoe maker (1962). *Communication of Innovation*. The Free Press, New York.
- Singer, M. (1972). *When a Great Tradition Modernizes*. Vikas Publications, New Delhi.
- Smith A. (1973). *The Concept of Social change*. Routledge and Kegan Paul, London.
- Srinivas M.N. (1966). *Social Change in Modern India*. Allied Publication, Bombay.
- Strasser and Randall (1981). *An Introduction to theories of Social Change*, Routledge and Kegan paul.
- SundarRajan (1986). *Innovative Competence and Social Change* . IPQ Publications.
- Zaltzmann G. (1973). *Process and Phenomenon of Social change*. New York, Wiley, Inter Science.
- Zamara D.M. (1993). *Perspectives on cultural change and development*, Reliance Publishing House, Delhi.

AN-BIO-M-204: Primatology and Primate Behaviour

Mandatory Paper, 2 Credits, 30 Hours

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

- Understand the discipline of primatology
- Delineate the importance of primatology for anthropology
- Understand primates as a taxonomic group
- Describe primate diversity
- Understand basics of Primate behaviour and its relationships to human behaviour

Unit 1: Primates

8 Hours

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

6 Hours

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

8 Hours

Lemurs, Lorises, Tarsiers,

Old world and New world Monkeys

Gibbons,

Orang Utans

Gorillas

Chimpanzees,

Bonobos

Unit 4: Primate Behaviour

8 Hours

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

Dunbar, R. I. M. (2013). *Primate Social Systems*. Springer.

Fleagle, J. G. (2013). *Primate Adaptation and Evolution* (3 edition). Amsterdam ; Boston: Academic Press.

- Rowe, N., and Mittermeier, R. A. (1996). *The Pictorial Guide to the Living Primates* (1 edition). East Hampton, N.Y: Pogonias Pr.
- Sanz, C., Call, J., and Boesch, C. (Eds.). (2013). *Tool Use in Animals: Cognition and Ecology* (1 edition). Cambridge University Press.
- Srivastava, R. P. (2009). *Morphology of the Primates and Human Evolution*. Place of publication not identified: Prentice Hall India Learning Private Limited.
- Stanford, C., Allen, J. S., and Antón, S. C. (2016). *Exploring Biological Anthropology: The Essentials* (4 edition). Boston: Pearson.
- Stanford, C., Allen, J. S., and Antón, S. C. (2019). *Biological Anthropology: The Natural History of Humankind* (4 edition). Boston: Pearson.
- Strier, K. B. (2016). *Primate Behavioral Ecology* (5 edition). Routledge.
- Wood, B. (2013). *Wiley-Blackwell Encyclopedia of Human Evolution* (1 edition). Hoboken, NJ: Wiley-Blackwell.

AN-BIO-M-205: Comparative Anatomy

Mandatory Paper, 2 Credits, 30 Hours

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

- Understand skeletal anatomy of primates
- Delineate comparative skeletal differences among primates
- Describe skeletal features of primates as an adaptation to their ecological setting
- Describe man s place in mammalian and primate taxonomic tree

Unit 1: Place of human beings among the Primates **6 Hours**

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 **8 Hours**

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 **8 Hours**

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 **8 Hours**

Evidence from the Brain and Sense Organs

Erect posture and Bipedalism

Textbooks

Clark, W. E. L. G. (1978). *Antecedents of Man: An Introduction to the Evolution of Primates*. Chicago: Quadrangle Books.

Fleagle, J. G. (2013). *Primate Adaptation and Evolution* (3 edition). Amsterdam ; Boston: Academic Press.

Foley, R. A., and Lewin, R. (2003). *Principles of Human Evolution* (2 edition). Malden, MA: Wiley-Blackwell.

Srivastava, R. P. (2009). *Morphology of the Primates and Human Evolution*. Place of publication not identified: Prentice Hall India Learning Private Limited.

Stanford, C., Allen, J. S., and Antón, S. C. (2016). *Exploring Biological Anthropology: The Essentials* (4 edition). Boston: Pearson.

Stanford, C., Allen, J. S., and Antón, S. C. (2019). *Biological Anthropology: The Natural History of Humankind* (4 edition). Boston: Pearson.

Wood, B. (2013). *Wiley-Blackwell Encyclopedia of Human Evolution* (1 edition). Hoboken, NJ: Wiley-Blackwell.

AN-BIO-M-206: Human Evolution: Paleoanthropological Perspectives

Mandatory Paper, 2 Credits, 30 Hours

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

- Describe trends in human evolution
- Delineate the evolutionary changes as evidenced by fossil record
- compare hominin fossils and their adaptations

Syllabus

Unit 1: Introduction to Theory and Methods of Palaeoanthropology **8 Hours**

Principles of Taxonomy and Classification, Species Concepts and Speciation, Technomic Diagenetic Processes, Paleoclimatic Record and Paleoenvironmental Reconstruction, Geological Background

Unit 2: Hominid Precursors and Early Hominids **8 Hours**

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 **7 Hours**

Early Homo

Homo habilis; *Kenyanthropus platyops*, *Homo erectus*, *Homo ergaster*,
variants of *Homo erectus*: African, European and Asian, global evidences

Later Homo

Homo heidelbergensis, *Homo naledi*, *Homo floresiensis*, Narmada man, *Homo neanderthalensis*, Denisovans: fossil evidences and ancient DNA

African, European and Asian fossil evidences and its bearing on theory of human evolution

Unit 4: Homo sapiens: Early modern humans **7 Hours**

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

- American Association of Physical Anthropology. (n.d.). AAPA Statement on Race and Racism (2019). Retrieved May 2, 2019, from <http://physanth.org/about/position-statements/aapa-statement-race-and-racism-2019/>
- Buettner-Janusch, J. (1966). *Origins of Man: Physical Anthropology* (First Edition edition). New York: John Wiley and Sons.
- Fleagle, J. G. (2013). *Primate Adaptation and Evolution* (3 edition). Amsterdam ; Boston: Academic Press.
- Futuyma, D. J., and Kirkpatrick, M. (2017). *Evolution* (4 edition). Sunderland, Massachusetts: Sinauer Associates is an imprint of Oxford University Press.
- Henke, W., and Tattersall, I. (Eds.). (2015). *Handbook of Paleoanthropology* (2nd ed. 2015 edition). New York: Springer.
- Herron, J. C., and Freeman, S. (2013). *Evolutionary Analysis* (5 edition). San Francisco, CA: Pearson.
- Hiernaux, Jean, and Banton, Michael. (1969). *Four statements on the race question*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000122962>
- Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R. L., and Bartelink, E. (2017). *Introduction to Physical Anthropology* (15 edition). Boston: Wadsworth Publishing.
- Korf, B. R., and Irons, M. B. (2013). *Human Genetics and Genomics, Includes Wiley E-Text* (4 edition). Chichester, West Sussex, UK: Wiley-Blackwell.
- Larsen, C. S. (Ed.). (2010). *A Companion to Biological Anthropology* (1 edition). Malden, Mass: Wiley-Blackwell.
- Lewis, R. (2014). *Human Genetics* (11 edition). New York: McGraw-Hill Education.
- Losos, Jonathan B., Baum, D. A., Futuyma, D. J., Hoekstra, H. E., Lenski, R. E., Moore, A. J., ... Whitlock, M. C. (Eds.). (2017). *The Princeton Guide to Evolution* (Reprint edition). Princeton: Princeton University Press.
- Mayr, E. (2002). *What Evolution Is* (Reprint edition). New York: Basic Books.
- Stanford, C., Allen, J. S., and Antón, S. C. (2016). *Exploring Biological Anthropology: The Essentials* (4 edition). Boston: Pearson.
- Stanford, C., Allen, J. S., and Antón, S. C. (2019). *Biological Anthropology: The Natural History of Humankind* (4 edition). Boston: Pearson.
- Wood, B. (2013). *Wiley-Blackwell Encyclopedia of Human Evolution* (1 edition). Hoboken, NJ: Wiley-Blackwell.

AN-BIO-M-207: Biological Anthropology Practical - II (Somatometry, Somatoscopy and Serology)

Mandatory Paper, 2 Credits, 60 Hours

Course Description

This practical course provides knowledge of Scientific methods and Techniques of Measurements on living individuals through measurements which are useful to get an idea of age, sex and comparative community differences as well as the Nutritional status of Individuals. Somatometric measurements, Dermatoglyphics, Somatoscopy traits and basic serology are included to provide a historical perspective and as classical tools to study 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

- the importance and use of Somatometry, somatoscopy and dermatoglyphics for - Biometric variation and Medico-legal aspects
- Master the techniques of Somatometry, fingerprints and serology
- the importance of measurements and classical markers in anthropological studies as well as their limitations

Syllabus

Unit 1: Somatometry and Somatoscopy

6 Hours

Somatometry Use, Scope and Importance

Introduction to the Instruments

Different landmarks and their locations.

General Introduction, Use and Scope of Somatoscopy: Hair colour, eye colour, skin colour.

Hair type and pattern. Hair whorl: number and direction, Historical view and limitations

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

20 Hours

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-Illiocrystal diameter, total arm length, total leg length, Biacromial diameter. Calculation of Indices based on the above measurements.

Unit 3: Dermatoglyphics

20 Hours

Relevance in Anthropological studies.

Techniques: printing and finger, palm, and pattern identification.

Basic Classificatory Systems: Galton, Henry.

Indices –Pattern intensity index, Furuhata's index, Dankmeijer's Index, Main Line Formula.

Unit 4: Classical Markers

14 Hours

Blood groups:

Anthropological importance, techniques, collection of samples

Identification of ABO and Rh system. Colour Blindness. PTC taste sensitivity

Textbooks

Bhasin, I. P. S. and M. K. (1989). Anthropometry. Delhi.

Bhasin, M. K., and Chahal, S. M. S. (1996). A Laboratory Manual for Human Blood Analysis. Kamla-Raj Enterprises.

Cummins, H., and Midlo, C. (1976). Fingerprints, Palms and Soles. South Berlin, Mass: Dover Publications Inc.

Frazer, J. E. S. (1965). Frazer's Anatomy of the Human Skeleton. Churchill.

Juvekar, S., Shrivastava, A., Patil, R., Lubree, H., and Kulkarni, S. (2019). Beginner's Manual of Anthropometry (1st ed.).

Race, R. R., and Sanger, R. (1968). Blood groups in man. F. A. Davis Co.

Singh, I. P., and Bhasin, M. K. (2004). A Manual Of Biological Anthropology. Kamla-Raj Enterprises.

Sudha Rastogi, and Shukla B R K. (2017). Laboratory manual of physical anthropology.

AN-SC-E-208: Recent Trends in Anthropology

Elective Paper, 2 Credits, 30 Hours

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.

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

- the basic theories proposed by various thinkers
- the methodological approaches taken by the thinkers
- relative merits and criticism about various theories

Syllabus

Unit 1: Dialectical Anthropology **6 Hours**

Dialectics anthropology as a perspective;
Dialectics – Classical tradition;
Dialectics – Hegel and Marx;
Contributions and criticism

Unit 2: Symbolic Anthropology **8 Hours**

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 **6 Hours**

Society as a dynamic system;
Equilibrium and social integration;
Contributions of Talcott Parsons;
Contributions and criticism

Unit 4: Ethno-methodology and post modernism **10 Hours**

Phenomenological sociology and Ethno-methodology;
Reflexivity, accountability, indexicality;
Documentation method – Etcetera principle;
Contributions and criticism; Post-modernism as a reaction to modernism;
Post-modernism and anthropology; Contributions and criticism

References

- Hubinger, Vaclav 1996 Grasping the Changing World: Anthropological Concepts in the Post-Modern Era, Routledge, London
- Parsons, Talcott 1951 The Social System. American Publishing Company Pvt. Ltd., New Delhi.
- 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.

- Geertz, Clifford 1973 *The Interpretation of Culture: Selected Essays*. Basic Books Inc. Publishers, New York.
- Tax, S. and Freeman, L. 1977 *Horizons of Anthropology*. Aldine Publishing Company, Chicago.
- Ingham, John 1996 *Psychological Anthropology Reconsidered*. Cambridge University Press.
- Manganaro, Marc 1990 *Modernist Anthropologist: From Fieldwork to Text*. Princeton University Press, New Jersey.
- Sperber, Dam. 1975 *Rethinking Symbolism*. Cambridge University Press

AN-SC-E-209: Digital Anthropology

Elective Paper, 2 Credits, 30 Hours

Course Description:

This course examines the intersection of anthropology and digital technologies. This course explores the dynamic interplay between digital technologies and human culture through the lens of Digital Anthropology. Drawing on anthropological methodologies, course examines the multifaceted ways in which digital tools, platforms, and networks shape and are shaped by human behaviour, communication, identity, and society. By critically engaging with topics such as online communities, virtual identities, surveillance, and digital activism, students will gain insights into the transformative impact of the digital age on global cultures.

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

- Understand the ways in which digital technologies are used to create and transmit culture and understand key concepts and theories in Digital Anthropology.
- Analyse the impact of digital technologies on social relationships, cultural practices and in shaping identity and social interactions.
- Explore the ethical challenges of digital ethnography and data privacy.
- Investigate digital inequalities and their impact on societies.
- Apply anthropological perspectives to analyse real-world digital phenomena.

Syllabus:

Unit 1: Introduction to Digital Anthropology **8 Hours**

Introduction to digital anthropology

Defining Digital Anthropology: The intersection of technology and culture

Historical development and Studies in Digital Anthropology

Social networks online and offline

Unit 2. Digital Identity and Online Communities **8 Hours**

Construction of identity in virtual spaces

Formation of online communities and subcultures

Case studies: social media, forums, and digital expressions

Digital technologies-social media, social-personal relationships and social networks

Unit 3. The Impact of Digital Technologies **8 Hours**

Digital technologies and identity, intimacy, and personality

Global impact of digital technologies on societies

Digital technologies, communication and the transformation of work

Psychological and social implications of digital technologies

Unit 4. Digital technologies and Anthropological Research **6 Hours**

Conducting digital ethnography, Digital data collection and analysis

Digital surveillance and its implications on Consent, Privacy, Ownership and Copyright

Digital divides: Access, skills, and disparities

Resources:

Textbooks:

- Miller, D., and Costa, E. (2010). "Digital Anthropology." Berg.
- Hine, C. (2015). "Ethnography for the Internet: Embedded, Embodied and Every day." Bloomsbury Academic.
- Miller, D., and Slater, D. (2000). "The Internet: An Ethnographic Approach." Berg.
- Pink, S., Horst, H., Postill, J., Hjorth, L., Lewis, T., and Tacchi, J. (2016). "Digital Ethnography: Principles and Practice." Sage.
- Farnsworth, J., and Anderson, A. (Eds.). (2017). "Mobile Media Practices, Presence, and Politics: The Challenge of Being Seamlessly Mobile." Routledge.
- Escobar, A. (2018). "Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds." Duke University Press.
- Coleman, G. E., and Golub, A. (Eds.). (2008). "Hacker, Hoaxer, Whistleblower, Spy: The Many Faces of Anonymous." Verso.
- Irvine, L. (2019). "Feminist Technoscience in the Anthropocene." Duke University Press.
- Gillespie, T., Boczkowski, P. J., and Foot, K. A. (Eds.). (2014). "Media Technologies: Essays on Communication, Materiality, and Society." MIT Press.
- Banks, M., and Ruby, J. (Eds.). (2011). "Made to Be Seen: Perspectives on the History of Visual Anthropology." University of Chicago Press.
- Coleman, G. E. (2014). "Hacker, Hoaxer, Whistleblower, Spy: The Many Faces of Anonymous." Verso.
- Bell, D., and Kennedy, B. M. (Eds.). (2016). "The Cybercultures Reader." Routledge.
- Eglash, R. (2018). "How to Make a Social Justice Warrior: On Classism, Racism, and Social Media Activism." University of Minnesota Press.

Readings:

- Pink, S. (2016). "Digital Ethnography: Principles and Practice." Sage.
- Coleman, G. E. (2010). "Ethnographic Approaches to Digital Media." *Annual Review of Anthropology*, 39, 487-505.
- Kelty, C. M. (2008). "Two Bits: The Cultural Significance of Free Software." Duke University Press.
- Marwick, A., and Lewis, R. (2017). "Media Manipulation and Disinformation Online." Data Society Research Institute.
- Miller, D. (2011). "Tales from Facebook." Polity.
- Boyd, d., and Crawford, K. (2012). "Critical Questions for Big Data: Provocations for a Cultural, Technological, and Scholarly Phenomenon." *Information, Communication and Society*, 15(5), 662-679.
- Postill, J. (2016). "Media and Social Change: The Modernizing Influences of Mobile Telephony among the Uros of Lake Titicaca." *New Media and Society*, 18(5), 723-739.
- West, S. M. (2012). "Rethinking Cyberactivism: The Case of Anonymous." *Media, Culture and Society*, 34(6), 653-670.
- Wilken, R., and Goggin, G. (Eds.). (2017). "Locative Media." Routledge.
- Zengotita, T. D. (2005). "Mediated: How the Media Shapes Your World and the Way You Live in It." Bloomsbury.

AN-SC-E-210: Dr Ambedkar and Nation Building

Elective Paper, 2 Credits, 30 Hours

Course Description

This course focuses on Ambedkar's ideology for the building a new social order that is exuberant in the dignity of an individual, it also gives emphasis on his vision of nation-building which is based on liberty, equality and fraternity. The course also throws light on Ambedkar's adherence to humanism and rationality, the various roles he played, the movements and prolific writings that led to social transformation in modern India. At the end of the course, students are expected to gain insight into

- the contribution of Dr. B. R. Ambedkar for economic development of contemporary India.
- the application of Ambedkar's thoughts for the welfare of India and the nation building.
- the movements and writings of Ambedkar that led to social transformation in modern India

Syllabus

Unit 1-- Social Movements: Striving for equality **06 Hours**

Bahishkrat Hitakarani Sabha, Mahad Satyagraha, Temple Entry Movement, and conversion and making of the Constitution of India.

Unit 2: Economic Development and Reforms **10 Hours**

Khoti system, Mahar Watan, Land holdings/reforms, Industry, Agriculture and Insurance, Labour Issues and Movement and Family Planning. Formation of RBI, Working hours, Maternity leave and other policies as labour minister.

Unit 3: Major Developmental Projects **08 Hours**

Irrigation Projects, River Valley Authorities, Power Projects and Central Electricity Authority, Rehabilitation and Resettlement and Green Revolution.

Unit 4: Inclusive policies and women's empowerment **06 Hours**

Impact of education and inclusive policies in nation-building
Hindu Code Bill, Empowerment of women and Liberalization, Privatization and Globalization.

References

- Ambedkar B. R. Economic Writings, Vol 3, Chief Editor : K. L. Chanchreek, Editors : Rakesho Kumar.
- Central Water Commission, Ambedkar's contribution to Water Resources Development.
- Draft Water Commission, Annual Report of 1999-200
- Central water Commission, Annual Report of 2000-2001/
- Mrs. Dixit M. R. Dr. Babasaheb Ambedkar L His Contribution and Relevance.
- Draft National Water Policy (2001)
- Gulathi N. D. (1972) Development of Inter – State Rivers Laws and Practice in India.
- Heggade O. D. Economic Thought of Dr. B. R. Ambedkar.
- Dhananjay Keer., 1991, "Dr Ambedkar life and Mission", popular Prakashan, Bombay.
- Kamble B. R., 2010, "Mook Nayak (English)", Dr Babasaheb Ambedkar Research Institute in Social Growth Kolhapur.

K. S. Bharati : Foundations of Ambedkar Thought”, Datt sons publishers, Nagpur, 1990 (Life).

Gail Omvedt, :Dalits and Democratic Revolution”, Saga publishing House, New-Delhi, 1994.

Ahri D. C., Gandhi and Ambedkar: a comparative study, Bluemoon Books, New Delhi, 1995.

Vahil A. K., Gandhi – Ambedkar dispute, Ashish publishing House, New – Delhi, 1992.

Jatava D. R. Dynamics of Ambedkar Ideology, Sublime publications, India, 2001.

Eleanor Zelliot, From untouchable to Dalit: Essays on the Ambedkar movement, Monohar publication, New –Delhi, 1996, (Life and Buddhism).

Christophe Jaffrelot, Dr. Ambedkar and untouchability: analysing and fighting caste, permanent Black – Delhi, 2005.

Vasant Moon (Ed): Dr. Babasaheb Ambedkar writings and speeches, volumes, Govt. of Maharashtra Publication Mumbai.

Writings and speeches of Dr. B. R. Ambedkar Volume 1-17

AN-SC-E-211: Anthropology of De-notified and Nomadic Tribes

Elective Paper, 2 Credits, 30 Hours

Course Description

This course examines the anthropology of de-notified tribes and nomadic tribes in India. This course provides a comprehensive exploration of the lives, cultures, histories, and contemporary challenges faced by de-notified tribes and nomadic tribes. Drawing on anthropological insights, students will engage with the complexities of these marginalized communities, their unique socio-economic practices, and their struggles for recognition and rights. Through a combination of theoretical readings, ethnographic case studies, and fieldwork perspectives, this course aims to foster an understanding of the diverse identities and resilience of these groups.

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

- Understand the historical context of de-notified and nomadic tribes.
- Analyse the socio-economic and cultural practices of these communities.
- Examine the impact of policies and legislations on de-notified and nomadic tribes.
- Explore the challenges of identity, education, and livelihood faced by these communities.
- Critically assess the role of ethnography in studying and advocating for marginalized groups.
- Engage in discussions on contemporary issues and policy implications.

Syllabus

Unit 1: Introduction to De-notified Tribes and Nomadic Tribes 8 Hours

Introduction and Historical background, policies affecting these communities
Socio-Economic Practices and Livelihoods
Economic activities and resource management
Traditional knowledge and sustainable practices

Unit 2: Cultural Identity and Expressions 8 Hours

Cultural diversity among de-notified and nomadic tribes
Language, art, and rituals as expressions of identity
Identity negotiation in urban contexts
Challenges of accessing resources and markets

Unit 3: Rights, Recognition, and Marginalization 6 Hours

Struggles for recognition and inclusion
Legal frameworks and policies impacting these communities
Advocacy and activism for social justice
Studies on de-notified tribes and nomadic tribes in India

Unit 4: Contemporary Issues and Future Prospects 8 Hours

Barriers to education and skill development
Health challenges and access to healthcare
Urbanization and displacement

Environmental concerns and adaptation strategies
Social development initiatives and their effectiveness
Case studies of successful community-driven projects

Textbooks:

- Baxi, P. (Ed.). (2017). "Nomadism in South Asia." Cambridge University Press.
- Shyam, R. (2010). "Begar: A Crime Against Humanity." Aakar Books.
- Shah, G. H. (Ed.). (2015). "Criminal Tribes of India: A Socio-Economic Analysis." Oxford University Press.
- Mehta, N. (Ed.). (2018). "Nomad's Land: Pastoralism and French Environmental Policy in the Nineteenth-Century Mediterranean World." University of California Press.
- Rao, A., and Premchand, A. (Eds.). (2005). "Dalit Phobia: Why Do They Hate Us?" Navayana.
- Bhat, A. (Ed.). (2015). "Nomadic Narratives: A History of Mobility and Identity in the Great Indian Desert." Social Science Press.
- Thorat, S., and Newman, K. S. (Eds.). (2007). "Blocked by Caste: Economic Discrimination in Modern India." Oxford University Press.
- Shah, G. H. (Ed.). (2014). "Caste and Democratic Politics in India." Permanent Black.

Readings:

- Omvedt, G. (1995). "Scheduled Castes and Nomadic Tribes in India: A Historical Perspective." *Economic and Political Weekly*, 30(35), 2304-2313.
- Ratnam, N. (2013). "Politics of Denotified Tribes." *Economic and Political Weekly*, 48(10), 39-42.
- Fernandes, W. (2006). "Cultural Politics in a Global Age: Uncertainty, Solidarity and Innovation." *Critical Asian Studies*, 38(3), 343-366.
- Chakravarty, K. (2004). "Negotiating with Nomads: The Revolt against the Bengal DeReservations Act of 1949." *Indian Economic and Social History Review*, 41(2), 179-201.
- Mander, H. (2012). "Adivasis, Naxalites and Indian Democracy." *Economic and Political Weekly*, 47(1), 49-58.
- Shyam, R. (2015). "Making Nomads Citizens: The Sualkuchi Story." *Economic and Political Weekly*, 50(51), 56-64.
- Bhowmik, S. (2014). "Demolishing Dams, Building Alternatives: The Work of the Narmada Bachao Andolan." *Economic and Political Weekly*, 49(46), 28-31.
- Ray, S., and Ghosh, A. (2009). "Migration and Livelihoods: A Study of Two Nomadic Communities in the Sunderbans." *Economic and Political Weekly*, 44(34), 69-76.

AN-BIO-E-212: Bioarchaeology and Paleopathology

Elective Paper, 2 Credits, 30 Hours

Course Description

The course introduces the basics of archaeological and biological anthropological methods and theories for evaluating skeletal remains to reconstruct biocultural adaptations and lifeways. It also introduces the basics health and disease of the people from the past and its complexity, and various methods and approaches to study skeletal remains to answer evolutionary and behavioural aspects of Human beings.

At the end of the course, students are expected to

- Understand the nature and scope of Bioarchaeology and osteobiography
- Know various approaches used for bioarchaeological, osteobiographical and palaeopathological analyses and summarise the knowledge gleaned from these approaches
- Critically evaluate the contemporary issues in biological Anthropology through the lens of bioarchaeology
- Evaluate the importance of paleopathology in understanding the health and diseases of the past and its implications for the humanity

Syllabus

Unit 1: Bioarchaeology

8 Hours

Introduction to Bioarchaeology, distinguishing feature of the subdiscipline to interpret human behaviour using skeletal material, linkage with biological anthropology and archaeology

Unit 2: Bioarchaeological investigations

8 Hours

Growth, development and adulthood stress and deprivations, Infections, injury, violence, cultural modifications
Musculoskeletal modifications and articular degeneration, Structural adaptations in bones
Isotopic signatures of diet, nutrition and life history, and mobility
Paleodemography based on age and sex structure in skeletal assemblage

Unit 3: Paleopathology

8 Hours

Introduction to Paleopathology, distinguishing feature of the subdiscipline to interpret human health and disease using skeletal material, palaeoepidemiology, historical development of the field and linkage with broader body of anthropology

Unit 4: approaches and methods to assess Paleopathology

6 Hours

Macroscopic analysis, Bone sections, CT analysis, ancient DNA and other methods
Bone inflammation, and infections, infectious diseases of the past, congenital conditions, metabolic and endocrine disorders, Neoplastic conditions, Pseudopathology

Reference books

Aufderheide, A. C., and Rodriguez-Martin, C. (2011). *The Cambridge Encyclopedia of Human Paleopathology* (Illustrated edition). Cambridge University Press.

- Buikstra, J., and Roberts, C. (Eds.). (2012). *The Global History of Paleopathology: Pioneers and Prospects* (1st edition). Oxford ; New York: Oxford University Press.
- Cohen, M. N., and Armelagos, G. J. (Eds.). (2013). *Paleopathology at the Origins of Agriculture* (2nd Revised ed. edition). Gainesville: University Press of Florida.
- Grauer, A. L. (Ed.). (2016). *A Companion to Paleopathology* (1st edition). Wiley-Blackwell.
- Grauer, A. L. (Ed.). (2022). *The Routledge Handbook of Paleopathology* (1st edition). Abingdon, Oxon ; New York, NY: Routledge.
- Katzenberg, M. A., and Grauer, A. L. (Eds.). (2018). *Biological Anthropology of the Human Skeleton* (3rd edition). Hoboken, New Jersey: Wiley-Blackwell.
- Larsen, C. S. (2015). *Bioarchaeology: Interpreting Behavior from the Human Skeleton* (2nd edition). Cambridge: Cambridge University Press.
- Lewis, M. (2017). *Paleopathology of Children: Identification of Pathological Conditions in the Human Skeletal Remains of Non-Adults* (1st edition). London, United Kingdom: Academic Press.
- Martin, D. L., Harrod, R. P., and Pérez, V. R. (Eds.). (2012). *The Bioarchaeology of Violence*. Gainesville: University Press of Florida.
- Martin, D. L., Harrod, R. P., and Pérez, V. R. (2013). *Bioarchaeology: An Integrated Approach to Working with Human Remains* (2013th edition). New York: Springer.
- Mays, S. (2010). *The Archaeology of Human Bones* (2nd edition). London ; New York: Routledge.
- Moodie, R. L. P. D. (1923). *Paleopathology: An introduction to the study of ancient evidences of disease*, (1St Edition). University of Illinois Press.
- Rothschild, B. M., Surmik, D., and Bertozzo, F. (2023). *Modern Paleopathology, The Study of Diagnostic Approach to Ancient Diseases, their Pathology and Epidemiology: Let there be light, the light of science and critical thinking*. Springer.
- Weiss, E. (2014). *Paleopathology in Perspective: Bone Health and Disease through Time*. Lanham: Rowman and Littlefield Publishers.

AN-BIO-E-213: Ergonomics, Design and Kinanthropometry

Elective Paper, 2 Credits, 30 Hours

Course Description:

The course aims to provide an overview of ergonomics principles. The course will help in understanding the design aspects of ergonomics and their applications in real-world problems through case studies. The students will undergo hands-on training on various Kinanthropometry equipment for body composition analysis and somatotype.

At the end of the course, students are expected to

- The course will assist the students in understanding the basic principles of ergonomics.
- Demonstrate an understanding of the role and application of ergonomics and anthropometrics in the design of interiors.
- The course will introduce the students to various Kinanthropometry equipment for body composition analysis and somatotype.

Syllabus

Unit-1: Introduction **8 Hours**

Ergonomics - Overview, objective, and application.

Anthropometry - Human body, various postures, movements, measuring techniques; Biomechanics and its applications.

Unit-2: Design and methodology **7 Hours**

Occupational safety, workstation design, Ergonomics - design methodology, criteria, and checklists. Disability ageing and inclusive design.

Unit-3: Application of Kinanthropometry **8 Hours**

Introduction and Application of Kinanthropometry: Musculoskeletal Anatomy in Kinanthropometry.

Indices and Customization of Kinanthropometry.

Unit-4: Anthropometric Somatotype **7 Hours**

Somatotype. Concepts in Physique Development: Role of Physique in Sports; and Selected Clinical Conditions Affecting Physique.

Physique in Different Sports Activities.

Techniques for Assessing Body Composition.

Textbooks:

Bhise, V. D. (2011). Ergonomics in the automotive design process. CRC Press, Boca Raton.

Bridger, R. (2008). Introduction to ergonomics. CRC Press.

Cacha, C. A. (1999). Ergonomics and safety in hand tool design. CRC Press.

Carter JEL, Heath HB (1990). Somatotyping-development and application. Cambridge University Press. Department of Exercise and Nutritional Sciences; San Diego State University, CA. 92182-7251. U.S.A.

- Chakrabarti, D. (1997). Indian anthropometric dimensions for ergonomic design practice. National institute of design. ISBN 81-86199-15-0.
- Eston, R., and Reilly (eds.) (2001). Kinanthropometry and Exercise Physiology Laboratory Manual: Test, procedures and data (2nd edition), Volume 2: Exercise physiology. Routledge, London and New York.
- ISAK (2001). International Standards for Anthropometric Assessment. Underdale, S.A.; International Society for the Advancement of Kinanthropometry.
- Karwowski, W., Soares, M. M., and Stanton, N. A. (Eds.). (2011). Human factors and ergonomics in consumer product design: Uses and Applications. CRC Press.
- McArdle, W.D., Katch, F.I., and Katch, V.L. (2010). Exercise Physiology: Energy, nutrition, and human performance (7th edition). Lippincott Williams and Wilkins. Baltimore, MD, USA.
- Norton, K. and Olds, T. (1996). Anthropometrica. Sydney: University of New South Wales Press, Australia.
- Rempel, R. (1994). A modified somatotype assessment methodology. M.Sc. Thesis, Simon Fraser University, Burnaby, Canada.
- Salvendy, G. (Ed.). (2012). Handbook of human factors and ergonomics. John Wiley and Sons.
- Soares, M. M., and Rebelo, F. (2016). Ergonomics in design: Methods and techniques. CRC Press.
- Sodhi, H.S. (1991). Sports Anthropometry (A Kinanthropometric Approach). Mohali: ANOVA Publications.
- Stack, T., Ostrom, L. T., and Wilhelmsen, C. A. (2016). Occupational ergonomics: A practical approach. John Wiley and Sons.
- The Heath-Carter Anthropometric Somatotype - Instruction Manual. 9. J.E.L. Carter, Ph.D., San Diego, CA. 92182-7251. U.S.A.

AN-FP-M-214: Ethnographic Fieldwork

Mandatory Paper, 4 Credits, 60 Hours

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 would 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 -

- Preparation for ethnographic field-work;
- Preparation of tools necessary for data collection;
- Rapport establishment;
- Techniques necessary for data collection;
- 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, would be assigned to the students.

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.

Textbooks

- Bernard, H. R. (2005). *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (Fourth Edition edition). Lanham, MD: AltaMira Press.
- Ember, C. R. (2009). *Cross-Cultural Research Methods*. Altamira Press, USA.
- Fetterman, D. M. (2009). *Ethnography: Step-by-Step* (3rd edition). Los Angeles: SAGE Publications, Inc.
- Hammersley, M., and Atkinson, P. (1983). *Ethnography: Principles in Practice*. Tavistock
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- Emerson, R. M., Fretz, R., Shaw, L., Fretz, R. I., & Shaw, L. L. (2011). *Writing Ethnographic Fieldnotes, Second Edition* (2nd edition). Chicago: University of Chicago Press.
- Ghodsee, K. (2016). *From Notes to Narrative – Writing Ethnographies That Everyone Can Read*. Chicago ; London: University of Chicago Press.
- Shekhar, H. S. (2015). *THE ADIVASI WILL NOT DANCE* (2011th edition). Speaking Tiger. cations

Semester III

AN-301: Development Anthropology

Mandatory paper, 4 Credits, 60 Hours

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

- The concept of development;
- Role of anthropologists in development process;
- Various paradigms of development;
- Agencies of development

Syllabus

Unit 1: Introduction **10 Hours**

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 **10 Hours**

Socio-Anthropology of Development

Definition Scope and Subject Matter

Comparative-ism

Action, Populism

Unit 3: Theories, models and approaches of development **16 Hours**

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 **10 Hours**

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 **14 Hours**

- 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

References

- Gardner, K. & Lewis. (1996), *Anthropology, Development and Post-Modern Challenge*. Pluto Press, London.
- Grillo, R. & Rew, A. (1985), *Social Anthropology and Development Policy*. Tavistock Publication, London.
- Malhotra, R. (ed.) (1992), *Anthropology of Development*. Mittal Publications, New Delhi.
- Mukherjee, R. (1991), *Society Culture Development*, Sage publication, New Delhi.
- Saraswati, Baidyanath (1997), *Integration of Indigenous Cultural Dimensions into Development*. Indira Gandhi National Centre for Arts.
- Sharma, SL. (1986), *Development: Socio-Cultural Dimensions*. Rawat Publications, Jaipur.
- Misra, SN. (1986), *Panchayat Raj, Bureaucracy and Rural Development*. Indian Institute of Public Administration, New Delhi.
- Misra, RP. (1985), *Development Issues of Our Time*. Concept Publication Company, New Delhi.
- Negi & Gaikwad, (1989), *Socio-Cultural Dynamics of Tribal Development*. Tribal Research & Training Institute, Pune.
- Pathy, J. (1988), *Ethnic Minorities in the Process of Development*. Rawat Publication, Jaipur
- Vorhies and others (1989), *The Politics of Hunger*. Hillsdale College Press, Michigan.
- Dunn, PD. (1978), *Appropriate Technology*. Schochen Books, New York.
- Rogers, Everell. (1976), *Communication and Development: Critical Perspectives*. Sage Publication, London.
- Saksena & Tiwari (1998), *Perspectives in Tribal Development*, Bharat Book Center.
- Shore & Wright (ed.) (1997), *Anthropology of Policy: Critical Perspectives on Governance and Power*.
- Vatsyayan, Kapila (1996), *Interface of Cultural Identity and Development*. Indira Gandhi National Center for Arts.

AN-302: Business Anthropology

Mandatory course, 4 Credits, 60 Hours

Course Description

This course aims to familiarize the students with business anthropology and corporate ethnography in contemporary contexts. It focuses to develop understanding of organizational culture and environment, organizational behaviour and anthropology of management. Students will develop a holistic view about the corporate culture and business organizations in general.

After completion of the course, students will be able to

- Learn about the corporate and business world and what anthropology can do to understand this world better
- Explain human behaviour in modern organizations through a holistic perspective and identify the roles of anthropology in various business realms
- Learn about consumer behaviour, globalisation, and methods of conducting research in business world.
- Develop the anthropological skills and ability to conduct ethnographic studies in corporate organizations, marketing and consumer behaviour related topics
- Doing corporate ethnography as an insider and outsider
- Students will be assigned to conduct study on marketing and consumer behaviour related topics.

Syllabus

Unit 1 : History and Concepts in Business Anthropology **08 Hours**

History and Growth of Business and Corporate Anthropology

Basic concepts: Group, Role and Status, organization, Corporate, organizational culture, Business and Business Management.

Unit 2: Organisational Culture **14 Hours**

Introduction to Organizational Culture

Culture and organizations

Traditional and modern organizational culture

Cultural diversity in organizations

Managing cultural diversity in organizations

Organizational Behaviour

The role of culture in shaping organizational behaviour

Anthropology and consumers behaviour, customers and market behaviour

Cultural impact on organizational behaviour, corporate culture and governance

Unit 3: Anthropology of Marketing **12 Hours**

Introduction to the Anthropology of Marketing

Studies in role of anthropology in marketing

Cultural Dimensions of Marketing

Culture and consumption

Culture and branding

Culture and advertising

Social Implications of Business Practices

Corporate social responsibility

Human rights and business

The environment and business

Unit 4: Anthropology in Consumer Research

12 Hours

The Role of Anthropology in Consumer Research

Anthropological methods in consumer research

Analysing cultural factors in consumer behaviour

Understanding consumer motivations

The role of anthropology in product development

Understanding user needs

Designing for cultural diversity

Unit 5: Ethnography in Business Organisations

14 Hours

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

Ethnography for systems development and product design

Doing corporate ethnography as an insider and outsider

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Hendrick, S. (1986). *Anthropological contributions to business in multicultural context*. In *Anthropology and International Business* by Serrie, H. Williams. Dept of Anthropology, College of Williams and Mary.

Hofstede, G. &Deusen, C. V. & Carolyn, B. & Thomas, A. M. Charles (2002). *What Goals Do Business Leaders Pursue? A Study in Fifteen Countrie*. *Journal of International Business Studies*, 33,

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Aguilera, F. E. (1996) *Is Anthropology Good for the Company?* *American Anthropologist*, New Series. Vol. 98. No. 4. (Dec. 1996), pp. 735-742 Published by: Blackwell Publishing on behalf of the American Anthropological Association.

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- Virmani, B. R, and Guptan, S. U. (1991). *Indian Management*. New Delhi. Vision Books.
- Rao, H. S. & Sinha, D. & Wilpret, B. (1999). *Management and Cultural Values*. New Delhi, Sage Publications.
- Gupta, R. K. (1997). *Towards the effective Management of Indian culture*. Indian Management, Vol.36, No. 4 pp 22

AN-303: Medical Anthropology

Mandatory Paper, 4 Credits, 60 Hours

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 –

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

Syllabus

Unit 1: Medical Anthropology: Health, Culture and Ecology **10 Hours**

History of Medical Anthropology

Definitions, and Scope

Application of anthropological approaches

Ecological approach as conceptual orientation

Ecological conditions, cultural practices and Biological adaptations

Epidemiology and ecology

Unit 2: Ethno-medicine and Medical Aspects of Social System **12 Hours**

Concept of ethno-medicine

Ethno-medicine as cultural institution

Disease etiology, classification and diagnosis

Traditional healers/shaman's

Natural, supernatural and social agents of illness

Ethno-medical therapy, Ethno-medical specialists, Preventive measures

Illness as sanction and deviance

Health and illness an indicators of social systems performance

Concept of sick role

Unit 3: Health, Disease and Illness **08 Hours**

Conceptual differences health, disease and illness.

Concept of health by World Health Organization.

Cross-cultural variation in the understanding of the concepts of health and disease.

Determinants of health

Unit 4: Medical Pluralism**08 Hours**

Alternative medical systems – an overview
Medical pluralism and health seeking behaviour
Patient – doctor relationship
Professionalization of traditional medicine

Unit 5: Medical Anthropology and Public Health**12 Hours**

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

Unit 6: International and National Health Initiatives**10 Hours**

Overview of International health initiatives
Alma-Ata Declaration / Primary healthcare approach /
Universal health coverage (UHC)
Millennium / Sustainable Development Goals- 2000
Overview of Health Care initiatives in India
Health planning and health policies
Health care delivery system
National health programs

Reading and Seminar Topics

References

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- Bonita, R., Beaglehole, R., & Kjellström, T. (2006). *Basic Epidemiology* (2 edition). Geneva: World Health Organization.
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- Dr David E Lilienfeld, M. D. M. P. H., Lilienfeld, D. E., Stolley, P. C. D. E. P. M. P. D., Stolley, P. D., & Lilienfeld, A. M. (1994). *Foundations of Epidemiology*. Oxford University Press, New York
- Foster, G. M. C., & Anderson, B. G. (1978). *Medical Anthropology*. Retrieved from John Wiley & Sons, New York
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- Sathe, P. V. (2005). *Epidemiology and Management for Health Care for All*. Popular Prakashan Pvt. Limited

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- Kaulagekar-Nagarkar, A. (2012). *Exploring New Horizons: Medical Anthropology in Public Health* (Vol. 3).
- Campbell, D. (2011). Anthropology's Contribution to Public Health Policy Development. *McGill Journal of Medicine : MJM : An International Forum for the Advancement of Medical Sciences by Students*, 13(1), 76–76. Retrieved from PubMed. (22363184)

Important Websites

- About the Sustainable Development Goals - United Nations Sustainable Development. (n.d.). Retrieved May 10, 2019, from <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- AYUSH | Ministry of AYUSH | GOI. (n.d.). Retrieved May 10, 2019, from <http://ayush.gov.in/>
- Policy | Ministry of Health and Family Welfare | GOI. (n.d.). Retrieved May 10, 2019, from <https://mohfw.gov.in/documents/policy>
- Primary health care. (n.d.). Retrieved May 10, 2019, from <https://www.who.int/news-room/fact-sheets/detail/primary-health-care>
- WHO | Universal health coverage. (n.d.). Retrieved May 10, 2019, from WHO website: http://www.who.int/universal_health_coverage/en/
- WHO | WHO called to return to the Declaration of Alma-Ata. (n.d.). Retrieved May 10, 2019, from WHO website: http://www.who.int/social_determinants/tools/multimedia/alma_ata/en/
- WHO. (n.d.). Retrieved May 10, 2019, from <https://www.who.int>

AN-304: Quantitative Research Methods Practical

Mandatory paper, 2 Credits, 60 Hours

Course Description

This course introduces basic statistical concepts to the students of Anthropology. Students will gain experience in gathering, analysing, and interpreting quantitative data in anthropological contexts through practical exercises, data analysis simulations, and hands-on activities. Participants will acquire the knowledge and abilities needed to carry out meticulous quantitative research in anthropology by covering statistical methodologies, study design, and develop software expertise.

At the end of the course, students are expected to

- understand of basic statistical concepts
- demonstrating an understanding of how quantitative data can contribute to broader theoretical frameworks in anthropology.
- Synthesize findings from quantitative analyses to generate insightful interpretations of anthropological phenomena,
- Design and execute small research project applying quantitative methods, demonstrating proficiency in data management, statistical software usage, and ethical considerations in anthropological research.

Syllabus

Unit1: Introduction to Quantitative Research Methods

15 Hours

Positivist Thinking: Basic Principles of Measurement

Quantitative approach in Social Cultural Anthropology and Biological Anthropology

Survey Research Method

Examples of Quantitative Data in Cultural Anthropology and Biological Anthropology

Assignment 1: Write a note on Quantitative Approaches in Anthropology

Assignment 2: Explain the process of survey research with a flow-chart Readings

Assignment 3: Identification and Selection of a Problem through appropriate literature review and concept mapping and develop a Develop time line for the project

Unit 2: Sampling and Sampling Designs

15 Hours

The idea and advantage of sampling

Concepts: population, sample, sampling unit, finite and infinite populations, sampling frame, sampling designs

Probability and Non-Probability Sampling:

Probability Sampling: Simple Random Samples, Systematic Random Samples, Stratified sample, cluster samples, Sample Size Estimation

Assignment 3: Write a note on Sampling

Assignment 4: Draw stratified random sample from the target group

Unit 3: Tools of Data Collection

15 Hours

Questionnaires and Interview Schedule –

Dos and Don'ts while construction of Questionnaire and Structured Interview Schedule,

Close-ended Questions, Pilot testing

Scale and Measurement

Nominal, Ordinal, Interval and Ratio scales

Likert Scale

Assignment 5: develop, pilot test and finalise a tool, in print and online format (SurveyMonkey, google forms or epicollect)

Assignment 6: Administer interview schedule/Questionnaire to target group as per plan

Unit 4: Data Analysis

15 Hours

Coding Schemes Rules and Coding Code book construction,

Editing and Cleaning of Data

Frequency distributions: Univariate and Bivariate cross tabulations Graphical presentation of data: line, bar and pie charts, histogram Measures of central tendency: mean, median and mode

Measures of dispersion: mean deviation, standard deviation, variance

Testing of Hypothesis

Checking for association, correlation etc.

Assignment 7: Prepare code book, Code the data from filled- in - interview schedule/ Questionnaire and enter/ import data into relevant software (excel, SPSS, R and related software)

Assignment 8: Develop plan of analysis and execute the analysis in the software

Assignment 9: Providing an answer to the research problem, Write a Scientific Project Report

References

Moser, C. A. and Kaltan G., 1971: Survey Methods in Social investigation

Young Pauline, 1984: Scientific Social Surveys and Research New Delhi Prentice Hall of India

Thomas S. J., 1999: Designing Surveys That Work — A Step-by-Step Guide, California Corvine Press Inc.

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Blaikie, N. (n.d.). *Sage Research Methods—Analyzing Quantitative Data*. Retrieved from <https://methods.sagepub.com/book/analyzing-quantitative-data>

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Osborne, J. (n.d.). *Sage Research Methods—Best Practices in Quantitative Methods*. Retrieved from <https://methods.sagepub.com/book/best-practices-in-quantitative-methods>

Wolf, C., Joye, D., WSmith, T., & Fu, Y. (2016). *The SAGE Handbook of Survey Methodology*. SAGE Publications Ltd. <https://doi.org/10.4135/9781473957893>

AN 305: Population Genetics and Human Biological Variation

Mandatory paper, 4 Credits, 60 Hours

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

- Know the relationship of population genetics and genetic changes in populations
- Understand basic principles of population genetics in terms of human variation and adaptation
- Appreciate the variation in human populations for various genetic traits because of genetic changes
- Understand the evolutionary forces responsible for these variations
- Know applications of population genetics for anthropological, genetic and medical problems

Syllabus

Unit 1: Introduction to Population Genetics **12 Hours**

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 **12 Hours**

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 **12 Hours**

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

12 Hours

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 12 Hours

Allele Frequencies and forces of evolution

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

Bhasin, M. K. (1988). *Biology of the Peoples of Indian Region (Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka) A Classified and Comprehensive BIBLIOGRAPHY*. Delhi.

Bhasin, M. K., & Chahal, S. M. S. (1996). *A Laboratory Manual for Human Blood Analysis*. Kamla-Raj Enterprises.

Cavalli-Sforza, L. L., & Bodmer, W. F. (2013). *The Genetics of Human Populations* (Revised ed. edition). Mineola, N.Y: Dover Publications.

Crawford, M. (Ed.). (2006). *Anthropological Genetics: Theory, Methods and Applications* (1 edition). Cambridge, UK ; New York: Cambridge University Press.

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Lewis, R. (2014). *Human Genetics* (11 edition). New York: McGraw-Hill Education.

Mielke, J. H., Konigsberg, L. W., & Relethford, J. H. (2010). *Human Biological Variation, 2nd Edition* (2 edition). New York: Oxford University Press.

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Stoneking, M. (2016). *An Introduction to Molecular Anthropology*. John Wiley & Sons.

Winchester, A. M. (1983). *Human Genetics* (4th Revised edition edition; T. R. Mertens, Ed.). Columbus: Charles E. Merrill Publishing International.

AN 306: Biological Anthropology of South Asia

Mandatory paper, 4 Credits, 60 Hours

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

- Provide overview of Biological Anthropology of South Asia
- Put the knowledge in perspective of social structures
- Describe the current human genetic diversity as consequence of historical biological and cultural processes
- 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 **12 Hours**

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 **12 Hours**

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

12 Hours

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 **12 Hours**

Biological Anthropology and theories of origin of caste: Fission Models by Ghurye, Fission and Lack of Fusion model by Karve, Ecological model by Gadgil and Malhotra, Guha and Gadgil.

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

Unit 5: Language, Agriculture and Genes

12 Hours

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

- Allchin, B., & Allchin, R. (1982). *The Rise of Civilization in India and Pakistan*. Cambridge University Press.
- Chakrabarti, D. K. (2009). *India - An Archaeological History: Paleolithic Beginnings to Early History Foundation* (2 edition). New Delhi: Oxford University Press.
- Chauhan, P., & Garge, T. (2016). *Pursuing Archaeological Research in India: Ancient India Rediscovered* (1st ed. 2124 edition). New York; London: Springer.
- Joglekar, P. P., Basa, K. K., & Walimbe, S. R. (2007). *Anthropology for archaeology: proceedings of the Professor Irawati Karve Birth Centenary Seminar*. Deccan College Post-Graduate and Research Institute.
- Joseph, T. (2018). *Early Indians: The Story of Our Ancestors and Where We Came From*. New Delhi: Juggernaut.
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- Petraglia, M. D., & Allchin, B. (Eds.). (2010). *The Evolution and History of Human Populations in South Asia: Inter-disciplinary Studies in Archaeology, Biological Anthropology, Linguistics and ... Paleobiology and Paleoanthropology* (Softcover reprint of hardcover 1st ed. 2007 edition). Dordrecht: Springer.
- Sankhyan, A. R., & Rao, V. R. (2007). *Human origins, genome and people of India : genomic, palaeontological & archaeological evidences*. Kolkata; New Delhi: Allied Publishers Pvt. Ltd.
- Schug, G. R., & Walimbe, S. R. (2016). *A Companion to South Asia in the Past* (1 edition). Chichester, West Sussex, UK: John Wiley & Sons.
- Southworth, F. (2004). *Linguistic Archaeology of South Asia* (1 edition). London ; New York: Routledge.

AN 307: Nutritional Anthropology

Mandatory paper, 4 Credits, 60 Hours

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

- Understand the patterns of human growth and various stages of growth.
- Understand the Anthropological approach to nutrition
- Understand impact of nutrition on growth and development and maturity
- Estimate the requirement of nutrients and energy during growth and development
- Evaluate the impact of malnutrition on various ethnic groups in order to help governmental organizations to implement various developmental schemes
- Discuss the role of various governmental nutrition programs in India
- Understand the multifarious causes of nutritional problems and relevance of anthropological approaches for alleviating the same

Syllabus

Unit 1: Human Growth and Development

12 Hours

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

12 Hours

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

12 Hours

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

12 Hours

Groups at risk: infants, pregnant and lactating mothers,
Birth Weight Variations- Low Birth Weight;
Foetal 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 12 Hours

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

Textbooks

- Gopaldas, T., Seshadri, S., & Asia, U. R. O. for S. C. (1987). *Nutrition, monitoring, and assessment*. Oxford University Press.
- Jelliffe, D. B. (1966). *The Assessment of the Nutritional Status of the Community*. World Health Organization.
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- Rami Reddy V. (2012). *Current trends in human genetics and physical anthropology* (First). SINGH, S. P, & PROMILA, M. (2009). *Human Body Measurements: Concepts And Applications*. PHI Learning Pvt. Ltd.
- Tanner, James M. (1990). *Foetus Into Man: Physical Growth from Conception to Maturity*. Harvard University Press.
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- Ulijaszek, S. J., Johnston, F. E., & Preece, M. A. (Eds.). (1998). *The Cambridge Encyclopedia of Human Growth and Development* (1 edition). Cambridge, UK ; New York, NY, USA: Cambridge University Press.
- Weiner, J. S. (1969). *Human Biology: A Guide to Field Methods ; Compiled by J. S. Weiner and J. A. Lourie*. International Biological Programme by Blackwell Scientific.
- Williams, S. R. (1982). *Essentials of Nutrition and Diet Therapy*. Mosby.
- World Health Organization. (1995). *Physical Status: The Use and Interpretation of Anthropometry : Report of a WHO Expert Committee*. World Health Organization.

AN-308: Anthropology of Social Exclusion and Inclusion

Elective paper, 2 Credits, 30 Hours

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.

Upon completion, students will be able to:

- Understand key theoretical frameworks in anthropology related to social exclusion and inclusion.
- Students will analyse and critically evaluate case studies from diverse cultural and historical contexts to identify patterns and processes of social exclusion and inclusion.
- Students will critically examine power dynamics and their role in perpetuating or challenging social exclusion and inclusion, drawing on anthropological theories
- Students will propose strategies for promoting social inclusion and reducing exclusion based on insights gained from anthropological perspectives and case studies.
- Students will engage in discussions on social exclusion and inclusion, demonstrating an understanding exclusion and inclusion holistically.

Syllabus

Unit 1: Concept and Theories of Social Exclusion **10 Hours**

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 of social exclusion

Unit 2: Social Exclusion in Indian Context **10 Hours**

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: Inclusive policies: Affirmative Action policies **10 Hours**

America, South Africa, Malaysia, and Japan.
Reservation for SC/ST /OBC and policies for women and Muslims in India
Case Studies

References

- Becker, G. S. (1971). *The Economics of Discrimination. Second Edition*. The University of Chicago Press Chicago & London.
- Sen, A. (2000). *Social Exclusion: Concept, Application, and Scrutiny, social papers development No.1* Published by Asian Development Bank. Philippines.

- Thorat, S., & Newman, K. (2007). *Caste and Economic Discrimination: Causes, Consequences and Remedies. Economic and Political Weekly*, 42(41), 4121-4124. Retrieved from <http://www.jstor.org/stable/40276545>
- Newman, K. S and Thorat, S. (2012). *Blocked by Caste: Economic Discrimination In Modern India*. Oxford University Press.
- Kumar, N and Thorat, S . (2009). *B. R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies*. Oxford Press.
- Jodhka, S., & Shah, G. (2010). *Comparative Contexts of Discrimination: Caste and Untouchability in South Asia. Economic and Political Weekly*, 45(48), 99-106. Retrieved from <http://www.jstor.org/stable/25764189>
- Thorat, S. (2004). On Reservation Policy for Private Sector. *Economic and Political Weekly*, 39(25), 2560-2563. Retrieved from <http://www.jstor.org/stable/4415165>
- Thorat, Sukhadeo & Negi, Prashant & Indian Institute of Dalit Studies (2007). *Exclusion and discrimination: civil rights violations and atrocities in Maharashtra*. Indian Institute of Dalit Studies, New Delhi.
- Shah, G. (1991). *Social Backwardness and Politics of Reservations. Economic and Political Weekly*, 26(11/12), 601-610. Retrieved from <http://www.jstor.org/stable/4397417>
- Baviskar, A, Deshpande, S, Mander, H, Shah, G, Thorat, S . (2006) *Untouchability in Rural India*. Sage Publications
- Prasad, R.R. (2003). *Social Exclusion: Concept, Meaning and Scope. Ideological Dimensions. In Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak (A.K. La. Ed.)*, New Delhi: Concept Publishing Company, Pages 145-152.
- Byrne, D. (1999). *Social Exclusion*. Buckingham: Open University Press.
- Loury, G.C. (2000). *Social Exclusion and Ethnic Groups: The Challenge to Economics. Annual World Bank Conference on Development Economics 1999*. The International Bank for Reconstruction and Development /The World Bank.
- Thorat, S. & Sabarwal, N. (2014). *Bridging the Social Gap: Perspectives on Dalit Empowerment*. Sage Publications.
- Thorat, S. (2008). *Dalits in India: Search for a common destiny*. Sage publications.
- Thorat, S., Tagade, N., & Naik, A.K. (2016). *How and Why ? Prejudice against reservation policies*.
Economic and political weekly. Journal vol.No 51, Issue No. 8, 20 Feb, Prejudices Against Reservation Policies.
- Thorat, S. (2006). *Untouchability in Rural India*. Rawat

AN-309: Popular Culture

Elective paper, 2 Credits, 30 Hours

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.

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

- the concepts, theories of popular culture and criticism
- the difference between folk culture and popular culture
- contemporary popular culture, sports culture and recent trends in popular culture

Syllabus

Unit-1. Popular Culture and Cultural Theory

8 Hours

Meaning and definition

Representation of ethnicity and alternative lifestyle in popular culture

Elite, Public and Popular Culture

thical approaches applied to commodity as spectacle: The “Male Gaze” in popular culture.

Moral panics in popular culture-effects and resistances

Fans Participation

Unit-2. Contemporary Popular Culture

12 Hours

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-3. Sports culture

10 Hours

Contemporary sports popular culture

Digital Games

World contemporary digital games

Case studies on digital games-PUBG, Blue Whales, Candycrush

Applied popular culture and research

Contemporary changes in culture

Recent trends in World and Indian popular culture

References:

Geeti Sen (ed), (2003), *India: A National Culture*, Sage, New Delhi.

Geeta Kapur, (2000), *When was Modernism*, Tulika, New Delhi.

Sumanta Banerjee, (1998) *The Parlor and the Street*, Seagull, Calcutta.

Arvind Rajgopal, (2001) *Politics after Television*, Cambridge University Press.

Vinay Lal and Ashish Nandy (eds), (2006) *Fingerprinting Popular Culture*, Oxford University Press.

Arjun Appadurai & Carol Breckenridge (eds), (1994) *Consuming Modernity*, Oxford University Press.
Robin Jeffrey. (2001) *India's Newspaper Revolution*, Oxford University Press, New Delhi.
Boria Majumdar and J.A.Mangan, (2005) *Sport in South Asian Society*, Routledge, New York.

AN 310: Social Gerontology

Elective paper, 2 Credits, 30 Hours

Course Description

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. 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.

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

- Demographic concept of population ageing
- Biological and Social processes of ageing
- Ageing and its social and cultural dimensions
- Health implications of the ageing population

Syllabus

Unit-1: Ageing and the process of Ageing **8 Hours**

Global Perspective; Situation in India;
Demography of Ageing and Longevity.
Biological Ageing; Psychological changes;
Socio-cultural Dimensions of Ageing.

Unit-2: Ageing in Cultural Context **11 Hours**

The Diverse meanings of Age & Ageing,
Sex & Gender in Ageing Society, Elderly females in India, Ageing and Widowhood.
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-3: Ageing and Health **11 Hours**

Organic and psychosomatic changes.
Chronic Diseases of Old Age; Minor ailments
Healthy Ageing; Life-style and Ageing; Ageing & Nutrition.
Rights and Responsibilities of the aged;
Charter of Rights of the Aged, Policies for the Old People.

References:

- Ageing in Cultural Context 1992 A Symposium 1992 Social Sc. Medicine 32 (12).
Bagchi, K. (1997). *Elderly Females In India*. Society for Gerontological Research, New Delhi
and Help age India, New India
Bhatia, H. S. (1983). *Ageing and Society*. Aryas book Centre, Udaipur-313001 (India).

- Bond, J. Coleman, P & Peace, S. (1996). *Ageing in Society - An Introduction to Social Gerontology*. Sage Publication, New Delhi.
- Craig, G. J. (1996). *Human Development*. Prentice Hall, New Jersey.
- Chakravarty, I. (ed) (1997). *Life in Twilight Years*. Kwalitiy Book Company, Calcutta.
- Das Gupta, M., Chen, L. C., & Krishnan, T. N. (1998). *Women's Health in India: Risk and Vulnerability*. Oxford University Press Bombay . Krishnan (eds)
- Dandekar, K. (1996). *The Elderly in India*. Sage Publication, New Delhi.
- Gubrium, J. F., & Sankar, A. (1993). *Qualitative Methods in Aging Research* (Sage Focus edition). Thousand Oaks, Calif: SAGE Publications, Inc.
- Gokhale, S.D., Ramamurti, P. V., Pandit, N., & Pendase, B. (1999). *Ageing In India*. Somaiya Publications Private Limited, Mumbai-400014
- Laragh, J. H., & Brenner, B. M. (1990). *Hypertension: Pathophysiology, Diagnosis, and Management*. Raven Press
- Muttagi P. K. (1997). *Ageing Issues and Old Age Care*. Classical Publishing Company, New Delhi.
- Myerhoff. B. (1978). *Aging and the Aged in Other Cultures: An Anthropological Perspective*, In *The Anthropology of Health*. E. Bauwens, ed. Pp. 151-166 St. Louis: C.V. Mosby
- Martin, L. G. (1988). The Aging of Asia. *Journal of Gerontology*, 43(4), S99–S113. <https://doi.org/10.1093/geronj/43.4.S99>
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- National Sample Survey. (1991). (October-December), Department of Statistics, Ministry of Organization Planning, Government of India. 15(2). (*Sarvekshana*),
- Pati, R. N. & Jena, B. (1989). *Aged in India*. Ashish Publishing House, New Delhi.
- Raj, M. K., Sudarshan, R. M., & Shariff, A. (1998). *Gender, population and development*. Oxford University Press. Rao, S. (eds)
- Rao, V. A. (1987). *National Task Force on Problems of The Aged Seeking Psychiatric Help*. Indian Council of Medical Research. New Delhi.
- Straurt H. I. (1995). *The Psychology of Ageing*. Jessica Kinglsey Publishers, London and Bristol, Pennsylvania
- Ulijaszwk, S. J., Johnston, F. E., & Preece, M A. (1998). *The Cambridge Encyclopedia of Human Growth And Development*. Cambridge University Press.
- United Nations (1994). *Ageing and the Family*. ST/ESA/SER.R/124 United Nations, New York

AN 311: Linguistic Anthropology

Elective paper, 2 Credits, 30 Hours

Course Description

This course aims to understand the relationship between Anthropology, Language and Linguistics and to discuss the origin and evolution of language and the associated theories. At the end it throws light on the acquisition of language and various stages of writing.

At the end of the course students are expected to understand

- the evolution of language, writing and associated theories
- the relationship between Anthropology, language and linguistics
- the process of acquisition of language and usage of language

Unit 1: Anthropology and linguistics

6 Hours

Nature of human language, division of linguistics; relations between linguistics and anthropology; origin and evolution of language: early theories of origin of languages; language and biological evolution.

Unit 2: Language acquisition and evolution of writing

8 Hours

Stages of child language acquisition; acquisition of second language; chronology of development of writing. Structure of human communication: (a) Non-verbal communication – paralinguistics, kinesics, proxemics, chronemics, and sign languages. (b) Verbal communication – principles of phonology, morphology, syntax and semantics.

Unit 3: Language and social structure

8 Hours

Linguistics in the 19th century and before; origin of structural study of language; structural analysis in linguistics and anthropology. Language and culture: The American descriptivism; the sapir-whorf hypothesis; cognitive anthropology; ethnography of communication.

Unit 4: Social context and usage of language

8 Hours

Speech variation with regard to age, sex, class, occupation etc; multilingualism and diglossia; lingua franca, pidgin and Creole. Directions of language change: phonological, morphological, lexical and semantic changes of language.

Recommended Readings

Akmajian, A. (1995). *Linguistics: An Introduction to Language and Communication*. MIT Press (MA).

Misra, K. K. (2000). *Textbook of Anthropological Linguistics*. Concept Publishing Company.

Bell, R. (1976). *Sociolinguistics: Goals, Approaches and Problems*.

Bernstein, B. B. (2003). *Class, Codes and Control: Theoretical studies towards a sociology of language*. Psychology Press.

Bloomfield, L. (2015). *Language*.

Bolinger, D., & Sears, D. A. (1981). *Aspects of language*. Houghton Mifflin Harcourt P.

Bright, W. (2015). *Sociolinguistics: Proceedings of the UCLA Sociolinguistics Conference, 1964*. Walter de Gruyter GmbH & Co KG.

Fasold, R. (1987). *The Sociolinguistics of society*.

Fromkin, V., Rodman, R., & Hyams, N. (2021). *An Introduction to Language (with 2021 MLA Update Card)*.

- Giglioli, P. P. (1972). *Language and social context: Selected Readings*. Penguin (Non-Classics).
- Gumperz, J., & Hymes, D. (1986). *Directions in sociolinguistics: The Ethnography of Communication*. Wiley-Blackwell.
- Hockett, C. F. (1969). *A course in modern linguistics*.
- Hymes, D. H. (1964c). *Language in culture and society: A Reader in Linguistics and Anthropology*. HarperCollins Publishers.
- Pride, J. B., & Holmes, J. (1972). *Sociolinguistics: Selected Readings*. Penguin (Non-Classics).
- Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society*. Penguin UK.

AN-312: UI/UX Research

Elective Paper, 2 Credits, 30 Hours

Course Description:

This course introduces the principles and methods of UI/UX research. Topics include user-centered design, user research methods, data analysis, and usability testing. This course will help in planning and conducting user experience research with the help of anthropological perspective and employing anthropological research methods

Course Objectives:

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

- Understand the principles of UI/UX research
- Apply user research methods to gather data about users
- Analyse data to identify user needs and pain points
- Conduct usability testing to evaluate the usability of products
- Explain how to apply human computer interaction to user experience design.

Syllabus

Unit 1: Introduction to UI/UX Research **10 Hours**

What is UX? What are UX Research and Design?
History and development of UI/UX research
Application of UI/UX research
How Do People Perceive Information? How Do People Act in the World?
UX Design Overview, The User-Centered design
User research, User research methods

Unit 2: Introduction to UX Research methods **10 hours**

Right Research Methods
Identify Types of Bias in UX Research
Build an Empathy Map, Identify User Pain Points,
Understand Personas, Create User Stories
Interviews, Surveys, Heuristic evaluation
Product and service ethnography
Extended case study method

Unit 3: Usability Studies and Conducting User Research **10 Hours**

Planning a usability test
Conducting a usability test
Analysing the results of a usability test
Understanding Design Ideation
Refining User Research and Creating Personas
Create user personas from the interviews to represent the goals and behaviours of the users within the system
Studying real-world examples of UI/UX research
Conduct a user research study on a real-world product

References

- Goodwin, K. (2009). *Designing for the digital age: How to create human-centered products and services*. Wiley.
- Anderson, S. (2011). *Seductive interaction design: Creating playful, fun, and effective user experiences*. New Riders.
- Sauro, J., & Lewis, J. R. (2016). *Quantifying the user experience: Practical statistics for user research*. Morgan Kaufmann.
- Goodman, E., Kuniavsky, M., & Moed, A. (2012). *Observing the user experience: A practitioner's guide to user research (2nd ed.)*. Morgan Kaufmann.
- Portugal, S. (2013). *Interviewing users: How to uncover compelling insights*. Rosenfeld Media.
- Hall, E. (2013). *Just enough research. A Book Apart*.
- Gothelf, J., & Seiden, J. (2013). *Lean UX: Designing great products with agile teams*. O'Reilly Media.
- Krug, S. (2014). *Don't make me think: A common sense approach to web usability (3rd ed.)*. New Riders.
- Norman, D. A. (2013). *The design of everyday things*. Basic Books.
- Albert, W., Tullis, T., & Tedesco, D. (2013). *Measuring the user experience: Collecting, analyzing, and presenting usability metrics (2nd ed.)*. Morgan Kaufmann.
- Tidwell, J. (2011). *Designing interfaces: Patterns for effective interaction design (2nd ed.)*. O'Reilly Media.
- Buley, L. (2013). *The user experience team of one: A research and design survival guide*. Rosenfeld Media

AN 313: Nutritional Anthropology Practical

Elective paper, 2 Credits, 60 Hours

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

- Master Anthropometric techniques used for Growth and Nutritional Status assessment
- Understand the methods of collection and analysis of Dietary data
- Be able to analyse the data statistically, with emphasis on WHO growth standards and references
- Understand the basics of clinical signs of malnutrition

Syllabus

Unit 1: Anthropometric measurements for Growth and Nutrition **15 Hours**

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 **15 Hours**

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 **15 Hours**

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 **15 Hours**

Nutrient deficiency signs and symptoms

Haemoglobin, Blood Sugar, Blood pressure and pulse rate

Textbooks

Bhasin, I. P. S. and M. K. (1989). *Anthropometry*. Delhi.

Juvekar, S., Shrivastava, A., Patil, R., Lubree, H., & Kulkarni, S. (2019). *Beginner's Manual of Anthropometry* (1st ed.).

Singh, I. P., & Bhasin, M. K. (2004). *A Manual Of Biological Anthropology*. Kamla-Raj Enterprises.

- SINGH, S. P, & PROMILA, M. (2009). *Human Body Measurements: Concepts And Applications*. PHI Learning Pvt. Ltd.
- SUDHA RASTOGI, & Shukla B R K. (2017). *LABORATORY MANUAL OF PHYSICAL ANTHROPOLOGY*.
- WHO | WHO Anthro (version 3.2.2, January 2011) and macros. (n.d.). Retrieved May 7, 2019, from WHO website: <http://www.who.int/childgrowth/software/en/>
- World Health Organization. (1995). *Physical Status: The Use and Interpretation of Anthropometry : Report of a WHO Expert Committee*. World Health Organization.
- World Health Organization. (2007). *WHO Child Growth Standards: Head Circumference-for-age, Arm Circumference-for-age, Triceps Skinfold-for-age and Subscapular Skinfold-for-age : Methods and Development*. World Health Organization.

AN 314: Dental Anthropology

Elective Paper, 2 Credits, 30 Hours

Course Description

The course provides the basics of Dental Anthropology, through the vast evidence left by teeth as well as those of contemporary populations. It also introduces the basics of Primate and human dentition and its complexity, as well as various methods and approaches to study teeth to answer evolutionary and behavioural aspects of Human beings.

At the end of the course, students are expected to

- Understand the nature and scope of dental anthropology
- Know the basics of dentition and importance of teeth in anthropological investigations
- Know various approaches used for studying teeth and summarise the knowledge gleaned from these approaches
- Critically evaluate the contemporary issues in biological Anthropology through the lens of dental anthropology

Syllabus

Unit 1: Introduction to Dental Anthropology **8 Hours**

Nature and scope of dental anthropology, historical development and context of dental anthropology, introduction to dentition, its anatomy and terminologies, importance in biological anthropology

Unit 2: Approaches to study Dentition **8 Hours**

Metric assessment, various measurements on teeth, theories of evolution of dental size
Dental morphology, Non-metric assessment, Arizona State University Dental Anthropology System (ASUDAS)
Stable isotopes, Dental microwear analysis and its applications to understand the dietary practices

Unit 3: Application of Dental Anthropology **7 Hours**

Dietary analysis- humans, primates and hominins
Population affinities, migrations and movements
Dental Variation by age and sex, Dental Variation by population
Occlusion
Cultural modification of teeth
Dental Pathology/disease, Dental Disease and anomalies, Syndromes affecting teeth,
Dental calculus as a source of information on plant phytoliths, starches, microbial DNA, and stable carbon and nitrogen isotopes
Dental asymmetry and its reasons
Application in forensic anthropology

Unit 4: Future directions in Dental Anthropology **7 Hours**

Genomics to understand visible dental phenotypes, morphology, agenesis, number of teeth, Geometric morphometrics, Micro-CT techniques, Contemporary Biological Anthropological research questions vis-a vis dental anthropology

References

- Brothwell, D. R., ed. 2014. *Dental Anthropology: Volume V: Society for the Study of Human Biology*. Pergamon.
- Edgar, Heather. 2017. *Dental Morphology for Anthropology: An Illustrated Manual*. 1st edition. Milton Park, Abingdon, Oxon ; New York, NY: Routledge.
- Hawkey, D.E. 2002. *The Peopling of South Asia: Evidence for Affinities and Microevolution of Prehistoric Populations of India and Sri Lanka*. Colombo, Sri Lanka: National Museums of Colombo.
- Hillson, Simon. 2023. *Dental Anthropology*. 2nd edition. Cambridge, United Kingdom ; New York, NY: Cambridge University Press.
- Irish, Joel D., and Greg C. Nelson, eds. 2008. *Technique and Application in Dental Anthropology*. Illustrated edition. Cambridge University Press.
- Irish, Joel D., and G. Richard Scott. 2015. *A Companion to Dental Anthropology*. 1st edition. Wiley-Blackwell.
- Scott, G. Richard, Christy G. Turner II, Grant C. Townsend, and María Martín-Torres. 2018. *The Anthropology of Modern Human Teeth: Dental Morphology and Its Variation in Recent and Fossil Homo Sapiens*. 2nd edition. Cambridge, United Kingdom ; New York, NY: Cambridge University Press.
- Scott, G. Richard, and Joel D. Irish. 2017. *Human Tooth Crown and Root Morphology: The Arizona State University Dental Anthropology System*. 1st edition. Cambridge, United Kingdom: Cambridge University Press.
- Walimbe, Subhash R., and Shaunak S. Kulkarni. 1993. *Biological Adaptations in Human Dentition: An Odontometric Study on Living and Archaeological Populations in India*. Deccan College Post Graduate and Research Institute.

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.

Students are expected to carry out the following research activities –

- i. Preparation of research design;
- ii. Review of literature;
- iii. Development of tools for data collection;
- iv. Sampling;
- v. Preparation of timeline;
- vi. Presentation of final research design;
- vii. Submission of research design

Semester IV

AN-401: Urban Anthropology and Urban Development

Mandatory Paper, 4 Credits, 60 Hours

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 –

- The concept of complex societies;
- The process of urbanization;
- Theoretical contribution of anthropology in the domain of complex and urban societies.

Syllabus

Unit 1: Urban Anthropology **08 Hours**

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 **10 Hours**

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 **14 Hours**

Urbanization and migration
Culture of Poverty
Migration and adaptation, adjustment and acculturation
Urbanization and voluntary association
Role of cities in Cultural transformations
Pre industrial and post-industrial cities:
Orthogenesis and hetero-genesis

Unit 4: Theoretical contributions of Urban Anthropology **14 Hours**

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 5: Ethnicity and Pluralism

14 Hours

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

Reading and Seminar Topics

References

- Rao, M. S. A., Bhat, C., & Kadekar, L. N. (1991). *A Reader in Urban Sociology*. Orient Longman, New Delhi
- Campbell, S. (1996). *Readings in Urban Theory*. Blackwell Publishers, Massachusetts
- Glazer, N., & Moynihan, D. P. (1970). *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. The M.I.T. Press, Massachusetts
- Campbell, S. (1996). *Readings in Planning Theory*. Blackwell publications, Massachusetts.
- Cherry, G. E., & Birch, J. G. (1974). *Urban planning problems*. Barnes & Noble
- Barnet, H. G. (1953). *Innovation: The Basis of Culture Change*. McGraw Hill, New Delhi
- Baret, F. (1969). *Ethnic Groups & Boundaries*. George Allen & Unwin, London.
- Fox, R. (1977). *Urban Anthropology*. Prentice hall Inc., NewYork.
- Jack, G. (ed.). (1961). *Urban Research Methods*. D Van No Company Inc. & Affiliated Press
- Nair, K. S. (1978). *Ethnicity and Urbanization*. Ajantha Publications East west Press Pvt. Ltd.
- Redfield, M. P. (ed). (1962). *Human Nature and Study of Sociology Vol. 1*. University of Chicago Press, Chicago.
- Redfield, R. (1963). *Peasant society and culture: The Little Community*. University of Chicago Press.
- Uzzel, D. J. (1976). *Urban Anthropology*. Brown Company Publishers

AN 402: India Constitution and Tribal-Rural Development

Mandatory Paper, 4 Credits, 60 Hours

Course Description

The course would focus upon the most important areas of tribal and rural Development with special reference to the constitution of 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

8 Hours

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

10 Hours

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

12 Hours

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 and Administration

12 Hours

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.

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 5: 'Panchayat Raj' Act

6 Hours

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 6: Development Issues - Tribal/ Rural Problems

12 Hours

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.

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- Pathy, J. (1988). *Ethnic Minorities in the process of Development*. Rawat Publications, Jaipur
- Ramchandra, R. (1991). *Urbanization and Urban Systems in India*. Oxford University Press, Delhi.

AN 403: Qualitative Research Methods Practical

Mandatory Paper, 4 Credits, 120 Hours

Course description

The purpose of this course is to equip students with the skills to design, carry out, report, read, and evaluate qualitative research projects. It covers the full cycle of a qualitative research project, from: design, to data collection, analysis, reporting and dissemination. Students will gain experience in putting qualitative skills into practice.

At the end of the course students will be

- equipped with the practical skills to put qualitative methods into practice.
- get a solid understanding of the core methods of qualitative data collection and analysis;
- critical skills in interpreting and evaluating reports of qualitative studies.
- Familiar with the software tools used for qualitative data management and analysis

Syllabus

Unit 1: The nature of Qualitative research **20 hours**

What is qualitative research & why do we need it?

Framing good qualitative research questions

Philosophical positions, Positivism vs constructivism,

Quantitative and Qualitative research,

Key features and focus of Qualitative Research.

Methodological and theoretical approaches, various tools of data collection

Assignment 1: Write a note on qualitative research

Unit 2: Research Design **20 Hours**

Various qualitative research designs: Exploratory, Descriptive, Evaluative studies, Mixed Methods Designs, Secondary data analysis, Selecting Research Design

Exercise: Identify a research problem based on literature review (refer journal articles/books)

Assignment 2: Write Concept note (including literature review, statement of problem, research questions, objectives and sampling frame) and Concept Map

Unit 3: Sampling Designs and data collection **20 Hours**

Concept and significance of sampling; Population, sample, sampling unit, finite and infinite populations, sampling frame; non-probability sampling

Identifying and selecting the respondents: Purposive sampling, Convenience sampling, Snowball sampling, Theoretical sampling

Assignment 3: Write a note on Sampling and selection of respondents in the context of Qualitative Research

Unit 4: Interviews/Observations in Qualitative Research **20 Hours**

The strengths and challenges of interviews - Designing interviews, interview guide

Interviewing, Interviews vs Conversations, The methods continuum

Different methods– which to choose when and why

Ensuring quality in interviewing, the role of the interviewer

Rapport building/Probing

Stages of interview (start to end), rules of thumb (during interview)
Day to day logistics, field notes, diaries, recordings
Softwares and digital tools for recording, transcription

Exercise: Conduct Three interviews (IDI/KII) on the selected research topic

Assignment 4: 1) Prepare Interview Guide/ any other tool; collect data from respondents,
Prepare Interview transcripts (word to word)

Unit 5: Qualitative data analysis

20 Hours

Approaches to analysing qualitative data, Thematic Analysis, Content Analysis Paper and pen versus digital technology across the research process Software for data analysis

Analysis frameworks, General Principles of Analysis

Approaches to analysing qualitative data: Framework Analysis, Thematic Analysis, Grounded theory

Coding Techniques: Open, Axial and Selective

Codes (priori/emerging/descriptive/analytical)

Coding data, Code-categories-theme-theory

Introduction to packages for qualitative data analysis (e.g. NVivo, Atlas ti,)

Exercise: Read the sample transcript make preliminary notes / impressions

Exercise: Participants code a sample transcript and discuss the probable codes/categories/themes

Assignment 5: Write a detailed note on any one of the analytical approaches

Assignment 6: Coding Framework, Transcript with codes/ categories / themes

Unit 6: Qualitative Data Writing

20 Hours

Writing as research practice, writing styles

Use of quotes

Interpretation in qualitative research

Theoretical integration, writing memos,

Citation and reference managers-Zotero, Endnote, etc. Citation styles

Plagiarism, research ethics and reflexivity

Presentation of qualitative report

Exercise: Participants code data using software, learn to retrieve data, prepare bullets, write summaries

Assignment 7: Short report/brief on the selected research topic

Unit wise hours include classroom teaching, Fieldwork for data collection and writing reports etc.

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AN 404: Medical Genetics

Mandatory Paper, 4 Credits, 60 Hours

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

- Understand the similarities and difference between medical, human and anthropological genetic approaches in studying genetics.
- Know basic concepts of mendelian disorders with specific examples
- Know chromosomal disorders with specific examples
- Be oriented with genetics of complex diseases
- Understand the medical and public health importance of Medical Genetics
- Know how Biological and Medical Anthropologists can contribute to the field of Medical Genetics

Syllabus

Unit-1: Introduction to medical genetics **12 Hours**

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 **12 Hours**

Techniques of pedigree construction and analysis

Karyotyping, Molecular methods of diagnosis

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 **12 Hours**

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 **12 Hours**

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

12 Hours

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

Harper, P. S. (2013). *Practical Genetic Counselling*. Elsevier.
Korf, B. R., & Irons, M. B. (2013). *Human Genetics and Genomics, Includes Wiley E-Text* (4 edition). Chichester, West Sussex, UK: Wiley-Blackwell.
Lewis, R. (2014). *Human Genetics* (11 edition). New York: McGraw-Hill Education.
Lynn B. Jorde PhD, John C. Carey MD MPH, & Michael J. Bamshad. (2015). *Medical Genetics* (5 edition). Philadelphia, PA: Elsevier.
Peter D. Turnpenny, & Sian Ellard. (2017). *Emery's Elements of Medical Genetics* (Fifteenth edition). Philadelphia, PA: Elsevier.
Strachan, T., & Read, A. (2010). *Human Molecular Genetics, Fourth Edition* (4 edition). New York: Garland Science.

AN 405: Molecular Anthropology

Mandatory Paper, 4 Credits, 60 Hours

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

- Know the field of Molecular Anthropology, its origins and current state of the art
- Get acquainted with the methods of assaying and analysing molecular data
- Assimilate and describe the current knowledge about human evolution, diversity as evidenced through molecular anthropology
- 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

10 Hours

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

Unit 2: Methods of assaying and analysing Molecular data

10 Hours

Introduction to Assaying and Analysing molecular data from populations

Sampling populations: General and Ethical issues

Mitochondrial DNA, Y chromosomal DNA, Autosomal DNA, X chromosome DNA, Public databases

Analysis of genetic data from populations and individuals

Inferences about demographic history

Unit 3: Apes and Humans: Molecular Evidence

10 Hours

Evidence from morphology, chromosomes and molecules

Divergence of great apes and humans

What genetic changes have made us human?

Unit 4: Molecular Anthropology and peopling of the world

10 Hours

Origins of Modern Humans

Peopling of the world

Out of Africa

Asia and Europe

South East Asia and Australia, America

Unit 5: Molecular Anthropology and bio-cultural adaptation of humans 10 Hours

Agriculture, Language and Genes

Lactase persistence

Skin and hair colour

High Altitude adaptation

Diseases

Unit 6: Ongoing and future developments in Molecular Anthropology 10 Hours

Ancient DNA

“OMICS” data

Relating Phenotypes to Genotypes

Human Microbiome, Personal ancestry testing, Molecular Anthropology and Forensics

Textbooks

Crawford, M. H. (2007). *Anthropological Genetics: Theory, Methods and Applications*. Cambridge University Press.

Jobling, M., Hollox, E., Kivisild, T., & Tyler-Smith, C. (2013). *Human Evolutionary Genetics* (2 edition). New York: Garland Science.

Pääbo, S. (2015). *Neanderthal Man: In Search of Lost Genomes* (1 edition). New York: Basic Books.

Reich, D. (2018). *Who We Are and How We Got Here: Ancient DNA and the New Science of the Human Past*. New York: Pantheon.

Stoneking, M. (2016). *An Introduction to Molecular Anthropology*. John Wiley & Sons.

Strachan, T., & Read, A. (2010). *Human Molecular Genetics, Fourth Edition* (4 edition). New York: Garland Science.

AN 406: Dr B R Ambedkar: An Anthropologist

Elective paper, 2 Credits, 30 Hours

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.

At the end of the course, students are expected to gain insight into

- the contribution of Dr. B. R. Ambedkar in Anthropology and the theories of caste, varna and origin and transformation of several social institutions in Indian society
- to understand the Indian society and culture from anthropological perspective through Ambedkar's analytical theories and concepts
- Ambedkar's idea of religion and the philosophy of the Constitution of India

Syllabus

Unit 1: Anthropological theories and concepts

8 Hours

Ambedkar's theory of origin of varna and caste;

Features of caste (essential and unique features);

Untouchability, Broken Men theory; Shudra, how they became Shudra;

Ways to annihilate caste;

Unit 2: Ambedkar and Boas

8 Hours

Ambedkar's challenge to racial theories of untouchability;

Linking Ambedkar with Franz Boas;

Caste and class (Marxist perspective).

Unit 3: Ambedkar's idea of Religion

8 Hours

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: Philosophy of the Constitution

6 Hours

Concept of democracy;

Concept of social justice;

Philosophical background of constitution of India.

Suggested Books:

Dr. Babasahed Ambedkar Writings and Speeches, Education Deptt. Govt. Of Maharashtra
Bombay, Vol. III, 1987.

- 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.
- Jaffrelot, C. (2005), *Dr. Ambedkar and Untouchability: Analyzing and Fighting caste*, Permanent Black, Delhi.
- Keer D. (1962), *Dr. Ambedkar-Life and Mission*, Popular Prakashan, Bombay.
- Dr. Babasaheb Ambedkar Writings and Speeches*, Education Department, Govt. of Maharashtra, Bombay 1979-92 (Relevant sections only.)
- Jesús FCG. (2018), *B.R. Ambedkar, Franz Boas and the Rejection of Racial Theories of Untouchability*, *South Asia: Journal of South Asian Studies*, 41:2, 281-296, DOI: 10.1080/00856401.2018.1431855
- Kasbe, R. (1985), *Ambedkar Ani Marx*, Sugava Prakashan, Pune.
- Omvedt, G. (2003), *Buddhism in India: Challenging Brahmanism and Caste*, Sage Publications, New Delhi.

AN 407: Gender and Development

Elective paper, 2 Credits, 60 Hours

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 –

- The concept of gender;
- Gender in the context of Indian society;
- Relation between gender and social structure;
- Gender and socio-cultural change;
- Gender in the context of health and development;
- Importance of gender equality in the process of development;

Syllabus

Unit 1: Concept of Gender

8 Hours

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

Unit 2: Gender and Social Structure

10 Hours

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 economy

12 Hours

Impact of Globalization; Gender participation in economic activity; Work and gender relation; 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; Gender and law; Gender audacity and gender budgeting; Gender and human rights; Gender development index

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AN 408 Ecological Anthropology

Elective paper, 2 Credits, 30 Hours

Course Description

This course explores the interface between humans and their ecological surroundings, viewing culture as both something which influences the natural environment and is in turn shaped by it. It investigates how the human/environment relationship varies cross-culturally, over time, in different socio-political contexts, and in different ecosystems.

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

- The concepts of ecological anthropology and relevant theories
- The relation between man and nature
- How this relationship varies cross-culturally, in different socio-political contexts, and in different ecosystems
- The application of ecological anthropology in different fields

Syllabus

Unit 1: Introduction to Ecological Anthropology **10 Hours**

Definition of ecology, culture and ecology, human ecology;
Man and adaptation: culture and natural environment, ecosystem, human ecological niche
Ecological community; Julian Steward's concept and application of the Cultural ecological method. Importance of Ecological anthropology and its relevance in contemporary societies.

Unit 2: Ecology and Adaptations **10 Hours**

Adaptations in nature social and cultural adaptation
Biological adaptation, Climatic environmental, nutritional and Genetic Adaptation as a major process of Cultural change
Factors determining ecological adaptations division of labour, size and stability of local groups and their distribution in space and residence rules
Adaptation of hunting, gathering and fishing people – pastoralists, Horticulturalists and agriculturalists

Unit 3: Applications of Ecological Anthropology **10 Hours**

Application in the field of administration
Developmental plans, programmes and schemes
Application in civil engineering housing, providing government land for shelter, construction of lakes, ponds, roads and bridges, planning for civil beneficiaries, application in localization of Industries
Application in bringing environmental and diversified cultural zones intact.

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AN-409: Anthropology of Artificial Intelligence, Cyborg and Post-humanism

Elective Paper, 2 Credits, 30 Hours

Course Description

This course explores the intersection of anthropology and artificial intelligence, cyborgs, and post humanism. Topics include the anthropology of technology, the anthropology of the body, and the anthropology of the future. This course also discusses the Artificial Intelligence, Cyborg in Fiction.

Course Outcomes:

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

- Understand the anthropological perspectives on artificial intelligence, cyborgs, and post humanism
- Apply anthropological methods to the study of these topics
- Evaluate social implications of these technologies
- Understand AI, Cyborg in Fiction
- Social Cultural changes due to AI, Cyborg and other advance technologies

Syllabus

Unit 1: Introduction to the Anthropology of Artificial Intelligence **10 Hours**

What is the anthropology of artificial intelligence?
History of the anthropology of artificial intelligence
Studies in anthropology of artificial intelligence
Artificial Intelligence and Human Interaction
Artificial Intelligence, Society and Culture

Unit 2: The Anthropology of Technology **10 Hours**

Culture and technology
Technology and the body
Technology and the future
Artificial Intelligence in Fiction

Unit 3: Cyborg and Post humanism **10 Hours**

The cyborg body, Cyborg identity
Introduction and history of post humanism
Post human bodies, Post human and culture
Culture in Post Human Fiction

References

- Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books.
- Braidotti, R. (2013). *The posthuman*. Polity Press.
- Haraway, D. J. (1991). *Simians, cyborgs, and women: The reinvention of nature*. Routledge.
- Ihde, D. (1993). *Postphenomenology: Essays in the postmodern context*. Northwestern University Press.

Hayles, N. K. (1999). *How we became posthuman: Virtual bodies in cybernetics, literature, and informatics*. University of Chicago Press.

Coeckelbergh, M. (2010). *New visions of nature: Complexity and authenticity*. Continuum.

Clark, A. (2003). *Natural-born cyborgs: Minds, technologies, and the future of human intelligence*. Oxford University Press.

Daston, L., & Galison, P. (2007). *Objectivity*. Zone Books.

Latour, B. (1993). *We have never been modern* (C. Porter, Trans.). Harvard University Press.

Winner, L. (1986). *The whale and the reactor: A search for limits in an age of high technology*. University of Chicago Press.

Zylinska, J. (2014). *Minimal ethics for the anthropocene*. Open Humanities Press.

Heidegger, M. (1977). *The question concerning technology, and other essays* (W. Lovitt, Trans.). Harper & Row.

AN 410: Molecular Anthropology Practical

Elective Paper, 2 Credits, 60 Hours

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

- Basic Molecular biology laboratory techniques
- Acquainted with DNA extraction, PCR, RFLP
- Be able to use Basic Bioinformatics tools
- Be acquainted with mtDNA haplogrouping

Syllabus

Unit 1: Introduction to Laboratory

8 Hours

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

Unit 2: DNA Extraction from Human Blood

20 Hours

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

20 Hours

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

6 Hours

Genebank databases
Genome Browsers UCSC, NCBI, ensemble
Hapmap project, 1000 genomes project
Phylotree

Unit 5: Softwares & Applications

6 Hours

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

Textbooks

- Gerstein, A. S. (Ed.). (2001). *Molecular Biology Problem Solver: A Laboratory Guide* (1 edition). New York: WL.
- Green, M. R., & Sambrook, J. (2013). *Molecular Cloning: A Laboratory Manual (3 Volume Set): 4th Edition*. Cold Spring Harbor, N.Y.: Viva Books Private Limited.
- Hofmann, A., & Clokie, S. (Eds.). (2018). *Wilson and Walker's Principles and Techniques of Biochemistry and Molecular Biology* (8 edition). Cambridge, United Kingdom ; New York, NY, USA: Cambridge University Press.
- Jobling, M., Hollox, E., Kivisild, T., & Tyler-Smith, C. (2013). *Human Evolutionary Genetics* (2 edition). New York: Garland Science.
- Meah, M., & Kebede-Westhead, E. (2012). *Essential Laboratory Skills for Biosciences* (1 edition). Chichester: Wiley.
- Stephenson, F. H. (2010). *Calculations for Molecular Biology and Biotechnology: A Guide to Mathematics in the Laboratory* (2 edition). London: Academic Press.
- Stoneking, M. (2016). *An Introduction to Molecular Anthropology*. John Wiley & Sons.

AN-411: Forensic Anthropology

Elective paper, 2 Credits, 30 Hours

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

- Know the field of Forensic Anthropology
- Explore the relationships of Biological Anthropology with Forensic Anthropology
- Understand the legal underpinnings

Syllabus

Unit 1. Introduction to Forensic Science **8 Hours**

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 **8 Hours**

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

Unit 3. Dermatoglyphics in Forensic Anthropology **8 Hours**

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 **6 Hours**

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
Forensic Facial Reconstruction
DNA fingerprinting, DNA phenotyping

Textbooks

- Bhasin, I. P. S. and M. K. (1989). *Anthropometry*. Delhi.
- Cummins, H., & Midlo, C. (1976). *Fingerprints, Palms and Soles*. South Berlin, Mass: Dover Publications Inc.
- Holt, S. B. (1968). *The genetics of dermal ridges*. Thomas.
- Nath, S. (1989). *An Introduction to Forensic Anthropology*. Gian Publishing House.
- Sheldon, W. H., Stevens, S. S., & Tucker, W. B. (1940). *The Varieties of Human Physique: An Introduction to Constitutional Psychology*. Harper.
- Burns, K. R. (2012). *Forensic Anthropology Training Manual* (3rd edition). London New York: Routledge.
- Byers, S. N. (2016). *Introduction to Forensic Anthropology* (5th edition). London ; New York: Routledge.
- Byers, S. N., & Juarez, C. A. (2023). *Introduction to Forensic Anthropology* (6th edition). Abingdon, Oxon ; New York, NY: Routledge.
- Christensen, A. M., & Passalacqua, N. V. (2018). *A Laboratory Manual for Forensic Anthropology* (1st edition). London: Academic Press.
- Christensen, A. M., Passalacqua, N. V., & Bartelink, E. J. (2019). *Forensic Anthropology: Current Methods and Practice* (2nd edition). London: Academic Press.
- Dirkmaat, D. (Ed.). (2012). *A Companion to Forensic Anthropology* (1st edition). Wiley-Blackwell.
- Langley, N. R., & Tersigni-Tarrant, M. A. (Eds.). (2017). *Forensic Anthropology: A Comprehensive Introduction, Second Edition* (2nd edition). New York: CRC Press.

AN-412: Anthropology of Microbes

Elective Paper, 2 Credits, 30 Hours

Course Description

The course introduces the basics of Human Microbiome and its intersection with Anthropology. Because of the radical rethinking of what it means to be human brought about by the last ten years of human microbiome research, the study of human evolution has been revitalised. In human biology, the microbiome is essential for digestion, mood and behaviour, immunity, development, and a host of acute and chronic illnesses. Understanding its evolution and shifting ecology throughout time is therefore essential to answer evolutionary and behavioural aspects of Human beings.

At the end of the course, students are expected to Understand

- The concepts of Hologenome and Microbiome
- How microbiome research fits within the broader goals of Anthropology
- Evolution and Diversity of Human Microbiome and its relationship with Diet, Immunity, Mood and behaviour and other complex diseases

Syllabus

Unit 1: Introduction to Microbiome

8 Hours

Tree of Life

Eukarya as Mosaics

Biological Species Concept

Hologenome

Unit 2: Human Microbiome

8 Hours

Body Sites and Microbiomes: Oral, Gut, Skin, Vaginal Microbiomes

The Human Microbiome Project (HMP), Indian Human Microbiome Initiative

Current Tools and Techniques

Counting Microorganisms

Unit 3: Function of the Human Microbiome

6 Hours

Development of Microbiome: Pregnancy and Birth, Infancy

Stability and Modulation of Microbiome in adulthood

Diversity of the Human Microbiome

Diet and Digestion, Gut-Brain axis

Immunity, hygiene hypothesis

Unit 4: Anthropology and Microbes

8 Hours

ethnographic research and human microbiome research examples from Hazda and Indian populations, Studying human microbial heritage

modernization, globalization, food distribution, and migration and its impact on the human microbiome

Antibiotics and Fecal Transplants

Human Behaviour and Antimicrobial resistance

Ancient human microbiomes

Reference books

- Amato, K. R. (2017). An introduction to microbiome analysis for human biology applications. *American Journal of Human Biology*, 29(1), n/a-n/a. <https://doi.org/10.1002/ajhb.22931>
- Amato, K. R., & Carmody, R. N. (2023). Gut Microbial Intersections with Human Ecology and Evolution. *Annual Review of Anthropology*, 52(Volume 52, 2023), 295–311. <https://doi.org/10.1146/annurev-anthro-052721-085122>
- Benezra, A., DeStefano, J., & Gordon, J. I. (2012). Anthropology of microbes. *Proceedings of the National Academy of Sciences*, 109(17), 6378–6381. <https://doi.org/10.1073/pnas.1200515109>
- Brown, J. W. (2014). *Principles of Microbial Diversity* (1st edition). Washington, DC: ASM Press.
- Chen, Y. E., Fischbach, M. A., & Belkaid, Y. (2018). Skin microbiota–host interactions. *Nature*, 553(7689), 427. <https://doi.org/10.1038/nature25177>
- De Filippo, C., Cavalieri, D., Di Paola, M., Ramazzotti, M., Poullet, J. B., Massart, S., ... Lionetti, P. (2010). Impact of diet in shaping gut microbiota revealed by a comparative study in children from Europe and rural Africa. *Proceedings of the National Academy of Sciences*, 107(33), 14691–14696. <https://doi.org/10.1073/pnas.1005963107>
- Gevers, D., Knight, R., Petrosino, J. F., Huang, K., McGuire, A. L., Birren, B. W., ... Huttenhower, C. (2012). The Human Microbiome Project: A Community Resource for the Healthy Human Microbiome. *PLOS Biology*, 10(8), e1001377. <https://doi.org/10.1371/journal.pbio.1001377>
- Huttenhower, C., Gevers, D., Knight, R., Abubucker, S., Badger, J. H., Chinwalla, A. T., ... The Human Microbiome Project Consortium. (2012). Structure, function and diversity of the healthy human microbiome. *Nature*, 486(7402), 207–214. <https://doi.org/10.1038/nature11234>
- Knight, R., Callewaert, C., Marotz, C., Hyde, E. R., Debelius, J. W., McDonald, D., & Sogin, M. L. (2017). The Microbiome and Human Biology. *Annual Review of Genomics and Human Genetics*, 18(Volume 18, 2017), 65–86. <https://doi.org/10.1146/annurev-genom-083115-022438>
- Nester, E. W., Nester, M. T., Anderson, D. G., & Roberts, C. E. (2008). *Microbiology: A Human Perspective* (6th edition). McGraw-Hill College.
- Schnorr, S. L. (2018). Meanings, measurements, and musings on the significance of patterns in human microbiome variation. *Current Opinion in Genetics & Development*, 53, 43–52. <https://doi.org/10.1016/j.gde.2018.06.014>
- Shanahan, E. R., McMaster, J. J., & Staudacher, H. M. (2021). Conducting research on diet–microbiome interactions: A review of current challenges, essential methodological principles, and recommendations for best practice in study design. *Journal of Human Nutrition and Dietetics*, 34(4), 631–644. <https://doi.org/10.1111/jhn.12868>
- The Integrative HMP (iHMP) Research Network Consortium. (2019). The Integrative Human Microbiome Project. *Nature*, 569(7758), 641–648. <https://doi.org/10.1038/s41586-019-1238-8>
- Warinner, C., & Lewis, C. M. (2015). Microbiome and Health in Past and Present Human Populations. *American Anthropologist*, 117(4), 740–741. <https://doi.org/10.1111/aman.12367>
- Warinner, C., Speller, C., Collins, M. J., & Lewis, C. M. (2015). Ancient human microbiomes. *Journal of Human Evolution*, 79, 125–136. <https://doi.org/10.1016/j.jhevol.2014.10.016>
- Wu, G. D., Chen, J., Hoffmann, C., Bittinger, K., Chen, Y.-Y., Keilbaugh, S. A., ... Lewis, J. D. (2011). Linking Long-Term Dietary Patterns with Gut Microbial Enterotypes. *Science*, 334(6052), 105–108. <https://doi.org/10.1126/science.1208344>

AN-418: Dissertation II

Mandatory paper, 6 Credits, 90 Hours

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 complete the following activities

1. The process of data collection
 2. Organization of data
 3. Discussion and analysis of data
 4. Writing final report
 5. Presentation of the final report
 6. Submission of final report.
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