

P.G. (M.Sc./M.A.) 1 Year (2026-27)

I Semester

Group	Course Code	Credits	Name of the Course	Remarks
Group A	ANTH-DSM-14A	3+2	Forensic Anthropology	Core Major Course
	ANTH-DSM-15A	5	Prehistoric Archaeology	Core Major Course
	ANTH-DSM-16A	3+2	Human Biological Variation	Core Major Course
	ANTH-DSM-17A	5	Primate Behavior	Core Major Course
	ANTH-DSE-5A	3+1	Visual Anthropology	Core Elective Course
	ANTH-DSE-6A	3+1	Sports Anthropology	Core Elective Course
Group B	ANTH-DSM-14B	5	Anthropological Theories-I	Core Major Course
	ANTH-DSM-15B	5	Tribal India	Core Major Course
	ANTH-DSM-16B	5	Material Culture and Computer Application	Core Major Course
	ANTH-DSM-17B	5	Business and Corporate Anthropology	Core Major Course
	ANTH-DSE-5B	3+1	Visual Anthropology	Core Elective Course
	ANTH-DSE-6B	4	Anthropology of Rehabilitation and Resettlement	Core Elective Course
	TOTAL	24		

P.G. (M.Sc./M.A.) 1 Year

II Semester

Group	Course Code	Credits	Name of the Course	Remarks
	ANTH-DSM-18A	3+2	Human Growth, Development and Nutrition	Core Major Course
	ANTH-DSM-19A	3+2	Medical Anthropology	Core Major Course
	ANTH-DSM-20A	5	Human Population Genetics	Core Major Course
	ANTH-DSM-21A/B	5	Dissertation	Core Major Course
	ANTH-DSE-7A	4	Human Paleopathology	Core Elective Course
	ANTH-DSE-8A/B	4	Demographic Anthropology	Core Elective Course
Group B	ANTH-DSM-18B	5	Anthropological Theories-II	Core Major Course
	ANTH-DSM-19B	5	Research Methods and Bio-Statistics	Core Major Course
	ANTH-DSM-20B	3+2	Tourism Anthropology	Core Major Course
	ANTH-DSM-21A/B	5	Dissertation	Core Major Course
	ANTH-DSE-7B	4	Applied Anthropology	Core Elective Course
	ANTH-DSE-8A/B	4	Demographic Anthropology	Core Elective Course
	TOTAL	24		

P.G. (M.Sc./M.A.) First Year (I Semester)

SHSS/ANTH-DSM-14A: Forensic Anthropology [3 Credits (45 Hours)]

Unit I: Introduction to Forensic Anthropology: Definition, Brief History, scope, importance of forensic anthropology and relationship of forensic anthropology with other disciplines. Basic Human Skeletal Biology, Identification of Human and Non-Human Skeletal remains. Determination of age, sex and stature from bones.

Unit II: Personal Identification, Methods of identification in Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, Lip Prints, Handwriting analysis, Fingerprints and Footprints. DNA fingerprinting and its importance.

Unit III: Forensic odontology: tooth structure and growth, bite marks, estimation of age in young and adults. Facial Reconstruction, Identification and Individualization of bloodstains. Definition of crime, Crime Investigation.

Learning Outcomes

1. The students will learn about forensic anthropology and its growing importance.
2. They will also learn about identification of the individuals on the basis of tooth, skeleton, finger prints, blood, etc.
3. They will learn about identification of individuals with Somatometry and Somatoscopy Methods and also handwriting analysis.
4. They will learn about crime scene investigation.

Suggested Readings

- Byers, Steven N. 2007. Introduction to Forensic Anthropology, 3rd Edition.
- Cummins and C. Midlo. 1961. Finger Prints, Palms and Soles. New York: Dover Publication Inc.
- Dwight, T. 1978. The Identification of the Human Skeleton. Boston: Massachusetts Medical Society.
- El-Najjar, M.Y. and K.R. McWilliams. 1978. Forensic Anthropology. Illinois: Charles C. Thomas.
- Klepinger, Linda L. 2006. Fundamentals of Forensic Anthropology. Wiley-Liss.
- Krogman, W.M. 1962. The Human Skeleton in Forensic Medicine. Illinois: Charles C. Thomas.
- Reddy, B.M., Roy, S.B. and B.N. Sarkar (eds). 1991. Dermatoglyphics Today. Kolkata: IIBRD publisher.
- Singh, I.P and M.K. Bhasin. 1989. Anthropometry. New Delhi: Kamala-Raj Enterprises.
- Chaurasia, B.D. 1983. Handbook of General Anatomy. Delhi: CBS.
- Steward, T.D. 1979. Essentials of Forensic Anthropology. Illinois: Charles C. Thomas.
- Chatterjee S.K. 1981: Speculation in Finger Print Identification. Jantralekha Printing Works, Kolkata.
- Nath, S. 1996. An Introduction to Forensic Anthropology. New Delhi: Gian Publications.
- Mehta, M.K. 1980. Identification of Thumb Impression & Cross Examination of Finger Prints, N.M. Tripathi Pub. Bombay.

Learning Outcomes

1. The students will learn historical views on the concept of race and human variation.
2. They will learn the genetic basis of variation.
3. Students will learn about the population genetics.

SHSS/ANTH-DSM-14A: Forensic Anthropology (Practical) [2 Credits (30 Hours)]

1. Study of Human Long Bones and Skull
2. Fingerprint examination and Handwriting analysis
3. Somatometric and Somatoscopic Observation on living persons.
4. Crime scene investigation study.
5. Identification of blood stains.

Learning Outcomes

1. The students will learn about the human skeleton.
2. They will also learn about identification of the individuals on the basis finger prints and handwriting analysis.
3. They will learn about identification of individuals with Somatometry and Somatoscopy methods.
4. They will also learn about crime scene investigation and blood stains examination.

Suggested Readings

- Bass W.M. 1971. Human Osteology: A Laboratory and Field manual of the Human Skeleton. Columbia: Special Publications Missouri Archaeological Society.
- Reddy V. R. 1985. Dental Anthropology, Inter-India Publication, New Delhi.
- Spencer, C. 2004. Genetic Testimony: A Guide to Forensic DNA Profiling, Pearson, New Delhi.
- Krishan K, Kanchan T. 2016. Identification: Prints - Footprints in Encyclopedia of Forensic and Legal Medicine (Second Edition), Editors-in-Chief: Jason Payne- James and Roger Byard, Academic Press, Oxford, U.K. Elsevier B.V .Pages: 81-91.
- 5. Wilkinson, C. 2004. Forensic facial reconstruction. Cambridge University Press.
- Chaurasia, B.D. 1984. Human Osteology. New Delhi: CBS.
- Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal.
- Singh, I.P. and M.K. Bhasin. 1989. Anthropometry. New Delhi: Kamla Raj Enterprises.
- Shukla, B.R.K. and S. Ratogi. 2003. Laboratory Manual of Physical Anthropology (Anthropometry and Osteology). Lucknow: Bharat Book Centre.

SHSS/ANTH-DSM-15A: Prehistoric Archaeology [3 Credits (45 Hours)]

Unit I: Prehistoric Archaeology: meaning and scope of prehistoric archaeology. Geological time scale, Dating methods- Relative and Chronometric dating. Principals of Archaeology, Typology and Technology, Associated finds and State of Preservation. Various Archaeological sites.

Unit II: Tool typology of Lower Palaeolithic, Middle Palaeolithic, Upper Palaeolithic culture and archaeological sites of India.

Unit III: Cave art and paintings. Identification of techniques used by prehistoric people. Salient features of Neolithic culture. Indus Valley Civilization sites in India.

Learning Outcomes

1. The students will learn about the meaning of prehistory, outline the difference between prehistory, protohistory and history.
2. The students will learn about various dating methods in the field of prehistoric archaeology.
3. The students will learn various archaeological sites and Cave art.
4. The students will also learn about various techniques for manufacture of tools in different cultural phases.

Suggested Readings

- Bhattacharya D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
- Bhattacharya, D.K.1997. Prehistoric Archaeology. Hindustan Publishing Corporation (India), Delhi.
- Bhattacharya, D.K.2017. An Outline of Indian Prehistory. New Delhi: Palaka Prakashan
- Sankalia, H.D. 1982. Stone Age Tools: Their techniques, Names and Probable Functions. Poona: Deccan College.
- Burkitt, M. C. 1985. The Old Stone Age: A Study of Palaeolithic Times. New Delhi: Rupa &Co.
- Karir, B. S. 1985: Geomorphology and Stone Age Culture of North West India, Sandeep Parkashan, Delhi.
- Champion et al. 1984. Prehistoric Europe. New York: Academic Press.
- Rajan, K. 2002. Archaeology: Principles and Methods. Thanjavur: Pathippakam
- Rami Reddy, V. 2014. Elements of Prehistory. Tirupati: V. Indira.

- Sankalia, H. D. 1964. Stone Age Tools: Their Techniques, Names and Probable functions. Poona: Deccan College.
- Agrawal, D.P. 1982. The Archaeology of India. New Delhi: Select Book

SHSS/ANT--DSM-15A: Prehistoric Archaeology (Practical)
[2 Credits (30 Hours)]

1. Identification and techniques of Stone Age technology.
 2. Study and understanding of tool types of: Lower Palaeolithic Culture, Middle Palaeolithic Culture, Upper Palaeolithic Culture, Mesolithic Culture, Neolithic Culture, Art Objects, Bone Tools and Artefacts
- Note:** Students will be taken for an archaeological fieldwork/Museum visit for better understanding of stone tools.

Learning Outcomes

1. The students will learn about archaeological anthropology and its relationship with other branches of anthropology and other related disciplines.
2. Students shall get a basic understanding of the nature of the archaeological record and the role of archaeology in understanding cultural development.

Suggested Readings

- Bhattacharya, D.K.1997. Prehistoric Archaeology. Hindustan Publishing Corporation (India), Delhi.
- Sankalia, H.D. 1982. Stone Age Tools: Their techniques, Names and Probable Functions. Poona: Deccan College.
- Bhattacharya, D.K. 1979. Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis. Calcutta: K. P. Bagchi and Company.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Karir, B. S. 1985. Geomorphology and Stone Age Culture of North West India, Sandeep Prakashan, Delhi.
- Debenath, A and H.L.Dibble. 1993. Handbook of Palaeolithic Typology. Philadelphia: University of Pennsylvania Press.
- Oakley, K.P. 1972. Man the Tool Maker. London. Trustees of the British Museum Natural History.

ANTH-DSM-16A: Human Biological Variation and Adaptation
[3 Credits (45 Hours)]

Unit I: Historical Views of Human Variation, The Concept of Race, Race and Racism in Twentieth Century, Changing Attitudes towards Race in Anthropology.

Unit II: Concept of Genetic Variation, Causes of Genetic Variation between and within Human Populations with Special Reference to the Role of Mutation, Selection, Genetic Drift, Isolation and Gene Flow.

Unit III: Adaptive Biology of Human Variation: Population Genetics and Polymorphism in Human Variation; Stress, Homeostasis and Levels of Adaptability; The Adaptive Biology of Human Variation – To Thermal Stress - Heat & Cold, High Altitude.

Learning Outcomes

1. The students will learn historical views on the concept of race and human variation.
2. They will learn the genetic basis of variation.
3. Students will learn about the population genetics.

ANTH-DSM-16A: Human Biological Variation (Practical)
[2 Credits (30 Hours)]

A field study on biological variation.

Learning Outcomes

1. Students will learn the genetic basis of biological variations that appear in phenotypes of humans.

Suggested Readings

- Schutkowski, H. Berlin. Human ecology: Biocultural adaptation in human communities. Springer Verlag.
- Berry, J.B. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976). New York: John Wiley.
- G.A. Row. Studies in Human Ecology. (1961) Theodorson, Peterson & Company Elmsford, New York.
- Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress. Human ecology: Problems and Solutions. W.H. Freeman & Company, San Francisco.

**SHSS/ANTH-DSM-17A: Primate Behavior
[5 Credits (75 Hours)]**

Unit I: Taxonomy and diversity of living primates, Primate Characteristics, Distribution of Primates, Arboreal and Terrestrial Habitat of Primates, Importance of primate behavior in anthropology and evolutionary biology

Unit II: Primate Behavior: The Evolution of Behavior, Primate Social and Cultural Behavior, Language in Primate

Unit III: Types of primate social systems, Modes of communication: vocal, visual, tactile, olfactory, Cognitive abilities: memory, problem-solving, tool use

Unit IV: Behavioral ecology: foraging, diet, territoriality, Human impact on primate behavior and habitat use

Learning Outcomes

1. Students will understand the classification, habitat, and distribution of primates, and be able to identify key characteristics of both arboreal and terrestrial species.
2. Students will gain insights into the evolution of primate behavior, including social, cultural, and linguistic aspects, enabling them to analyze and interpret various primate behaviors.

**ANTH-DSE-6B: Visual Anthropology
[3 Credits (45 Hours)]**

Unit I: Introduction to Visual Anthropology; Visual Anthropology as a subfield of social/cultural anthropology, Emergence in relation to photography, film and the “visual turn” in social sciences. Two overlapping streams: a) production and analysis of ethnographic photography/film; b) analysis of visual systems (body, dress, housing, ritual objects, mass media), Foundational theorists, Key concepts. Pre-cinematic and early photographic uses in scientific and anthropometric projects. Early ethnographic photography and colonial visual regimes (exhibiting “Others,” salvage ethnography, spectacle). Development of ethnographic film: from naïve realism to observational cinema, cinema vérité, direct cinema.

Unit II: Social theories of communication and ethnographic semiotics; images as “texts” or “writing.” Reflexivity, subjectivity and the “ethnographer’s gaze.” Politics and poetics of representation; questions of voice, authorship, audience. Photography as ethnographic observation and documentation: fieldnote-photo integration. Photographic analysis: images as data; found images; archives; everyday photography. Photo-elicitation interviews, ethno-photo essays, participatory photo diaries. Ethics of photographing in the field: consent, anonymity, ownership, circulation.

Unit III: Ethnographic film as sensory experience; soundscapes, embodiment, and the senses. Modes of ethnographic film: observational cinema, cinema vérité, participatory video, essay film, experimental approaches. Technical basics: framing, sequencing, shooting for edit, sync vs wild sound (without becoming a film school). Ethical issues in filming: intervention, staging, collaborative editing, circulation and reception.

Learning Outcomes

Students will be able to:

1. Summarise the historical emergence and key definitions of visual anthropology. Distinguish between different streams (film-focused vs broader visual culture focus).

2. Situate key historical moments and figures in visual anthropology. Critically read colonial and early ethnographic images as historically situated practices.
3. Apply semiotic and communication theories to visual materials. Critically discuss who represents whom, for what audiences, and with what consequences.

ANTH-DSE-6B: Visual Anthropology (Practical) [1 Credits (15 Hours)]

Introduction to visual fieldwork: observation, note-taking, image-making as part of ethnography. Practical sessions in: Basic still photography for ethnography (exposure, composition, consent). Short video exercises (one-shot scenes, observational sequences). Sound recording and simple soundscapes. Exercises in photo diaries, visual mapping, and walking as method.

OR

Project planning: choosing a theme, defining research questions, negotiating access and consent, deciding the visual form (film, photo essay, digital story, or micro-exhibition).

Fieldwork: 3–5 weeks of regular visits, visual data collection, and fieldnotes.

Production: For film: basic shooting, logging, and simple editing into a 8–12 minute ethnographic short. For photography: 15–20 image sequence with captions and thematic sections, designed as a photo-essay or small exhibition. For mixed media: combination of images, sound, text in a digital story or online exhibit.

Learning Outcomes

Students will be able to:

1. Design simple visual methods (photo-elicitation, photo diaries, image analysis) for fieldwork. Evaluate photographs as both cultural artefacts and methodological tools.
2. Critically view ethnographic and documentary films, recognising different modes and their implications. Understand how filmic techniques shape ethnographic knowledge and audiences' experience.

Suggested Readings

- Paul Hockings, Principles of Visual Anthropology (2011).
- Marcus Banks, Visual Methods in Social Research (2020).
- Sarah Pink, Doing Visual Ethnography (2nd ed., 2013).
- Fadwa El Guindi, Visual Anthropology: Essential Methods and Theory (2004).
- Gillian Rose, Visual Methodologies (6th ed., 2016).
- Chio, J. "Visual Anthropology" in Cambridge Encyclopedia of Anthropology (2021)
- Review articles in Visual Anthropology Review (Society for Visual Anthropology journal) cover trends (e.g. Barker 2024 special issue).
- Bernard, H., & Gravlee, Handbook of Methods in Cultural Anthropology, ch. 41 ("Visual Anthropology").
- Others: Films and culture analyses, digital media anthropology (e.g. Varis & Wang 2022 on digital storytelling).
- Harper, D. (2001). Visual methods in the Social Sciences. In Elsevier eBooks (pp. 16266–16269). <https://doi.org/10.1016/b0-08-043076-7/00725-7>

SHSS/ANTH-DSE-6A: Sports Anthropology [3 Credits (45 Hours)]

Unit I: Introduction of sports Anthropology. History and development of sports anthropology and its relevance to Indian context. Traditional sports and games in India.

Unit II: Different food stuffs and their involvement during exercise, effect of intensity and duration of exercise on performance. Gender specific sports and games.

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

Learning Outcomes

1. The students will learn about the anthropology of sports and physical conditioning of Sports persons.

2. The requirement of different body composition for different athletic activity.
3. Assessment of nutrient intake and its relation to physical performance.
4. Different types of Doping and its effects on sports performance

Suggested Readings

- Blanchard, K., & Cheska, A. 1985. The anthropology of sport: An introduction. Bergin & Garvey Pub.
- Singh I.P. and Anthropometry, Kamal-Raj Publishers, Delhi M.K. Bhasin, 1968.
- 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).
- Montagu A., 1960. An Introduction to Physical Anthropology.
- Lohman T.G. 1992 Advances in Body Composition Assessment, Human Kinetics, Champaign.
- Eveleth P.B. and Worldwide Variations in Human Growth. Cambridge University Press, Cambridge.

SHSS/ANTH-DSE-6A: Sports Anthropology (Practical) [1 Credits (15 Hours)]

1. Nutritional anthropometry.
2. Methods to assess the Nutritional status.
2. Somatotyping: Heath-Carter method.
3. Body composition: bone mass, body mass, percentage body fat (PBF), segmental fat, body age.

Learning Outcomes

1. The students will learn about the anthropometry techniques.
2. The students will learn about factors responsible for growth.
3. The students will learn about nutrition status and physical performance.
4. The students will learn about the Body composition.

Suggested Readings

- Blanchard, K., & Cheska, A. 1985. The anthropology of sport: An introduction. Bergin & Garvey Pub.
- Singh I.P. and Anthropometry, Kamal-Raj Publishers, Delhi M.K. Bhasin, 1968.
- 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).
- Montagu A., 1960. An Introduction to Physical Anthropology.

SHSS/ANTH-DSM-14B: Anthropological Theories - I [5 Credits (75 Hours)]

Unit I: History of Anthropological Thought: Classical Schools, Pioneers in Anthropology, Evolutionism- Herbert Spencer, Lewis Henry Morgan, Edward Burnett Tylor; Neo-evolutionism- V. Gordon Childe, Leslie White, Julian Steward.

Unit-II: Historical Particularism: Franz Boas, Clarke Wissler; Diffusionism: British School- Elliot Smith, W.H.R. Rivers; German School- Wilhem Schmidt, Fritz Graebner; American School- Clark Wissler, Alfred Kroeber.

Unit III: Functionalism: Conceptual, Theoretical and Methodological Contributions of Bronislaw Malinowski, Robert K. Merton; Structural-functionalism- Radcliffe Brown, Evans Pritchard, Raymond Firth; Structuralism- Levi-Strauss, Edmund Leach.

Unit IV: Culture and Personality Studies: Abram Kardiner, Ruth Benedict, Cora-du-Bois, Margaret Mead, Melford E. Spiro, Mary Douglas, Stephen Taylor.

Learning Outcomes

1. Students will understand the foundations of anthropological theory through the contributions of classical and neo-evolutionist thinkers.
2. Students will analyze alternative explanations of cultural development through historical particularism and various diffusionist schools.
3. Students will examine how functionalist and structuralist approaches explain cultural systems and social organization.
4. Students will explore the relationship between individual personality and culture through key psychological anthropological theories.

Suggested Readings

- Barnard, A. 2000. *History and Theory in Anthropology*. Cambridge: University Press.
- Bidney, D. 1953. *Theoretical Anthropology*. New York: Columbia University Press.
- Ember, C. R. & Ember, M., 1981. *Anthropology* 3rd ed. NJ: Prentice-Hall
- Erickson, P. A. 1993. *Anthropological Lives: Biographies of Eminent Anthropologists* (Anthropological Perspectives: Resources for Teaching Anthropology). New Delhi: Reliance
- Pritchard, E. 1981. *History of Anthropological Thought*. New York: Basic Books.
- Firth, R. 2004. *Elements of Social Organization*. Psychology Press.
- Harris, M. 1968. *Rise of Anthropological Theory*. London: Routledge and Kegan Paul.
- Hastrup, K. and Hastrup, P. 1994. *Social Experience and Anthropological Knowledge*. London: Routledge.
- Hastrup, K. 1995. *A Passage to Anthropology: Between Experience and Theory*. London: Routledge.
- Herzfeld, M. 2001. *Anthropology: Theoretical Practice in Culture and Society*. Oxford: Blackwell.
- Ingham, J. M. 1996. *Psychological Anthropology Reconsidered*. Cambridge University Press.
- James, W. 2004. *The Ceremonial Animal: A New Portrait of Anthropology*. Oxford: Oxford University Press.
- Kaplan, D & Manners, R. 1968. *Theory in Anthropology*. London: Routledge & Kegan.
- Layton, Robert. 1998. *An Introduction to Theory in Anthropology*. Cambridge: Cambridge University Press.
- Leach, E. R. 1961. *Rethinking Anthropology*. London: The Athlone Press.
- Levi-Strauss, C. 1963. *Structural Anthropology*. New York: Basic Books.
- Malinowski, B. 1965. *A Scientific Theory of Culture: And Other Essays*. University of North Carolina Press.
- Mann, R. S. 1984. *Anthropological and Sociological Theory*. Jaipur: Rawat.
- McGee, R. J. & Warms, R. L. 1996. *Anthropological Theory*. London: Mayfield Publishers.
- Moore, H. 2003. *The Future of Anthropological Knowledge*. London: Routledge.
- Radcliffe-Brown, A. R. 1952. *Structure and Function of Primitive Society*. London: Routledge & Kegan.
- Sahlins, M. D., Harding, T.G. & Service, E.R. 1960. *Evolution and Culture*. University of Michigan Press.
- Steward, J. H. 1967. *Contemporary Change in Traditional Societies: Asian rural societies*. University of Illinois Press.
- Stocking, G. 1995. *After Tylor: British Social Anthropology, 1888-1951*. Madison: University of Wisconsin Press.
- Turner, V.W. 1969. *The Ritual Process: Structure and Anti-Structure*. London: Routledge.
- Upadhyay, V. S. & Pandey, G. 1993. *History of Anthropological Thought*. New Delhi: Concept Publishing Company.
- Garner, R. 2013. *Rethinking Contemporary Social Theory*. London, Paradigm.
- Goode, W. J. 1973. *Explanation in Social Theory*. New York: Oxford University Press.
- Kuper, A. 1988. *The Invention of Primitive Society: Transformations of an Illusion*. London: Routledge.
- Leach, E. R. 1954. *Political Systems of Highland Burma*. Boston: Beacon Press.
- Merton, R. K. 1968. *Social Theory and Social Structure*. Simon and Schuster.
- Rose, D. 1990. *Living the Ethnographic Life*. London: Sage Publications.
- Seligman, A. B. 2012. *Rethinking Pluralism*. N.Y.: Oxford.

SHSS/ANTH-DSM-15B: Tribal India**[5 Credits (75 Hours)]**

Unit I: Concept of tribe in Indian context; the idea of Indigenous people; Tribal societies in Precolonial period, Colonial period, and Post Independence; Particularly Vulnerable Tribal Groups in India.

Unit-II: Peoples and Cultures of India – Ethnic and Linguistic Classifications; Caste, Tribe, Dalits and Minorities (Broad Features and Identities); Social disabilities suffered by the Schedules Castes, Scheduled Tribes, Other Backwards Classes (OBCs) and Religious Minorities; The Aryan controversy.

Unit III: Constitutional safeguards in modern India, Industrialization, urbanization and globalization; Identity and ethnicity, Conflict and dissension, Integration; gender in tribal society; Tribe-caste Interaction; Politics of Religious conversions; Tribal uprisings and unrest; Problems of insurgency; Tribe Peasant interaction.

Unit IV: Tribal development: plans and policies; tribal customary law; indigenous knowledge; tribal displacement and rehabilitation in India.

Learning Outcomes

1. This course will help students understand the problematic nature of the concepts of tribe and indigenous; how it differs from caste; understand the contemporary issues and challenges faced by the tribals in India due to displacement, marginalization, globalization etc.
2. Students will explore the ethnic, linguistic, and social diversity of India, and critically examine caste, tribe, Dalits, minorities, and related socio-cultural issues.
3. Analyse critically the plans and policies formulated for the welfare of tribes in India.
4. The course will also help students understand the diverse sections of Indian society without being ethnocentric.

Suggested Readings

- Bailey, F.G. (1960). Tribes, caste and Nations: A study of political activity and political change in Orissa.
- B  teille, Andr  . (1998). The Idea of Indigenous People. *Current Anthropology*, Vol. 39, No. 2 (April 1998), pp. 187-192.
- Behera, M.C. (ed). (2018). *Revisiting Tribal Studies: A Glimpse after Hundred years*. Japiur: Rawat Publications.
- F  rer-Haimendorf, & Christoph, von. (1985). *Tribal populations and cultures of the Indian subcontinent*. Handbuch der Orientalistik, 7. Bd. Leiden: E.J. Brill.
- Guha, Ramachandra (1996). Savaging the Civilised: Verrier Elwin and the Tribal Question in Late Colonial India. *Economic and Political Weekly*, Vol. 31, No. 35/37, Special Number (Sep., 1996), pp.2375-2380+2382-2383+2385-2389
- Miri, Mrinal. (2003). *Identity and the moral life*. New Delhi: Oxford University Press.
- Oommen, T. K. (2011). Scheduled Castes, Scheduled Tribes, and the Nation: Situating G. S.
- Ghurye. *Sociological Bulletin*, Vol. 60, No. 2 (May-August 2011), pp. 228-244
- Sachchidananda. (1970). Tribe-Caste Continuum : A Case Study of the Gond in Bihar.
- *Anthropos*, Bd. 65, H. 5./6. , pp. 973-997
- Srivastava, V. K. (2008). Concept of 'Tribe' in the Draft National Tribal Policy. *Economic and Political Weekly*, Vol. 43, No. 50 pp. 29-35
- Vidyarthi, L. P. (1977). *Tribal Culture of India : concept publishing company*.
- Xaxa, Virginius. (2008). *State, society, and tribes: issues in post-colonial India*. New Delhi: Dorling Kindersley (India)

SHSS/ANTH-DSM-16B: Material Culture and Computer Application**[5 Credits (75 Hours)]**

Unit I: Implements of (a) Food Gathering (b) Hunting (c) Fishing (d) Agriculture (e) Fire Making (f) Land and Water Transport.

Unit-II: Implements of (g) Musical Instruments and (h) Types of Habitations Technological Equipment, Their Use, Energy Input and Output in Relation to Simple Societies.

Unit III: Application of Computer in Anthropological Study and Research. Face to Face with Computer. Basics of Computer- Configuration and Accessories. Introduction to MS-Word, MS-Excel, Power-Point with Reference to Data Entry, Data Analysis and Report Writing.

Unit IV: Preparation of Power Point Presentation for Seminar (Each student has to Prepare and Present their Seminar with the help of Power Point Presentation).

Learning Outcomes

1. Students will be able to identify and understand traditional implements used in food gathering, hunting, fishing, agriculture, fire making, and transportation.
2. Students will be able to examine the use, function, and energy dynamics of musical instruments, habitations, and other technological tools in simple societies.
3. Students will gain foundational knowledge of computer operations and apply MS Office tools for data entry, analysis, and report writing in anthropological research.
4. Students will develop and deliver seminar presentations using PowerPoint, demonstrating their ability to organize and communicate research effectively.

Suggested Readings

- Agnihotri, V. (2002). Manav aur Uski Bhoutik Sanskriti. K.K. Publications: Allahabad.
- Bunin, R. B. (2008). Microsoft Office 2007: Introductory Course. Cambridge, Mass: Course Technology: UK.
- Hicks, D. & Beaudry, M.C. (2010). The Oxford Handbook of Material Culture Studies. OUP: New York.
- Fischer, M. D. (2006). Application in Computing for Social Anthropologist. Routledge: London.
- Fischer, M. D. (1994). Applications in Computing for Social Anthropologists. Psychology Press: UK.

SHSS/ANTH-DSM-17B: Business & Corporate Anthropology [5 Credits (75 Hours)]

Unit I: Business and Corporate Anthropology: History and Subject Matter; Applied Anthropology in Industry, Application of the Ethnography in Business Management.

Unit-II: Anthropology and Consumer Behaviour; Globalization, International Trade and Anthropology; Techniques for Conducting Fieldwork for Business Organizations.

Unit-III: Techniques for Conducting Fieldwork for Business Organizations.

Unit-IV: Globalization, international trade and anthropology- Understanding the process of globalization, information technology, communication networks and international trade.

Learning Outcomes

1. The students will be able to learn key concepts in the Business and Corporate Anthropology which can be employed in their ethnographic encounters from different perspectives in Business and Corporate organizations.
2. Link anthropological skills to Information technology, communications networks and Human Resource Management to serve as Business and Corporate Anthropologists.
3. The students may serve as good entrepreneurs in innovative product designing and launching.
4. To students can determine patterns of consumer behavior and organizational behavior and can also understand significance of business entrepreneurship.

Suggested Readings

- Baba, M. Anthropology and Business [A]. (2006) In H. James Bix (Ed.) Encyclopedia of Anthropology, [C]. Thousand Oaks, CA: Sage Publications, 83-117.
- Jordan, A. Business Anthropology, [M].(2003)
- Bestor, Ted. 2004. "Tsukiji: The Fish Market at the Center of the World" University of California Press.
- Comaroff, John L. and Jean Comaroff. 2009 "Ethnicity Inc." University of Chicago Press

- Frank, Thomas 1997. *The Conquest of Cool: Business Culture, Counterculture and the Rise of Hip Consumerism*. University of Chicago Press.
- Elizabeth M. Eddy and William Partridge (Eds.) 1978. *Doing Business with Management*. In *Applied Anthropology in America*,. New York: Columbia University Press. Pp. 245- 260.
- Hart, Keith, and Horacio Ortiz. 2014. "The Anthropology of Money and Finance: Between Ethnography and World History". *Annual Review of Anthropology*. 43: 465-482.
- Ho, Karen Zouwen. 2009. *Liquidated: An ethnography of Wall Street*. Durham: Duke University Press.
- Hoffer, Lee D. 2006. *Junkie business: the evolution and operation of a heroin dealing network*. Australia: Thomson/Wadsworth.
- Jordan, Ann T.2003. *Business Anthropology*. Waveland Press, Long Grove, Illinois. 2003.
- Melissa Cefkin, 2010.(ed) *Ethnography and the corporate encounter: Reflections on Research and of Corporations*.
- Ortiz, Horacio. 2014. "The Limits of Financial Imagination: Free Investors, Efficient Markets, and Crisis". *American Anthropologist*. 116 (1): 38-50.
- Tian, R, M. Lillis, and Van Marrewijk, A.H. 2010. *General Business Anthropology*. Miami, FL: North American Business Press.
- Tian, R.2010,The Unique Contributions and Unique Methodologies: A Concise Overview of the Applications of Business Anthropology [J]. *International Journal of Business Anthropology*, 1 (2):70-88.
- Tian, R. and A. Walle. 2009, Anthropology and Business Education: Practitioner Applications for a Qualitative Method[J]. *International Journal of Management Education*, 7(2):59-67.
- Zaloom, Caitlin. 2006 "Out of the Pits: Traders and Technology from Chicago to London" University of Chicago Press.

SHSS/ANTH-DSE-5B: Anthropology of Rehabilitation & Resettlement **[4 Credits (60 Hours)]**

Unit I: Basic Concepts of Rehabilitation and Resettlement; R & R – A Global Scenario, R & R – A National Scenario; Theory of R & R Developed by Michael Cernea; Reconstruction Model Planning for Resettler's Recovery by Using Risks and Reconstruction Model of Michael Cernea.

Unit-II: Facilitating Proper R & R, Identification of Maps & Baseline Data Collection, Process of Planning R & R, Resettlement Issues; Institutional Arrangement- Preparation of Community Development Activities for Displaced People, National R & R Policies and Act.

Unit-III: Application of R & R, Preparation of RAP with Proper Budget and Action Plan, Preparation of Community Development Activities for Displaced People; A Case Analysis-Hydro-Electric Project.

Unit-IV: Institutional Arrangement- Preparation of Community Development Activities for Displaced People, National R & R Policies and Act; Legal Framework-The Forest Policy, 1894; Indian Forest Act 1865 & 1878, FRA Act 2006 The land Acquisition Act (LAA), 1894 & LARR Act 2013; Wildlife (Protection Act), 1972.

Learning Outcomes

1. Understand the fundamental concepts and global/national frameworks of Rehabilitation and Resettlement, including Michael Cernea's Risks and Reconstruction Model.
2. Learn the processes involved in effective R&R planning, including identification of project-affected persons, asset valuation, and institutional arrangements.
3. Apply R&R principles through the preparation of Resettlement Action Plans and community development initiatives, with a case study of a hydro-electric project.
4. Explore the legal and institutional frameworks governing R&R, including national policies, forest laws, and land acquisition acts.

Suggested Readings

- Joshi B.L. 1982 *Displacement and Rehabilitation: A study of a Dam affected village community*, Aurangabad, Parimal Prakahsan.
- Michael Cernea., 1991 *Involuntary Resettlement: Social Research, Policy and planning in Michael Cernea (ed) putting people first (second Edition)* New York.

- Morse, B and T. Berger, 1992 Sardar Sarovar, The report of the Independent Review, Resource futures International, Ottawa.
- Parasuraman, 1996 Development projects displacement and outcomes for displaced; Two case studies, Economic and Political weekly, June 15 Mumbai.
- J.J. Roy Burman and Bipin Das. 1992. Development projects and Tribal exploitation in Buddha ded Chaudary (ed) Tribal Transformation in India, New Delhi.
- Sudhakara Reddy P. 2002. Displacement and Social-Cultural change, Commonwealth publishers: New Delhi.

ANTH-DSE-6B: Visual Anthropology [3 Credits (45 Hours)]

Unit I: Introduction to Visual Anthropology; Visual Anthropology as a subfield of social/cultural anthropology, Emergence in relation to photography, film and the “visual turn” in social sciences. Two overlapping streams: a) production and analysis of ethnographic photography/film; b) analysis of visual systems (body, dress, housing, ritual objects, mass media), Foundational theorists, Key concepts. Pre-cinematic and early photographic uses in scientific and anthropometric projects. Early ethnographic photography and colonial visual regimes (exhibiting “Others,” salvage ethnography, spectacle). Development of ethnographic film: from naïve realism to observational cinema, cinema vérité, direct cinema.

Unit II: Social theories of communication and ethnographic semiotics; images as “texts” or “writing.” Reflexivity, subjectivity and the “ethnographer’s gaze.” Politics and poetics of representation; questions of voice, authorship, audience. Photography as ethnographic observation and documentation: fieldnote-photo integration. Photographic analysis: images as data; found images; archives; everyday photography. Photo-elicitation interviews, ethno-photo essays, participatory photo diaries. Ethics of photographing in the field: consent, anonymity, ownership, circulation.

Unit III: Ethnographic film as sensory experience; soundscapes, embodiment, and the senses. Modes of ethnographic film: observational cinema, cinema vérité, participatory video, essay film, experimental approaches. Technical basics: framing, sequencing, shooting for edit, sync vs wild sound (without becoming a film school). Ethical issues in filming: intervention, staging, collaborative editing, circulation and reception.

Learning Outcomes

Students will be able to:

1. Summarise the historical emergence and key definitions of visual anthropology. Distinguish between different streams (film-focused vs broader visual culture focus).
2. Situate key historical moments and figures in visual anthropology. Critically read colonial and early ethnographic images as historically situated practices.
3. Apply semiotic and communication theories to visual materials. Critically discuss who represents whom, for what audiences, and with what consequences.

ANTH-DSE-6B: Visual Anthropology (Practical) [1 Credits (15 Hours)]

Introduction to visual fieldwork: observation, note-taking, image-making as part of ethnography. Practical sessions in: Basic still photography for ethnography (exposure, composition, consent). Short video exercises (one-shot scenes, observational sequences). Sound recording and simple soundscapes. Exercises in photo diaries, visual mapping, and walking as method.

OR

Project planning: choosing a theme, defining research questions, negotiating access and consent, deciding the visual form (film, photo essay, digital story, or micro-exhibition).

Fieldwork: 3–5 weeks of regular visits, visual data collection, and fieldnotes.

Production: For film: basic shooting, logging, and simple editing into a 8–12 minute ethnographic short. For photography: 15–20 image sequence with captions and thematic sections, designed as a photo-essay or small exhibition. For mixed media: combination of images, sound, text in a digital story or online exhibit.

Learning Outcomes

Students will be able to:

1. Design simple visual methods (photo-elicitation, photo diaries, image analysis) for fieldwork. Evaluate photographs as both cultural artefacts and methodological tools.
2. Critically view ethnographic and documentary films, recognising different modes and their implications. Understand how filmic techniques shape ethnographic knowledge and audiences' experience.

Suggested Readings

- Paul Hockings, *Principles of Visual Anthropology* (2011).
- Marcus Banks, *Visual Methods in Social Research* (2020).
- Sarah Pink, *Doing Visual Ethnography* (2nd ed., 2013).
- Fadwa El Guindi, *Visual Anthropology: Essential Methods and Theory* (2004).
- Gillian Rose, *Visual Methodologies* (6th ed., 2016).
- Chio, J. "Visual Anthropology" in *Cambridge Encyclopedia of Anthropology* (2021)
- Review articles in *Visual Anthropology Review* (Society for Visual Anthropology journal) cover trends (e.g. Barker 2024 special issue).
- Bernard, H., & Gravlee, *Handbook of Methods in Cultural Anthropology*, ch. 41 ("Visual Anthropology").
- Others: Films and culture analyses, digital media anthropology (e.g. Varis & Wang 2022 on digital storytelling).
- Harper, D. (2001). Visual methods in the Social Sciences. In Elsevier eBooks (pp. 16266–16269). <https://doi.org/10.1016/b0-08-043076-7/00725-7>

SHSS/ANTH-DSM-18A: Human Growth, Development and Nutrition
[3 Credits (45 Hours)]

Unit I: Definition and concept of growth and development- Methods of studying growth and development, stages of growth and their characteristics- prenatal, infant, childhood, adolescence, senescence. Factors affecting growth-hereditary, environment, hormone, nutrition, socio-economic factors, ethnic and gender differences in growth curves, secular trend.

Unit II: Food and nutrients: Proteins, fats, minerals and vitamins, concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus. Body mass Index, assessment of nutritional status and methods of evaluation.

Unit III: Human physique and body composition – concept and techniques; gender and ethnic differences, Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods. Decimal age calendar.

Learning Outcomes

1. The students will learn about the concepts of growth, maturation and development.
2. They will learn about factors responsible for growth.
3. The students will learn various deficiencies and obesity risk factors.
4. They will also learn about various methods of somatotyping.

SHSS/ANTH-DSM-18A: Practical in Human Growth, Development and Nutrition
[2 Credits (30 Hours)]

1. Nutritional anthropometry
2. Methods to assess the Nutritional status.
2. Somatotyping: Heath-Carter method.
3. Body composition: bone mass, body mass, percentage body fat (PBF), segmental fat, body age.

Learning Outcomes

1. The students will learn about the anthropometry techniques.
2. The students will learn about factors responsible for growth.
3. The students will learn about balanced diet and its importance.
4. They will also learn about various methods of somatotyping.

Suggested Readings

- Bogin B. 1999. Patterns of human growth. Cambridge University Press.
- Frisancho R. 1993. Human Adaptation and Accommodation. University of Michigan Press.
- Cameron N and Bogin B. 2012. Human Growth and Development. Second edition, Academic press Elsevier.
- Harrison GA and Howard M. (1998). Human Adaptation. Oxford University Press.
- Harrison GA, Tanner JM, Pibeam DR, Baker PT. 1988. Human Biology. Oxford University Press.
- Heyward, V.H., Wagner, D.R. 2009. Applied body Composition Assessment. Human Kinetics.
- Jurmain R, Kilgore L, Trevathan W. Essentials of physical anthropology. Wadsworth publishing.
- Kapoor AK and Kapoor S. 1995. Biology of Highlanders. Vinod Publisher and Distributor.
- Sinha R and Kapoor S. 2009. Obesity: A multidimensional approach to contemporary global issue. Dhanraj Publishers. Delhi.
- Singh, I. P. and Bhasin, M.K. 1989. Anthropometry: A Laboratory Manual on Biological anthropology.
- Shukla, B.R.K. and S. Ratogi. 2003. Laboratory Manual of Physical Anthropology (Anthropometry and Osteology). Lucknow: Bharat Book Centre.

SHSS/ANT-DSM-19A: Medical Anthropology
[3 Credits (45 Hours)]

Unit I: Medical Anthropology: Definition, Aim, Scope and Subject Matter of Medical Anthropology. Historical Development of Medical Anthropology. Basic Concepts: Illness, Sickness, Disease.

Unit II: Theoretical Orientations in Medical Anthropology. Medical Systems: a) Medical Systems as Cultural Systems. b. Medical System as Social System and Adaptive System.

Unit III: Folk Psychiatry; Culture Change and Mental Illness; Therapeutic Elements in Magico-Religious Healing Techniques. Medical Pluralism: Cosmopolitan, Regional and Local Medical Systems.

Learning Outcomes

1. Students will learn the basic concepts of medical anthropology.
2. Students will learn the concepts of social and cultural systems used in medical anthropology.
3. Students will learn about the folk psychiatry and medical pluralism.

SHSS/ANT-DSM-19A: Medical Anthropology (Practical)
[2 Credit (30 Hours)]

Field based study to understand and document the local medical practices used by people in rural communities. Students will explore traditional healing methods, herbal medicine, and the sociocultural factors influencing health and healthcare in a particular local community.

Learning Outcomes

1. Students will develop an understanding of the traditional medical practices prevalent in rural settings.
2. They will acquire practical skills in ethnographic research.
3. They will gain insights into the cultural beliefs, values, and practices that shape health behaviors and healthcare decisions within the community.

Suggested Readings

- Foster G.M & Anderson B.G: Medical Anthropology.
- Brown Q.G et al: Understanding and Applying Medical Anthropology.
- Kalla A.K & Joshi P.C: Tribal Health and Medicine.
- Helman C.: Culture, Health and Illness.
- K. White (2002) An Introduction to the Sociology of Health and Illness, London: Sage.
- W. C. Cockerham (2007) Social Causes of Health and Disease, US: Polity Publication.
- M. Akram (2014) Sociology of Health, New Delhi/Jaipur: Rawat Publications.

SHSS/ANTH-DSM-20A: Human Population Genetics
[5 Credits (75 Hours)]

Unit I: Mendelian population, concept of Hardy-Weinberg equilibrium, testing equilibrium and measuring departure from it, application of H-W law in human population genetics, measures of genetic diversity and tool used for phylogenetic analysis.

Unit II: Genetic polymorphism: basic concept of transient and balanced polymorphism, natural selection, Darwinian fitness, selection relaxation, selection leading to change in gene frequency, and selection leading to change in genetic equilibrium.

Unit III: Models explaining the maintenance of genetic polymorphism, relationship between sickle cell and malaria, other polymorphism and adaptation to malaria, X-linked polymorphism, selection due to infectious diseases and its association with blood groups and other polymorphism.

Unit IV: Haemoglobin polymorphism, thalassaemia and abnormalities of polypeptide chains, genetic isolates: formation and disintegration, mutation rate, dynamics of genetic drift, mutation, selection and gene flow/ migration, consanguinity and inbreeding (definitions and concept), genetic consequences of inbreeding in human population, inbreeding coefficient and genetic load, magnitude of consanguineous marriages in India and the world.

Learning Outcomes

1. The students will learn about what constitutes a Mendelian population.
2. They will learn about genetic polymorphism and how it is explained by various theories.
3. They will also learn about genetic abnormalities in populations and the reasons thereof.
4. From the practical component they will learn about identification and interpretation of genetic markers on the basis of traditional anthropological methods.

Suggested Readings

- Boorman, K.E. and B.E. Dodd. 1961. Introduction to Blood Group Serology-Theory Techniques, Practical Applications. Little Brown.
- Cavalli-Sforza and Bodmer. 1976. The Genetics of Human Population. San Francisco: Freeman.
- Hartl, Daniel & A.G. Clark, 1997. Principles of Population Genetics. Sinauer Associates, Inc.
- Hartl, Daniel. 1999. A Primer of Population Genetics. Sinauer Associates, Inc.
- Pierce, Benjamin. 2003. Genetics: A Conceptual Approach. W. H. Freeman & Company.
- Race, R.R. and R. Sanger. 1975. Blood groups of Man. Oxford: Balchwell Scientific Publications.
- Snustad, Peter and M.J. Simmons. 2006. Principles of Genetics. John Willey and Sons.

SHSS/ANTH-DSM-21A/B: Dissertation [5 Credits (75 Hours)]

Fieldwork at any place approved by the supervisor of the students. The fieldwork may be conducted in any one of the longish vacations.

Submission of one typed copy of the dissertation duly forwarded and recommended by the supervisor. It will include the list of questions asked and a glossary of local words.

The completed dissertation should provide proof of students' understanding of:

- a. research design as applicable to a specific topic
- b. issues concerning sampling, quantitative and qualitative analysis of data
- c. linkage of theory and data in regard to certain specific issues such as gender, rehabilitation, development and backwardness

Learning Outcomes

1. The students will learn about how to do fieldwork.
2. They will learn about designing research according to the requirement of a particular field of enquiry, sampling, problems related to sampling and use of various techniques of data collection.
3. They will learn about classification, interpretation, and presentation of data.
4. They will also learn about writing a dissertation, selecting chapter headings and subheadings, writing references, footnotes, endnotes, etc.

SHSS/ANTH-DSE-7A: Human Palaeopathology [4 Credits (60 Hours)]

Unit I: Introduction and history of human palaeopathology. Definition and scope of palaeopathology.

Unit II: Identification of bones, skull and postcranial remains. Diagnosis in palaeopathology. Identification, description and diagnosis in pathological processes in the skeleton.

Unit II: The origins and evolution of human diseases and methods of identifying disease in ancient human skeletal remains. Diseases of Joints, Infectious Diseases, Metabolic Diseases, Trauma, Tumours, Dental Disease.

Unit IV: Disorders of Growth and Development. Palaeopathology and frequency of disease in human remains from archaeological sites.

Learning Outcomes

1. The students will learn how diseases have impact humans and human societies through time, in many parts of the world.
2. Students will learn how to recognize bones of the human skeleton and understand normal vs. abnormal variations that may be the product of disease processes.

3. Students will understand how human biological systems respond to bacterial, viral, and other pathogens, and how these responses affect bone and other tissues.
4. Students will learn to recognize pathological alterations to bone and mummified tissue.

Suggested Readings

- Bass, W. M. 1995. Human Osteology: A Laboratory and Field Manual. 5th edition. Columbia: Missouri Archaeological Society.
- Roberts C.A. 2007. Manchester K. The archaeology of disease. Cornell University Press.
- Tony Waldron 2009. Palaeopathology (Cambridge Manuals in Archaeology). 2nd edition.
- D. Resnick. 2002. Diagnosis of bone and joint disorders, 4th edition, Philadelphia.
- K.D Brandt, M. Doherty and L.S Lohmander. 2003. Osteoarthritis, Oxford, Oxford University Press.
- DJ Ortner, 2003. Identification of pathological conditions in human skeletal remains, 2nd edition, San Diego, Academic Press.
- M.A. Katzenberg and S.R. Saunders., 2007. Biological Anthropology of the Human Skeleton: Second Edition.
- Donald J. Ortner and Walter G. J. Putschar, 1981. Identification of Pathological Conditions in Human Skeletal Remains. Smithsonian Institution Press.
- April M. Beisaw. 2013. Identifying and Interpreting Animal Bones: A Manual.
- Anne L. Grauer. 2022. The Routledge Handbook of Paleopathology 1st Edition

SHSS/ANTH-DSE-8A/B: Demographic Anthropology [4 Credits (60 Hours)]

Unit I: Demographic Anthropology: Introduction, Definition and Basic Concepts, Relationship between Demography, Population Studies and Anthropology, Importance of Population Studies in Anthropology.

Unit II: Population Theories: John Graunt, Thomas R. Malthus, Biological Theory of population, Theory of Demographic Transition.

Unit II: Tools of Demographic Data: Measures of Population Composition, Distribution and Growth, Measures of Fertility, Measures of Mortality, Measures of Migration.

Unit IV: Population of India: Sources of Demographic Data in India, Growth of Indian Population, Demography of Indian Tribal and Non-tribal Groups, Anthropological Determinants of Population Growth, Impact of Urbanization on the Migration of Tribal Groups.

Learning Outcomes:

1. Students will learn basic concepts of demographic anthropology and importance of population studies.
2. Students will learn theories applied in population studies.
3. Students will learn about the tools used in demographic data analysis.
4. Students will learn demographic composition of India.

Suggested Readings

- Devid Kertzer and Tom Fricke: Anthropological Demography: Toward a New Synthesis.
- Cronk, Chagnon and Irons: Adaptation and Human Behavior: An Anthropological Perspective.
- Eric Abella Roth: Culture, Biology and Anthropological Demography
- Bhende A. and Kaniikar T. : Principles of Population Studies.
- Caldwell J.C.: Demographic Transition Theory.
- Census of India 2001, 2011
- Gautam R.K., Kshatriya, G.K. and Kapoor A.K.: Population Ecology and Family Planning.
- Howell N.: Demographic Anthropology.
- Misra B.D.: An introduction to the study of population.

SHSS/ANTH-DSM-18B: Anthropological Theories - II
[5 Credits (75 Hours)]

Unit I: Historical and Dialectical Materialism: Georg Wilhelm Friedrich Hegel, Karl Marx and Friedrich Engels; Symbolic and Interpretive Anthropology- Victor Turner, David Schneider, Clifford Geertz; Post Modernism- Georg E. Marcus.

Unit-II: New Ethnography: Kenneth Pike and Marvin Harris regarding Etic and Emic Approaches; Civilization Theories: Robert Redfield, Oscar Lewis, MacKim Marriot, Milton Singer.

Unit III: Concept of 'Primitive' and 'Native' in Anthropology; 'Primitive' as a Conceptual model in Anthropological Research; Dilemma of 'We' and 'They' in research; Autonomous nature of Anthropology; Integration of Scientific and Humanistic Approaches, Anthropologist as Scientist, Citizen, and Humanist.

Unit IV: Globalizations and its impact, General Theoretical Approaches- Modernization Theory, Dependency Theory, World System Theory; Contemporary Social Anthropology-Its Foci and Concerns; Contribution to Indian Studies by- G.S. Ghurye, N.K. Bose, D.N. Majumdar, V. Elwin, L.P. Vidyarthi, Dumont, M.N. Srinivas, S.C. Dube, Leela Dube, Irawati Karve.

Learning Outcomes

1. Students will analyze historical and dialectical materialism alongside symbolic, interpretive, and postmodern approaches in anthropological theory.
2. Students will understand the emic and etic perspectives in new ethnography and evaluate civilization theories proposed by key anthropologists.
3. Students will critically examine the concepts of 'primitive' and 'native', and explore anthropology's scientific, humanistic, and ethical dimensions.
4. Students will assess the impact of globalization, major theoretical approaches to change, and key contributions to Indian anthropology.

Suggested Readings

- Ahmed, A. S. & Shore, C. 1995. *The Future of Anthropology: It's Relevance to the Contemporary World*. London: Athlone.
- Amin S. 1976. *Unequal Development: An Essay on the Social Formations of Peripheral Capitalism*. New York: Monthly Review Press.
- Beteille, A. 1998. *The Idea of Indigenous People*. In *Current Anthropology*, Vol. 39, No. 2, pp. 187-192.
- Bloch, M. 1975. *Marxist Analyses and Social Anthropology*. New York: Wiley.
- Bloch, Maurice. 1983. *Marxism and Anthropology: The History of a Relationship*. Oxford: Clarendon Press.
- Bloch, M. 1991. *Language, Anthropology and Cognitive Science*. *Man* 26(2): 183-98.
- Clifford, J. & Marcus, G. E. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
- Douglas, Mary. 1978. *Cultural Bias*. London: Royal Anthropological Institute of Great Britain and Ireland.
- Engels, F. 1884. *The Origin of the Family, Private Property, and the State*.
- Erickson, P. A. 1993. *Anthropological Lives: Biographies of Eminent Anthropologists (Anthropological Perspectives: Resources for Teaching Anthropology)*. New Delhi: Reliance.
- Evans-Pritchard, E. 1981. *History of Anthropological Thought*. New York: Basic Books.
- Hegel, Friedrich, G. W. 1807. *Phenomenology of Spirit*.
- Inda, J. X. & Renato, R. 2002. *The Anthropology of Globalization: A Reader*. Blackwell Readers in Anthropology, Malden, Mass: Blackwell Publishers.
- Ingold, T. 1994. *Companion Encyclopedia of Anthropology*. London: Routledge.
- Geertz, C. 1974. *Myth, Symbol, and Culture*. New York: W.W. Norton.
- Geertz, C. 1993. *The Interpretation of Culture*. New York: Fontana Press.
- Harris, M. 1968. *Rise of Anthropological Theory*. London: Routledge and Kegan Paul.
- Harris, M. 1988. *Theoretical Principles of Cultural Materialism*. In *High Points in Anthropology*. Bohannan, Paul and Glazer, Mark, eds. New York: McGraw-Hill, Inc.
- Hastrup, K. 1995. *A Passage to Anthropology: Between Experience and Theory*. London: Routledge.

- Marx, K. 1990. *Capital*. Trans. Ben Fowkes. London: Penguin Books.
- Marx, Karl & Engels, F. 1848. *The Communist Manifesto*.
- McNeil, P. 1990. *Research Methods*. London: Routledge.
- Moore, H. 2003. *The Future of Anthropological Knowledge*. London: Routledge.
- Morgan, L. H. 1877. *Ancient Society*.
- Kuper, A. 1975. *Anthropologist and Anthropology*. Middlesex: Penguin.
- Patterson, T. C. 2009. *Karl Marx, Anthropologist*. New York: Berg.
- Spencer, J. 1996. *Symbolic Anthropology*. In Encyclopedia of Social and Cultural Anthropology. Alan Barnard and Jonathan Spencer ed. Pp. 535-539. London and New York: Routledge.
- Srivastava, V.K. 2008. *Concept of "Tribe" in the Draft National Tribal Policy*. In Economic and Political Economy. Mumbai: Sameeksha Trust. pp. 29-35.
- Turner, Victor W. 1980. *Social Dramas and Stories about Them*. Critical Inquiry 7:141168.
- Upadhyay, V.S. and G. Pandey. 1993. *History of Anthropological Thought*. New Delhi: Concept Publishing Company.
- Xaxa, Virginius. 1999. *Tribes as Indigenous People of India*. In Economic and Political Economy. Mumbai: Sameeksha Trust. pp. 3589-3595.
- Garner, Robert 2013. *Rethinking Contemporary Social Theory*. London, Paradigm.
- Charon, J. 1992. *Symbolic Interactionism*. New Jersey: Prentice Hall.
- Manganaro, Marc. 2014. *Modernist Anthropology: From Fieldwork to Text*. Princeton University Press.
- Scupin, R. & DeCorse, C. R. 2012. *Anthropology: A Global Perspective*. New Delhi: Pearson/Prentice Hall.
- Wallerstein, I. 1974. *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press.
- Seligman, A. B. 2012. *Rethinking Pluralism*. N.Y. Oxford.

SHSS/ANTH-DSM-19B: Research Methods & Bio-Statistics [4 Credits (60 Hours)]

Unit I: Field Work Tradition in Anthropology: Covering All Branches of Anthropology to Gain Holistic Perspectives; Nature of Social Research: Meaning, Importance, Purpose and Scope. Techniques of Data Collection: Observation, Interview, Schedules and Questionnaires, Focus Group Discussion, Case Study, Genealogy.

Unit II: Types of Social Research: Fundamental or Pure Research, Applied Research, Action Research, Evaluation Research, Exploratory Research, Social Research and Social Survey, Research Design.

Unit III: Importance of Statistics in Anthropology. Measures of Central Tendencies: Arithmetic Mean, Median, Mode, Measures of Dispersion: Standard Deviation, Coefficient of Variation.

Unit IV: Test of Significance: Null and Alternative Hypothesis, T-Test, Chi-Square Test. Sampling: Need for Sampling, Uses of Sampling, Parameters in Statistics, Method of Sampling.

Learning Outcomes

1. Students will understand the fieldwork tradition in anthropology and apply key data collection methods for holistic social research.
2. Students will differentiate between various types of social research and develop appropriate research designs for anthropological studies.
3. Students will apply statistical measures such as mean, median, mode, and standard deviation to analyze anthropological data.
4. Students will perform basic statistical tests and understand sampling techniques used in anthropological and social research.

Suggested Readings

- Bajpai, S. R. (2008): Methods of Social Survey and Research, Kitab Ghar, Kanpur.
- Singh, P. & Nayak, J. K. (2015). Fundamentals of Research Methodology: Problems and Prospects. SSDN Publishers and Distributors: New Delhi.
- Epstein, A. L. (Ed.). (2014). The Craft of Social Anthropology. Elsevier.

- Kothari, C. R. and Gaurav Garg (2016): Research Methodology: Methods and Techniques, New Age International Publications, New Delhi.
- Madge, J. (1965). The Tools of Social Science. Garden City, N.Y.: Doubleday.
- Moser, C. A., & Kalton, G. (1971). Survey Methods in Social Investigation. (2nd Edition). Taylor and Francis Ltd.: Routledge.
- Selltitz, C., Wrightsman, L. S., Cook, S. W., Balch, G. I., Hofstetter, R., & Bickman, L. (1991). Research Methods in Social Relations. Fort Worth [etc.]: Holt, Rinehart and Winston.
- Beteille, A., & Madan, T. N. (1975). Encounter and Experience: The Personal Dimension of Social Anthropological Field Work. Vikas Publishing House, Delhi.
- Danda, A. K. (1991). Research Methodology in Anthropology. Inter-India Publications. India, Vol.-146.
- Goode, W. J., & Hatt, P. K. (2006). Methods in Social Research. Surjeet Publication, New Delhi.
- Bernard, H. R., & Gravlee, C. C. (Eds.). (2014). Handbook of Methods in Cultural Anthropology. Rowman & Littlefield. UK.
- Kassam, Y., & Mustafa, K. (1982). Participatory Research. An Emerging Alternative Methodology in Social Science Research, Society for Participatory Research in Asia, New Delhi. India.
- Madrigal, L. (2012). Statistics for Anthropology. Cambridge University Press. London. UK.
- Young, P. V. (1951). Scientific Social Surveys and Research. New York. US.
- Pagano, M., Gauvreau, K., & Pagano, M. (2000). Principles of Biostatistics (Vol. 2). Pacific Grove, CA: Duxbury.
- Claverie, J. M., & Notredame, C. (2013). Bioinformatics for Dummies. Hoboken, N.J.: John Wiley & Sons.
- Rao, P. V. (2007). Statistical Research Methods In The Life Sciences. [Belmont, CA]: Thomson Wadsworth.
- Singh, I.P. and Bhasin, M.K. (2004). A Manual of Biological Anthropology. Kamla Raj Enterprises. ND.
- Madrigal, L. (2012). Statistics for Anthropology. 2nd Ed. New York. Cambridge University.
- Fischer, M. D. (2006). Application in Computing for Social Anthropologist. London, Routledge.
- O'Reilly, K. (2012). Ethnographic Methods. London, Routledge.
- Baronova, D. (2012). Conceptual Foundations of Social Research Methods, 2nd Ed. London, Paradigm Publishers.
- Young, P. V. (1973). Scientific Social Surveys and Research. Printice-Hall of India, New Delhi.
- Schluter, W. C. (1926). How to do Research Work: A Manual of Research Procedure Presenting a Simple Explanation of the Principles Underlying Research Methods. Prentice Hall, Inc. New York, US.
- Fischer, M. D. (1994). Applications in Computing for Social Anthropologists. Psychology Press. UK.
- Devi, L. (1997). Encyclopedia of Social Research. Institute for Sustainable Development Lucknow & Anmol Publication PVT. LTD. New Delhi (India).
- Barnes, M. R., & Gray, I. C. (Eds.) (2008). Bioinformatics for Geneticists. West Sussex: John Wiley & Sons.
- Neale, B. M., AR, M., & Medland, S. E. (Eds.). (2007). Statistical Genetics: Gene Mapping Through Linkage and Association. Taylor & Francis, London.

SHSS/ANTH-DSM-20B: Tourism Anthropology
[3 Credits (45 Hours)]

Unit I: Tourism- aspects and prospects, Development of anthropology of tourism, Interconnections between tourism history and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys, and tourism

Unit-II: key contributors to the anthropology of tourism, main approaches to the anthropology of tourism, implications of tourism as a major mechanism of cross-cultural interaction.

Unit III: Tourism as religion, pilgrimage and myth, globalization and tourism, role of tourism in national and social development. New Directions in the Anthropology of Tourism, Tourism and globalization, tourism and development.

Learning Outcomes

1. Students will be able to comprehend the historical and cultural foundations of tourism and its development within anthropological discourse.
2. They will be able to analyze different theoretical approaches and key contributors in the anthropology of tourism.
3. They will develop the skill to evaluate the socio-cultural impact of tourism, including its role in globalization, cross-cultural interaction, and development.
4. Students will get the understanding to synthesize complex concepts like pilgrimage, myth, and imagined journeys as culturally embedded forms of tourism.

SHSS/ANT-DSM-20B: Tourism Anthropology (Practical) [2 Credit (30 Hours)]

Students will visit to a nearby tourist destination to conduct a short-ethnographic study. They will observe, document, and analyze the multifaceted impacts of tourism on local communities, using core anthropological methods such as participant observation, structured and unstructured interviews, field notes, photography, mapping, and informal conversations.

Key Areas of Focus:

Social Aspects: Community interaction with tourists, local hospitality practices, gender roles, generational differences in perception of tourism, and changes in social structure.

Cultural Aspects: Preservation or transformation of local customs, rituals, language, festivals, traditional arts, and expressions of identity in response to tourism.

Economic Aspects: Employment patterns, income sources related to tourism, commodification of culture, dependency on tourism, and inequalities arising from tourism-driven development.

Learning Outcomes

By completing this component, students will develop the cognitive ability to critically analyze tourism through an anthropological lens, enhance their research and documentation skills, and gain first-hand understanding of the lived experiences of communities affected by tourism.

Suggested Readings

- Chambers E. (2000). Native Tours: The Anthropology of Travel and Tourism. Prospect Heights: Waveland.
- Crick M. (1995). The Anthropologist as Tourist: An Identity in Question. In Lanfant MF, Allcock JB, Bruner EM (eds.) International Tourism: Identity and Change. London: Sage. pp. 205-223.
- Dann GMS, Nash D and Pearce PL. (1988). Methodology in Tourism Research. Annals of Tourism Research. 15:1-28.
- Gmelch SB. (2004). Tourists and Tourism: A Reader. Long Grove: Waveland.
- Graburn NHH. (1977). Tourism: The Sacred Journey. Hosts and Guests: The Anthropology of Tourism. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press. Pp. 33-47.
- Dann G. (2002). The Tourist as a Metaphor of the Social World. Wallingford: CAB International.
- Nash D. (1996). Anthropology of Tourism. New York: Pergamon.
- Kirshenblatt-Gimblett B. (1998). Destination Culture: Tourism, Museums, and Heritage. University of California Press.
- Lippard LR. (1999). On the Beaten Track: Tourism, Art and Place. New Press.
- Picard M and Wood R. (1997). Tourism, Ethnicity, and the State in Asian and Pacific Societies. University of Hawai Press.
- Crick M. (1994). Anthropology and the Study of Tourism: Theoretical and Personal Reflections. In Crick M (eds.). Resplendent Sites, Discordant Voices: Sri Lankans and
- International Tourism. Chur, Switzerland: Harwood Publishers.
- Wood R. (1997). Tourism and the State: Ethnic Options and the Construction of Otherness. In Picard and Wood Tourism, Ethnicity and the State in Asian and Pacific Societies. University of Hawai Press.
- Richard B. (1992). Alternative Tourism: The Thin Edge of the Wedge. In Valene Smith and Eadington Tourism (eds.). Alternatives: Potentials and Problems in the Development of Tourism. University of Pennsylvania Press.

- Hitchcock. (1997). Cultural, Economic and Environmental Impacts of Tourism among the Kalahari. In Chambers E (eds.) Tourism and Culture: An Applied Perspective. SUNY Press.

SHSS/ANTH-DSM-21A/B: Dissertation [5 Credits]

Fieldwork at any place approved by the supervisor of the students. The fieldwork may be conducted in any one of the longish vacations.

Submission of one typed copy of the dissertation duly forwarded and recommended by the supervisor. It will include the list of questions asked and a glossary of local words.

The completed dissertation should provide proof of students' understanding of:

- a. research design as applicable to a specific topic
- b. issues concerning sampling, quantitative and qualitative analysis of data
- c. linkage of theory and data in regard to certain specific issues such as gender, rehabilitation, development and backwardness

Learning Outcomes

1. The students will learn about how to do fieldwork.
2. They will learn about designing research according to the requirement of a particular field of enquiry, sampling, problems related to sampling and use of various techniques of data collection.
3. They will learn about classification, interpretation, and presentation of data.
4. They will also learn about writing a dissertation, selecting chapter headings and subheadings, writing references, footnotes, endnotes, etc.

SHSS/ANTH-DSE-7B: Applied Anthropology [4 Credits (60 Hours)]

Unit I: Meaning and Scope of Applied Anthropology. Applied and Action Anthropology; Concept of Sol Tax in Action Anthropology.

Unit-II: Applied Anthropology in Administration, Industry, Education, and Public Health and in development and disaster studies.

Unit III: Anthropology in Development Planning: Micro and Macro Level Planning, Participatory Approach, Top-down and Bottom-Up Approach in Development, Agencies of Development: Governmental and Nongovernmental, People's Participation.

Unit IV: Relocation and Rehabilitation: Rehabilitation Policies and Programmes in Natural and Created Disasters: Strategies, Agencies and Organizational Structure, Management and Planning.

Learning Outcomes

1. The students will understand the meaning, scope, and key concepts of Applied and Action Anthropology, including Sol Tax's contributions.
2. Explore the applications of anthropology in sectors like administration, industry, education, public health, and disaster studies.
3. Examine the role of anthropology in development planning, emphasizing participatory methods and development agencies.
4. Study policies, strategies, and structures related to relocation and rehabilitation in the context of natural and man-made disasters.

Suggested Readings

- Ervic, Alexander M. (2000). Applied Anthropology: Tools and Perspectives for Contemporary Practice. Boston, MA: Allyn and Bacon.
- Erwin, A. (2004). Applied Anthropology Tools and Practice. Allyn and Bacon.
- Gupta, S & Kapoor, A.K. (2009). Human Rights in Indian Populations: Knowledge, Awareness and Practice. Gyan Publishing House, New Delhi.
- Willen, S. S. (2012). Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations Journal of Human Rights 11: 150-159.

- Goodale, M. (2009). Human Rights: An Anthropological Reader. Wiley Blackwell.
- Gupta, S. and Kapoor A.K. (2007). Human Rights, Development and Tribe In: Genes, Environment and Health - Anthropological Perspectives K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.
- Margaret, A.G. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.
- Halbar, B.G. and Khan, C.G.H. (1991). Relevance of Anthropology - The Indian Scenario. Rawat Publications, Jaipur.
- Kapoor, A.K. (1998). Role of NGO's in Human Development: A Domain of Anthropology. J Ind Anthropol Soc; 33: 283-300.
- Klepinger, L.L. (2006). Fundamentals of Forensic Anthropology. Wiley-Liss Publications
- Mishra, R.C. (2005). Human Rights in a Developing Society, Mittal Publications, Delhi.
- Noal, R.W. (2002). Anthropology in Practice: Building a Career outside the Academy. Publishing Lynne Rienner.
- Roy, I.B. (2010). Anthropology: The Study of Man. S. Chand Limited, New Delhi.
- 13. Srivastav, O.S. (1996). Demographic and Population Studies. Vikas Publishing House, India.
- Vidyarthi, L.P. & Sahay, B.N. (2001). Applied Anthropology and Development in India. National Publishing House, New Delhi.
- Vidyarthi, L.P. (1990). Applied Anthropology in India - Principles, Problems and Case Studies. Kitab Mahal, U.P.
- Vidyarthi, V. (1981). Tribal Development and its Administration. Concept Publishing Company, New Delhi.
- Mann, R.S. (1994). Social Change and Social Research. New Delhi, Concept Publishing Comp.
- Westlund, H. (2013). Social Capital and Rural Development in the Knowledge Society. UK, Edward Elgar Press.

SHSS/ANTH-DSE-8A/B: Demographic Anthropology
[4 Credits (60 Hours)]

Unit I: Demographic Anthropology: Introduction, Definition and Basic Concepts, Relationship between Demography, Population Studies and Anthropology, Importance of Population Studies in Anthropology.
Unit II: Population Theories: John Graunt, Thomas R. Malthus, Biological Theory of population, Theory of Demographic Transition.
Unit II: Tools of Demographic Data: Measures of Population Composition, Distribution and Growth, Measures of Fertility, Measures of Mortality, Measures of Migration.
Unit IV: Population of India: Sources of Demographic Data in India, Growth of Indian Population, Demography of Indian Tribal and Non-tribal Groups, Anthropological Determinants of Population Growth, Impact of Urbanization on the Migration of Tribal Groups.

Learning Outcomes:

1. Students will learn basic concepts of demographic anthropology and importance of population studies.
2. Students will learn theories applied in population studies.
3. Students will learn about the tools used in demographic data analysis.
4. Students will learn demographic composition of India.

Suggested Readings

- Devid Kertzer and Tom Fricke: Anthropological Demography: Toward a New Synthesis.
- Cronk, Chagnon and Irons: Adaptation and Human Behavior: An Anthropological Perspective.
- Eric Abella Roth: Culture, Biology and Anthropological Demography
- Bhende A. and Kaniikar T. : Principles of Population Studies.
- Caldwell J.C.: Demographic Transition Theory.
- Census of India 2001, 2011

- Gautam R.K., Kshatriya, G.K. and Kapoor A.K.: Population Ecology and Family Planning.
- Howell N.: Demographic Anthropology.
- Misra B.D.: An introduction to the study of population.