

DEPARTMENT OF ANTHROPOLOGY, HNB GARHWAL UNIVERSITY
BACHELOR'S DEGREE PROGRAMME
(4 YEARS PROGRAMME)
WITH HONOURS/HONOURS WITH RESEARCH

FIRST YEAR

Semester	Course Code	Credits	Name of the Course	Remarks
I	ANTH-DSM-01	4+2	Introduction to Biological Anthropology (Theory+Practical)	Core Course (Major Paper-I)
	ANTH-MDM-01	2+2	Fundamentals of Biological Anthropology (Theory+Practical)	Additional- Multi/Inter-disciplinary Course-I (For students with Core Subjects other than Anthropology)
	ANTH-SEC-01	2	Genetic Counseling	Skill Enhancement Course-I
	AEC	2	Understanding & Connecting with Environment	Compulsory Course (Common University Syllabus)
	TOTAL	14		

Semester	Course Code	Credits	Name of the Course	Remarks
II	ANTH-DSM-02	4+2	Introduction to Social-cultural Anthropology (Theory+Practical)	Core Course (Major Paper-II)
	ANTH-MDM-02	2+2	Fundamentals of Social-cultural Anthropology (Theory+Practical)	Additional- Multi/Inter-disciplinary Course-II (For students with Core Subjects other than Anthropology)
	ANTH-SEC-02	2	Museum & Cultural Resource Management	Skill Enhancement Course-II
	VAC	2	Life Skills & Personality Development	Compulsory Course (Common University Syllabus)
	TOTAL	14		

SECOND YEAR

Semester	Course Code	Credits	Name of the Course	Remarks
III	ANTH-DSM-03	4+2	Introduction to Archaeological Anthropology (Theory+Practical)	Core Course (Major Paper-III)
	ANTH-MDM-03	2+2	Fundamentals of Archaeological Anthropology (Theory+Practical)	Additional- Multi/Inter-disciplinary Course-III (For students with Core Subjects other than Anthropology)
	ANTH-SEC-03	2	Techniques in Paleoanthropology	Skill Enhancement Course-III
	VAC	2	*Additional Multidisciplinary Skill Course (AMSC)	Compulsory Course (Common University Syllabus)
	TOTAL	14		

Semester	Course Code	Credits	Name of the Course	Remarks
IV	ANTH-DSM-04	4+2	Introduction to Human Origin & Evolution (Theory+Practical)	Core Course (Major Paper-IV)
	ANTH-MDM-04	2+2	Fundamentals of Human Origin & Evolution (Theory+Practical)	Additional- Multi/Inter-disciplinary Course-IV (For students with Core Subjects other than Anthropology)
	ANTH-SEC-04	2	Nutritional Anthropology	Skill Enhancement Course-IV
	VAC	2	*Indian Knowledge System	Compulsory Course (Common University Syllabus)
	TOTAL	14		

THIRD YEAR

Semester	Course Code	Credits	Name of the Course	Remarks
V	ANTH-DSM-05	4+2	Theories of Culture & Society (Theory+Practical)	Core Course
	ANTH-FV	4	Field Visit	
	AEC	2	Communication Skills	Compulsory Course (Common University Syllabus)
	Language Based Course	2	Indian, Modern, Regional Language -I	Compulsory Course (Common University Syllabus)
	TOTAL	14		

Semester	Course Code	Credits	Name of the Course	Remarks
VI	ANTH-DSE-1A	4+2	Fundamentals of Human Genetics (Theory+Practical)	Core Course
	ANTH-DSE-2A	4+2	Fundamentals of Palaeoanthropology (Theory+Practical)	Core Course
	ANTH-DSE-1B	4+2	Anthropology of Religion, Politics and Economy (Theory+Practical)	Core Course
	ANTH-DSE-2B	4+2	Anthropology of India (Theory+Practical)	Core Course
	ANTH-FV	4	Field Visit	
	VAC	2	Culture, Traditions & Moral Values	Compulsory Course (Common University Syllabus)
	Language Based Course	2	Indian, Modern, Regional Language-II	Compulsory Course (Common University Syllabus)
	TOTAL	14		

FOURTH YEAR (U.G. WITH HONOURS)

Semester	Course Code	Credits	Name of the Course	Remarks
VII	DSC-MJ-11T DSC-MJ-11P	3+1	Biological Anthropology (Theory+Practical)	Core Course – Major
	DSC-MJ-12	4	Social-cultural Anthropology	Core Course – Major
	DSC-MJ-13T DSC-MJ-13P	3+1	Archaeological Anthropology (Theory+Practical)	Core Course – Major
	DSC-MJ-14T DSC-MJ-14P	3+1	Visual Anthropology (Theory+Practical)	Core Course – Major
	DSE-MJ-05	4	Human Population Genetics	Core Course – Elective
	DSE-MJ-06	4	Tribal Cultures of India	Core Course – Elective
	MD-MN-05T MD-MN-05P	3+1	Human Biological Variation and Adaptation (Theory+Practical)	MD/ID – Minor
	TOTAL	24		

Semester	Course Code	Credits	Name of the Course	Remarks
VIII	DSC-MJ-15T DSC-MJ-15P	3+1	Prehistoric Archaeology	Core Course – Major
	DSC-MJ-16T DSC-MJ-16P	3+1	Human Biological Variation and Adaptation (Theory+Practical)	Core Course – Major
	DSC-MJ-17	4	Research Methodology	Core Course – Major
	DSC-MJ-18	4	Dissertation	Core Course – Major
	DSE-MJ-07T DSE-MJ-07P	3+1	Demographic Anthropology (Theory+Practical)	Core Course – Elective
	DSE-MJ-08T DSE-MJ-08P	3+1	Ecological Anthropology (Theory+Practical)	Core Course – Elective
	MD-MN-06T MD-MN-06P	3+1	Medical Anthropology (Theory+Practical)	MD/ID – Minor
	TOTAL	24		

FOURTH YEAR (U.G. HONOURS WITH RESEARCH)

Semester	Course Code	Credits	Name of the Course	Remarks
VII	DSC-MJ-11T DSC-MJ-11P	3+1	Biological Anthropology (Theory+Practical)	Core Course – Major
	DSC-MJ-12	4	Social-cultural Anthropology	Core Course – Major
	DSC-MJ-13T DSC-MJ-13P	3+1	Archaeological Anthropology (Theory+Practical)	Core Course – Major
	DSC-MJ-14T DSC-MJ-14P	3+1	Visual Anthropology (Theory+Practical)	Core Course – Major
	DSE-MJ-05	4	Human Population Genetics	Core Course – Elective
	DSE-MJ-06	4	Tribal Cultures of India	Core Course – Elective
	MD-MN-05T MD-MN-05P	3+1	Human Biological Variation and Adaptation (Theory+Practical)	MD/ID – Minor
	TOTAL	24		

Semester	Course Code	Credits	Name of the Course	Remarks
VIII	DSC-MJ-17	4	Research Methodology	Core Course – Major
	DSE-MJ-07T DSE-MJ-07P	3+1	Demographic Anthropology (Theory+Practical)	Core Course – Elective
	DSE-MJ-08T DSE-MJ-08P	3+1	Ecological Anthropology (Theory+Practical)	Core Course – Elective
	DSC-MJ-19	12	Dissertation	Core Course (Research Based) – Major
	MD-MN-06T MD-MN-06P	3+1	Medical Anthropology (Theory+Practical)	MD/ID – Minor
	TOTAL	24		

**FOUR YEAR BACHELOR'S DEGREE PROGRAMME
WITH HONOURS/RESEARCH
(B.Sc./ B.A. Anthropology)**

B.Sc./B.A. First Year (I Semester)

**SHSS/ANTH-DSM-01: Introduction to Biological Anthropology
4 Credits (60 Hours)]**

Unit I: Introduction: Anthropology and its subfields; History of physical Anthropology and development of modern biological Anthropology; Aim, scope and its relationship with other disciplines; Difference in the approaches of modern and traditional Biological Anthropology.

Unit II: Founders of evolutionary theories, Lamarck and his works, Darwin and his works, Neo Lamarckism, Synthetic Theory.

Unit III: The biological basis of life: The cell; DNA, Genes and chromosome; Cell division.

Unit IV: Introduction to genetics, Human genetics, Branches of human genetics, Mendelian principles, Component of inheritance, Pattern of inheritance, Methods of studying human genetics.

Learning Outcomes

1. Students will learn about history of Physical Anthropology and how is it related to other disciplines.
2. They will learn about various theories related to human evolution and variation.
3. They will learn about human genetics, its branches and methods of studying human genetics.
4. From the practical component they will learn the somatoscopic techniques.

**SHSS/ANTH-MDM-01: Fundamentals of Physical/Biological Anthropology
[2 Credits (30 Hours)]**

Unit I: Introduction: Anthropology and its subfields; History of physical Anthropology and development of modern biological Anthropology; Aim, scope and its relationship with other disciplines; Difference in the approaches of modern and traditional Biological Anthropology.

Unit II: Founders of evolutionary theories, Lamarck and his works, Darwin and his works, Neo Lamarckism, Synthetic Theory.

Learning Outcomes

1. Students will learn about history of Physical Anthropology and how it is related to other disciplines.
2. They will learn about various theories related to human evolution and variation.

Suggested Readings

- Craig Stanford, John S. Allen, Susan C. Anton. Exploring Biological Anthropology: The Essentials. Pearson.
- Robert Jurmain, Lynn Kilgore, Wenda Trevathan, Eric J. Bartelink. Essentials of Physical Anthropology. Cengage Learning.
- Roger Lewin. Human Evolution: An Illustrated Introduction. Blackwell Publishing.
- Carol R. Ember, Melvin Ember and Jean Stein. Anthropology. Pearson

**SHSS/ANTH-DSM-01: Introduction to Biological Anthropology (Practical)
SHSS/ANTH-MDM-01: Fundamentals of Biological Anthropology (Practical)
[2 Credits (30 Hours)]**

Somatometric Techniques: 1. Maximum head length, 2. Maximum head breadth, 3. Minimum frontal breadth, 4. Maximum bizygomatic breadth, 5. Bigonial breadth, 6. Nasal height, 7. Nasal length, 8. Nasal breadth, 9. Physiognomic facial height, 10. Morphological facial height, 11. Physiognomic upper facial height, 12. Morphological upper facial height, 13. Head circumference, 14. Stature, 15. Sitting height, 16. Body weight.

Learning Outcomes

1. From the practical component, students will learn the measurement techniques used in physical anthropology. They will be able to measure different physical dimensions of a person.

SHSS/ANTH-SEC-01: Genetic Counseling [2 Credits (30 Hours)]

Unit I: Introduction to genetic counseling; Goals of the genetic counseling process; Genetic counseling providers

Unit II: Genetic counseling process: Basic components of genetic counseling; The context of genetic counseling; Need for a more genetically literate public

Learning Outcomes

1. Students will be able to get practical understanding of genetic counselling.
2. Students will learn the actual process of counseling, how it is carried out and what the components are involved therein.

Suggested Readings

- Wendy R. Uhlmann, Jane L. Schuette, Beverly M. Yashar. A Guide to Genetic Counseling, 2nd ed., Wiley Blackwell.
- R.J. McKinlay Gardner, David J. Amor. Chromosome Abnormalities and Genetic Counseling, 5th ed., Oxford University Press.
- Barbara Biesecker. Genetic Counseling and the Central Tenets of Practice. Cold Spring Harb Perspect Med 2020.
- Harold Chen. Atlas of Genetic Diagnosis and Counseling, 2nd ed., Springer

B.Sc./B.A. First Year (II Semester)

SHSS/ANTH-DSM-02: Introduction to Social-Cultural Anthropology 4 Credits (60 Hours)]

Unit I: Anthropological perspective and orientation, scope and relevance of social anthropology, relationship of social anthropology with other disciplines.

Unit II: Social-cultural institutions: family, marriage, kinship;

The natural history and universality of family, its function, types of family, joint family system in India.

Definition, types and forms of marriage, marriage payments: dowry and bride wealth, rules and regulations (prohibition, preferential, exogamy, endogamy, levirate and sororate).

Kinship terms and usages, descriptive and classificatory systems, Morgan's and Murdock's view, Avoidance and joking relationship, patterns of residence and descent, Kin groups- lineage, clan, phratry, moiety.

Unit III: Concepts of society and culture, social institutions and organisations, community and social groups, social stratification, ethnicity, diaspora, civil society, social exclusion, caste and class, status and role.

Unit IV: Concept of culture; attributes of culture-culture trait, culture complex, culture pattern, cultural integration, cultural universals, acculturation and transculturation.

Learning Outcomes

1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about concepts of society, culture, caste, class, social stratification, etc.
3. They will learn about important institutions like family, marriage, and kinship.
4. They will also learn about the concept of culture and its different attributes and characteristics.

SHSS/ANTH-MDM-02: Fundamentals of Social-Cultural Anthropology [2 Credits (30 Hours)]

Unit I: Anthropological perspective and orientation, scope and relevance of Social Anthropology, relationship of Social Anthropology with other disciplines.

Unit II: Social-cultural institutions: family, marriage, kinship;

The natural history and universality of family, its function, types of family, joint family system in India.

Definition, types and forms of marriage, marriage payments: dowry and bride wealth, rules and regulations (prohibition, preferential, exogamy, endogamy, levirate and sororate).

Kinship terms and usages, descriptive and classificatory systems, Morgan's and Murdock's view, Avoidance and joking relationship, patterns of residence and descent, Kin groups- lineage, clan, phratry, moiety.

Learning Outcomes

1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about important institutions like family, marriage, and kinship.

Suggested Readings

- Beattie, J. 1964. *Other Cultures*. London: Cohen & West Limited.
- Bernard, H.R. 1940. *Research Methods in Cultural Anthropology*. Newbury Park: Sage.
- Davis, K. 1981. *Human Society*. New Delhi: Surjeet Publications.
- Delaney, C. 2004. Orientation and disorientation. In *Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.
- Ember, C. R. et al. 2011. *Anthropology*. New Delhi: Dorling Kindersley.
- Ferraro, G. and Andreatta S. 2008. In *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.
- Haviland, W.A. 1990. *Cultural Anthropology*. Thomson Learning.
- Lang, G. 1956. Concept of Status and Role in Anthropology: Their Definitions and Use. *The American Catholic Sociological Review*, 17(3): 206-218.
- O'reilly, K. 2012. *Ethnographic Methods*. Abingdon: Routledge.

- Parsons, T. 1968. *The Structure of Social Action*. New York: Free Press.
- Rapport, N. and Overing J. 2004. *Key Concepts in Social and Cultural Anthropology*. London: Routledge.
- Royal Anthropological Institute of Great Britain and Ireland. 1971. Methods. In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.
- Scupin, R.R. 2013. *Cultural Anthropology: A Global Perspective*. Pearson New International.

SHSS/ANTH-DSM-02: Introduction to Social-Cultural Anthropology (Practical)
SHSS/ANTH-MDM-02: Fundamentals of Social-Cultural Anthropology (Practical)
[2 Credits (30 Hours)]

The practical will include the following techniques and methods in collection of data in Social Anthropology:
 1. Observation, 2. Interview, 3. Questionnaire and Schedule, 4. Case study, 5. Genealogy

Learning Outcomes

From the practical component they will learn how to follow up some of the commonly used techniques of data collection in Social-Cultural Anthropology.

SHSS/ANTH-SEC-02: Museum & Cultural Resource Management
[2 Credits (30 Hours)]

Unit I: Museum: Definition, Aim, Scope, History and its type; Its relationship with Anthropology; The Origins of the Museum; Historical development of Anthropological museums; Digital Museums.

Unit II: Management of the cultural resources in anthropological museums; Techniques of conservation; Preservation and Restoration of tangible and intangible elements in Museum.

Learning Outcomes

1. The students will learn about history of museums and the relationship between museums and anthropology.
2. They will learn about museum collection, documentation, and display.
3. They will also learn about how to document, conserve, and prepare a profile of a museum.

Suggested Readings

- Ambrose, T., & Paine, C. 2006. *Museum Basics*. Routledge.
- Carbonell, B. M. (Ed.). 2003. *Museum Studies: An Anthology of Contexts*. Wiley-Blackwell.
- Anderson, G. (Ed.). 2012. *Reinventing the Museum: The Evolving Conversation on the Paradigm Shift*. AltaMira Press.
- Simon, N. 2010. *The Participatory Museum*. Museum 2.0.
- International Council of Museums (ICOM). (n.d.). ICOM Website
- MuseumNext. (n.d.). MuseumNext Website
- Smithsonian Learning Lab. (n.d.). Smithsonian Learning Lab
- Ambrose, Timothy and Crispin Paine. 2012. *Museum Basics*. Third Edition. New York: Routledge.
- Basa, Kishor K. (ed). 2010. *Multiple Heritage: Role of Specialised Museums in India*. Bhopal & Delhi: IGRMS & Serials Publications.
- Basu, Paul and Wayne Modest (ed). 2015. *Museum, Heritage and International Development*. New York: Routledge.
- Behera, B. K. and S.K. Mohanty. 2007. *Museology and Museum Management in India*. Bhubaneswar: Mayur Publications.
- Dudley, Sandra H. (ed). 2010. *Museum Materialities: Objects, Engagements, Interpretations*. London: Routledge.
- Dudley, Sandra H. (ed.). 2012. *Museum Objects: Experiencing the Properties of Things*. New York: Routledge.
- Dutta, Sangeeta. 2010. *Ecomuseum: Perspectives in India*. Delhi: Agam Kala Prakashan.
- French, Ylva and Sue Runyard. 2011. *Marketing and Public Relations for Museums, Galleries, Cultural and Heritage Attractions*. London: Routledge.

B.Sc./B.A. Second Year (III Semester)

SHSS/ANTH-DSM-03: Introduction to Archaeological Anthropology [4 Credits (60 Hours)]

Unit I: Introduction to archaeological anthropology, aims, scope and relationship with other disciplines. Geological Time-Scale and Quaternary Framework. Evidences and Causes of Great Ice Age.

Unit II: Dating methods: Relative and Chronometric dating. Archaeological Sites-River terraces, lacustrine, Aeolian. Cave and Rock Shelters, slopes.

Unit III: Principles of Archaeology-Stratigraphy, typology and technology, associated finds and state of preservation. Tool typology and salient features of Lower, Middle and Upper Palaeolithic culture of India and Europe.

Unit IV: Tool typology and salient features of Neolithic Culture of Europe and India. Salient features of Indus Valley civilization.

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.
3. Get an overview of the changing environments of the Quaternary and its impact on humans.
4. They will also learn about geological timescale and cultural expressions of each epoch.
5. Students shall be familiarized with the basic framework of European and Indian Palaeolithic, Mesolithic, Neolithic Culture.

Suggested Readings

- Agrawal, D.P. 1982. The Archaeology of India. New Delhi: Select Books Syndicate
- Allchin, B and R. Allchin. 1983. The Rise of Civilization in India and Pakistan. New Delhi: SBS.
- Bhattacharya D.K. 1972. Prehistoric Archaeology. New Delhi: Hindustan Publishing Corporation.
- Bhattacharya D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
- Burkitt, M. C. 1985. The Old Stone Age: A Study of Palaeolithic Times. New Delhi: Rupa & Co.
- 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.
- 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.

SHSS/ANTH-MDM-03: Fundamentals of Archaeological Anthropology [2 Credits (30 Hours)]

Unit I: Introduction to archaeological anthropology, aims, scope and relationship with other disciplines. Dating methods: Relative and Chronometric dating.

Unit II: Tool typology and salient features of Lower, Middle, Upper Palaeolithic and Neolithic culture of India and Europe.

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

- Agrawal, D.P. 1982. The Archaeology of India. New Delhi: Select Books Syndicate
- Bhattacharya D.K. 1972. Prehistoric Archaeology. New Delhi: Hindustan Publishing Corporation.

- Bhattacharya D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
- Burkitt, M. C. 1985. The Old Stone Age: A Study of Palaeolithic Times. New Delhi: Rupa & Co.
- Sankalia, H. D. 1964. Stone Age Tools: Their Techniques, Names and Probable functions. Poona: Deccan College.
- Rajan, K. 2002. Archaeology: Principles and Methods. Thanjavur: Pathippakam

SHSS/ANTH-DSM-03: Introduction to Archaeological Anthropology (Practical)
SHSS/ANTH-MDM-03: Fundamentals of Archaeological Anthropology (Practical)
[2 Credits (30 Hours)]

The practical training is imparted to the students in various techniques used in the collection, identification, illustration of tools in Archaeological anthropology.

1. Identification and techniques of Stone Age technology.
2. Detailed Study and Understanding of tool types of:
 - i. Lower Palaeolithic Culture
 - ii. Middle Palaeolithic Culture
 - iii. Upper Palaeolithic Culture
 - iv. Neolithic Culture

Note: Students will be taken for Museum visit for better Understanding of stone tools.

Learning Outcomes

1. The practical training is imparted to the students in various techniques used in the collection, identification, illustration of tools in Archaeological anthropology.
2. From the practical component they will learn about how to draw, identify and interpret prehistoric tools.

Suggested Reading

- 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.

SHSS/ANTH-SEC-03: Techniques in Palaeoanthropology
[2 Credits (30 Hours)]

Unit I: Introduction of Palaeoanthropology. Fossil collection techniques. Fieldwork tools and Field Catalogue Register.

Unit II: Preparation of fossils, Photography, washing and screening, identification of fossil specimen.

Learning Outcomes

1. The students will learn about the fundamental concepts and techniques of palaeoanthropology and the advanced concepts of human evolution.
2. They will also equip themselves with skill in undertaking fieldwork and various collection techniques required for fossil collection.

Suggested Readings

- Kummel, B. and Raup, D. 1970: Handbook of Paleontological Techniques. San Francisco. Freeman.
- Kennedy, G.E. 1980: Palaeoanthropology. New York: McGraw-Hill.
- Vasishat, R.N. 1985: Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Gaur, R. 1987: Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Srivastava, R.P. 2011. Morphology of the Primates and Human Evolution. New Delhi: PHI Learning Pvt. Ltd.
- Hooton, E. A. 1965. Up from the Ape. New York: Macmillan.

B.Sc./B.A. Second Year (IV Semester)

SHSS/ANTH-DSM-04: Introduction to Human Origin & Evolution [4 Credits (60 Hours)]

Unit I: Classification, distribution and salient features of primates. Man's place among animal kingdom. Comparative anatomy of man and apes; hominid evolution (bipedalism and erect posture).

Unit II: Distribution, classification and diagnosis of pre-hominids- *Sahelanthropus tchadensis*, *Orrorin tugenensis*, and *Ardipithecus ramidus*.

Unit III: Emergence of Australopithecinae through time and space. Early hominids- *Homo habilis*, *Homo erectus* distribution, classification general characteristics.

Unit IV: Emergence of *Homo neanderthalensis* (Classical and Progressive) distribution and phylogenetic status. Evolution of Archaic *Homo sapiens* distribution and general features.

Learning Outcomes

1. Students will learn about the fundamental concepts of Human Origin and evolution.
2. They will understand the various trends in primate evolution and early hominids in time and space.
3. They will learn about the origin, distribution and characteristics of extinct hominids and the process of hominization.

SHSS/ANTH-MDM-04: Fundamentals of Human Origin & Evolution [2 Credits (30 Hours)]

Unit I: Classification, Distribution and salient features of primates. Man's place among animal kingdom. Comparative anatomy of man and apes; hominid evolution (bipedalism and erect posture).

Unit II: Distribution and classification of Australopithecinae in time and space. Evolution of *Homo erectus*, *Homo habilis*, *Homo neanderthalensis*. Evolution of Archaic *Homo sapiens* distribution and general features.

Learning Outcomes

1. Students will learn about the fundamental concepts of Human Origin and evolution.
2. They will learn about the origin, distribution and characteristics of extinct hominids and the process of hominization.

Suggested Readings

- Brace, C. L. and Montagu 1969. Man's Evolution: An Introduction to Physical Anthropology, Macmillan.
- Simpson, G.G. 1953. The Major Features of Evolution. New York: Columbia University Press
- Vasishat, R.N. 1985. Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Craig Standford, John S. Allen and Susan C. Anton. Biological Anthropology (4th Edition)
- Poirier, F.E. and McKee, J.K. 1999. Understanding Human Evolution 4th ed. New Jersey: Prentice Hall.
- Szalay, F.S. and Delson, E. 1979. Evolutionary History of the Primates. New York: Academic Press.
- Fleagle, J. G. 1998. Primate Adaptation and Evolution. London: Academic Press.
- Das Sharma .P. 1987. Human Evolution, Ranchi: Chalcolithic Press.
- Shukla, B.R.K. and S. Rastogi, 1998 - Physical Anthropology and Human Genetics, Delhi: Palaka Prakashan.
- Srivastava, R.P. 2011. Morphology of the Primates and Human Evolution. New Delhi: PHI Learning Pvt. Ltd.

SHSS/ANTH-DSM-04: Introduction to Human Origin & Evolution (Practical) SHSS/ANTH-MDM-04: Fundamentals of Human Origin & Evolution (Practical) [2 Credits (30 Hours)]

Craniology: Norma Verticalis, Norma Frontalis, Norma Lateralis, Norma Basialis, Norma Occipitalis.

Study of Bones: Humerus, Radius, Ulna, Femur, Tibia and Fibula.

Craniometry: Maximum cranial length, Maximum cranial breadth, Length of the Foramen Magnum, Nasal Height, Nasal Breadth, Length of the Nasal Bone, Cranial index and Nasal index.

Learning Outcomes

1. From the practical component they will learn about identification about the skeleton and bones.
2. They will also learn about craniology and craniometry.

Suggested Readings

- Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal.
- Chaurasia, B.D. 1983. Handbook of General Anatomy. Delhi: CBS.
- Das, B. M. and R. Deka. 2001. Physical Anthropology: Practical. Allahabad: Kitab Mahal.
- Singh, I. P. and M. K. Bhasin. 2004. A Manual of Biological Anthropology. Delhi: Kamla Raj Enterprises
- Mukherji, D., D. P. Mukherjee and P. Bharati. 2009. Laboratory manual for Biological Anthropology. Kolkata: Asian Books Pvt. Ltd.

SHSS/ANTH-SEC-04: Nutritional Anthropology [2 Credits (30 Hours)]

Unit I: Introduction to Nutritional Anthropology- Growth and Nutrition. Concept of balanced diet. Impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus.

Unit II: Role of Hereditary and Environment in growth and nutrition. Nutritional status and methods of Nutritional assessment. Role of Anthropology in Nutrition and Health studies.

Learning Outcomes

1. Understand basic concepts and applications of Nutrition, growth and development.
2. To understand the tools of research in human growth and nutrition.
3. They will learn about factors responsible for growth.
4. Identify factors that affect patterns of human growth based on knowledge of balanced diet and malnutrition.

Suggested Readings

- ICMR 2003. Dietary guidelines for Indians- A Manual. National Institute of Nutrition, Hyderabad, India.
- National Institute of Nutrition (NIN), ICMR. 2010. Dietary Guidelines for Indians: A Manual. NIN, Hyderabad.
- Tanner, J.M. 1972. Growth at Adolescence, 2nd edition, Oxford: Black Well Scientific Publication.
- Gopala das, T. and Seshadri, S. 1984. Nutrition Monitoring and Assessment, New Delhi, Oxford University Press.
- Joshi, S.A. 1992. Nutrition and Dietetics. New Delhi, Tata McGraw Hill Publishing Company Limited.
- Bamji M.S., Krishnaswamy K and Brahmam, G.N.V. 2009. Text Book of Human Nutrition. New Delhi; Oxford & IBH Publishing Co. Pvt. Ltd.
- Harrison, G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. 1988. Human biology: An introduction to human evolution, variation, growth & adaptability. Oxford University Press.
- Frisancho A.R. 1990. Anthropometric Standards for Assessment of Growth and Nutritional Status. Michigan; The University of Michigan Press.

B.Sc./B.A. Third Year (V Semester)

SHSS/ANTH-DSM-05: Theories of Culture and Society [4 Credits (60 Hours)]

Unit I: Evolutionary theory and colonialism, changing perspectives on evolutionism, diffusionism and culture area theories.

Unit II: Historical Particularism, Neo-evolutionism.

Unit III: Functionalism and Structural-functionalism.

Unit IV: Structuralism, symbolic interactionism, and interpretative anthropology.

Learning Outcomes

1. The students will learn about the classical theories of culture like evolutionism, diffusionism and culture area.
2. They will learn about historical particularism and neo-evolutionism.
3. They will also learn about functionalism, structuralism and other more recent theories.
4. From the practical component they will learn about formulation of research questions and hypotheses, testing of hypotheses, etc.

Suggested Readings

- Applebaum, H.A. 1987. *Perspectives in Cultural Anthropology*. Albany: State University of New York.
- Barnard, A. 2000. *History and Theory in Anthropology*. Cambridge: Cambridge University.
- Marvin, H. 2001. *The Rise of Anthropological Theory: A History of Theories of Culture*. AltaMira Press.
- McGee, R.J. and Warms R.L. 1996. *Anthropological Theories: An Introductory History*.
- Moore, M. and Sanders T. 2006. *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing.

SHSS/ANTH-DSM-05: Theories of Culture and Society (Practical) [2 Credits (30 Hours)]

As a part of the practical following exercises will be undertaken by the students so as to enable them to connect the theories with things of everyday living.

1. Identify a topic relating to contemporary issues and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identify variables of a study.
3. Formulate a hypothesis.
5. Test the hypothesis.
6. Identify the universe and unit of study with justifications.
7. Choose an appropriate research technique and method in the context of theoretical framework.

Learning Outcomes

1. From the practical component they will learn about formulation of research questions and hypotheses, testing of hypotheses, etc.

Suggested Readings

- Bernard, H.R. 2006. *Research Methods in Anthropology, Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications.
- Emerson, R.M., Fretz, R.I. and Shaw, L. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- Garrard, E. and Dawson, A. 2005. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. *Journal of Medical Ethics*, 31: 419-23.
- Lawrence, N.W. 2000. *Social Research Methods, Qualitative and Quantitative Approaches*.
- Boston: Allyn and Bacon. Madrigal, L. 2012. *Statistics for Anthropology*. Cambridge: Cambridge University Press.
- Michael, A. 1996. *The Professional Stranger*. Emerald Publishing.

- O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
- Patnaik, S.M. 2011. *Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua*. Jaipur: Rawat Publications.
- Pelto, PJ and Pelto GH. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
- Sarantakos, S. 1998. *Social Research*. London: Macmillan Press. Zar, J.H. 2010. *Biostatistical Analysis*. Prentice-Hall.

SHSS/ANTH-FV: Field Visit [4 Credits (60 Hours)]

- Students are required to visit for Anthropological Fieldwork in any tribal or rural area as decided by the Department.
- Fieldwork duration shall be of maximum 7 days with the population to be studied.
- Students shall submit day-wise activity report to the Teacher in-charge of the Fieldwork.
- Teacher in-charge shall coordinate with Institutes/Colleges/Universities/Research institutes etc in location where fieldwork is being planned for academic interaction.
- One teacher with one non-teaching staff shall accompany the students during fieldwork.

Learning Outcomes

1. The students will learn about how to do fieldwork.
2. They will learn about 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.

Suggested Readings

- Bernard, H.R. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications
- Srivastava, V.K. 2005. *Methodology and Fieldwork*. OUP, India.
- Sahay, Vijoy S. 2020. *Experiencing Anthropology in the Nicobar Archipelago*. Routledge India.
- O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
- Patnaik, S.M. 2011. *Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua*. Jaipur: Rawat Publications.
- Pelto, P.J. and Pelto, G.H. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
- Sarantakos, S. 1998. *Social Research*. London: Macmillan Press.

Web References:

<https://ocw.mit.edu>
<https://vidyamitra.inflibnet.ac.in/>
<http://egyankosh.ac.in/>
<https://swayam.gov.in/>

B.Sc./B.A. Third Year (VI Semester)

SHSS/ANTH-DSE-1A: Fundamentals of Human Genetics [4 Credits (60 Hours)]

Unit I: Human Genetics: Definition and Scope.

Unit II: Basic Principle of Heredity: Mendelism, Monohybrid and Dihybrid Cross, Universality of Mendelian Principles in Man, Dominant Inheritance, Recessive Inheritance

Unit III: Non-Mendelian Inheritance, Sex-linked, Sex-influenced Inheritance.

Unit IV: Cell Structure and Cell Division, Mitosis, Meiosis, Significance and Distinction between Mitosis and Meiosis, DNA Structure and Function

Learning Outcomes

1. Students will learn the concept of genetics and its scope.
2. They will understand the basic principles behind heredity, mendelian principles of inheritance and how these principles apply to human population.
3. Students will get exposure of how non-mendelian inheritance works in human population.
4. Students will learn the cellular structure, its function and how cell division occurs.

Suggested Readings

- Hema Purandarey. Essentials of Human Genetics, 2nd ed, Jaypee.
- Ricki Lewis. Human Genetics: Concepts and Applications, 12th ed., McGrawHill.
- B. Taneri, E. Asilmaz, T. Delikurt, P. Savas, S. Targen and Y. Esemen. Human Genetics and Genomics: A Practical Guide, Wiley-VCH.

SHSS/ANTH-DSE-1A: Fundamentals of Human Genetics (Practical) [2 Credits (30 Hours)]

Four Experiment to be Carried Out from the Following:

Probability and Chi-Square Testing for Mendel's First and Second Laws from Dihybrid Crosses; Human Chromosome Karyotyping; Observing Cell Division; Studying Multiple Allelism using Blood Group; Population Genetics

Learning Outcomes

1. Students will get hands-on understanding of how genetic principles operates in the population.

Suggested Readings

- Worku Mhired. Laboratory Manual for Principals of Genetics.
- K.E. Soluri and S.C. Agarwal. Laboratory Manual and Workbook for Biological Anthropology, W.W. Norton and Company.

SHSS/ANTH-DSE-2A: Fundamentals of Palaeoanthropology [4 Credits (60 Hours)]

Unit I: Introduction to Palaeoanthropology – definition, scope, objectives and affinities with other disciplines. Rules of Taxonomy and nomenclature.

Unit II: Geological Time Scale with stress on Cenozoic era. Dating methods-Relative and Chronometric dating.

Unit III: Siwalik Group- Nomenclature, Stratigraphy, fauna and flora and Palaeoanthropological Significance of Siwaliks. Diagnosis, Distribution, description in time and space of *Ramapithecus*, *Sivapithecus*, *Gigantopithecus*.

Unit IV: Various trends in primate evolution-Continental drift, food habits and alternative hypothesis. Diagnosis, distribution, description of fossil primates- *Dryopithecus* and *Proconsul*.

Learning Outcomes

1. The student will understand the fundamental concepts of palaeoanthropology.
2. They will learn about conceptual palaeontological, geological and anthropological knowledge necessary to understand the subject of Palaeoanthropology.
3. The students will learn about the Siwaliks and the fossil primates which are known from Indian Siwaliks.
4. They will learn about various trends in Primate evolution in time and space.

Suggested Readings

- Kennedy, G.E. 1980: Palaeoanthropology. New York: McGraw-Hill.
- Comas, J. 1960. Manual of Physical Anthropology.
- Vashisht, R.N. 1985. Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Henke, W. and Tattersall 2007. Handbook of Palaeoanthropology. Springer I (Eds.).
- Szalay, F.S. and Delson, E. 1979. Evolutionary History of the Primates New York: Academic Press.
- Fleagle, J. G. 1998. Primate Adaptation and Evolution. London: Academic Press
- Oakley, K. P. 1964. Frameworks for Dating Fossil Man. Transaction Publishers.
- Boyd, R. and Silk, J.B. 2009. How Humans Evolved. London: WW Norton
- Shukla, B.R.K. and S. Rastogi. 2002. Physical Anthropology and Human Genetics - An Introduction. Delhi: Palaka Prakashan.
- Seth, P. K. and Seth, S. 1986. The Primates. New Delhi: Northern Book Centre.

SHSS/ANTH-DSE-2A: Fundamentals of Palaeoanthropology (Practical) [2Credits (30 Hours)]

The course includes practical training is imparted to the students in various techniques used in the collection, preparation, identification, illustration, moulding and casting and photography of fossil material.

1. How and where to look for fossils. Equipment and techniques for collection. Field cataloguing, transportation, etc. of fossils. Structure and use of Clinometer compass (Dip and strike).
2. Preparation of fossils: Chemical and Mechanical techniques (Dental Engine, Dental probes, Dental scalars) for the preparation of fossils with particular reference to primates.
3. Moulding and Casting of fossils. Dental morphology and taxonomy of selected fossil groups and their illustration.

Note: Students will be taken for the Palaeoanthropological field work where possible.

Learning Outcomes

1. The course includes practical training is imparted to the students in various techniques used in the collection, preparation, identification, illustration, moulding and casting and photography of fossil material.
2. They will learn about how to conduct field work in Palaeoanthropology and how to search fossils.

Suggested Readings

- Kummel, B. and Raup, D. 1970. Handbook of Paleontological Techniques. San Francisco: (Eds.) Freeman.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers
- Green, O.R. 2001. A Manual of Practical Laboratory and Field Techniques in Palaeobiology. Dordrecht: Kluwer Academic Publishers.
- Vasishat, R.N. 1985. Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Szalay, F.S. and Delson, E. 1979. Evolutionary History of the Primates. New York: Academic Press.
- Srivastava, R.P. 2011. Morphology of the Primates and Human Evolution. New Delhi: PHI Learning Pvt. Ltd.
- Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal.
- Chaurasia, B.D. 1983. Handbook of General Anatomy. Delhi: CBS.
- Das, B. M. and R. Deka. 2001. Physical Anthropology: Practical. Allahabad: Kitab Mahal.

SHSS/ANTH-DSE-1B: Anthropology of Religion, Politics & Economy
[4 Credits (60 Hours)]

Unit I: Anthropological approaches to understanding religion: magic, animism, animatism, totemism, naturism; witchcraft and sorcery; Religious specialists: shaman, priests, mystics; overview of anthropological theories of religion, religion as the sacrality of ecological adaptation and socialness.

Unit II: Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neo-classical, substantivist, and neo-marxist approaches, various forms of exchange: barter, trade and market; forms of currencies, reciprocities: generalized, balanced and negative.

Unit III: Political institutions: concepts of power and authority, types of authority, state and stateless societies, law and justice in simple and complex societies, prospects for democracy and tolerance among and within the world's diverse civilizations, meaning and sources of identity in complex contemporary societies, origins of modern politics, its institutions, and cultures, both Western and non-Western.

Unit IV: Interrelationship between religion, politics and economy, religious conversion and movements, emergence of new religious sects in the global order.

Learning Outcomes

1. The students will learn about anthropological approach to understanding religion, economy and politics of simple societies.
2. They will also learn about how religion, economy and politics interface with each other.

Suggested Readings

- Balandier, G. 1972. *Political Anthropology*. Middlesex: Penguin.
- Barbara, M. 2011. *Cultural Anthropology*. New Jersey: Pearson Education.
- Benedict, A. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.
- Durkheim, E. 1986. *The elementary forms of the religious life, a study in religious sociology*. New York: Macmillan.
- Ellis, F. 2000. A framework for livelihood analysis. In *Rural Livelihoods and Diversity in Developing Countries*. Oxford: Oxford University Press.
- Eller, J.D. 2007. *Introducing Anthropology of Religion*. New York: Routledge.
- Ember, C.R. 2011. *Anthropology*. New Delhi: Dorling Kinderslay.
- Evans-Pritchard, E.E. 1937. *Witchcraft, Oracles and Magic among the Azande*. Oxford: Clarendon Press.
- Frazer, J.G. 1978. *The Illustrated Golden Bough*. London: Macmillan.
- Gledhill, J. 2000. *Power and Its Disguises: Anthropological Perspectives on Politics*. 2nd ed. London: Pluto Press.
- Glazier, S.D. 1997. *Anthropology of Religion: A Handbook*. Westport, CT: Greenwood Press.
- Henrich, J., Boyd, R., Bowles, S., Camerer, C., Fehr, E., Gintis, H., McElreath, R., Alvard, M. et al. 2005. 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. *Behavior and Brain Science*, 28(6):795-815.
- Henrich, J. 2002. Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), *Theory in Economic Anthropology*. Walnut Creek, CA: AltaMira Press.
- Herskovits, M.J. 1952. *Economic Anthropology: A Study in Comparative Economics*. New York: Alfred A Knopf Inc.
- Lambek, M. 2008. *A Reader in the Anthropology of Religion*.
- Malinowski, B. 1922. *Argonauts of the Western Pacific*. London: Routledge.
- Polyani, K. et al. 1957. *Trade and Market in the Early Empires*. Chicago: Henry Regnery Company.

SHSS/ANTH-DSE-1B: Anthropology of Religion, Politics & Economy (Practical)
[2 Credits (30 Hours)]

Case study of any one of the social institutions (religious, economic, or political).

Learning Outcomes

1. From the practical component they will learn how to conduct a case study of one of the religious, economic or political institutions of a given society.

SHSS/ANTH-DSE-2B: Anthropology of India
[4 Credits (60 Hours)]

Unit I: Origin, history and development of Anthropology in India, Ethnographic profiles of Indian tribes: Racial, linguistic and socio-economic characteristics.

Unit II: Understanding the diversity of Indian society: varna, jati, caste, tribe, ashrama, purushartha.

Unit III: Basic concepts for understanding Indian society and culture: great tradition and little tradition, universalization and parochialization, sanskritization and westernization, dominant caste, folk-urban continuum, tribe-caste continuum, nature-man-spirit complex.

Unit IV: The different approaches to tribal problems, problems of tribal people- land alienation, bonded labour, indebtedness, shifting cultivation, forest and tribals, unemployment, health, education. Problems of culture-contact: Impact of urbanization and industrialization, depopulation, displacement, tribal movements.

Learning Outcomes

1. The students will learn about how anthropology originated and evolved in India and ethnographic profile of Indian tribes.
2. They will learn about Indian society and culture on the basis of some key concepts developed by various anthropologists and sociologists.
3. They will also learn about the various problems faced by the Indian tribal communities and impact on their life due to development and other processes.

Suggested Readings

- Bernard, C.S. 2000. *India: The Social Anthropology of Civilization*. Delhi: Oxford University Press.
- Bhasin, M.K., Watter, H. and Danker-Hopfe, H. 1994. *People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups*. Delhi: Kamla-Raj Enterprises.
- Danda, A.K. and Dipali Danda (eds). 2010. *Anthropology in India: Current Epistemology and Future Challenges*. Jhargram: INCAA.
- Dube, S.C. 1992. *Indian Society*. New Delhi: National Book Trust.
- Dumont, L. 1980. *Homo Hierarchicus*. University of Chicago Press.
- Guha, B.S. 1931. The racial attributes of people of India. In: *Census of India 1931*, vol I, Part III.
- Guha, B.S. 1931. The racial attributes of people of India. In: *Census of India 1931*, vol I, Part III.
- Haddon, A.C. 1929. *Races of Man*. London: Cambridge University.
- Hasnain, Nadeem. 1991. *Readings in Indian Anthropology*. New Delhi: Harnam Publications.
- Kapoor, A.K. 1992. *Genetic Diversity among Himalayan Human Populations*. Jammu: Vinod Publishers.
- Karve, I. 1961. *Hindu Society: An Interpretation*. Poona: Deccan College.
- Lopez, D.S. 1995. *Religions of India in Practice*. Princeton University Press.
- Majumdar, DN. 1901. *Races and Culture of India*. Bombay: Asia Publishing House.
- Malhotra, K.C. 1978. Morphological Composition of people of India. *J. Human Evolution*.
- Nicholas, D. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press.
- Trautmann, T.R. 2011. *India: Brief history of Civilization*. Delhi: Oxford University Press.
- Vidyarthi, L.P and Rai, B.K. 1976. *The tribal culture of India*. Delhi: Concept Publishing Co.

SHSS/ANTH-DSE-2B: Anthropology of India (Practical)
[2 Credits (30 Hours)]

1. Identify various traits/variables which can be used in racial classification and comment on their relevance.
2. Review a book on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
3. Explore the biological diversity of any population group considering a minimum of five genetic traits from secondary sources.
4. Highlight the contributions of any one Indian anthropologist.

Learning Outcomes

1. From the practical component they will learn about diversities in Indian society on the basis of biological and cultural traits.

SHSS/ANTH-FV: Field Visit
[4 Credits (60 Hours)]

- Students are required to visit for Anthropological Fieldwork in any tribal or rural area as decided by the Department.
- Fieldwork duration shall be of maximum 7 days with the population to be studied.
- Students shall submit day-wise activity report to the Teacher in-charge of the Fieldwork.
- Teacher in-charge shall coordinate with Institutes/Colleges/Universities/Research institutes etc in location where fieldwork is being planned for academic interaction.
- One teacher with one non-teaching staff shall accompany the students during fieldwork.

Learning Outcomes

1. The students will learn about how to do fieldwork.
2. They will learn about 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.

Suggested Readings

- Bernard, H.R. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications
- Srivastava, V.K. 2005. *Methodology and Fieldwork*. OUP, India.
- Sahay, Vijay S. 2020. *Experiencing Anthropology in the Nicobar Archipelago*. Routledge India.
- O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
- Patnaik, S.M. 2011. *Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua*. Jaipur: Rawat Publications.
- Pelto, P.J. and Pelto, G.H. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
- Sarantakos, S. 1998. *Social Research*. London: Macmillan Press.

Web References:

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<https://vidyamitra.inflibnet.ac.in/>
<http://egyankosh.ac.in/>
<https://swayam.gov.in/>

B.Sc./B.A. Fourth Year, U.G. with Honours (VII Semester)

DSC-MJ-11T: Biological Anthropology [3 Credits (45 Hours)]

Unit I: Biological/Physical Anthropology: Meaning and Scope. Difference in the Approaches of Modern and Traditional Biological Anthropology with Emphasis on Human Evolution. The Rise of Evolutionary Biology: Meaning of Evolution, A Short History of Evolutionary Biology: Evolution before Darwin, Charles Darwin and Natural Selection, The Modern Synthesis.

Unit II: Mechanism (forces) of Evolution: Natural Selection, Genetic Drift, Gene Flow, Mutation, Non-random Mating; Evidence of Evolution: Fossil Record, Comparative Anatomy, Embryology, Biogeography, Molecular Biology.

Unit III: Processes of Evolution: Speciation, Adaptation, Convergent Evolution, Divergent Evolution, Coevolution; Levels of Evolutionary Study: Microevolution, Macroevolution, Developmental Biology, Population Genetics, Phylogenetics

Learning Outcomes

1. After studying the course students will be able to differentiate between old and new physical anthropology and the concept of biological anthropology applied in new physical anthropology.
2. Students will learn the historical development of anthropological thoughts from beginning to modern times.
3. Students will get complete understanding of evolution applied in modern biology, its mechanism, process, evidences and levels of evolutionary study.

DSC-MJ-11P: Biological Anthropology (Practical) [1 Credits (15 Hours)]

Somatometry: Somatometric measurement of head, measurements of body height, breadth and girth, measurements of limbs

Somatoscopy: Somatoscopic observations of human bodies.

Craniometry: Craniometric measurements of human skull.

Osteology: Osteological description of human skeleton.

Learning Outcomes

1. From the practical component, students will learn the measurement techniques used in physical anthropology.
2. They will be able to measure different physical dimensions of a person. Also, they will learn physical differences by observing somatoscopic features of human body.

Suggested Readings

- Mark Ridley. Evolution. Blackwell Publishing.
- Greg Downey. Becoming Human: How Evolution Made Us, Enculture Press
- Craig Stanford, John S. Allen, Susan C. Anton. Exploring Biological Anthropology: The Essentials. Pearson.
- Robert Jurmain, Lynn Kilgore, Wenda Trevathan, Eric J. Bartelink. Essentials of Physical Anthropology. Cengage Learning.
- Roger Lewin. Human Evolution: An Illustrated Introduction. Blackwell Publishing.
- Carol R. Ember, Melvin Ember and Jean Stein. Anthropology. Pearson
- Philippe Huneman and Denis M. Walsh. Challenging the Modern Synthesis: Adaptation, Development and Inheritance, Oxford University Press.

DSC-MJ-12: Social-cultural Anthropology
[4 Credits (60 Hours)]

Unit I: Meaning of social and cultural anthropology; nature of the domain of social and cultural anthropology; Relationship of social-cultural anthropology with history, economics, psychology, linguistic, political science & sociology.

Unit II: Define & distinguish: Material & Non-material Culture, Ethnocentrism & Cultural Relativism, Etic and Emic Perspectives; Social Change: meaning, factors of social change, theories of social change.

Unit III: Approaches to the study of Indian society, culture and civilization: Indological, Anthropological and Historical; Indian Caste System; Social Groups-primary, secondary and tertiary; Communities-rural and urban.

Unit IV: Social Organization of Jaunsaris/Tharus/Bhotias/Buxsas/Rajis (One from the tribes of Uttarakhand).

Learning Outcomes

1. The students will learn about the meaning, nature and domain of Social-Cultural Anthropology and its relationship with other disciplines.
2. They will learn about concepts of material and non-material culture, different factors of social changes.
3. They will learn about different approaches to study the Indian society, culture, and civilization.
4. They will also learn about the concept of culture, Indian Caste system and its different attributes and characteristics.
5. They will understand the social organization of tribes of Uttarakhand.

Suggested Readings

- Barnard, A. 2000. *History and Theory in Anthropology*. Cambridge: Cambridge University.
- McGee R.J. and Warms R.L. 1996. *Anthropological Theories: An Introductory History*.
- Upadhyay, V.S & Gaya Pandey. 1993. *History of Anthropological Thought*. New Delhi: Concept Pub Co.
- Harris, Marvin. 1968. *The Rise of Anthropological Theory: A History of Theories of Culture*. London: Routledge and Kegan Paul.
- Moore M. and Sanders T. 2006. *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing.
- Applebaum H.A. 1987. *Perspectives in Cultural Anthropology*. Albany: State University of New York.
- Sarana, Gopala. 2008. *Explorations in Method and Theory in Anthropology*. Rawat Publications. Jaipur.
- Bayly, S. 2001. *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: University Press.
- Beteille, A. 1991. *Society and Politics in India*. Delhi: Oxford University Press.
- Bose, N.K. 1961. *The Structure of Hindu Society*. Delhi: Orient Longman.
- Cohn, B. 1971. *India: The Social Anthropology of a Civilization*. London: Prentice-Hall.
- Dash, C. 2006. *Social Ecology and Demographic Structure of Bhotias: Narratives and Discourses*. New Delhi: Concept Publishing Company.
- Dharmshaktu, H. 2018. *Dev-Bhoomi: Where I Belong*. India: Notionpress.com.
- Dube S.C. 1992. *Indian Society*. National Book Trust, India: New Delhi.
- Dumont, L. 1976. *Homo Hierarchicus*. Delhi: Vikas Publishing House.
- Evans-Pritchard, E.E. 1940. *Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Pantianos Classics.
- Gupta, Dipankar (ed): *Social Stratification*. Delhi: Oxford University Press.
- Hasan, Amir. 1979. *The Buxas of the Tarai*. Delhi: B.R. Publishing Corporation.
- Inden, R. 1980. *Imagining India*. Oxford: Basil Blackwell.
- Kalla AK. 1994. *Ethnology of India*. Munshiram Manoharlal Publishers. New Delhi.
- Karve, Irawati. 1961. *Hindu Society: An Interpretation*. Poona: Deccan College.
- Mandelbaum, D.G., 1970. *Society in India: Changes and Continuities*. Bombay: Popular Prakashan.
- Mandelbaum, D. G. 1972. *Society in India*, 2 Vols. Bombay: Popular Prakashan.
- Majumdar, D.N. 1960. *Himalayan Polyandry-structure, functioning and culture change-a field-study of Jaunsar-Bawar*. Delhi: Asis Publishing House.
- Nicholas D. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton Un Press.

- Shah, G. (ed). 2004. *Caste and Democratic Politics in India*. Delhi: Orient Blackswan.
- Srinivas, M.N. 2002. *Collected Essays: M.N. Srinivas*. Delhi: Oxford University Press.
- Xaxa, V. 2008. *State, Society and Tribes: Issues in Post-colonial India*. Delhi: Pearson Longman.
- Srivastava, S.K. 2011. *The Tharus- A Study in Culture Dynamics*. Kala Prakashan.

DSC-MJ-13T: Archaeological Anthropology [3 Credits (45 Hours)]

Unit-I: Introduction to archaeological anthropology. Definition, Scope and relationship with other allied branches.

Unit-II: Dating methods: Principles of Archaeology-Stratigraphy, Typology and Technology, Associated finds and State of Preservation.

Unit-III: Geological Time-Scale, Archaeological Sites, Relative and Chronometric dating. Tool typology and salient features of Lower, Middle and Upper Palaeolithic culture. Neolithic Culture of India.

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.
3. Get an overview of the changing environments of the Quaternary and its impact on humans.
4. They will also learn about geological timescale and cultural expressions of each epoch.
5. Students shall be familiarized with the basic framework of European and Indian Palaeolithic, Mesolithic, Neolithic Culture.

Suggested Readings

- Allchin, B and R. Allchin. 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: SBS.
- Bhattacharya D.K. 1972. *Prehistoric Archaeology*. New Delhi: Hindustan Publishing Corporation.
- Bhattacharya D.K. 1979. *Old Stone Age Tools and Techniques*. Calcutta: K.P. Bagchi Company.
- Bhattacharya, D. K. 2017. *An Outline of Indian Prehistory*. New Delhi: Palaka Prakashan.
- 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 Prakashan, Delhi.
- Champion et al. 1984. *Prehistoric Europe*. New York: Academic Press.
- Gaur, R. 1987. *Environment and Ecology of Early Man in Northwest India*. Delhi: Renaissance Publishers.
- 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 Books Syndicate.

DSC-MJ-13P: Archaeological Anthropology (Practical) [1 Credits (15 Hours)]

1. Identification and techniques of Stone Age technology.
2. Instruments used in excavation.
3. Study and understanding of tool types of: Lower Palaeolithic Culture, Middle Palaeolithic Culture, Upper Palaeolithic Culture, Mesolithic Culture, Neolithic Culture

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.

DSC-MJ-14T: 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.

DSC-MJ-14P: 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>

DSE-MJ-05: Human Population Genetics [4 Credits (60 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: Blackwell Scientific Publications.
- Snustad, Peter and M.J. Simmons. 2006. Principles of Genetics. John Wiley and Sons.

DSE-MJ-06: Tribal Cultures of India
[4 Credits (60 Hours)]

Unit I: Concepts of tribe and debates centering around the various concepts of tribe, general and specific characteristics of tribes, tribes in India: antiquity, historical, academic, administrative and anthropological importance, de-notified tribes.

Unit II: Tribe-caste continuum, constitutional safeguard/provisions, regional and linguistic distribution of tribes in India.

Unit III: Classification of tribes based on their economy, occupation and religion, racial elements among the tribes, scheduled and non-scheduled categories of tribes.

Unit IV: Forest policies and tribes, migration and occupational shift, tribal arts and aesthetics, displacement, rehabilitation and social change, globalization among Indian tribes.

Learning Outcomes

1. The students will learn about various concepts of tribes and the importance of studying them.
2. They will learn about the difficulties of differentiating between tribe and caste in India.
3. They will learn about different constitutional provisions and safeguards for tribe in India.
4. They will learn about classification of tribes based on religion, economy, occupation, race, linguistic etc.
5. They will also learn about the forest policies, migration, arts, problem of displacement and rehabilitation among tribes.

Suggested Readings

- Behera, D.K. and Georg Pfeffer. *Contemporary Society Tribal Studies*, Volume I to VII. New Delhi: Concept Publishing Company.
- Georg Pfeffer. *Hunters, Tribes and Peasant: Cultural Crisis and Comparison*. Bhubaneswar: Niswas.
- Vidyarthi, L.P. and B.K. Rai. *Applied Anthropology in India*.
- Vidyarthi, L.P. and B.N. Sahay. *Applied Anthropology and Development in India*. New Delhi: National Publishing House.

MD-MN-05T: 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.

MD-MN-05P: Human Biological Variation and Adaptation (Practical)
[1 Credits (15 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.
2. Students will understand the concept of race and racism and will be able to differentiate between biological and social concept of race.
2. Students will be able to understand the genetic causes of variation.

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.

B.Sc./B.A. Fourth Year, U.G. with Honours (VIII Semester)

DSC-MJ-15T: 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. Principles 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

DSC-MJ-15P: Prehistoric Archaeology (Practical) [1 Credits (15 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.

DSC-MJ-16T: 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.

DSC-MJ-16P: Human Biological Variation and Adaptation (Practical)
[1 Credits (15 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.

DSC-MJ-17: Research Methodology
[4 Credits (60 Hours)]

Unit I: Nature of Social Science; Relationship of Social Sciences with Natural/Physical and Humanities; Problem of Subjectivity, Objectivity and Reflexivity in Anthropological Research; Research Ethics.

Unit II: Field Work Tradition in Anthropology; Approaches: Emic-Etic, Macro-Micro Methods: Ethnography, Comparative Method, Participant Observation, Genealogical Method, Case Study and Survey. Doing ethnographic Fieldwork: Fieldwork Identity; Rapport and Relations; Representation and Emotions; Ethical issues; Reflexivity and Ethnographic Writing.

Unit III: Research Design: Review of Literature, Statement of the Research Problem; Objectives, Hypotheses, Research Questions, Conceptual Model, Types of Research Design.

Unit IV: Techniques of Data Collection: (a) Primary Sources: Observation, Interview, Key Informants, Schedule and Questionnaire, Life History, Focus Group Discussion, Scaling Techniques, (b) Secondary Sources: Census, National Sample Survey, Documents and Records, Maps, National and International Reports (UNDP, World Bank, UNICEF, etc.); Archaeological Methods – Exploration, Excavation and Documentation.

Unit V: Statistical Methods and Research Report: Sampling, Classification and Tabulation of Data, Variables, Measures of Central Tendency and Dispersion; Hypothesis Testing Statistics: t-Test and χ^2 Test; Different Types of Reports. Preparation of Anthropological Research Report.

Learning Outcomes:

1. Students will learn Understand the foundational concepts of research design, including formulation of research problems, questions, strategies, and data handling methods.
2. Students will gain familiarity with anthropological fieldwork traditions and methodological approaches including ethnography, participant observation, and comparative methods.
3. They will learn develop the ability to construct a comprehensive research design, including literature review, problem statement, objectives, hypotheses, and conceptual framework.
4. Students will acquire proficiency in diverse techniques of data collection from both primary and secondary sources, including archaeological methods.
5. Apply statistical tools for data analysis and develop skills in writing structured anthropological research reports.
6. Engage critically with the practice of ethnographic fieldwork, focusing on identity, ethics, reflexivity, and representation.

Suggested Readings

- H. Russell Bernard, Research Methods in Anthropology: Qualitative and Quantitative Approach, Altamira Press, 2006.
- H. Russell Bernard, Handbook of Methods in Cultural Anthropology, Altamira Press, 1998, 2nd ed. 2014.
- Michael Crotty, The Foundations of Social Research: Meaning and Perspective in Social Process, Allen & Unwin, 1st ed 1998.
- Norman Blaikie, Approaches to Social Enquiry, Polity Press, 1st ed 1993, 2007.
- Norman Blaikie, Designing Social Research: The Logic of Anticipation, Polity, 1st ed. 2000, 2nd ed. 2010, 2019.
- Norman Blaikie, Analyzing Quantitative Data: From Description to Explanation, 2003, Sage
- Norman Blaikie, Social Research: Paradigms in Action, Polity, 2017.
- David Baronov, Conceptual Foundations of Social Research Methods, Paradigm Publishers, 2004
- C.R. Kothari, Research Methodology: Methods and Techniques, New Age, 2nd ed. 2004
- W. Lawrence Neuman, Social Research Methods, Qualitative and Quantitative Approach, Pearson, 2nd ed. 2014
- Bernard, H. R. 1988. Research Methods in Cultural Anthropology. London: Sage Publications.
- Cohen, L. 1963. Statistical Methods of Social Scientists: An Introduction. New Delhi: Prentice - Hall of India (p) Ltd.
- Danda, A. Research Methodology in Anthropology. Inter-India New Delhi
- Goode, J. and Hatt, P. K. 1962. Methods in Social Research, New York: Mc Graw Hill Book Company.
- Kothari, C. R. 1997. Research Methods: Methods and Techniques. Delhi: Wishwa Prakashan.
- Madge, J. 1952. Tools of Social Science. New York: Free Press of Glencoe.
- Royal Anthropological Institute. 1967. Notes and Queries on Anthropology. London: Routledge and began Paul.
- Sundar Rao, P. S. S. and Richard, J. 1996. An Introduction to Biostatistics. New Delhi: Prentice-Hall of India.
- Thomas, D. H. 1976. Figuring Anthropology: First Principles of Probability and Statistics. New York: Holt, Rinehart and Winston.
- Werner, O. and Schoepfle. G. M. 1987. Systematic Field Work (Vo1.1) Foundations of Ethnography and Interviewing. Newbury Park: C.A. Sage Publications.

DSC-MJ-18: Dissertation
[4 Credits (60 Hours)]

- Students are required to visit for Anthropological Fieldwork in any tribal or rural area as decided by the Department.
- Fieldwork duration shall be of maximum 7 days with the population to be studied.
- Students shall submit day-wise activity report to the Teacher in-charge of the Fieldwork.
- Teacher in-charge shall coordinate with Institutes/Colleges/Universities/Research institutes etc in location where fieldwork is being planned for academic interaction.
- One teacher with one non-teaching staff shall accompany the students during fieldwork.

Learning Outcomes

1. The students will learn about how to do fieldwork.
2. They will learn about 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.

Suggested Readings

- Bernard, H.R. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications
- Srivastava, V.K. 2005. *Methodology and Fieldwork*. OUP, India.
- Sahay, Vijay S. 2020. *Experiencing Anthropology in the Nicobar Archipelago*. Routledge India.
- O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
- Patnaik, S.M. 2011. *Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua*. Jaipur: Rawat Publications.
- Pelto, P.J. and Pelto, G.H. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
- Sarantakos, S. 1998. *Social Research*. London: Macmillan Press.

Web References:

<https://ocw.mit.edu>
<https://vidyamitra.inflibnet.ac.in/>
<http://egyankosh.ac.in/>
<https://swayam.gov.in/>

DSE-MJ-07T: Demographic Anthropology
[3 Credits (45 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 III: 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.

DSE-MJ-08T: Ecological Anthropology **[3 Credits (45 Hours)]**

Unit-I: Ecological Anthropology: definition and approach; aims and objectives; key terms and concepts used; the distinctive interdisciplinary nature of ecological anthropology.

Unit-II: Historical background and development: Environmental Determinism, Possibilism, Cultural Ecology, Ecological Anthropology, Cultural Materialism, Behavioral Ecology, Global and Political Ecology, Human Ecology and Biocultural Approach.

Unit-III: Culture as adaptive mechanism, hunting and gathering, the origin of food production, agricultural domestication, horticulture, pastoralism, intensive agriculture. Current issues and problems.

Learning Outcomes

1. Students will learn fundamental concepts of ecological anthropology.
2. Students will learn different historical phases of development of ecological thought in anthropology.
3. Students will learn ethnographical application of ecological approach.

DSE-MJ-08P: Ecological Anthropology (Practical) **[1 Credits (15 Hours)]**

Students will undertake an in-depth study of a local community to gain insights into their livelihood patterns and adaptive practices. This exploration will focus on the intricate relationship between the community's lifestyle and the utilization of local environmental resources, examined through an ecological lens. The objective is to understand how the community adapts to and interacts with its environment, emphasizing sustainable practices and resource management. Upon completion of their research, students will compile their findings into a detailed report, which will be submitted to the department.

Learning Outcomes

1. Students will develop a comprehensive understanding of local community dynamics, focusing on livelihood patterns and adaptive practices. They will gain insights into the sustainable use of environmental resources, examining the ecological interactions within the community.
2. The research and report-writing process will enhance students' analytical, observational, and reporting skills, preparing them for future ecological studies and community-based research projects.

Suggested Readings

- Mark Q. Sutton and E. N. Anderson. Introduction to Cultural Ecology, Altamira Press.
- H. Schutkowski. Human Ecology: Biocultural Adaptations in Human Communities, Springer.
- Roberto Frisancho, Human Adaptation
- Bennet, John, The Ecological Transition: Cultural Anthropology and Human Adaption, Pergamon Press Inc.
- Changnon & Irons, Evolutionary Biology and Human Social Behavior
- Cohen, M., Nathan, The Food Crisis in Pre-history: Over Population and the Origins of Agriculture
- Eidt, R.C., Man, Culture and Settlement
- Gadgil & Guha, This Fissured Land : An Ecological History of India. OUP
- Hardesty. Donald, Ecological Anthropology, John Wiley and Sons. India Oxford University Press.
- Moran, E.F. Human, Adaptability: An Introduction to Ecological Anthropology

- Netting, R.M. The Ecological Approach in Cultural Study
- Odum, H.T. Environment, Power and Society
- Odum, Eugene, Fundamentals of Ecology

MD-MN-06T: 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.

MD-MN-06P: Medical Anthropology (Practical)
[1 Credit (15 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.

DSC-MJ-11T: Biological Anthropology
[3 Credits (45 Hours)]

Unit I: Biological/Physical Anthropology: Meaning and Scope. Difference in the Approaches of Modern and Traditional Biological Anthropology with Emphasis on Human Evolution. The Rise of Evolutionary Biology: Meaning of Evolution, A Short History of Evolutionary Biology: Evolution before Darwin, Charles Darwinian and Natural Selection, The Modern Synthesis.

Unit II: Mechanism (forces) of Evolution: Natural Selection, Genetic Drift, Gene Flow, Mutation, Non-random Mating; Evidence of Evolution: Fossil Record, Comparative Anatomy, Embryology, Biogeography, Molecular Biology.

Unit III: Processes of Evolution: Speciation, Adaptation, Convergent Evolution, Divergent Evolution, Coevolution; Levels of Evolutionary Study: Microevolution, Macroevolution, Developmental Biology, Population Genetics, Phylogenetics

Learning Outcomes

1. After studying the course students will be able to differentiate between old and new physical anthropology and the concept of biological anthropology applied in new physical anthropology.
2. Students will learn the historical development of anthropological thoughts from beginning to modern times.
3. Students will get complete understanding of evolution applied in modern biology, its mechanism, process, evidences and levels of evolutionary study.

DSC-MJ-11P: Biological Anthropology (Practical)
[1 Credits (15 Hours)]

Somatometry: Somatometric measurement of head, measurements of body height, breadth and girth, measurements of limbs

Somatoscopy: Somatoscopic observations of human bodies.

Craniometry: Craniometric measurements of human skull.

Osteology: Osteological description of human skeleton.

Learning Outcomes

1. From the practical component, students will learn the measurement techniques used in physical anthropology.
2. They will be able to measure different physical dimensions of a person. Also, they will learn physical differences by observing somatoscopic features of human body.

Suggested Readings

- Mark Ridley. Evolution. Blackwell Publishing.
- Greg Downey. Becoming Human: How Evolution Made Us, Enculture Press
- Craig Stanford, John S. Allen, Susan C. Anton. Exploring Biological Anthropology: The Essentials. Pearson.
- Robert Jurmain, Lynn Kilgore, Wenda Trevathan, Eric J. Bartelink. Essentials of Physical Anthropology. Cengage Learning.
- Roger Lewin. Human Evolution: An Illustrated Introduction. Blackwell Publishing.
- Carol R. Ember, Melvin Ember and Jean Stein. Anthropology. Pearson
- Philippe Huneman and Denis M. Walsh. Challenging the Modern Synthesis: Adaptation, Development and Inheritance, Oxford University Press.

DSC-MJ-12: Social-cultural Anthropology
[4 Credits (60 Hours)]

Unit I: Meaning of social and cultural anthropology; nature of the domain of social and cultural anthropology; Relationship of social-cultural anthropology with history, economics, psychology, linguistic, political science & sociology.

Unit II: Define & distinguish: Material & Non-material Culture, Ethnocentrism & Cultural Relativism, Etic and Emic Perspectives; Social Change: meaning, factors of social change, theories of social change.

Unit III: Approaches to the study of Indian society, culture and civilization: Indological, Anthropological and Historical; Indian Caste System; Social Groups-primary, secondary and tertiary; Communities-rural and urban.

Unit IV: Social Organization of Jaunsaris/Tharus/Bhotias/Buxsas/Rajis (One from the tribes of Uttarakhand).

Learning Outcomes

1. The students will learn about the meaning, nature and domain of Social-Cultural Anthropology and its relationship with other disciplines.
2. They will learn about concepts of material and non-material culture, different factors of social changes.
3. They will learn about different approaches to study the Indian society, culture, and civilization.
4. They will also learn about the concept of culture, Indian Caste system and its different attributes and characteristics.
5. They will understand the social organization of tribes of Uttarakhand.

Suggested Readings

- Barnard, A. 2000. *History and Theory in Anthropology*. Cambridge: Cambridge University.
- McGee R.J. and Warms R.L. 1996. *Anthropological Theories: An Introductory History*.
- Upadhyay, V.S & Gaya Pandey. 1993. *History of Anthropological Thought*. New Delhi: Concept Pub Co.
- Harris, Marvin. 1968. *The Rise of Anthropological Theory: A History of Theories of Culture*. London: Routledge and Kegan Paul.
- Moore M. and Sanders T. 2006. *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing.
- Applebaum H.A. 1987. *Perspectives in Cultural Anthropology*. Albany: State University of New York.
- Sarana, Gopala. 2008. *Explorations in Method and Theory in Anthropology*. Rawat Publications. Jaipur.
- Bayly, S. 2001. *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: University Press.
- Beteille, A. 1991. *Society and Politics in India*. Delhi: Oxford University Press.
- Bose, N.K. 1961. *The Structure of Hindu Society*. Delhi: Orient Longman.
- Cohn, B. 1971. *India: The Social Anthropology of a Civilization*. London: Prentice-Hall.
- Dash, C. 2006. *Social Ecology and Demographic Structure of Bhotias: Narratives and Discourses*. New Delhi: Concept Publishing Company.
- Dharmshaktu, H. 2018. *Dev-Bhoomi: Where I Belong*. India: Notionpress.com.
- Dube S.C. 1992. *Indian Society*. National Book Trust, India: New Delhi.
- Dumont, L. 1976. *Homo Hierarchicus*. Delhi: Vikas Publishing House.
- Evans-Pritchard, E.E. 1940. *Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Pantianos Classics.
- Gupta, Dipankar (ed): *Social Stratification*. Delhi: Oxford University Press.
- Hasan, Amir. 1979. *The Buxas of the Tarai*. Delhi: B.R. Publishing Corporation.
- Inden, R. 1980. *Imagining India*. Oxford: Basil Blackwell.
- Kalla AK. 1994. *Ethnology of India*. Munshiram Manoharlal Publishers. New Delhi.
- Karve, Irawati. 1961. *Hindu Society: An Interpretation*. Poona: Deccan College.
- Mandelbaum, D.G., 1970. *Society in India: Changes and Continuities*. Bombay: Popular Prakashan.
- Mandelbaum, D. G. 1972. *Society in India*, 2 Vols. Bombay: Popular Prakashan.
- Majumdar, D.N. 1960. *Himalayan Polyandry-structure, functioning and culture change-a field-study of Jaunsar-Bawar*. Delhi: Asis Publishing House.
- Nicholas D. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton Un Press.

- Shah, G. (ed). 2004. *Caste and Democratic Politics in India*. Delhi: Orient Blackswan.
- Srinivas, M.N. 2002. *Collected Essays: M.N. Srinivas*. Delhi: Oxford University Press.
- Xaxa, V. 2008. *State, Society and Tribes: Issues in Post-colonial India*. Delhi: Pearson Longman.
- Srivastava, S.K. 2011. *The Tharus- A Study in Culture Dynamics*. Kala Prakashan.

DSC-MJ-13T: Archaeological Anthropology [3 Credits (45 Hours)]

Unit-I: Introduction to archaeological anthropology. Definition, Scope and relationship with other allied branches.

Unit-II: Dating methods: Principles of Archaeology-Stratigraphy, Typology and Technology, Associated finds and State of Preservation.

Unit-III: Geological Time-Scale, Archaeological Sites, Relative and Chronometric dating. Tool typology and salient features of Lower, Middle and Upper Palaeolithic culture. Neolithic Culture of India.

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.
3. Get an overview of the changing environments of the Quaternary and its impact on humans.
4. They will also learn about geological timescale and cultural expressions of each epoch.
5. Students shall be familiarized with the basic framework of European and Indian Palaeolithic, Mesolithic, Neolithic Culture.

Suggested Readings

- Allchin, B and R. Allchin. 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: SBS.
- Bhattacharya D.K. 1972. *Prehistoric Archaeology*. New Delhi: Hindustan Publishing Corporation.
- Bhattacharya D.K. 1979. *Old Stone Age Tools and Techniques*. Calcutta: K.P. Bagchi Company.
- Bhattacharya, D. K. 2017. *An Outline of Indian Prehistory*. New Delhi: Palaka Prakashan.
- 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 Prakashan, Delhi.
- Champion et al. 1984. *Prehistoric Europe*. New York: Academic Press.
- Gaur, R. 1987. *Environment and Ecology of Early Man in Northwest India*. Delhi: Renaissance Publishers.
- 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 Books Syndicate.

DSC-MJ-13P: Archaeological Anthropology (Practical) [1 Credits (15 Hours)]

1. Identification and techniques of Stone Age technology.
2. Instruments used in excavation.
3. Study and understanding of tool types of: Lower Palaeolithic Culture, Middle Palaeolithic Culture, Upper Palaeolithic Culture, Mesolithic Culture, Neolithic Culture

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.

DSC-MJ-14T: 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.

DSC-MJ-14P: 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>

DSE-MJ-05: Human Population Genetics [4 Credits (60 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: Blackwell Scientific Publications.
- Snustad, Peter and M.J. Simmons. 2006. Principles of Genetics. John Wiley and Sons.

DSE-MJ-06: Tribal Cultures of India
[4 Credits (60 Hours)]

Unit I: Concepts of tribe and debates centering around the various concepts of tribe, general and specific characteristics of tribes, tribes in India: antiquity, historical, academic, administrative and anthropological importance, de-notified tribes.

Unit II: Tribe-caste continuum, constitutional safeguard/provisions, regional and linguistic distribution of tribes in India.

Unit III: Classification of tribes based on their economy, occupation and religion, racial elements among the tribes, scheduled and non-scheduled categories of tribes.

Unit IV: Forest policies and tribes, migration and occupational shift, tribal arts and aesthetics, displacement, rehabilitation and social change, globalization among Indian tribes.

Learning Outcomes

1. The students will learn about various concepts of tribes and the importance of studying them.
2. They will learn about the difficulties of differentiating between tribe and caste in India.
3. They will learn about different constitutional provisions and safeguards for tribe in India.
4. They will learn about classification of tribes based on religion, economy, occupation, race, linguistic etc.
5. They will also learn about the forest policies, migration, arts, problem of displacement and rehabilitation among tribes.

Suggested Readings

- Behera, D.K. and Georg Pfeffer. *Contemporary Society Tribal Studies*, Volume I to VII. New Delhi: Concept Publishing Company.
- Georg Pfeffer. *Hunters, Tribes and Peasant: Cultural Crisis and Comparison*. Bhubaneswar: Niswas.
- Vidyarthi, L.P. and B.K. Rai. *Applied Anthropology in India*.
- Vidyarthi, L.P. and B.N. Sahay. *Applied Anthropology and Development in India*. New Delhi: National Publishing House.

MD-MN-05T: 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.

MD-MN-05P: Human Biological Variation and Adaptation (Practical)
[1 Credits (15 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.
2. Students will understand the concept of race and racism and will be able to differentiate between biological and social concept of race.
2. Students will be able to understand the genetic causes of variation.

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.

**DSC-MJ-17: Research Methodology
[4 Credits (60 Hours)]**

Unit I: Nature of Social Science; Relationship of Social Sciences with Natural/Physical and Humanities; Problem of Subjectivity, Objectivity and Reflexivity in Anthropological Research; Research Ethics.

Unit II: Field Work Tradition in Anthropology; Approaches: Emic-Etic, Macro-Micro Methods: Ethnography, Comparative Method, Participant Observation, Genealogical Method, Case Study and Survey. Doing ethnographic Fieldwork: Fieldwork Identity; Rapport and Relations; Representation and Emotions; Ethical issues; Reflexivity and Ethnographic Writing.

Unit III: Research Design: Review of Literature, Statement of the Research Problem; Objectives, Hypotheses, Research Questions, Conceptual Model, Types of Research Design.

Unit IV: Techniques of Data Collection: (a) Primary Sources: Observation, Interview, Key Informants, Schedule and Questionnaire, Life History, Focus Group Discussion, Scaling Techniques, (b) Secondary Sources: Census, National Sample Survey, Documents and Records, Maps, National and International Reports (UNDP, World Bank, UNICEF, etc.); Archaeological Methods – Exploration, Excavation and Documentation.

Unit V: Statistical Methods and Research Report: Sampling, Classification and Tabulation of Data, Variables, Measures of Central Tendency and Dispersion; Hypothesis Testing Statistics: t-Test and χ^2 Test; Different Types of Reports. Preparation of Anthropological Research Report.

Learning Outcomes:

1. Students will learn Understand the foundational concepts of research design, including formulation of research problems, questions, strategies, and data handling methods.
2. Students will gain familiarity with anthropological fieldwork traditions and methodological approaches including ethnography, participant observation, and comparative methods.
3. They will learn develop the ability to construct a comprehensive research design, including literature review, problem statement, objectives, hypotheses, and conceptual framework.
4. Students will acquire proficiency in diverse techniques of data collection from both primary and secondary sources, including archaeological methods.
5. Apply statistical tools for data analysis and develop skills in writing structured anthropological research reports.
6. Engage critically with the practice of ethnographic fieldwork, focusing on identity, ethics, reflexivity, and representation.

Suggested Readings

- H. Russell Bernard, Research Methods in Anthropology: Qualitative and Quantitative Approach, Altamira Press, 2006.
- H. Russell Bernard, Handbook of Methods in Cultural Anthropology, Altamira Press, 1998, 2nd ed. 2014.
- Michael Crotty, The Foundations of Social Research: Meaning and Perspective in Social Process, Allen & Unwin, 1st ed 1998.
- Norman Blaikie, Approaches to Social Enquiry, Polity Press, 1st ed 1993, 2007.
- Norman Blaikie, Designing Social Research: The Logic of Anticipation, Polity, 1st ed. 2000, 2nd ed. 2010, 2019.
- Norman Blaikie, Analyzing Quantitative Data: From Description to Explanation, 2003, Sage
- Norman Blaikie, Social Research: Paradigms in Action, Polity, 2017.
- David Baronov, Conceptual Foundations of Social Research Methods, Paradigm Publishers, 2004
- C.R. Kothari, Research Methodology: Methods and Techniques, New Age, 2nd ed. 2004
- W. Lawrence Neuman, Social Research Methods, Qualitative and Quantitative Approach, Pearson, 2nd ed. 2014
- Bernard, H. R. 1988. Research Methods in Cultural Anthropology. London: Sage Publications.
- Cohen, L. 1963. Statistical Methods of Social Scientists: An Introduction. New Delhi: Prentice - Hall of India (p) Ltd.

- Danda, A. Research Methodology in Anthropology. Inter-India New Delhi
- Goode, J. and Hatt, P. K. 1962. Methods in Social Research, New York: Mc Graw Hill Book Company.
- Kothari, C. R. 1997. Research Methods: Methods and Techniques. Delhi: Wishwa Prakashan.
- Madge, J. 1952. Tools of Social Science. New York: Free Press of Glencoe.
- Royal Anthropological Institute. 1967. Notes and Queries on Anthropology. London: Routledge and began Paul.
- Sundar Rao, P. S. S. and Richard, J. 1996. An Introduction to Biostatistics. New Delhi: Prentice-Hall of India.
- Thomas, D. H. 1976. Figuring Anthropology: First Principles of Probability and Statistics. New York: Holt, Rinehart and Winston.
- Werner, O. and Schoepfle. G. M. 1987. Systematic Field Work (Vo1.1) Foundations of Ethnography and Interviewing. Newbury Park: C.A. Sage Publications.

DSE-MJ-07T: Demographic Anthropology **[3 Credits (45 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 III: 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.

DSE-MJ-08T: Ecological Anthropology **[3 Credits (45 Hours)]**

Unit-I: Ecological Anthropology: definition and approach; aims and objectives; key terms and concepts used; the distinctive interdisciplinary nature of ecological anthropology.

Unit-II: Historical background and development: Environmental Determinism, Possibilism, Cultural Ecology, Ecological Anthropology, Cultural Materialism, Behavioral Ecology, Global and Political Ecology, Human Ecology and Biocultural Approach.

Unit-III: Culture as adaptive mechanism, hunting and gathering, the origin of food production, agricultural domestication, horticulture, pastoralism, intensive agriculture. Current issues and problems.

Learning Outcomes

1. Students will learn fundamental concepts of ecological anthropology.
2. Students will learn different historical phases of development of ecological thought in anthropology.
3. Students will learn ethnographical application of ecological approach.

DSE-MJ-08P: Ecological Anthropology (Practical)
[1 Credits (15 Hours)]

Students will undertake an in-depth study of a local community to gain insights into their livelihood patterns and adaptive practices. This exploration will focus on the intricate relationship between the community's lifestyle and the utilization of local environmental resources, examined through an ecological lens. The objective is to understand how the community adapts to and interacts with its environment, emphasizing sustainable practices and resource management. Upon completion of their research, students will compile their findings into a detailed report, which will be submitted to the department.

Learning Outcomes

1. Students will develop a comprehensive understanding of local community dynamics, focusing on livelihood patterns and adaptive practices. They will gain insights into the sustainable use of environmental resources, examining the ecological interactions within the community.
2. The research and report-writing process will enhance students' analytical, observational, and reporting skills, preparing them for future ecological studies and community-based research projects.

Suggested Readings

- Mark Q. Sutton and E. N. Anderson. Introduction to Cultural Ecology, Altamira Press.
- H. Schutkowski. Human Ecology: Biocultural Adaptations in Human Communities, Springer.
- Roberto Frisancho, Human Adaptation
- Bennet, John, The Ecological Transition: Cultural Anthropology and Human Adaption, Pergamon Press Inc.
- Changnon & Irons, Evolutionary Biology and Human Social Behavior
- Cohen, M., Nathan, The Food Crisis in Pre-history: Over Population and the Origins of Agriculture
- Eidl, R.C., Man, Culture and Settlement
- Gadgil & Guha, This Fissured Land : An Ecological History of India. OUP
- Hardesty. Donald, Ecological Anthropology, John Wiley and Sons. India Oxford University Press.
- Moran, E.F. Human, Adaptability: An Introduction to Ecological Anthropology
- Netting, R.M. The Ecological Approach in Cultural Study
- Odum, H.T. Environment, Power and Society
- Odum, Eugene, Fundamentals of Ecology

DSC-MJ-19: Dissertation
[12 Credits]

Fieldwork for a minimum period of three weeks 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.

MD-MN-06T: 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.

MD-MN-06P: Medical Anthropology (Practical)
[1 Credit (15 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.