

# UNIVERSITY OF LADAKH



## Department of Anthropology

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Course structure

For

**M.Sc. In Anthropology**

**Session 2023-24**



**DEPARTMENT OF ANTHROPOLOGY  
KARGIL CAMPUS  
UNIVERSITY OF LADAKH  
Email:anthropologykargiluol@gmail.com**

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A meeting of post graduate course, Board of Studies of M.Sc. Anthropology Syllabus and course structure was conducted by an online mode 30/10/2023 2023 at 2:00 PM under the BOS-Chairman of Anthropology. The following members attended the meeting.

**Attendees:**

1. Prof. Kewal Krishan (External Member)
2. Dr. Jaffar Ali Khan (Chairman & Convener)
3. Dr. Diskit Wangmo (Member)
4. Dr. Mohd Ali (Member)
5. Ms. Tsering Chosdon (Member)
6. Ms. Kanika Sharan (Member)

**Agenda: Rectification, approval and Discussion of the course framework and syllabus of M.Sc Anthropology.**

Board of studies meeting was conducted and chaired by Dr. Jaffar Ali Khan. Dr. Mohd Ali Assistant Professor welcomed all the board members. The subject members presented the syllabus to the external board members, who were provided the syllabus a week before and was given, time to review the syllabus. The board discussed the current curriculum and rectified the necessary changes in course structure and syllabus as per equal and proportional marks distribution for each semester as per university credits system and made suggestions for possible improvements. The following suggestions were made:

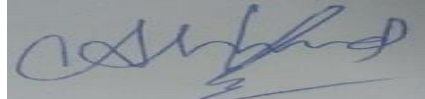
1. The board suggested that the framework of syllabus should be specific, clear and balanced in distribution of topics in every unit.
2. The board made valuable inputs and suggestions on topics that were discussed during the meeting

4. The board also suggested elaborating topics in biological anthropology practical so that it will provide or add over all knowledge of evolution, forensics and clinical importance to the students.
5. Internal board members made the necessary corrections based suggestions made by the external member.

After a detailed meeting and modification of the syllabus as per the suggestions received, the board members agreed to the approved the syllabus of M.Sc. for the session 2023-24 onwards have been unanimously approved and recommended by the external as well as internal members of the BOS.

 Professor Kewal Krishan, Department of Anthropology, Panjab University Chandigarh: External Board Member	 Dr. Jaffar Ali Khan, Assistant Professor ( convener) University of Ladakh, Kargil campus
 Dr. Mohd Ali, Assistant Professor, Department of Anthropology. University of Ladakh, Kargil campus (Member)	 Dr Diskit Wangmo, Assistant Professor, Department of Anthropology, EJM, College, Leh: (Member)
 Ms. Tsering Chosdon, Assistant Professor, Department of Anthropology. University of Ladakh, Kargil campus (Member)	 Ms. Kanika Sharan, Assistant Professor, Department of Anthropology. University of Ladakh, Kargil campus (Member)

**Chairman Board of Studies**



**Dr. Jaffar Ali Khan**  
**Dean arts University of Ladakh**

S.No.	Course Name	Course Code	Credits	Marks	
<b>Semester I</b>					
1	Biological Anthropology	PG-AN-C101	4	100	
2	Social Anthropology	PG-AN-C102	4	100	
3	Archaeological Anthropology	PG-AN-C103	4	100	
4	Tourism Anthropology ( Multidisciplinary)	PG-AN-MD101	2	50	
5	Minor Project Based on Anthropological Field Work	PG-AN-MP101	2	50	
6	Practical (Laboratory + Field Based +Tour)	PG-AN-P101	4	100	
<b>Total</b>			<b>20</b>	<b>500</b>	
<b>Semester II</b>					
1	Palaeoanthropology	PG-AN-C201	4	100	
2	Human Growth, Development & Health.	PG-AN-C202	4	100	
3	Anthropological Thoughts	PG-AN-C203	4	100	
4	Visual Anthropology (Multidisciplinary)	PG-AN-MD201	2	50	
5.	Minor Project Based on Anthropological Field Work	PG-AN-MP201	2	50	
6.	Practical (Laboratory +Field Based + Tour)	PG-AN-P201	4	100	
<b>Total</b>			<b>20</b>	<b>500</b>	
<b>Semester III</b>					
1	Human Ecology And Adaptation	PG-AN-C301	4	100	
2	Tribal India	PG-AN-C302	4	100	
3	Visual Anthropology	PG-AN-C303	4	100	
4	Kinanthropometry ( Multidisciplinary)	PG-AN-MD301	2	50	
5	Minor Project Based on Anthropological Field Work	PG-AN-MP301	2	50	
6	Practical (Laboratory+ Field Based+ Tour)	PG-AN-P301	4	100	
<b>Total</b>			<b>20</b>	<b>500</b>	
<b>Semester IV</b>					
<b>Opt Either Social or Physical as Major</b>					
1	Forensic Anthropology	Physical	PG-AN-C401	4	100
2	Demography And Biostatistics	Anthropology	PG-AN-C402	4	100
3	Gender and Society	Social	PG-AN-C403	4	100
4	Religion and Symbolism	Anthropology	PG-AN-C404	4	100
5	Project (Dissertation)		PG-AN-D401	8	200
6	Practical (Physical) Laboratory & Tour		PG-AN-P401	4	100
7	Practical (Social) Field based and Tour		PG-AN-P402	4	100
<b>Total</b>			<b>20</b>	<b>500</b>	
<b>Grand Total</b>			<b>80</b>	<b>2000</b>	

## Semester I

**Paper: Biological Anthropology**

**Credits: 4**

**Course code: PG-AN-C101 Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVES:** The students will learn about various theories of evolution. They will learn about the classification of the animal kingdom and the place of man. They will also learn about the concept of race. The practical component will teach them how to identify, draw and describe human bones, take somatometric measurements, and make somatoscopic observations.

### **Unit I**

Meaning and scope of anthropology, branches of anthropology; History and subject matter of physical/biological Anthropology; Relationship of physical/biological anthropology with other disciplines: medical and health sciences, life sciences, earth sciences, and environmental sciences.

### **Unit II**

History of organic evolution, evolutionary thoughts, Theories of evolution (Lamarckism, Darwinism, Synthetic theory); Evolution: microevolution and macroevolution, evidence for human evolution. Cell division, chromosome structure, and chromosomal aberrations; Mendel's principles of inheritance.

### **Unit III**

Primate: definition, classification and characteristics of living primates; comparative anatomy of man and non-human primates with special reference to the skull, pelvis, dentition, and long bones, erect posture and bipedalism, primate behaviour with special reference to apes, evolution of brain and senses.

### **Unit IV**

Race, Ethnicity and Populations: Concepts: Race, Racism; Classification of Races – Major Races of the World; Criteria used for Racial Classification- Morphological, Serological and Genetic; Racial Classification of world population-Deniker's, Hooton's and Boyd's; Classification of India Populations – Riskey, Guha and Sarkar.

## Essentials readings:

- Ashley-Montagu, M.E. 1961. *An Introduction to Physical Anthropology*. Illinois
- Charles C. Thomas. Buettner-Janusch, J. 1966. *Origins of Man*. New Delhi: Wiley Eastern Pvt. Ltd.
- Craige, S. 2019. *Biological anthropology*. Pearson Prentice Hall.
- Chaurasia, B.D. 1984. *Human Osteology*. New Delhi: CBS.
- Cummins, H. and C. Midlo. 1961. *Finger Prints, Palms and Soles*. New York: Dover Publication Inc.
- Das, B.M. and R. Deka. 2001. *Physical Anthropology Practical*. Allahabad: Kitab Mahal.
- Das, B.M. 1997. *Outline of Physical Anthropology*. Allahabad: Kitab Mahal.
- Dwight, T. 1978. *The Identification of the Human Skeleton*. Boston: Massachusetts Medical Society.
- Harrison, G.A. et al. 1988. *Human Biology*. Oxford: Clarendon Press.
- Heyward Vivian H. and D.R. Wagner. 2004. *Applied Body Composition Assessment*. Illinois: Champaign.
- Krogman, W.M. 1986. *The Human Skeleton in Forensic Medicine*. London: Charles C.
- Thomas. Lewin, R. 1999. *Human Evolution*. New York: Blackwell Science Ltd. Molnar, S. 1992.
- Human Variation: Races, Types, and Ethnic Groups*. New Jersey: PrenticeHall, Inc.
- Montague, M.F.A. 1961. *An Introduction to Physical Anthropology*. Illinois
- Mukherjee, D.P. and Bharati, P. 2009. *Laboratory manual for Biological Anthropology*. Kolkata.
- Nystrom, P. and Ashmore, P. 2011. *The Life of Primates*. New Delhi: PHI Learning Pvt. Ltd.
- Park, M. A. 1996. *Biological Anthropology*. California: Mayfield Publishing Company.

**Paper: Social Anthropology**  
**Code: PG- AN- C102**

**Credits: 4**  
**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVES:** To teach students what Social and Cultural Anthropology is and how it relates to other branches of Anthropology like Physical Anthropology, Archaeological Anthropology, and Linguistic Anthropology, besides knowing its relationship with other disciplines.

To introduce them to the key concepts in Social and Cultural Anthropology, like social structure, social change, culture, cultural change, socialization, and the like. To familiarize them with social institutions like family, marriage, kinship, and religion.

The practical component will give the students some basic idea about collecting data based on some of the most widespread methods and techniques in Social and Cultural Anthropology.

#### **UNIT I**

Definition, Origin, and Development of Social and Cultural Anthropology, relationship with other branches of Anthropology, and relationship with related disciplines like Sociology, Psychology, Economics, Political Science, and History. Scope of socio-cultural anthropology.

#### **UNIT II**

Pre-requisite of Human society, Concept of society and culture, status and role; groups, association, community, institution, and organization. Basic Concepts Revisited: social structure; culture, cultural relativism, cultural change; enculturation, acculturation.

#### **UNIT III**

Social Institutions: Family, marriage, kinship; Economic, political, and religion; moiety and phratry; clan and lineage. Social stratification- analysis of caste, class, and power.

#### **UNIT IV**

Social fact; Social Action; Social Structure, Function and Social Organisation; Structural - Functionalism; Social System; Social Conflict.

**Essentials readings:**

Walker A. (1986). *The Todas*. Delhi : Hindustan Publishing Corporation

Elwin, Verrier (1947). *The Muria and their Ghotul*. USA: Oxford University Press.

Malinowski M. (1922). *Argonauts of the Western Pacific*. London: Routledge and Kegan Paul Ltd.

Furer-Haimendorf C.V. (1939). *The Naked Nagas*. London: Methuen and Co.

Evans-Pritchard E.E. (1940). *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford: Clarendon Press.

Majumdar D. N. (1950). *Affairs of tribes*. Lucknow: Universal Publishers Ltd.

Dube S.C. (1955). *Indian Village*. London: Routledge and Kegan Paul Ltd.

Berremen G.D. (1963). *Hindus of the Himalayas*. Berkeley: California University Press.

Vidyarthi, L.P. (1963). *The Maler A Study in nature-man-spirit complex of a hill tribe in Bihar*. Allahabad: Book and Private Limited.



**Paper 3: Archaeological Anthropology**

**Credits: 4**

**Course code: PG-AN-C103**

**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVES:** The students will learn about archaeological anthropology and its relationship with other branches of anthropology and related disciplines. They will learn about the techniques of dating prehistoric finds. They will also learn about each epoch's geological timescale and cultural expressions.

**Unit I**

Meaning, definition, and aims of Archaeological anthropology, Origin and development and scope of Archaeological anthropology, Relationship with other disciplines (History, earth science, and physical science, Principles of archaeological anthropology.

**Unit 2**

Prehistoric Cultures: Techniques of tool manufacture: Typology: Classification of artifacts and tools (core tool, flake tool, etc. their probable functions) and probable functions. Reconstruction of the past: methods of estimation of time, absolute dating methods: Radiocarbon ( $C^{14}$ ) Dating, Potassium-Argon (K-Ar) Dating, Thermoluminescence (TL) Dating: relative dating methods: Stratigraphy, Palaeontology, Palynology.

**Unit 3**

Geochronology of Quaternary Period: Pleistocene and Holocene Epochs, Villafranchian stage, Glaciation and Interglaciation, Pluviation and Inter-Pluviation, Different types of Geoclimatic events, Relevance of studying Pleistocene Chronology in Archaeological Anthropology. Succession of life through ages with stress on Cenozoic Era. Archaeological site and its formation: basic categories of archaeological evidences; types of sites and their contexts, cultural formation processes and natural/environmental formation processes.

**Unit 4**

Paleolithic culture: lower, middle and upper, Soan culture, Madrasian culture, Bhimbetka, Nevasa; Mesolithic culture: Bagor, Adamgarh, Sarai Nahar Rai; Neolithic culture: Burzoham, Gofkral, Daojali-Hading, Sangkallu, Chalcolithic culture in India, Indus valley civilization. Paleolithic cultures: habitat, economy, and demography, Mesolithic culture:

habitat, economy, and demography, Neolithic culture: habitat, economy, and demography, Origin and development of archaeological anthropology in India;

**Essentials readings:**

- Bhattacharya, D.K. (2006). *An outline of Indian Prehistory*. Delhi: Palaka Prakashan.
- Burkitt, M. (1963). *The Old Stone Age: A study of Palaeolithic Times*. London: Bowes and Bowes.
- B.M. Fagan (2004) *People of Earth: An Introduction*. Boston, Little, Brown Company.
- D. K. Bhattacharya (1996) *An Outline of Indian Prehistory*. Delhi, Palika Prakashan.
- D.K. Bhattacharya (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
- H. D. Sankalia (1974) *Prehistory and Protohistory of India and Pakistan*. Poona, Deccan College.
- H. D. Sankalia (1982) *Stone Tool Type and Technology*. Delhi, B.R. Publication.
- H.D. Sankalia: *Stone Age Tools* (1964) Poona, Deccan College Felix Gadstein, Names James Ogg, Alan Smith (2004) *A Geologic Time Scale*. New York, Cambridge University Press.
- French. R. Jennifer. (2021) *Palaeolithic Europe: A demographic and social prehistory*. Cambridge World Archaeology.
- Mc Intosh R. James. (2007). *The ancient Indus valley*. ABC-C10.
- Robin Dannell (2009) *The Palaeolithic Settlements of Asia*. New York, Cambridge University Press.
- Renfrew, C. and P. Bahn. (2001). *Archaeology: Theories methods and Practices*, London: Thames and Hudson
- Sankalia, H.D. (1974). *Prehistory and Protohistory of India and Pakistan*. Pune.

## **Multidisciplinary Course**

**Paper: *Tourism Anthropology***

**Credits: 2**

**Course code: PG-AN-MD101 Max.Mark:50 (External 35, Internal 15) Hours: 30**

**OBJECTIVE:** Define tourist and tourism to students and comprehend the relationship between anthropology and tourism. To explain how the tourist affects the lives of the host community and discuss the conservation, preservation, and the way forward for environment-friendly tourism.

### **UNIT I**

Introduction to Tourism, Tourist and Tourism, Tourism Through Anthropological Lens, Tourism and Culture, Commodification of Culture.

### **UNIT II**

Political Economy of Tourism, Tourism versus Heritage Sites, Tangible and Intangible Heritage, Ecotourism, New Directions in the Anthropology of Tourism.

### **Essentials readings:**

Adler, J. (1989). "Origins of Sightseeing". *Annals of Tourism Research*. 16: 7- 29.

Boissevain, J. (1996). *Coping with Tourists: European Reactions to Mass Tourism*. (ed). Providence: Berghahn Books.

Butler, R.W. (1978). "The Impact of Recreation on the Lifestyles of Rural Communities". *Wiener Geographische Schriften*, 51. 187-201.

Crick, M. (1989). "Representations of International Tourism in the Social Sciences: Sun, Sex, Savings and Servility". *Annual Review of Anthropology* 18: 307-44.

Crick, M. (1995). "The Anthropologist as Tourist: An Identity in Question" in M.F. Lanfant, J. B. Allcock and E.M. Bruner (ed) *International Tourism: Identity and Change*. London: Sage Publications. pp 205-223.

Cohen, E. (1972). "Towards Sociology of International Tourism". *Social Research*. 39: 164-82.

**Paper: Minor project**  
**Course code: PG-AN-MP101      Max.Mark:50**

**Credits: 2**  
**Hours: 30**

**OBJECTIVES:** The course introduces the student to the basic techniques of data collection and data processing. It will also bring home the fundamentals of anthropological field work and its value to the discipline.

### **Part I**

#### **Theory**

1. The students will learn about fieldwork and its relationship with anthropology.
2. They will learn about preparing for fieldwork and selection of field site.
3. They will also learn about various methods and techniques of data collection.
4. Basic research techniques and ethnographic field work in anthropology will be taught for students as mentioned below;

Research Design: definition, types of research design; Formulation of research problem; sampling methods; hypothesis, review of literature and conceptual framework. Field work tradition in Anthropology; Ethnographic approach, techniques of rapport establishment, identification of representative categories of informants, maintenance of field diary and logbook.

### **Part II**

Students should pick a topic and consult with the supervisor concerned.

For the fieldwork, they are suggested to pick an area; nearby or convenient, wherein minimum of seven days (collectively) fieldwork/ ethnographic work should be conducted.

Submission of the complete project to assigned supervisor in pdf format (soft copy).

Viva voce will be conducted in the presence of an external expert.

#### ***Guidelines***

Whole class will be equally divided into groups, and each group will be supervised by one professor.

Weekly reports are expected from students regarding the progress of the work.

Maintenance of diary or daily log for each student is compulsory.

Pictures, videos, and audio records with proper captions, including the dates on which the photos were taken in the same soft copy should also be submitted.

**Paper: *Anthropology Practical***

**Credits: 4**

**Course code PG-AN-P101 Max.Mark:100 (External 50, Internal 50) Hours: 60**

**Part I (Physical Anthropology)**

Introduction to human skeleton; applications of human skeleton in anthropology, forensics and medical science; Identification, drawing, and description of human bones Cranium (Norma frontalis, norma lateralis, norma verticalis, norma occipitalis and norma basalis), mandible, vertebrae, scapula, clavicle and hip bone.

Somatoscopic observations and applications: Skin color, hair (color, form, and texture), eye (color, eye fold, and eye slit), nose (nasal root, nasal bridge, nasal septum, and nasal tip), lips, and chin

**Part II (Social Anthropology)**

Reading of Ethnography: Students are required to read and analyze any two of the ethnographies suggested by the concerned teacher.

The student will be required to critically comment on the methodology and findings of an ethnographic account as directed by the teacher. Prepare a report based on it. The report should link the study with the concept of tribe and peasantry.

The Practical will include the following techniques and methods in collecting data in social anthropology Observation, Interview, Questionnaire, Schedule Genealogy, Case Study, etc.

Visit to field areas to conduct field work for the minor projects.

**Part III (Archaeological Anthropology)**

Identification of tools: Description and drawings of Chopper/chopping tools, Handaxes, Cleaver varieties, scrapers varieties, Knives, Burins and Borers, Blades; Mesolithic tools (Microliths) Bone tools, Identification of lithic technology, Identification of bone tool technology.

## Semester II

**Paper: Palaeoanthropology**

**Credit: 4**

**Paper code: PG-AN-C201**

**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVES:** The paper introduces the subject of palaeoanthropology to beginners by providing conceptual paleontological, geological, and anthropological knowledge necessary to understand the subject of palaeoanthropology. The main aim of the paper is to sufficiently equip a student with fundamental concepts and techniques of palaeoanthropology so that he/she can understand and appreciate the advanced concepts of Palaeoprimateology and human evolution.

### Unit I

Introduction to Palaeoanthropology: Definition, scope, objectives, and relationship with other scientific disciplines; Fossils, types of fossils, and their preservation and processes of fossilization.

### Unit II

Life through the ages (Geological Time Scale) with special reference to Cenozoic Era; Siwalik Group: Classification, age, litho-logical characteristics, Fauna (especially primate's *Sivapithecus* and *Ramapithecus*. Distribution, description, and phylogenetic relationships of hominids: *Ardipithecus ramidus*, *Australopithecus afarensis*, *A. africanus*, *A. robustus*, *A. anamensis* *Australopithecus robustus* species: aethiopicus, boisei, bahrelghazali, garhi

### Unit III

Primate origins and radiation with special reference to Palaeocene and Eocene primates (*Plesiadapus* and *Notharactus*). Pliocene primate's description and distribution through time and space of Lorisids (*Nycticeboides*), Adapids (*Indraloris*, *Sivaladapis*, *Egyptopithecus*, *Kenyapithecus*, Cercopithecoids (*Theropithecus*).

### Unit IV

Origin of hominids, taxonomic classification, description, phylogenetic relationships of Hominoids (*Krishnapithecus*, *Sivapithecus*, *Gigantopithecus*), Distribution, features and phylogenetic relationships of *Homo habilis*, *Homo erectus*, *Homo rudolfensis*, *Homo*

*floresiensis*, *Homo heidelbergensis*, *Homo neanderthalensis*, theories of origin of *Homo sapiens*, Rhodesian man, Cro-Magnon and Grimaldi man.

### **Essentials readings:**

Buettner-Janusch, J (1969): *Origins of Man*, Wiley Eastern Pvt. Ltd, New Delhi.

Berger, L & Hawks J. (2013): *Almost human*, National Geographic, Washington Dc.

Clark, Le Gros (1959). *The Antecedents of Man*, Edinburgh University Publication, Edinburgh.

Gaur, R. (1987). *Environment and Ecology of Early Man in Northwest India*, BR Publishing Corporation, Delhi.

Jurman R. et al (1998). *Essentials of Physical Anthropology*. 3rd Edition, Wadsworth Publishing House,

N.Y. Kummel, (1961): *History of the Earth: An Introduction to Historical Geology*. San Francisco:

Kummel, B. and Raup, D, (1970). *Handbook of Palaeontological Techniques*. San Francisco: Freeman.

Lewin, R. (1999). *Human Evolution: An Illustrated Introduction*. Massachusetts: Blackwell Science.

Poirier, Frank E. and Mckee JK. (1999): *Understanding Human Evolution*, 4th Ed. Prentice Hall, Upper Saddle River, New Jersey

R.A. Time, (1967). *Life and Man*, John Wiley, N.Y.

Szaley, F.S. and Delson, E. (1979). *Evolutionary History of the Primates*. New York: Academic Press

Vashisht, R.N. (1985): *Antecedents of Early Man in Northwest India*. Inter-India Publications.

Wadia, D.N. (1992): *Geology of India and Burma*. New Delhi: CBS Publishers.

**Paper: *Human Growth, Development and Public Health***

**Credits: 4**

**Course code: PG-AN-C202**

**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVES:** The students will learn about growth, maturation, and development. They will learn about factors responsible for growth. They will also learn about various methods of somatotyping. From the practical component they will learn about the measurement of nutritional level, somatotyping, and body composition.

### **Unit-I**

Definition and concepts of growth, differentiation, maturation, and development; evolution of human growth: human lifespan development process, human life cycle; major stages of human growth and development: prenatal growth, postnatal growth, and their characteristics. Factors affecting growth: genetic and environmental factors: secular trends, an adaptation of growth rates to environmental stresses.

### **Unit-II**

Methods of studying human growth; measurement and assessment of human growth: changing human growth patterns, human growth curves of different body parts and tissues, catch-up growth, maturation, growth references, and standards; abnormal growth. Food and nutrients: nutritional status assessment and evaluation methods; the concept of a balanced diet, nutritional epidemiology; the impact of malnutrition: under-nutrition and over-nutrition; body composition: study methods, changes during growth, variation.

### **Unit III**

Analysis of human physique : Sheldon, Parnell, Heath-Carter methods of somatotyping; somatochart and somatotype plotting; somatotype dispersion index, somatotypes dispersion distance, the significance of age in growth studies; methods of assessing age- chronological age, secondary sex character age, morphological age, age-grouping; decimal age calendar

### **Unit IV**

Association of Anthropology with public health; Definition of Public Health and Associated terms, Current Concerns in Public Health: Global and Local; Epidemiology: Meaning and Scope, Methods, Rates, Indices, Genetic Epidemiology, Clinical Epidemiology, Human Obesity: Characteristics, Types, Reasons and Complications on Individual Health, Prevention and Control. Major Communicable and Non-communicable diseases: Global and Indian



Scenario; Malaria, Tuberculosis, HIV/AIDS and cardio vascular diseases: Etiology, Prevalence, Prevention, and Management.

**Essentials Readings:**

Bogin, Barry. 1999. *Patterns of human growth*. Cambridge University Press.

Harrison, G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. 1988. *Human biology: An introduction to human evolution, variation, growth & adaptability*. Oxford: Oxford University Press.

Heyward, V.H., Wagner, D.R. 2009. *Applied body Composition Assessment*. Human Kinetics.

Johnson, F.E., Roche, A.F., Susanne, C. 1980. *Proceeding on Human Physical Growth and Maturation*. Plenum Publishing Corporation.

Malina, Robert M; Bouchard, Claude, Bar-Or, Oded. 2004. *Growth, maturation & physical activity*.

Noel, C. 2002. *Human Growth and Development*. St. Louis: Academic Press

**Paper: Anthropological Thoughts**

**Credit: 4**

**Paper Code: PG-AN-C203 Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVE:** To teach the students about the important classical and contemporary theories of anthropology to organize their research study, interact with research participants, and interpret data.

### **Unit I**

The early beginnings of Anthropology: Evolutionism: contribution of Herbert Spencer, E.B. Tylor, and L.H. Morgan; Diffusionism: contribution of Schmidt, Rivers, and Barnett; Neo-evolutionism: Julian Steward, Leslie White, and Marshall Sahlins. Precursors and conditions for the rise of functionalism: Emile Durkheim and Bronislaw Malinowski; historical particularism and cultural relativism: Franz Boas and A.L. Kroeber.

### **Unit II**

The rise of structural-functionalism and the scientific approach to anthropological study: Radcliffe-Brown; modifications in structural-functionalism by Evans-Pritchard, Fred Eggan, Meyer Fortes, and Raymond Firth.

### **Unit III**

Mentalist approaches to culture: Structuralism: Claude Levi-Strauss and Edmund Leach; non-Marxist conflict theories of Louis Coser and Max Gluckman; Social Action: Max Weber and Talcott Parsons.

### **Unit IV**

Post-structuralism and post-modernism: Theories and trends (M. Foucault, P. Bourdieu). Globalization and its impact. Contemporary social anthropology: its foci and concerns.

### **Essentials readings:**

Ahmed, Akbar S., and Cris Shore. 1995. *The future of anthropology: its relevance to the contemporary world*. London: Athlone.

Bourdieu, Pierre. 1977. *Outline of a theory of practice*. Cambridge studies in social anthropology, 16. Cambridge [England]: Cambridge University Press.

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

Geertz, Clifford. 2001. *The interpretation of cultures: selected essays*. New York, N.Y.: BasicBooks.

Harris, Marvin. 1968. *Rise of Anthropological Theory*. New York: Harper and Row Publishers.

Inda, Jonathan Xavier, and Renato Rosaldo. 2002. *The anthropology of globalization: a reader. Blackwell readers in anthropology*, 1. Malden, Mass: Blackwell Publishers.

Kroeber, A.L. (ed.). 1953. *Anthropology Today: An Encyclopaedic Inventory*. Chicago: University of Chicago Press.

Moore, Jerry D. 1997. *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. New York: Altamira Press.

Vidyarthi, L.P. 1978. *Rise of Anthropology in India: A Social Science Orientation*, volumes I and II. New Delhi: Concept Publishing Co.

**Paper: Visual Anthropology**

**Credits: 2**

**Code: PG-AN-MD201**

**Max.Mark:50 (External 35, Internal 15) Hours: 30**

**OBJECTIVES:**

Students will be able to describe how anthropologists have used visual methods for many years to produce anthropological knowledge and how images can be understood as artifacts of culture. This course will help students understand the nature of anthropological film and the emergent new media of everyday life in a globalizing world. This will help students to capture area, people, and their cultural aspects through an anthropological lens and develop ethnographic films and media-making skills.

**Unit I**

Fundamental concepts in visual anthropology. Usages of images in anthropological writings (Margaret Mead, Gregory Bateson, Malinowski, etc.). Anthropological study of visual representation such as museums and archiving, dance and other kinds of performance. Visual arts, production and reception of mass media: ethnomusicology; visual culture, virtual ethnography; anthropology of dress and gendered embodiments

**Unit II**

Classical Ethnographic photography: contexts and trends, colonialism and exhibited others; Ethnographic photography; conventions and methodologies; ethnophotography; photo-elicitation; photo essay; autophotography. Ethnographic films: classical works of prominent ethnographic filmmakers (Jean Rouch, John Marshall, Robert Gardner, and Tim Asch), indigenous filmmakers (Navajo, Kayapo), and emergent new media makers; theoretical issues concerning ethnographic film; ethical dimensions of ethnographic film; case studies in ethnographic films; new trends in ethnographic films.

**Essentials Readings**

Adair, John and Sol Wonh. (1967). The Navajo as filmmaker: A brief report of research in the cross-cultural aspects of film communication. *American Anthropologist*. 69:76-78.

Anderson, K.T. (2003). Toward an anarchy of imagery: Questioning the categorization of films as "ethnographic". *Journal of Film and Video*. 55:73-87

Banks, M., Ruby, J (eds). (2011). *Made to be Seen: Perspectives on the Story of Visual Anthropology*. Chicago: University of Chicago Press.

- Boellstorff, Tom, Bonnie Nardi, Celia Pearce. T.L.Taylor. (2012). *Ethnography and Virtual Worlds: A Handbook of Method*. Princeton University Press.
- Eicher.J.B., & Luvaas.B. (2000). The Anthropology of Dress. *Dress*. 59-70
- Fadwa E.G. (2015). 'Visual Anthropology: Essential Method and Theory'. In H.Russell Bernard and Clarence C. Gravlee (eds) *handbooks of Methods In Cultural Anthropology*. Lanham: Rowman and Littlefield.
- Hackings, P. (2003). *Principles of Visual Anthropology*. Berlin: Mouton de Cmytr.
- Pink, S. (2010). *Doing Sensory Ethnography*. Sage Publications.
- Rouch, J. (1995). The camera and man. In *Principles of visual thropology*. 2no:1 ed. P. Hackings, 79 98. Berlin : Mouton.

**Paper: Minor project**  
**Course code: PG-AN-MP201**      **Max.Mark:50**

**Credits: 2**  
**Hours: 30**

**OBJECTIVES:** The course introduces the student to the basic techniques of data collection and data processing. It will also bring home the fundamentals of anthropological field work and its value to the discipline.

### **Part I**

#### **Theory**

1. The students will learn about fieldwork and its relationship with anthropology.
2. They will learn about preparing for fieldwork and selection of field site.
3. They will also learn about various methods and techniques of data collection.
4. Basic research techniques and ethnographic field work in anthropology will be taught for students as mentioned below;

Tools and techniques of data collection, Survey method, relationship of survey method with ethnographic method, construction of questionnaire and interview schedule, Observation - Direct, Indirect, Participant, Nonparticipant, Controlled. Interview - Structured and unstructured, Genealogy and Pedigree, Focused Group Discussion, key informant interview.

### **Part II**

Students should choose their own and consult with the concerned supervisor.

For the fieldwork, they are suggested to pick an area; nearby or convenient, wherein minimum of seven days (collectively) fieldwork/ ethnographic work should be conducted.

Submission of the complete project to assigned supervisor in pdf format (soft copy).

Viva voce will be conducted in the presence of an external expert.

#### ***Guidelines***

Whole class will be equally divided into groups, and each group will be supervised by one professor.

Weekly reports are expected from students regarding the progress of the work.

Maintenance of diary or daily log for each student is compulsory.

Pictures, videos, and audio records with proper captions, including the dates on which the photos were taken in the same soft copy should also be submitted.

**Paper: *Anthropology Practical***  
**Course Code: PG-AN-P201**

**Credits: 4**  
**Max.Mark:100 (External 50, Internal 50) Hours: 60**

### **Part I (Physical Anthropology)**

Description and drawing of long bones of human skeleton (Humerus, Radius, Ulna, Femur, Tibia, Fibula); Nutritional anthropometry; Somatotyping: Heath-Carter method; Body composition (Bone mass, Body mass, Percentage body fat (PBF), Segmental fat, and Body age.

### **Part II (Palaeoanthropology)**

Identification and description of fossils, Preparation and cleaning of fossils: Mechanical and Chemical treatment. Maintaining a filed diary and field catalogue register; Moulding and casting of fossils (basics only); Illustration and photography of fossils.

### **Part III (Anthropological Thoughts)**

Preparing research tools adequate for the following types of research:

1. Structural studies such as myths and rituals;
2. Village and community studies;
3. Historical studies; Preparing a research proposal and independently studying any of the above areas;
4. Preparing a bibliography and a list of references for the project.

### SEMESTER- III

**Paper: *Human Ecology and Adaptation***

**Credits: 4**

**Course code: PG-AN-C301**

**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVES:** The students will learn about the conceptual aspects of human ecology and adaptation. They will learn about the nutritional requirements of the human body. They will also learn how the human body adapts to various ecological conditions. From the practical component, they will learn how to handle anthropometric instruments.

#### **Unit I**

Definition, objectives, approaches to studying human and cultural ecology, variety of human ecosystem, Major types of Human Subsistence patterns, Human populations and resource distribution, Concept of ecological assessment.

#### **Unit II**

Acclimatization, adaptation, homeostasis; human adaptation to heat, cold and high altitude; population variation in physiological responses to climatic stresses, Human populations and the hydrologic cycles.

#### **Unit III**

Nutritional requirements of humans: malnutrition, dietary and anthropometric assessment of nutritional status; Nutrient cycling in ecosystem.

#### **Unit IV**

Infectious diseases: nature of infectious diseases, Dynamics of disease transmission, modes of disease transmission, major chronic diseases in modernized human population; pollution, general stress and chronic diseases; adiposity and chronic diseases,

#### **Essentials Readings:**

Baker, P.T. 1978. *The Biology of High-Altitude Peoples*. Cambridge: University Press.

Baker, P.T. and J.S. Weiner. 1966. *The Biology of Human Adaptability*. Oxford: Clarendon Press.

Bhasin V. and M.K. Bhasin. 2000. *Man-Environment Relationship*. New Delhi: Kamla Raj Enterprise.

Bhasin V., Srivastava V.K. and M.K. Bhasin. 2001. *Human Ecology in the New Millennium*. New Delhi: Kamla Raj Enterprise.



- Bose K. 2006. *Ecology, Culture, Nutrition, Health and Disease*. New Delhi: Kamla Raj Enterprise.
- Chapman, J.L. and M.J. Reiss. 1994. *Ecology: Principles and Applications*. Cambridge: Cambridge University Press.
- Friscancho, A.R. 1981. *Human Adaptation*. Ann Arbor: University of Michigan Press.
- Harrison, G.A. and H. Murphy. 1998. *Human Adaptation*. Oxford: Oxford University Press.
- Harrison, G.A. et al. 1988. *Human Biology*. Oxford: Oxford University Press. Himes, J.H. (ed.) 1991. *Anthropometric Assessment of Nutritional Status*. New York: Wiley-Liss.
- Johnson ,F.E. 1987. *Nutritional Anthropology*. New York: Wiley-Liss.
- Little, M.A. and J.D. Haas. 1989. *Human Population Biology*. New York: Oxford University Press.
- Malik, S. L. and D. K. Bhattacharya. 1986. *Aspects of Human Ecology*. New Delhi: Northern Book Centre.
- Marten, G. G. 2001. *Human Ecology*. London: Stylus Publishing. Mascie-Taylor, C.G.N. and B. Bogin. 1995. *Human Variability and Plasticity*. Cambridge University Press

**Paper: Tribal India**

**Credit: 4**

**Paper Code: PG-AN-C302**

**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVE:** To introduce the students to the tribe, their institutional structure, policies, etc.

### **Unit I**

Concept of tribe in the Indian context. Tribal societies in changing perspective: Pre-colonial period, Colonial period, Post Independence. Geographic and linguistic distribution of tribes in India.

### **Unit II**

Tribes of India: social organization and structure, Linkages with other communities, modernizations. Tribal society in contemporary India; tribal Identity and ethnicity, Conflict and dissension, Integration. Social Changes in Tribal Societies: A Historical Perspective, Economic and political factors for change. Tribe-caste continuum and religious conversions.

### **Unit III**

Ethno-medicine: Meaning and scope, traditional healers, shamans, mystics, and doctors, ethnomedical practices in India: Ayurveda, Sowa-Rigpa, homeopathy. Traditional systems: classical systems, alternative system, medical pluralism. Tribal health, medicines, and indigenous knowledge. Health care in tribal India: National Health Policy; health care programmes,

### **Unit IV**

Tribal development: plans, policies and safeguards, tribal upliftment, social and environment impact assessment, and major Tribal Movements: Birsa Munda, Chipko, Santhals, Kol, Koya, Bhil etc

### **Essentials Readings:**

Hardiman, David. 2008. *Missionaries and their medicine: a Christian modernity for tribal India*. Manchester: Manchester University Press.

Fu'rer-Haimendorf, Christoph von. 1985. *Tribal populations and cultures of the Indian subcontinent*. Handbuch der Orientalistik, 7. Bd.-Leiden: E.J. Brill.

Bhandari, J. S., and Subhadra Channa. 1997. *Tribes and government policies*. New Delhi: Cosmo Publications.

Channa, Subhadra. 1992. *Nagaland, a contemporary ethnography*. New Delhi, India: Cosmo Publication.

Xaxa, Virginius. 2008. *State, society, and tribes: issues in post-colonial India*. New Delhi: Dorling Kindersley (India), licencees of Pearson Education in South Asia.

**Paper: Visual Anthropology**

**Credits: 4**

**Code: PG-AN-C303**

**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVES:**

Students will be able to describe how anthropologists have used visual methods for many years to produce anthropological knowledge and how images can be understood as artefacts of culture. This course will help students understand the nature of anthropological film and the emergent new media of everyday life in a globalizing world. This will help students to capture area, people, and their cultural aspects through an anthropological lens and develop ethnographic films and media-making skills.

**Unit I**

Fundamental concepts in visual anthropology. Usages of images in anthropological writings (Margaret Mead, Gregory Bateson, Malinowski, etc.).

Anthropological study of visual representation such as museums and archiving, dance and other kinds of performance,

**Unit II**

Classical Ethnographic photography: contexts and trends, colonialism and exhibited others; Ethnographic photography; conventions and methodologies; ethnophotography; photo-elicitation; photo essay; autophotography.

**Unit III**

Visual arts, production and reception of mass media: ethnomusicology; visual culture, virtual ethnography; anthropology of dress and gendered embodiments

**Unit IV**

Ethnographic films: classical works of prominent ethnographic filmmakers (Jean Rouch, John Marshall, Robert Gardner, and Tim Asch), indigenous filmmakers (Navajo, Kayapo), and emergent new media makers; theoretical issues concerning ethnographic film; ethical dimensions of ethnographic film; case studies in ethnographic films; new trends in ethnographic films.

**Essentials Readings:**

Adair, John and Sol Wonh. 1967. The Navajo as filmmaker: A brief report of research in the cross-cultural aspects of film communication. *American Anthropologist*. 69:76-78.

Anderson, K.T. 2003. Toward an anarchy of imagery: Questioning the categorization of films as "ethnographic". *Journal of Film and Video*. 55:73-87

Banks, M and J. Ruby. (eds). 2011. *Made to be Seen: Perspectives on the Story of Visual Anthropology*. Chicago: University of Chicago Press.

Boellstorff, Tom, Bonnie Nardi, Celia Pearce. T.L. Taylor. 2012. *Ellmography and Illrml Worlds: A Handbook of MctlJod*. Princeton University Press.

Eicher, Joann C. B. 2000. The Anthropology of Dress. *Dress*. 59-70

El Cu indi. Fadwa. 2015. 'Visual Anthropology: Essential Method and Theory'. In H. Russell Bernard and Clarence C. Gravlee (eds) *Handbooks of Methods In Cu/wml Anthropology*. Lanham: Rowman and Littlefield.

Hackings, Paul. 2003. *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter.

Pink, Sarah. 2010. *Doing Sensory Ethnography*. Sage Publications.

Rouch, Jean. 1995. The camera and man. In *Principles of Visual Anthropology*. 2nd ed. ed. P. Hackings, 79-98. Berlin: Mouton.

**Paper: Kinanthropometry (Multidisciplinary)**

**Credits: 2**

**Paper Code: PG-AN-MD301**

**Max.Mark:50 (External 35, Internal 15) Hours: 30**

**Objectives:**

This paper teaches the concept of human growth, development, differentiation and maturation Evolutionary perspective on human growth, Prenatal and postnatal period of growth, pattern of normal growth curves.

**Unit 1**

Anthropology of sports: Physical conditioning, Training-Techniques and Physiological effects, Body composition and Athletes, Nutrition, doping and performance, Environmental effects on physical performance: Effect of heat stress, cold stress and high altitude on physiological response and performance and applied ergonomics: Designing and safety, Ergonomics, work and health

**Unit 2**

Analysis of human physique: Sheldon, Parnell, Heath-Carter methods of somatotyping; somato-chart and somatotype plotting; somatotype dispersion index, somatotype dispersion distance, significance of age in growth studies; methods of assessing age- chronological age, secondary sex character age, morphological age, age-grouping; decimal age calendar.

**Essentials readings:**

Croney, J. 1981. *Anthropometry for Designers*. New York: Von Nostrand Reinhold Company.

Emery, A. E. H. 1983. *Elements of Medical Genetics*. Edinburgh: Churchill.

Kitano, H. H. L. 1974. *Race Relations*. Englewood Cliffs: Prentice-Hall, Inc.

Lewis, Rick. 2001. *Human Genetics: Concepts and Applications*. London: McGraw Hill.

Lohman, T. G., Roche, A. F. and Martorell R. 1988. *Anthropometric Standardization Reference Manual*. Illinois: Human Kinetic Books.

Mueller, R. F. and Young, I. D. 1998. *Emery's Elements of Medical Genetics*. Livingstone Churchill.

Safe, P. 1993. *Sociology*. (Chapter 21: Race Relations). McMillan.

Singh, S. P. and Malhotra, P. 1989. *Kinanthropometry*. Patiala: Lunar Publications.

Sodhi, H. S. 1991. *Sports Anthropometry*. Mohali: Anova Publications.

Stevenson, A. C. and Davidson, B. C. 1976. *Genetic Counselling*. London: Heinmann.

**Paper: Minor project**  
**Course code: PG-AN-MP301**      **Max.Mark:50**

**Credits: 2**  
**Hours: 30**

**OBJECTIVES:** The course introduces the student to the basic techniques of data collection and data processing. It will also bring home the fundamentals of anthropological field work and its value to the discipline.

### **Part I**

#### **Theory**

1. The students will learn about fieldwork and its relationship with anthropology.
2. They will learn about preparing for fieldwork and selection of field site.
3. They will also learn about various methods and techniques of data collection.
4. Basic research techniques and ethnographic field work in anthropology will be taught for students.

### **Part II**

Students should pick a topic and consult with the supervisor concerned.

For the fieldwork, they are suggested to pick an area; nearby or convenient, wherein minimum of seven days (collectively) fieldwork/ ethnographic work should be conducted.

Submission of the complete project to assigned supervisor in pdf format (soft copy).

Viva voce will be conducted in the presence of an external expert.

#### ***Guidelines***

Students will be distributed for minor project under supervisors.

Weekly reports are expected from students regarding the progress of the work.

Maintenance of diary or daily log for each student is compulsory.

Pictures, videos, and audio records with proper captions, including the dates on which the photos were taken in the same soft copy should also be submitted.

#### **Essentials readings:**

Garrard E and Dawson A. *What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics*. Journal of Medical Ethics 2005; 31: 419-23.

Bernard H.R. *Research Methods in Anthropology, Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications. 2006.

Madrigal L. *Statistics for Anthropology*. Cambridge: Cambridge University Press. 2012.

Zar JH. *Biostatistical Analysis*. Prentice Hall. 2010. Emerson RM, Fretz RI and Shaw L. *Writing Ethnographic Fieldnotes*. Chicago, University of Chicago Press. 1995

**Paper: Anthropology Practical**  
**Code: PG-ANC-301**

**Credits: 4**  
**Max.Marks:100(External 50, Internal 50) Hours: 60**

**Part I (Ecology and Adaptation)**

Craniometry and osteometry of primate bones (Gorilla, Chimpanzee, and Monkey), Identification of blood groups: A, B, O & AB; Anthropometry: definition of anthropometry, static & dynamic anthropometry, application of anthropometry in design development. Size and shape measurements: 1. Stature 2. Sitting Height Vertex 3. Body Weight 4. Total Upper Extremity Length 5. Total Lower Extremity Length 6. Nasal Breadth 7. Nasal Height Size and Shape Indices: 1. Body Mass Index 2. Ponderal Index 3. Relative Sitting Height 4. Relative Upper Extremity Length 5. Relative Total Lower Extremity Length 6. Nasal Index Postgraduate Syllabus in Anthropology under CBCS 37 Application of anthropometry in the design of seats, furniture, clothing, consumer products, etc., percentiles, body segment data – length, weight, mass centre, etc.

**Part II (Tribal India)**

1. Map out the various tribal communities on a Map of India
2. Make a research proposal on any contemporary tribal issue and prepare a relevant bibliography.
3. Write a book review of any tribal ethnography.

**Part III (Visual Anthropology)**

Photo essay based on short fieldwork on location in Kargil. An ethnographic film based on short fieldwork in Kargil. Basic principles of producing ethnographic films: text and its focus, camera angles, lighting, and decision-making behind the cameras. Filming as a team-roles and responsibilities; copyright and legal issues; ethics and consent. Analyse visual data from classical and contemporary ethnographies, signifying how ‘otherness’ is constituted. Gendered analysis of visual data from classical and contemporary ethnographies.



## SEMESTER-IV

### PHYSICAL ANTHROPOLOGY

**Paper:** *Forensic Anthropology*

**Credits:** 4

**Course code:** PG-ANC-401

**Max.Mark:**100 (External 70, Internal 30) **Hours:** 60

**Objectives:** The students will learn about forensic anthropology and its growing importance. They will learn about forensic odontology. They will also learn about the identification of individuals based on teeth, skeletons, fingerprints, blood, etc. The practical component will teach them about identification based on various biological materials like bones, fingerprints, blood stains, hair, semen, urine, saliva, etc.

#### **Unit I**

Definition, scope and importance of forensic anthropology, study of skeletal material: human and animal remains, study of bone fragments, attribution of sex, estimation of age and reconstruction of stature from the skeletal remains, and their medico-legal implications.

#### **Unit II**

Forensic odontology: tooth structure and growth, estimation of age in young and adults, population differences in size and morphology, bite marks, individualization of tooth pulp, establishment of partial and complete identity of skeletal material and dead bodies—morphometric techniques, personal identification of living persons, identification through somatometric and somatoscopic observations, nails, occupational marks, scars, tattoo marks and deformities; handwriting and mannerisms.

#### **Unit III**

Fingerprints: identification of living and dead through partial and complete prints, classification of fingerprints for criminal investigation purposes, chance and crime scene prints, various methods of latent print development.

#### **Unit IV**

Forensic Haemogenetics: Blood and other body fluids, pattern of blood splashes, identification of bloodstains and determination of species of origin, individualization of blood stains: determination of blood group, sex, age and racial origin from dried bloodstains, identification and individualization of body fluids like semen, saliva, urine etc.; DNA

profiling and individualization: concept of sequence variations, STR, VNTRs, STR markers used in DNA fingerprinting, disputed parentage: role of anthropologic traits in solving such cases: the forensic anthropologist as an expert witness under Section 45 of the Indian Evidence Act.

### **Essentials Readings:**

Black, Sue and Eilidh Ferguson. 2011. *Forensic Anthropology: 2000 to 2010*. Taylor & Francis.

Byers, Steven N. 2007. *Introduction to Forensic Anthropology*, 3rd Edition.

Chaurasia, B.D. 1983. *Handbook of General Anatomy*. Delhi: CBS.

Cummins and C. Midlo. 1961. *Finger Prints, Palms and Soles*. New York: Dover Publication Inc.

Dwight, T. 1978. *The Identification of the Human Skeleton*. Boston: Massachusetts Medical Society.

El-Najjar, M.Y. and K.R. McWilliams. 1978. *Forensic Anthropology*. Illinois: Charles C. Thomas.

Klepinger, Linda L. 2006. *Fundamentals of Forensic Anthropology*. Wiley-Liss.

Komar, D.A. and Jane Buikstra. 2007. *Forensic Anthropology: Contemporary Theory and Practice*. Oxford: Oxford University Press.

Krogman, W.M. 1962. *The Human Skeleton in Forensic Medicine*. Illinois: Charles C. Thomas.

Nath, S. 1996. *An Introduction to Forensic Anthropology*. New Delhi: Gian Publications.

Reddy, B.M., Roy, S.B. and B.N. Sarkar (eds). 1991. *Dermatoglyphics Today*. Kolkata: IIBRD publisher.

Singh, I.P and M.K. Bhasin (1989). *Anthropometry*. New Delhi: Kamala-Raj Enterprises.

Steward, T.D .1979. *Essentials of Forensic Anthropology*. Illinois: Charles C. Thomas.

Ubelaker, D.H. 1989. *Human Skeletal Remains: Excavation, Analysis, Interpretation*. 22nd Edition. Washington DC.

**Paper: *Demography and Biostatistics***

**Credits: 4**

**Course code: PG-AN-402**

**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVES:** The students will learn about basic concepts of demography and statistics. They will learn about population structure and the dynamics of population change. They will also learn about the methods of collecting demographic data. From the practical component, they will learn about using some statistical software for the analysis of demographic data.

### **Unit I**

Introduction to demography and sources of demographic data, application of demographic studies in Anthropology, basic concepts and measures in demography: population studies, population composition, age and sex structure, social composition; India's population policy with special reference to family welfare policies; population change: fertility, mortality.

### **Unit II**

Population theories: Malthusian, Neo-Malthusian, Optimum theory, Demographic Transition theory and Herbert's Spencer theory; nature and causes of migration, anthropological significance of migration, theories and models on migration (Lee's theory, Todaro's model, LFR model).

### **Unit III**

Introduction to Biostatistics: definition, scope and importance of biostatistics, relationship between biostatistics and anthropology, sampling techniques, collection and classification of data, test of significance and confidence, chi-square, student's t test.

### **Unit IV**

Basic measurements of morbidity; Incidence and prevalence rates, Descriptive epidemiology, Analytical and Experimental Epidemiology, Epidemiological methods: Randomized trials, Cohort studies, Case-Control studies, Cross-Sectional studies, Crossover design, Methods used to estimate individual's risk for a disease: Absolute Risk, Relative Risk, Odd Ratio.

## Essentials Readings:

Altman, D. G. 1991. *Practical Statistics for Medical Research*. London: Chapman and Hall.

Bhende, A. and T. Kanitkar. 2000. *Principles of Population Studies*. New Delhi.

McGraw. Bogue, D. 1969. *Principles of Demography*. New York: John Wiley & Sons.

Brase, C.H. and Brase, C.P. 2010. *Understandable Statistics*, 10th ed. Boston: Houghton Mifflin Co.

Census of India 2011 Government Reports website: *Office of the Registrar General Census Commissioner, India*: Ministry of Home Affairs.

Cochran, W.G. 1977. *Sampling Techniques*. New York: John Wiley & Sons.

Daniel, W.W. 1999. *Biostatistics*. New York: John Wiley & Sons.

Dyson, T. and N. Crook. 1984. *India's Demography*. New Delhi: South Asia Publishers.

HansS Raj 2003. *Population Studies – with special reference to India (Fundamentals of Demography)*. Delhi: Surjeet Publications,

Hosmer, D. W. and S. Lemeshow. 1989. *Applied Logistic Regression*, 2nd ed. New York: Wiley.

Kertzner I. David and Thomas E. Fricke. 1997. *Anthropological Demography*. Chicago: University of Chicago Press.

Lyman, O. 2001. *An Introduction to Statistical Methods and Data Analysis*. Duxbury: Wadsworth Group.

Madrigal, L. 1998. *Statistics for Anthropology*. Cambridge: Cambridge University Press.

Mahadevan, K. and P. Krishnan. 1993. *Methodology for Population Studies and Development*. New Delhi: Sage Publications.

National Population Policy 2000. National Population Commission, Government of India.

## SOCIAL ANTHROPOLOGY

**Paper: *Gender and Society***  
**Code: PG-ANC-403**

**Credits: 4**  
**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**Objective:** To understand what it means to be a woman or a male in society, society and culture influence, key issues such as family roles and parenting, inequalities in education, jobs and pay, and the effects of media representation of the sexes. Identity, representation, and agency of various genders are present in society.

### **Unit I**

Key concepts in Gender studies. Need, Scope and challenges. Women's Movements – global and local: Pre-independence, Post-independence and Contemporary Debates. Liberal Feminism, Marxist Feminism, Radical Feminism, Socialist Feminism, Indian Feminism, Black Feminism, Eco-Feminism. New Feminist Debates- Post Colonial /Post Modern, LGBT, Masculinity Studies. Contemporary Contestations – Intersex and Transgender Movements. Feminist thinkers in 18th, 19th, 20th and 21st Century.

### **Unit II**

Gendered Education- Family, Culture, Gender roles, Gender Identities. Rights: Gender Equality, Gender Discrimination, Women's Rights as Human Rights. Constitutional provisions for Women in India. Personal laws, Labour Laws, Family Courts, Enforcement machinery – Police and Judiciary. Crime against Women and Child: Child Abuse, Violence, Human Trafficking, Sexual Harassment at Workplace. International Conventions and Legislations Related to Women's Rights.

### **Unit III**

Intersections of gender with other social categories like caste, race, and ethnicity. Gender and globalization. Discourse on Women and Media Studies- Mainstream Media, Feminist Media. Coverage of Women's issues and issues of women in Mass Media and Media Organizations (Audio-Visual and Print media). Digital Media and legal protection. Indecent Representation of Women, Impact of media on women.

### **Unit IV**

Feminist Research Methodology: Understanding Feminist Research – Concepts, Debates and Limitations. Feminist Epistemology, Feminist Standpoint, Sexist and Non-Sexist Research Methodology, Ethnography, Queer Theories. Research Design and Methods – Survey,

Exploratory, Diagnostic, Experimental, Action Research and Case Studies. Qualitative versus Quantitative Research.

### **Essentials Readings:**

Rosaldo, Michelle Zimbalist, Louise Lamphere, and Joan Bamberger. 1974. *Woman, culture, and society*. Stanford, Calif: Stanford University Press.

Reiter, Rayna. 1977. *Toward an anthropology of women*. New York: Monthly Review.

Valle, Teresa del. 1996. Gendered anthropology. *European Association of Social Anthropologists*. London: Routledge.

Misra, K. K., and Janet Huber Lowry. 2007. Recent studies on Indian women: empirical work of social scientists. Jaipur: Rawat Publications.

MacCormack, Carol P., and Marilyn Strathern. 1980. *Nature, culture, and gender*. Cambridge, University Press.

Dube, Leela. 1997. *Women and kinship: comparative perspectives on gender in South and South-East Asia*. Tokyo: United Nations University Press.

**Paper: *Anthropology of Religion and Symbolism***

**Credits: 4**

**Paper code: PG-ANC-304**

**Max.Mark:100 (External 70, Internal 30) Hours: 60**

**OBJECTIVES:** To introduce students to different forms of religion come to be, how they change, and what they mean for the nature of human experience. To explain its relevance in human societies. Introduce to the theories developed by anthropologists to explain the importance of supernatural beliefs in human communities. Explain the four elements of religion (cosmology, belief in the supernatural, rules of behavior, and rituals) and how each element contributes to religious practices. Define rites of passage, rites of intensification, and rites of revitalization and explain the purpose of each type of ritual.

### **Unit I**

Concept of Sacred: Evolution of anthropological theories to explain the sacred and its relevance in human societies: Edward Tylor, James Frazer Herbert Spencer, Rudolph Otto, Emile Durkheim, B. Malinowski, A.R. Radcliffe-Brown, M.N. Srinivas, Melford Spiro

### **Unit II**

Sacred Symbols: E.E. Evans Pritchard, Sherry Ortner, Clifford Geertz, Mary Douglas, Victor Turner. Rituals: Functions: Durkheim and Radcliffe Brown, Max Gluckmann, Roy Rappaport

### **Unit III**

Rituals: Symbolism and Meaning, Van Gennep, Edmund Leach, Marshall Sahlins, and Clifford Geertz.

### **Unit IV**

Religious Specialists: Shamans, Priests, Yogis, Mystics. Witchcraft and Magic: Traditional and Modern. Religion and Freud. Culturally stimulated altered state of consciousness, Ritual Possession, Trance, and Mythology

### **Essentials Readings:**

*A Reader in Comparative Religion* by Lessa and Vogt (4th ed) New York, Harper And Row (1979)

*A Reader in the Anthropology of Religion* (ed) Michael Lambeck, Malden, Blackwell (2002)

*Dimensions of the Sacred: An Anatomy of World's Beliefs* by Ninian Smart, C.A. University of California Press (1998)

*Elementary Forms of religious Life* by Emile Durkheim, Tr. Karen E Fields, New York, Free Press (1995) reprint.

Turner, V. ( 1969) *The Ritual Process: Structure and Anti-Structure*. Aldine , Chicago

*Natural Symbols: Explorations in Cosmology* by Mary Douglas, 1996 ( reprint) By Routledge

*Rites of Passage* by Arnold Van Gennep (1960 Tr. Reprint) University of Chicago Press 8.

*Negara: The Theatre State* by Clifford Geertz, 1980, Princeton University Press



**Paper: Physical Anthropology Practical**

**Credit: 4**

**Paper code: PG-AN-P401**

**Max.Mark:100(External 50, Internal 50) Hours: 30**

1. Dermatoglyphics - applications in anthropology and forensics; Techniques and Procedures of taking Finger, and palm prints; Digital Dermatoglyphics: Pattern Identification, Finger ridge Counts, Total and Absolute Finger Ridge Counts; Pattern Intensity Index, Furuhata's and Dankmeijer's Indices.
2. Palmar Dermatoglyphics: Configurational Areas, Palmar Patterns, Main Line Formula, Main line Index, Palmar Ridge Counts, and Angle and Palmar Flexion Creases and type.
3. Draw a research design on any problem related to the socio-demographic or biological anthropology fields; Construct statistical tools like SPSS to analyse the data.

**Paper: *Social/ Cultural Anthropology practical***

**Credit: 4**

**Course Code: PG-AN-P402**

**Max.Mark:100 (External 50, Internal 50) Hours: 60**

**Part I (Gender and Society)**

Reading of feminist writings.

Make a fully annotated bibliography on any topic on the theory of gender.

Make a research design to study a relevant gender-based social issue.

**Part II (Anthropology of Religion and Symbolism)**

Make research tools for studying the problem and submit a report

Make a research design to do a study on any aspect of religion

Critical book review of a book on religion

Prepare an annotated bibliography on any topic in religion and symbolism

## **Paper: Dissertation work**

**Course Code: PG-AN-D401**

**Credits: 8**

**Max.Mark:200 (Dissertation 120; presentation: 50 and viva: 30)**

1. 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.
2. 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.
3. Submission of one pdf copy of the dissertation in CD/DVD for onward submission to the examiners.
4. Submission of photocopy of the field diary consisting of ethnographic notes along with the dissertation.
5. Submission of at least 10 still photos of the field site, key informants, artefacts, etc. with proper captions, including the dates on which the photos were taken in the same CD/DVD.
6. 6. The viva-voce should be held for a minimum of 20 minutes for each student.

For evaluation of this paper, one external expert for each field of specialization must be invited. Such an expert may be sent soft copies of all the dissertations at least one week before the actual date of viva-voce examination.

### ***Component Marks***

Project Report/Dissertation (Introduction, Materials & Methods, Results & discussion

Conclusion and References)**120**

Presentation (Clarity, understanding and Time Management) **50**

Viva-Voce **30**