

Institute of Kashmir Studies

MA Anthropology Syllabus 2025

**As per
NEP 2020 Scheme**

PG Anthropology Entry Requirements

2 Year MA:

- Graduation (3 Year) in any discipline. Minimum Marks as per University Rules.

Entry Intake: 30

Payment Seats: 5

Total Intake: 35

1 Year MA

- Graduation (4 Year) with Major in Anthropology

Entry Intake:

Payment Seats:

Total Intake:

Key Points:

- All rules and regulations for entry/exit as per University Regulations.
- Fieldwork and Field Tour Compulsory.
- Rules and Regulations related to SWAYAM Courses and ABC as per University Regulations.

Program Learning Outcomes

PLO 1: Knowledge and Understanding

The learners will be introduced to anthropological theory, and will gain understanding of key concepts in social, biological and archeological Anthropology. The focus of the program is on Social Anthropology and the students will be able to demonstrate a deep understanding culture, society, community, and social institutions. The learners will also be introduced to social ethnic and linguistic diversities and impacts of development and change.

PLO 2: Skills

The learners will gain skills for anthropological fieldwork, community studies, and academic writing skills required for publications/ethnographic writing.

PLO 3: Application of Knowledge and Skills

The learners will be able to apply anthropological knowledge in their fieldwork and community studies. They will also be able to comprehend social issues through various anthropological approaches, and apply their knowledge to analyze human behavior

PLO 4: Critical Thinking

The learners will gain knowledge and skills to engage with research papers, books and monographs, towards conduct of systematic literature reviews. They will be able to identify research gaps and formulate research problems, questions and objectives. They will be able to link their fieldwork and data analysis and put forth their findings and conclusions in a concise manner.

PLO 5: Ethics

The learners will be sensitized towards ethics for carrying out research among communities (consent, confidentiality, etc) and will gain a comprehensive knowledge of anthropological ethical guidelines.

PLO 6: Communication

The learners will gain skills of effective communication (verbal and non-verbal). They will be able to demonstrate their assignments, proposals and fieldwork through the presentation skills learned during the program. The learners will also be able to communicate effectively with research participants/respondents, through rapport building and interview skills

PLO 7: Life-Long Learning

The learners will gain a comprehensive knowledge of anthropological resources, repositories and publications (Journals), and will be able to engage with the same through-out their careers. Through extensive use of digital networks and life-long access to library resources, the program ensures life-long sharing of knowledge and experiences.

PLO 8. Environmental Awareness

The learners will gain knowledge of environmental concerns through a focus on anthropological studies of environment, and marginal communities. They will be introduced to community perspectives on sustainability, development and preservation, through a focus on indigenous knowledges of communities

PLO 9. Digital Literacy

The learners are acquainted with key skills for presentations and academic writing. The learners will be able to demonstrate rich PPTs and use word processing and academic softwares needed for data analysis and presentation. The students from marginal backgrounds are introduced to digital skills required for research and publication, with facilities like digital lab, etc.

PLO 10. Research Aptitude

The learners will gain an in-depth understanding of research methods in social sciences, with a particular focus on use of ethnographic methods. The learners will go through a rigorous process, which includes development of research proposal, intensive fieldwork, and comprehensive dissertation. The learners will be acquainted with skills for academic writing and publication.

Course Scheme: MA Anthropology [CW+R, and CW+CW Scheme]

Semester I

NCrF Credit Level	Course Code	Course Title	Course Level	Course Type	Credits	Page No
6	MANTCSA125	Social Anthropology	400	Core	4	01
	MANTCBA125	Biological Anthropology	400	Core	4	03
	MANTCTF125	Theoretical Foundations in Anthropology	400	Core	4	05
	MANTCRF125	Research and Fieldwork Tradition in Anthropology	500	Core	4	07
	MANTDAI125	Anthropology in India	400	DCE	2	09
	MANTDLA125	Linguistic Anthropology	400	DCE	2	11
	MANTDCS125	Communication Skills	400	DCE	2	13
	MANTDSM125	Social Movements & Anthropology	400	DCE	2	15
					Total Credits: 20	

Minimum 2 DCE Course Papers to be selected

Semester II

NCrF Credit Level	Course Code	Course Title	Course Level	Course Type	Credits	Page No
6	MANTCAA225	Archaeological Anthropology	400	Core	4	17
	MANTCFK225	Family and Kinship	400	Core	4	19
	MANTCRM225	Research Methods I	500	Core	4	21
	MANTCFP225	Fieldwork (Practicum)	400	Core	4	23
	MANTDSC225	Society and Culture in Kashmir	400	DCE	2	24
	MANTDHD225	Human Growth and Development	400	DCE	2	26
	MANTDVA225	Visual Anthropology	400	DCE	2	28
	MANTDAE225	Anthropology of Environment and Climate Change	400	DCE	2	30
					Total Credits: 20	

Minimum 2 DCE Course Papers to be selected

Semester III

NCrf	Course Code	Course Title	Course Level	Course Type	Credits	Page No
6.5	MANTCHP325	Human Genetics and Paleoanthropology	500	Core	4	32
	MANTCGS325	Gender and Society	500	Core	4	34
	MANTCRM325	Research Methods II	500	Core	4	36
	MANTCFP325	Fieldwork (Practicum)	500	Core	4	38
	MANTDFA325	Forensic Anthropology	500	DCE	2	39
	MANTDEA325	Economic Anthropology	500	DCE	2	41
	MANTDMC325	Media and Digital Cultures	500	DCE	2	43
	MANTDNP325	Nationalism and Ethnic Politics	500	DCE	2	45
					Total Credits: 20	

Minimum 2 DCE Course Papers to be selected

The students will select either CW+R or CW+CW*Semester IV (CW+R)**

NCrf Credit Level	Course Code	Course Title	Course Level	Course Type	Credits	Page No
6.5	MANTCDN425	Dissertation	500	Project: Core	16	47
	MANTDPA425	PLA/PRA	500	DCE	2	48
	MANTDGA425	Governance and Policy Analysis	500	DCE	2	50
	MANTDEP425	Ethnographic Film Project	500	DCE	2	51
					Total Credits: 20	

Minimum 2 DCE Course Papers to be selected

Semester IV (CW+CW)

Course Code	Course Title	Course Level	Course Type	Credits	Page No
MANTCAD425	Anthropology of Development	500	Core	4	52
MANTCTK425	Tribal Culture in India	500	Core	4	54
MANTCTP425	Term Paper	500	Core	8	56
MANTDAA425	Anthropology of Ageing	500	DCE	2	57
MANTDMA425	Medical Anthropology	500	DCE	2	59
MANTDPM425	PLA/PRA	500	DCE	2	61
MANTDAF425	Anthropology of Food	500	DCE	2	62
				Total Credits: 20	

Minimum 2 DCE Course Papers to be selected

Course Title: Social Anthropology	
Course Code: MANTCSA125	Semester: I
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs) CLO 1: The learners will gain information about the emergence and development of social and cultural anthropology. CLO 2: The learners will gain basic information about society, norms, values and social groups. CLO 3: The learners will gain information about key terms related to culture and will help them to understand culture anthropologically. CLO 4: The learners will gain information about the social change with its linkage to social movements, modernization and globalization.	

Unit: 1: Introduction

- Emergence and Development of Social Anthropology
- Relationship of Social Anthropology with other disciplines
- Specialized Areas
- Social Anthropology in India

Unit 2: Understanding Society

- Characteristics of Society
- Community, Institution and Association
- Social Group: Meaning and Types
- Norms, Values, Folkways and Mores

Unit 3: Understanding Culture

- Culture: Meaning, Fundamentals and Characteristics
- Material and Symbolic Culture
- Enculturation, Acculturation, Transculturation
- Cultural Relativism, Ethnocentrism

Unit 4: Social and Cultural Change

- Social Change and Modernity
- Theories of Social Change: Evolutionary and Cyclical
- Social Movements and Social Change
- Globalization and Social Change

CLO/PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	2	3	0	2	2	2	2	2	2.0
CLO 2	3	2	2	3	0	2	2	2	2	2	2.0
CLO 3	3	2	2	3	0	2	2	2	2	2	2.0
CLO 4	3	2	2	3	0	2	2	2	2	2	2.0
Avg	3	2	2	3	0	2	2	2	2	2	2.0

List of Readings

- Asad, T. (2020). The Concept of Cultural Translation in British Social Anthropology. In *Writing Culture* (pp. 141-164). University of California Press.
- Beals, R. L., & Hoijer, H. (1965). *An Introduction to Anthropology*. MacMillan and Company, New York.
- Beattie, J. (2013). *Other Cultures: Aims, Methods and Achievements in Social Anthropology*. Routledge.
- Cheater, A. P. (2003). *Social Anthropology: An Alternative Introduction*. Routledge.
- Chapman, M. (1996). Preface: Social Anthropology, Business Studies, and Cultural Issues. *International Studies of Management & Organization*, 26(4), 3-29.
- Davis, J. (2015). *People of the Mediterranean: An Essay in Comparative Social Anthropology*. Routledge.
- Epstein, A. L. (2017). *The Craft of Social Anthropology*. Routledge.
- Gluckman, M. (1961). Ethnographic Data in British Social Anthropology. *The Sociological Review*, 9(1), 5-17.
- Gibb, R. (2001). Toward an Anthropology of Social Movements. *Journal des Anthropologues*. Association Française des Anthropologues, (85-86), 233-253.
- Hendry, J. (2017). *An Introduction to Social Anthropology: Sharing Our Worlds*. Bloomsbury Publishing.
- Jamieson, L. (2011). Intimacy as a Concept: Explaining Social Change in the Context of Globalisation or another form of Ethnocentrism?. *Sociological Research Online*, 16(4), 151-163.
- Lepenies, W. (1976). History and Anthropology. A Historical Appraisal of the Current Contact between the Disciplines. *Social Science Information*, 15(2-3), 287-306.
- Salman, T., & Assies, W. (2017). Anthropology and the Study of Social Movements. In *Handbook of Social Movements Across Disciplines* (pp. 57-101). Cham: Springer International Publishing.
- Wallerstein, I. (2003). Anthropology, Sociology, and Other Dubious Disciplines. *Current Anthropology*, 44(4), 453-465.

Course Title: Biological Anthropology	
Course Code: MANTCBA125	Semester: I
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs) CLO 1: The learners will establish understanding of human biology through methods, history, and interdisciplinary linkages in the study of human physical traits. CLO 2: The Learners will analyze evolutionary principles and interpret primate behavior in relation to human origins. CLO 3: The Learners will compare anatomical features to trace major developments in human ancestry and locomotion. CLO 4: The Learners will identify and evaluate biological diversity within and across human populations using scientific criteria.	

Unit 1: Introduction

- Meaning, Scope, and Branches of Biological Anthropology
- History and Development of Physical/Biological Anthropology
- Relationship with Other Sciences: Genetics, Medicine, Ecology, and Archaeology
- Methods and Tools in Biological Anthropology: Metric and Non-Metric Techniques

Unit 2: Fundamentals of Human Evolution I

- Principles of Evolution
- Theories of Organic Evolution
- Mans Place in Animal Kingdom
- Primate Behaviour

Unit 3: Fundamentals of Human Evolution II

- Comparative Anatomy of Man and Apes
- Hominid Evolution
- Erect Posture and Bipedalism
- Evolution of Teeth, Chin, foot and Pelvis.

Unit 4: Human Variation

- Biological concept of Race, Race formation, Criteria of Race.
- Major races of the world.
- Racial elements in Indian population.
- Causes of human variation- Morphological, Serological and Genetic.

CLO/PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	3	3	2	2	1	2	1	1	3	2.1
CLO 2	3	2	2	2	1	1	2	3	1	3	2.0
CLO 3	3	3	3	2	1	1	1	1	2	3	2.0
CLO 4	2	3	3	2	1	2	3	3	0	3	2.2
Avg	2.75	2.75	2.75	2	1.25	1.25	2	2	1	3	2.07

List of Readings

- Ashley-Montagu, M. E. (1961) *An Introduction to Physical Anthropology*. Illinois: Charles C. Barnow, V. (1989). *Introduction to Physical Anthropology and Archaeology*. Chicago: The Dosery Press
- Boaz, N. T., & Almquist, A. J. (1999). *Essentials of Biological Anthropology*. New Jersey: Prentice Hall
- Fagan, B. M. (1983). *People of Earth. An Introduction*. Boston: Little, Brown and Company
- Fagan, B. M. (2009). *The Complete Ice Age: How Climate Change Shaped the World*. London: Thames and Hudson
- Lewin, R. (1999). *Human Evolution*. New York: Blackwell Science Ltd
- Park, M. (2007). *Biological Anthropology: An Introductory Reader*, McGraw Hill
- Radtke, Trudi. (2019). *Physical Anthropology*. An Open Educational Resources Publication, Taft College.
- Sankalia, H. D. (1964). *Stone Age Tools: Their Techniques, Names and Probable Functions*. Poona: Deccan College.
- Stein, B. R. K., & Rowe, B. M. (1999). *Physical Anthropology*. New York, McGraw-Hill Thomas.

Course Title: Theoretical Foundations of Anthropology	
Course Code: MANTCTF125	Semester: I
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs) CLO 1: To help students develop a historical understanding of Key theoretical debates in Anthropology CLO 2: To introduce the students to various theories and theoretical debates in Social Anthropology. CLO 3: To acquaint the students with key theorists and their contributions. CLO 4: To introduce students to recent theoretical developments.	

Unit I: Introduction

- Evolutionism
- Diffusionism
- Historical Particularism
- Neo-Evolutionists

Unit II: Structural Functionalism

- Emile Durkheim
- Bronislaw Malinowski
- A.R. Radcliffe Brown

Unit III: Structuralism

- Claude Levi-Strauss
- Evans Pritchard
- Edmund Leach
- Raymond Firth

Unit IV: Contemporary Developments in Anthropological Theory

- Interpretive Approaches
- Post-structuralism
- Post-modernism

CLO-PLO Matrix

	PLO 01	PLO 02	PLO 03	PLO 04	PLO 05	PLO 06	PLO 07	PLO 08	PLO 09	PLO 10	Total
CLO 01	3	1	1	3	1	1	1	2	3	3	1.9
CLO 02	3	1	2	3	1	1	2	2	2	3	2.0
CLO 03	3	1	2	3	1	1	1	2	2	3	1.9
CLO 04	3	1	3	3	3	1	2	2	1	3	2.2
Avg	3	1	2	3	1.5	1	1.5	2	2	3	2

List of Readings

- Barnard, A. (2021). *History and Theory in Anthropology*. Cambridge University Press.
- Bloch, M. (2013). *Marxism and Anthropology: The History of a Relationship*. Routledge.
- Durkheim, E. (2004). *Readings from Emile Durkheim*. Psychology Press.
- Harris, M. (2001). *The Rise of Anthropological Theory: A History of Theories of Culture*. Bloomsbury Publishing PLC.
- Layton, R. (1997). *An Introduction to Theory in Anthropology*. Cambridge University Press, Cambridge.
- Levi-Strauss, C. (1963). *Structural Anthropology*. Basic Book, New York.
- Lowie, R. H. (1937). *The History of Ethnological Theory*. Rinehart and Winston, New York.
- Moore, J. D. (1997). *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Walnut Creek, CA: AltaMira Press.
- Morgan, L. H. (1877). *Ancient Society*. World Publishing, New York.
- Rendtorff, J. D. (2014). Structuralism, Structural Anthropology, and Social Theory. In *French Philosophy and Social Theory: A Perspective for Ethics and Philosophy of Management* (pp. 121-147). Dordrecht: Springer Netherlands.
- Radcliff-Brown, A. R. (1952). *Structure and Function in Primitive Society*. Routledge and Kegan Paul, London.
- Robert, R. (1941). *Folk Culture of Yukatam*. Chicago University Press, Chicago.
- Said, E. W. (1978). *Orientalism*. Pantheon, New York.
- Tylor, E. B. (1871). *Primitive Culture: Researches into the development of Mythology, Philosophy, Religion, Language, Art and Customs*. J. Murry, London.
- Upadhyay, V. S., & Pandey, G. (1993). *History of anthropological thought*. Concept publishing company.

Course Title: Research and Fieldwork Tradition in Anthropology	
Course Code: MANTCRF125	Semester: I
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs) CLO 1: The learners will be introduced to fieldwork tradition(s) in Social Anthropology. CLO 2: The learners will gain an understanding of negotiating difficult field work settings CLO 3: The learners will learn skills for conduct of fieldwork from practical experience (practicum) CLO 4: The learners will undertake fieldwork and learn from practical experience (practicum)	

Unit 1: Fieldwork and Anthropology

- Fieldwork: Concept and Significance
- Fieldwork Traditions in Anthropology
- Idea of a Native Anthropologist
- Ethics of Anthropological Fieldwork

Unit 2: Preparing for the Field

- Entry into the Field and Building Rapport
- Key Informants and Gate-Keepers
- Field Notes, Field Diary.
- Fieldwork in Difficult Situations.

Unit 3 and Unit 4: Fieldwork Practicum (under concerned supervisors)

CLO-PLO Matrix

	PLO 01	PLO 02	PLO 03	PLO 04	PLO 05	PLO 06	PLO 07	PLO 08	PLO 09	PLO 10	Total
CLO 01	3	2	2	3	1	1	1	2	3	3	2.1
CLO 02	3	2	2	3	1	1	2	2	2	3	2.1
CLO 03	3	3	3	3	1	1	1	2	2	3	2.2
CLO 04	3	3	3	3	3	1	2	2	1	3	2.4
Avg	3	2.5	2.5	3	1.5	1	1.5	2	2	3	2.2

List of Readings

- Bernard, H. R. (2002). *Research Methods in Anthropology*. Altamira press, New York.
- Bose P. K. (1994). *Research Methodology*. ICSSR, New Delhi.
- Bryman, A. (2008). *Social Research Methods*. Oxford University Press, New York.
- Danda A. K. (1992). *Research Methods in Anthropology*. Inter- India Publication, New Delhi.
- Ellen, R. F. (1984). *Ethnographic Research: A Guide to General Conduct*. Academic Press, New York.
- Fetterman, D. M. (1989). *Ethnography Step by Step*. Sage Publication, New Delhi.
- Goffman, E. (1989). On Fieldwork. *Journal of Contemporary Ethnography*, 18(2), 123-132.
- Kumar, R. (2011). *Research Methodology: A Step-by-Step guide for beginners*. Sage Publication India Pvt Ltd, New Delhi.
- Randall, D., Harper, R., & Rouncefield, M. (2007). *Fieldwork for Design: Theory and Practice*. London: Springer London.
- Sarana, G. (1975). *Methodology of Anthropology*. University of Arizona, New York.
- Srivastava, V. K. (Eds.). (2004). *Methodology and Fieldwork*. Oxford University Press, New Delhi.
- Wax, R. (1971). *Doing Fieldwork: Warnings and Advice*. University of Chicago Press.
- Young, P.V. (1988). *Scientific Survey and Research*. Prentice Hall, New Delhi.

Course Title: Anthropology in India	
Course Code: MANTCAI125	Semester: I
Course Type: DCE	Credits: 2
CLOs: CLO 1: The Learners will understand the historical development of anthropology in India, from colonial times to the present. CLO 2: The learners will identify the contributions of Indian anthropologists and their role in shaping the discipline. The learners will also understand the themes that are core to Indian Anthropology.	

Unit 1: Development of Anthropology in India

- Emergence of Anthropology in Colonial India
- Post-Independence Growth and Institutionalization
- Contributions of Pioneering Indian Anthropologists: Verrier Elwin, G.S. Ghurye, D.N. Majumdar, N.K. Bose, S.C. Roy
- Approaches and Trends in Indian Anthropology

Unit 2: Themes and Applications in Indian Anthropology

- Tribal and Caste Studies in India
- Village and Rural Anthropology
- Applied Anthropology in Indian Context
- Contemporary Issues in Indian Anthropology

CLO/PLO Metrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	Total
CLO 1	2	3	1	2	2	2	1	3	1	3	2.0
CLO 2	3	2	2	1	2	1	3	1	2	3	2.0
Avg	2.5	2.5	1.5	1.5	2	1.5	2	2	1.5	3	2.0

List of Readings

- Beteille, A. (1991). *Society and Politics in India*. Delhi: Oxford University Press.
- Dumont, L. (1976). *Homo Hierarchicus*. Delhi: Vikas Publishing House.
Longman.
- Luke, PY. and J.B.Carmen. (1968). *Village Christians and Hindu culture: Study of a Rural Church in Andhra Pradesh, South India*. London: Lutterworth Press.
- Mandelbaum, D. G. (1972). *Society in India, 2 Vols*. Bombay: Popular.
- Mosse, D. (1996). South Indian Christians, purity/impurity, and the caste system: Death ritual in a Tamil Roman Catholic community. *Journal of the Royal Anthropological Institute*, 461-483.
- Sengupta, S. (Eds.). (2024). *Architects of Anthropology in India*. Gyan Publishing House.
- Shah, G. (2004). *Caste and Democratic Politics in India* (Eds.). Delhi: Orient Blackswan.
- Srinivas, M. N. (1976). *The Remembered Village*. London: University of California Press.
- Srinivas, M. N. (1987). *Dominant Caste and Other Essays*. Delhi: Oxford University Press.

Course Title: Linguistic Anthropology	
Course Code: MANTDLA125	Semester: I
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs): CLO 1: The learners will gain information about the evolution and development of linguistic anthropology. CLO 2: The learners will gain information about language and its place in anthropology. Furthermore, they will gain information about language loss, endangered languages, maintenance, and revitalization.	

Unit: I: Introduction

- Linguistic Anthropology: Evolution and Development
- Key Concepts in Linguistic Anthropology
- Linguistic Models in Anthropology
- Research Methods in Linguistic Anthropology

Unit 2: Language

- Language: Meaning and Cognition
- Language: Ideology and Structure
- Language, Race, and Reflexivity
- Endangered Languages: Maintenance and Revitalization

CLO-PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	2	2	2	2	2	0	3	2	2.0
CLO 2	3	2	2	2	2	2	2	0	3	2	2.0
Avg	3	2	2	2	2	2	2	0	3	2	2.0

List of Readings

- Ahearn, L. M. (2021). *Living Language: An Introduction to Linguistic Anthropology*. John Wiley & Sons.
- Durbin, M. A. (1972). Linguistic Models in Anthropology. *Annual Review of Anthropology*, 383-410.
- Duranti, A. (Eds.). (2009). *Linguistic Anthropology: A Reader*. John Wiley & Sons.
- Duranti, A. (2009). Linguistic Anthropology: History, Ideas, and Issues. *Linguistic Anthropology: A Reader*, 1-60.
- Fairclough, N. (2013). Language and Ideology. In *Critical Discourse Analysis* (pp. 56-68). Routledge.
- Kroskrity, P. V. (2004). Language Ideologies. *A Companion to Linguistic Anthropology*, 496, 517.
- Rosa, J., & Burdick, C. (2017). Language Ideologies. *The Oxford Handbook of Language and Society*, 103-123.
- Nakassis, C. V. (2023). A Linguistic Anthropology of Images. *Annual Review of Anthropology*, 52(1), 73-91.
- Woolard, K. A. (2020). Language Ideology. *The International Encyclopedia of Linguistic Anthropology*, 1-21.
- Wortham, S. (2008). Linguistic Anthropology of Education. *Annual Review of Anthropology*, 37(1), 37-51.
- Woolard, K. A. (1992). Language Ideology: Issues and Approaches. *Pragmatics. Quarterly Publication of the International Pragmatics Association (IPrA)*, 2(3), 235-249.

Course Title: Communication Skills	
Course Code: MANTDCS125	Semester: I
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs): I. The learners will be gain an understanding of communication and its types. II. The learners will be able to effectively use communication skills in fieldwork, research projects, and academic presentations.	

Unit I: Introduction

- Language and Communication.
- Communication: Process, Elements and Models.
- Types of Communication, Barriers to Communication.
- Role in Socialisation. Emergence of Mass Media. Communicative Action and Public Sphere

Unit II: Communication Skills for Fieldwork

- Verbal and Non-Verbal Communication in Fieldwork.
- Communication Skills for Rapport Building and Interviews.
- Use of Mobile Phones, Camera and Voice Recorders in Field.
- Writing, Storing and Presenting Field Data: Textual, Visual, Multi-Modal.

CLO-PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	3	2	1	3	2	0	2	3	2
CLO 2	2	3	3	2	3	3	2	1	3	3	2.5
Avg	2	2.5	3	2	2	3	2	0.25	2.5	3	2.25

List of Readings

- Baran, S. (2011). *Introduction to Mass Communication: Media Literacy and Culture*. McGraw Hill.
- Burgoon, J. K., Manusov, V., & Guerrero, L. K. (2021). *Nonverbal Communication*. Routledge.
- Fujishin, R. (2022). *The Art of Communication: Improving Your Fundamental Communication Skills*. Rowman and Littlefield
- Gerson, K., & Damaske, S. (2020). *The Science and Art of Interviewing*. Oxford University Press.
- Habermas, J. (1984). *The Theory of Communicative Action*.
- Hargie, O. (Eds.). (2018). *The Handbook of Communication Skills* (4th ed.). Routledge.
- Koneru, A. (2014). *Professional Communication Skills*. McGraw Hill, New Delhi
- Ledden, E. (2017). *The Presentation Book: How to Create It, Shape It and Deliver it! Improve your Presentation Skills Now*. Pearson UK.
- Parker, Y., & Brown, B. (2012). *The Damn Good Resume Guide: A Crash Course in Resume Writing*. Ten Speed Press.
- Rocci, A., & de Saussure, L. (Eds.). (2016). *Verbal Communication* (Vol. 3). Walter de Gruyter GmbH & Co KG.
- Sen, L. (2007). *Communication Skills*. Prentice Hall

Online Resources and MOOCs Suggestions

- Communication Skills: Modes and Knowledge Dissemination. Swayam MOOC.
https://onlinecourses.swayam2.ac.in/ntr21_ed37/preview
- MOOCs for Communication Skills. British Council.
<https://www.britishcouncil.in/english/online/resources-websites/moocs>
- Effective Communication: Writing, Design, and Presentation Specialization.
<https://www.coursera.org/specializations/effective-business-communication>

Course Title: Social Movements and Anthropology	
Course Code: MANTDS125	Semester: I
Course Type: DCE	Credits:2
CLOs PLO 1: To introduce students a historical and theoretical dimension of social movements. PLO 2: To provide students accounts of social movements using an ethnographic approach	

Unit 1: Introduction

- Social Movements: Overview and Types
- Theoretical Approaches
- Resource Mobilisation
- Relative Deprivation

Unit 2: Ethnography and Social Movements

- Anthropology and the Study of Social Movements.
- Propaganda and Mass Media in Social Movements
- Global Social Movements: LGBT, Zapista and Irsih Movement

CLO-PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	3	2	1	3	2	0	2	3	2
CLO 2	2	2	2	2	1	2	2	1	3	3	2
Avg	2	2	2.5	2	1	2.5	2	0.25	2.5	3	2

List of Readings

- Bagguley, P. (1997). Beyond Political Sociology? Developments in the Sociology of Social Movements. *The Sociological Review*, 45(1), 147-161.
- Balandier, G. (1967). *Anthropologie Politique* (pp. 212-214). Paris: Presses universitaires de France.
- Bergendorff, S. (1998). The Sky Came Down: Social Movements and Personhood in Mekeo Society 1. *Oceania*, 69(2), 116-131.
- Bloch, M. (1983). *Marxism And Anthropology*. Oxford University Press
- Bloch, M. (2013). *Marxist Analyses and Social Anthropology*. Routledge.
- Cohen, J. L. (1985). Strategy or Identity: New Theoretical Paradigms and Contemporary Social Movements. *Social Research*, 663-716.
- Collier, J. F. (1997). The Waxing and Waning of 'Subfields' in North American Sociocultural Anthropology. *Anthropological Locations: Boundaries and Grounds of a Field Science*, 117-130.
- Della Porta, D. (2020). Building bridges: Social movements and civil society in times of crisis. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 31(5), 938-948.
- Devons, E., & Gluckman, M. (2017). Conclusion: Modes and Consequences of Limiting a field of study. In *Closed systems and Open minds* (pp. 158-262). Routledge.
- Geertz, C. (1973). *The Interpretation of Cultures* New York. NY: *Basic Books*.
- Ruyle, E. E. (2019). Rethinking Marxist anthropology. In *Perspectives in US Marxist Anthropology* (pp. 24-56). Routledge.

Course Title: Archaeological Anthropology	
Course Code: MANTCAA225	Semester: II
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs): CLO 1: The Learners will understand archaeological thought, typologies, dating methods, and theoretical approaches. CLO 2: The Learners will analyse cultural and technological developments in prehistoric Europe. CLO 3: The Learners will evaluate prehistoric cultural sequences and archaeological records of India. CLO 4: The Learners will examine early human dispersal and advances in Paleoanthropology and genetics.	

UNIT I: The Framework of Archaeology

- History and development of archaeological anthropology
- Dating methods: relative and absolute
- Prehistoric tool typology and technology
- Theoretical approaches in archaeology

UNIT II: European Prehistory

- Introduction to European Prehistory: Chronology and Terminology
- Palaeolithic culture of Europe: key features and important sites
- Palaeolithic Art of Europe: Lascaux, Altamira
- Mesolithic Culture of Europe, Neolithic Revolution and the Rise of Agricultural Societies

Unit-III: Indian Prehistory

- Introduction to Indian Prehistory: Chronology and Terminology
- Palaeolithic culture of India
- Mesolithic Culture of India
- Neolithic Culture of India, Indus Valley Civilization

Unit-IV: New Trends in World Prehistory

- Origin and Dispersal of Earliest Homo from Africa
- The First Human Settlement of Europe during the Lower Pleistocene Epoch
- The First Human Settlement of Asia during the Lower Pleistocene Epoch
- Recent Advances in Ancient DNA Research

CLO/PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	3	3	2	2	1	2	2	1	3	2.2
CLO 2	3	1	1	2	2	2	1	1	2	3	1.8
CLO 3	3	1	3	2	1	1	2	2	1	3	1.9
CLO 4	3	2	3	2	1	2	2	3	1	3	2.2
Avg	3	1.75	2.5	2	1.5	1.5	1.75	2	1.25	3	2.02

List of Readings

- Agrawal, D. P. (1979). *Essays in Indian Protohistory. History and Archaeology Series.*
- Allchin F. R. (1972). *A Source book of Indian Archaeology.* New Delhi.
- Allchin, F. R. (1995). *The Archaeology of Early Historic South Asia; The Emergence of Cities and States.* Cambridge: Cambridge University Press.
- Bhattacharya, D. K. (1977). *Palaeolithic Europe.* Netherland: Humanities press.
- Bhattacharya, D. K. (2014). *Old Stone Age Tools and Techniques.* Calcutta, K.P. Bagchi Company.
- Binford, L. R. (1972). *Introduction. An Archaeological Perspective,* Seminar Press, New York.
- Dalrymple, W. (2024). *The Golden Road: How Ancient India transformed the world.* London, UK: Bloomsbury Publishing.
- Fagan, B. M., & Durrani, N. (2021). *Archaeology: A Brief Introduction.* Routledge.
- Heath, J. (2025). *Prehistoric Europe: 50 Great Discoveries.* London, UK: Bloomsbury Academic.

Course Title: Family and Kinship	
Course Code: MANTCFK225	Semester: II
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs) CLO 1: The learners will gain information about key concepts in kinship studies, kinship usages, terminology, theories and will develop an ability to understand kinship across cultures. CLO 2: The learners will gain information on how family changes across cultures. They can gain practical knowledge of how to engage with different anthropological perspectives on family studies. CLO 3: The learners will gain information about how marriage practices vary across cultures. CLO 4: The learners will gain information about modern romantic relationships, surrogacy, transgender kinship, reproductive technologies and reconfigured kinship.	

Unit 1: Introduction

- Kinship Terms and Usages
- Kinship Terminology: Classificatory and Descriptive.
- Alliance and Descent Theories.
- Reckoning Kinship across Cultures

Unit 2: Family and Kinship

- Family: Meaning, Characteristics and Types
- Families across Cultures
- Anthropological Perspectives
- Rethinking Family Practices

Unit 3: Marriage and Kinship

- Marriage: Meaning, Functions and Significance
- Marriage across Cultures
- Kinship and Property
- Honour shame and Violence

Unit 4: Changes in Kinship System

- Shift in Emotional connection
- Surrogacy and Motherhood
- Transgender Kinship
- Reproductive Technologies and Reconfigured Kinship.

CLO/PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	2	1	2	2	1.9
CLO 2	2	2	2	2	2	2	2	1	2	2	1.9
CLO 3	2	2	2	2	2	2	2	1	2	2	1.9
CLO 4	2	2	2	2	2	2	2	1	2	2	1.9
Avg	2	2	2	2	2	2	2	1	2	2	1.9

List of Readings

- Barnes, J.A. (1971). *Three Styles in the Study of Kinship* London: Tavistock.
- Bodenhorn, B. (2020). The Anthropology of Kinship: The Kinship. In *The Handbook of Sociocultural Anthropology* (pp. 137-155). Routledge.
- Carsten, J. (Eds.). (2000). *Cultures of Relatedness: New approaches to the study of kinship*. Cambridge University Press.
- Carsten, J. (2004). *After Kinship*. Cambridge University Press.
- Cooper, D. G. (1971). *The Death of the Family*. New York: Pantheon Books.
- Dube, L. (1974). *Sociology of Kinship: An analytical Survey of Literature*. Bombay: Popular Prakashan.
- Engels, F. (1948). *The Origin of the Family, Private Property and the State*. Moscow: Progress Publishers.
- Fox, Robin. (1967). *Kinship and Marriage: An Anthropological Perspective*. Harmondsworth: Penguin. Books Ltd.
- Franklin, S. (2019). *The Anthropology of Biology: A Lesson from the New Kinship Studies*.
- Goody, J. (Eds.). (1971). *Kinship*. Harmondsworth: Penguin Books Ltd.
- Goody, J. (Eds.) (1958). *The Developmental Cycle in Domestic Groups*. Cambridge: Cambridge University Press.
- Gross, N. (2005). The Detraditionalization of Intimacy Reconsidered. *Sociological Theory*, 23(3), 286-311.
- Hlaing, F. C. (2011). Kinship theory and cognitive theory in anthropology. *A Companion to Cognitive Anthropology*, 254-269.
- Herzfeld, M. (2007). Global Kinship: Anthropology and the Politics of Knowing. *Anthropological Quarterly*, 80(2), 313-323.
- Hahn, K. (2024). Intimacy and the Transformation of the Public Sphere. *Theory, Culture & Society*, 41(7-8), 41-56.
- Kuper, A. (2018). We need to talk about kinship. *Anthropology of this Century*, 23, 1-12.
- International Encyclopaedia of the Social Sciences*, 1968. New York: Macmillan and Free Press.
- Levi-Strauss, C. (1949). *The Elementary Structure of Kinship*. London: Eyre and Spottiswoode.
- Shah, A. M. (1974). *The Household Dimension of the Family in India*. Berkeley: University of California Press.
- Pettinato, T. R. (2007). Transforming Marriage: The Transformation of Intimacy and the Democratizing Potential of Love. *JL & Fam. Stud.*, 9, 101.
- Sahlins, M. (2011). What Kinship Is. *Journal of the Royal Anthropological Institute*, 17(1), 2-19.
- Overing, J., Fortis, P., & Margiotti, M. (2015). Kinship in Anthropology. *International Encyclopedia of the Social & Behavioral Sciences*, 36-43.

Course Title: Research Methods I	
Course Code: MANTCRM225	Semester: II
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs) Unit I. The learners will be introduced to the philosophical foundations of research in social sciences. Unit II. The learners will become acquainted with research design and its types. Unit III. The learners will gain an understanding of types of data and sampling. Unit IV. The learners will be introduced to basics of quantitative and qualitative research methods.	

Unit I: Conceptual and Philosophical Understanding of Social Research

- Science versus Social Science (Empiricism and Objectivity)
- Knowledge Building and Scientific Revolution (Thomas Kuhn and Karl Popper)
- Ontological and Epistemological Issues in Research
- Research Strategies: Inductive, Deductive, Abductive

Unit II: Approaches/Perspectives in Methodology

- Positivist versus Non-Positivist Approaches
- Hermeneutical Traditions: Interpretative Approach
- Ethnomethodology: Anthropological Method
- Social Constructivism

Unit III: Methodology and Techniques of Data Collection

- Field and Fieldwork
- Data Collection Techniques
- Research Design: Concepts, Types and Formulation
- Sampling (Probability and Non-probability)

Unit IV: Contemporary Debates in Social Research

- Qualitative and Quantitative Methods
- Research Proposal and Research Writing
- Ethical Issues in Social Research
- Social Research and AI

CLO/PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	2	0	2	3	2.0
CLO 2	2	2	2	2	2	2	2	0	2	3	1.9
CLO 3	2	2	2	2	2	2	2	0	2	3	1.9
CLO 4	2	3	2	3	2	3	2	0	2	3	2.2
Avg	2	2.5	2	2.25	2	2.25	2	0	2	3	2

List of Readings

- Bernard H. R. (2006). *Research Methods in Anthropology Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications.
- Blaikie, N., & Priest, J. (2019). *Designing Social Research: The Logic of Anticipation*. John Wiley & Sons.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2024). *The Craft of Research*. University of Chicago Press.
- Brayman, A., (2019). *Social Research Methods*. Oxford University Press.
- Broom, A. (2006). Ethical Issues in Social Research. *Complementary Therapies in Medicine*, 14(2), 151-156.
- Flick, U. (2015). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Sage.
- Goundar, S. (2012). Research Methodology and Research Method. *Victoria University of Wellington*, 1(1), 1-47.
- Gunn, W., & Løgstrup, L. B. (2014). Participant Observation, Anthropology Methodology and Design Anthropology Research Inquiry. *Arts and Humanities in Higher Education*, 13(4), 428-442.
- Kelman, H. C. (1982). Ethical Issues in Different Social Science Methods. *Ethical Issues in Social Science Research*, 40-98.
- Kleinman, A. (1983). The Cultural Meanings and Social uses of Illness. *Journal of Family Practice*, 16(3), 539-545.
- May, T., & Perry, B. (2022). *Social Research: Issues, Methods and Process*. McGraw-Hill Education (UK).
- Madrigal L. (2012). *Statistics for Anthropology*. Cambridge: Cambridge University Press. 2012.
- Neuman, W. L. (1988). Social research methods: Qualitative and quantitative approaches. Boston: Allyn and Bacon. *Organization Studies*.
- Patel, M., & Patel, N. (2019). Exploring Research Methodology. *International Journal of Research and Review*, 6(3), 48-55.
- Pandey, P., & Pandey, M. M. (2015). *Research Methodology: Tools and Techniques*.
- Radcliffe-Brown, A. R. (1951). The Comparative Method in Social Anthropology. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 81(1/2), 15-22.

Course Title: Fieldwork (Practicum)	
Course Code: MANTCFP225	Semester: II
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs) CLO: The students are expected to gain an understanding of the field and develop essential skills conducting ethnographic interviews, observations, maintaining field notes and dairies.	

The Fieldwork is a practical component introduces the students to field sites. The students will visit various sites and will be introduced to cultural and social aspects of communities.

The students will be mentored by individual faculty members allotted to them at the start of the semester.

Assessments for fieldwork may include any of the following, as decided by the faculty:

- Internal Component
- Performance/Participation
- End of Semester
- Field Reports (4000-5000 Words)
- Viva Voce/Presentation

CLO/PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	2	0	2	3	2
CLO 2	2	2	2	2	2	2	2	0	2	3	1.9
CLO 3	2	2	2	2	2	2	2	0	2	3	1.9
CLO 4	2	3	2	3	2	3	2	0	2	3	2.2
Avg	2	2.5	2	2.25	2	2.25	2	0	2	3	2

Course Title: Society and Culture in Kashmir	
Course Code: MANTDSC225	Semester: II
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs) CLO 1: The learners will gain information about the history, socio-demographics, economic structures of Kashmir. CLO 2: The learners will gain information about folk traditions, rituals and cultural practices in Kashmir.	

Unit I: Kashmiri Society and Cultural Identity

- Historical Evolution of Society (Pre-Islamic, Islamic and Contemporary)
- Social Structure of Kashmir (Family, Marriage and Kinship)
- Fairs, Festivals and Social Gatherings (Eid, Herath, Navreh, Urs, Muharram and Seasonal Festivals)
- Traditional Games of Kashmir (Hopscotch, Gilli Danda, Hide and Seek)

Unit II: Rituals, Folk Traditions and Performative Culture

- Life Cycle Rituals (Birth, Marriage and Death)
- Folk Dances and Theatre (Rouf, Dumhal, Bhand Pather and Hafiza Dance)
- Folk Songs and Oral Traditions (Sufiyana, Musiqi, Wanwun, Ladishah, Chakri)
- Beliefs, Taboos, and Healing Practices (Peer-Muqaam Traditions, Folk Medicine and Leech Therapy)

CLO/PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	2	2	0	2	1.8
CLO 2	2	2	2	2	2	2	2	2	0	2	1.8
Avg	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.5	0	2.0	1.8

List of Readings

- Bhat, T., & Mathews, S. (2024). Cultural Artefacts as the Transmission of Socio-Cultural Experience: Exploring the Role of the Pashmina Shawl as a Repository of Memory. *The Journal of Modern Craft*, 17(3), 261-277.
- Jaitly, J. (1990). *Crafts of Jammu, Kashmir & Ladakh*. USA: Grantha Corporation, in Association with Mapin Publishing Pvt. Ltd.
- Khan, M. I. (1978). *History of Srinagar (1846-1947): A Study of Socio-Cultural Change* (1st). Srinagar-190002: Aamir Publications Srinagar.
- Lawrence, W. R. (1895). *The Valley of Kashmir (First)*. United Kingdom Amen Corner: Henry. Frowde Oxford University press Amen Corner, E.C.
- Mattoo, M. A. (1988). *Kashmir Under the Mughals (1586-1752)* (1st). Srinagar: Golden Horde Enterprises Kashmir.
- Madan, T. N. (1972). Religious ideology in a plural society: the Muslims and Hindus of Kashmir. *Contributions to Indian sociology*, 6(1), 106-141.
- Nasir, R. (2025). Exploring Cultural Embeddedness of Kashmiri Muslims: The Influence of the Rishi Movement. *The Oriental Anthropologist*, 0972558X251348422.
- Pandit, T. N. (2005). Kashmiri Pandits: Changing Social and Cultural Boundaries of an Uprooted Community. *Kashmiri Pandits: A Contemporary Perspective*, 5.
- Prashar, P. (2015). *Literature and Society of Ancient Kashmir*.
- T.N. Madan. T.N. (1965). *Family And Kinship: A Study Of The Pandits of Rural Kashmir*.

Course Title: Human Growth and Development	
Course Code: MANTDHD225	Semester: II
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs) CLO 1: Learners will understand human growth and maturation, research methods, and interpret growth trends influenced by biological, nutritional, and environmental factors. CLO 2: Learners will analyse physique and body composition and evaluate adaptations to environmental stressors across sex and ethnic variations.	

Unit 1: Principles of Human Growth and Development

- Concept of Human Growth, Development, and Maturation.
- Cellular Processes: Hyperplasia, Hypertrophy, and Accretion, Stages of Growth: Prenatal and Post-natal.
- Methods of Studying Growth: Cross-sectional, Longitudinal, Mixed & Linked Longitudinal.
- Growth Assessment Techniques: Scammon's Growth Curves of Systemic Growth, Distance and Velocity Growth Curves, Growth Gradients, Growth Spurt, Catch-up Growth.
- Canalization, Biological and Environmental Factors Influencing Growth, Secular Trends.

Unit 2: Human Physique, Adaptation, and Body Composition

- Introduction to Human Physique and Somatotyping.
- Somatotyping Methods: Sheldon, Parnell, Heath and Carter.
- Concept of Body Composition: Total Body Fat, Essential Fat, Fat-Free Mass, BMI, Methods of Body Composition Assessment.
- Bio-cultural Adaptation to Environmental Stresses: Heat, Cold, and Altitude, Homeostasis and Thermoregulation.
- Nutritional Anthropology: Balanced Diet and Assessment of Nutritional Status, Applications of Human Physique and Body Composition

CLO/PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	1	2	2	1	3	1.9
CLO 2	2	2	2	2	2	2	2	3	2	3	2.2
Avg	2	2	2	2	2	1.5	2	2.5	1.5	3	2.05

List of Readings

- Bogin, B. (2020). *Patterns of Human Growth*. Cambridge University Press.
- Cameron, N., & Schell, L. (Eds.). (2021). *Human Growth and Development*. Academic Press.
- Dasgupta, P., & Hauspie, R. (Eds.). (2013). *Perspectives in Human Growth, Development and Maturation*. Dordrecht, Netherlands: Springer.
- Frisancho, A. R. (1993). *Human Adaptation and Accommodation*. University of Michigan Press.
- Harrison, G. A., & Howard, M. (1998). *Human Adaptation*. Oxford University Press.
- Harrison, G. A., Pilbeam, D. R., Tanner, J. M., & Baker, P. T. (1988). *Human Biology. An Introduction to Human Variation, Evolution, Growth and Adaptability*. Oxford University Press.
- Jurmain, R. (2011). *Essentials of Physical Anthropology*. Wadsworth Publishing.
- Kapoor, A. K., & Kapoor, S. (Eds.). (1995). *Biology of Highlanders*. Vinod Publishers & Distributors.
- Kathleen K. (2008). *Encyclopaedia of Obesity*. Sage.
- Malina, R. M., Bouchard, C., & Bar-Or, O. (2004). *Growth, Maturation, and Physical Activity*. Human Kinetics.
- McArdle, W. D., Katch, F. I., & Katch, V. L. (1996). *Exercise Physiology: Energy, Nutrition, and Human Performance*.

Course Title: Visual Anthropology	
Course Code: MANTDVA225	Semester: II
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs): CLO 1. The learners will be introduced to the discipline of visual anthropology and ethnographic photography CLO 2. The learners will be acquainted with ethnographic films and use of camera for film-making	

Unit I: Introduction

- Nature, Scope, Historical Development
- Culture and Visual Medium(s): Images, Films, Art and Aesthetics
- Ethnographic Photography: Conventions, Methodologies, Tools and Techniques
- Ethnophotography, Photo elicitation, Photo essay, Photo voice

Unit II: Ethnographic Film

- Ethnographic Film: Development, Attributes and Uses
- Theoretical Conceptualisations and Ethical Issues, Use of Camera for Film Making
- Works of Margaret Mead, Gregory Bateson, Jean Rouch, John Marshall, Robert Gardner, Tim Asch, etc.
- Indigenous films (Navajo, Kayapo), Contemporary Films and Trends

PLO-CLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	3	3	2	2	3	1	1	2	2	2.2
CLO 2	2	3	3	2	2	3	1	3	3	2	2.4
Avg	2.5	3	3	2	2	3	0.5	2	2.5	2	2.3

List of Readings

- Hockings, P. (Eds.). (2009). *Principles of Visual Anthropology*. Walter de Gruyter.
- Taylor, T. L., Boellstorff, T., Nardi, B., & Pearce, C. (2013). *Ethnography and Virtual Worlds: A Handbook of Method*. Princeton University Press.
- Vannini, P. (Eds.). (2020). *The Routledge International Handbook of Ethnographic Film and Video*. Routledge.
- Worth, S., & Adair, J. (1967). The Navajo as a Filmmaker: A Brief Report of Some Recent Research in the Cross-Cultural Aspects of Film Communications. *American Anthropology*, 69, 76-78.
- Rouch, J. (1975). The Camera and Man. *Principles of Visual Anthropology*. *op. cit.*
- Mead, M. (1975). Visual Anthropology in a Discipline of Words. *World Anthropology*, 3-10.

Suggested Films

- Gardner, R. 1964. *Dead birds*. Watertown, Mass.: Documentary Educational Resources, 83 minutes, film
- Gardner, R. 1986. *Forest of bliss*. Watertown, Mass.: Documentary Educational Resources, 90 minutes, film.
- Gill, H. 2014. *Mardistan (Macholand)*. Washington D.C.: Tilotama Productions, 30 minutes, film
- Harris, Hillar & Gardner, Robert. 1970. *The Nuer*. Contemporary Films/McGraw-Hill, 75 minutes, film
- Marshall, J. (dir.) 1957. *The Hunters*. Watertown, Mass.: Documentary Educational Resources, 72 minutes, film.
- Mead, M. (dir.) 1952. *Trance and Dance in Bali*. Library of Congress, 22 minutes, film
- Mead, M. & Bateson, Gregory. 1954. *Bathing Babies in Three Cultures*. 12 mins., Produced by Gregory Bateson and Margaret Mead. Photographed by Gregory Bateson. Edited by Josef Bohmer. Written and narrated by Margaret Mead
- Rouch, J. 1958. *Moi, un Noir*. New York: Icarus Films, 70 minutes, film.
- Rouch, J. 1967. *Jaguar*. New York: Icarus Films, 88 minutes, film.

Course Title: Anthropology of Environment and Climate Change	
Course Code: MANTDAC125	Semester: II
Course Type: DCE	Credits:2
Course Learning Outcomes (CLOs) CLO 1. To introduce anthropological perspectives on climate change, with a focus on the Himalayan and Kashmiri context. CLO 2. To analyse the intersections of food, climate, and waste (trash) in shaping contemporary challenges and responses in Kashmir and beyond.	

Unit I: Anthropological Perspectives on Climate Change

- The Historical Origins and Development of Climate Change Discourses
- Anthropology and Climate Change: Key debates
- Human Agency Climate Change and Culture
- Climate Change and Disasters

Unit II: Waste, Modernity and Culture

- Anthropology of Waste: Key Debates
- Food Waste and Anthropocene
- Informal Waste Work and Marginalization of People
- Waste workers, kabaadiwalas, and recycling networks in Kashmir

PLO/CLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	2	2	0	2	1.8
CLO 2	2	2	2	2	2	2	2	2	0	2	1.8
Avg	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.5	0	2.0	1.8

List of Readings

- Agarwal, R. (2023). *Waste of a Nation: Garbage and Growth in India*. Harvard University Press.
- Baer, H., & Singer, M. (2018). *The Anthropology of Climate Change: An Integrated Critical Perspective* (2nd ed.). Routledge.
- Cruikshank, J. (2005). *Do Glaciers Listen? Local Knowledge, Colonial Encounters and Social Imagination*. UBC Press.
- Crate, S. A., & Nuttall, M. (Eds.). (2016). *Anthropology and Climate Change: From Encounters to Actions* (2nd ed.). Routledge.
- Doron, A. and R. Jeffrey (2018). *Waste of a Nation: Garbage and Growth in India*. Cambridge: Harvard University Press.
- Gill, K. (2009). *Of Poverty and Plastic: Scavenging and Scrap Trading Entrepreneurs in India's Urban Informal Economy*. Oxford: Oxford University Press.
- Pathak, G., & M. Nichter. (2019). The Anthropology of Plastics: An Agenda for Local Studies of a Global Matter of Concern. *Medical Anthropology Quarterly* 33, no. 3: 307–326, <https://doi.org/10.1111/maq.12514>.
- Wani, A. A. (2021). Climate change and apple economy in Kashmir: A vulnerability assessment. *Journal of Mountain Science*, 18(5), 1129–1143. <https://doi.org/10.1007/s11629-020-6600-7>
- Zutshi, C. (2022). Food, memory, and resistance: Kashmiri cuisine in times of conflict. *Food Studies Journal*, 12(3), 45–62.

Course Title: Human Genetics and Paleoanthropology	
Course Code: MANTCHP325	Semester: III
Course Type: CORE	Credits: 4
Course Learning Outcomes (CLOs): CLO 1: The learners will understand the fundamental principles of genetics, including cellular structures, DNA/RNA, and chromosomal behaviour in humans. CLO 2: The learners will apply genetic principles to explain patterns of inheritance and mechanisms of sex determination and gene expression in human populations. CLO 3: The learners will examine evolutionary theories and anatomical transformations within the geological time scale leading to human emergence. CLO 4: The learners will evaluate fossil evidence and theoretical models to trace the evolutionary history and origin of modern humans.	

Unit 1. Human Genetics

- Basics of Human Genetics: Cell Structure, Cell Division, Linkage, Crossing Over.
- Chromosome Structure and Chromosomal Aberrations, Gene.
- Watson-Crick model of DNA structure.
- Types of RNA and their Functions, Genetic Code.

Unit 2: Methods of Studying Heredity

- Mendelian Principle of Inheritance in Human, Modes of Inheritance.
- Sex-Linked Genes, Sex-Influenced, Sex-Limited, Lethal Genes,
- Modifying Genes, Suppressor Genes, ABO Blood Grouping, MN and Rh Systems.
- Sex Determination, Lyon Hypothesis.

Unit 3: Fundamentals of Palaeoanthropology

- Geological Time Scale, Major Events and Characteristics of the Period.
- Organic Evolution: Introduction, Theories of Organic Evolution.
- Classification of Primates.
- Hominization Process : Overview of Skeletal Anatomy and Associated Changes.

Unit 4: Human Fossils

- Emergence of Modern Man: Fossil evidence- Pongids and Hominid, Oreopithecus.
- Aegyptopithecus, Propliopithecus, Sivapithecus, Dryopithecus, Gigantopithecus, Proconsul.
- Australopithecines, Homo erectus, Neanderthal, Homo sapiens, Siwalik fossil primates.
- Theories of origin of modern *Homo sapiens sapiens*.

CLO-PLO MATRIX

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	3	2	3	2	2	1	1	2	3	2.3
CLO 2	3	3	3	3	2	1	3	1	1	3	2.3
CLO 3	2	3	3	3	1	2	2	3	1	3	2.3
CLO 4	2	3	3	3	1	1	2	2	1	3	2.1
Avg	2.5	2	2.75	3	1.5	1.5	2	1.75	1.25	3	2.25

List of Readings

- Ayala, F. J., & Conde, C. J. C. (2017). *Processes in Human Evolution: The Journey from Early Hominins to Neanderthals and Modern Humans*. Oxford University Press.
- Begun D. R. (2013). *A Companion to Plaeoanthropology*. Wiley-Blackwell.
- Carlson B. M. (2019). *Human Embryology and Developmental Biology*. Elsevier.
- Falconer D. S. (2009). *Introduction to Quantitative Genetics*. Pearson Education.
- Langdon J. H. (2016) *The Science of Human Evolution: Getting it Right*. Springer.
- Muehlenbein M. P. (2010). *Human Evolutionary Biology*. Cambridge University press.
- Norton, C., & Braun, D. R. (2010). *Asian Paleoanthropology*. Springer.
- Roberts A. (2018). *Evolution: The Human Story*. DK.
- Säll, T., & Bengtsson, B. O. (2017). *Understanding Population Genetics*. John Wiley & Sons.

Course Title: Gender and Society	
Course Code: MANTCAG325	Semester: III
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs): CLO 1: The learners will gain information about development of gender in anthropology, key terms such as gender stereotyping, gender socialisation, and gender roles. CLO 2: The learners will gain information about the history of feminisms in West and India. CLO 3: The learners will gain information about gender and stratification and its linkage with work, entitlements, patriarchy, and subordination of women. CLO 4: The learners will gain information about contemporary debates on gender in anthropology. It will also help learners to gain information about gendered bodies and sexualities and explore the voices from the margins.	

Unit 1: Introducing Gender

- Origin and Development of Gender in Anthropology
- Social and Cultural Construction of Gender
- Key Concepts in Gender
- Gender Socialisation and Gender Roles

Unit 2: Gender and Stratification

- Gender, Work, and Entitlements
- Patriarchy and the Subordination of Women
- Family as a Site of Inequality
- Community, State and Patriarchy

Unit 3: Evolution of Feminism

- History of Feminism
- Western Feminism
- Indian Feminism
- Feminist Critiques of Knowledge

Unit 4: Contemporary Debates

- Gender, Ideology and Discourse
- Intersecting Postmodern and Postcolonial Writings on Gender
- Gendered Bodies and Sexualities
- Voices from the Margins

CLO-PLO MATRIX

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	3	2	2	2	2	2	0	2	2	2
CLO 2	3	3	2	2	2	2	2	0	2	2	2
CLO 3	3	3	2	2	2	2	2	0	2	2	2
CLO 4	3	3	2	2	2	2	2	0	2	2	2
Avg	3	3	2	2	2	2	2	0	2	2	2

List of Readings

- Ardener, E. (2006). Belief and the Problem of Women and the Problem Revisited. *Feminist Anthropology: A Reader*, 47-65.
- Abbott, P., Tyler, M., & Wallace, C. (2006). *An Introduction to Sociology: Feminist Perspectives*. Routledge.
- Butler, J. (2002). *Gender Trouble*. Routledge.
- De Beauvoir, S. (2023). The Second Sex. In *Social Theory Re-wired*. Routledge.
- Featherstone, M., & Turner, B. S. (2022). Mary Douglas on Purity and Danger: An Interview. *Theory, Culture & Society*, 39(7-8), 133-158.
- Engels, F. (2001). *The Origin of the Family, Private Property and the State*. Wellred Books.
- Ghadially, R. 1988. (Eds.). *Women in Indian Society: A Reader*. Sage: New Delhi.
- Holmes, M. (2007). What is Gender?: Sociological Approaches. Sage Publication: New Delhi
- Hooks, B. (2000). *Feminism is for Everybody: Passionate Politics*. Pluto Press.
- Jaggar, A. (1983). *Feminist Politics and Human Nature*. Brighton: The Harvester Press.
- Krishnaraj, M., & Desai, N. (1987). Women and Society in India. *Ajanta, Delhi*.
- Lindsey, L. L. (2020). *Gender: Sociological Perspectives*. Routledge.
- Moore, H. L. (2002). Understanding Sex and Gender. In *Companion Encyclopedia of Anthropology*. Routledge.
- Nanda, B. R. (1976). *Indian Women: From Purdah to Modernity*. Vikas: Delhi.
- Whelehan, I., & Pilcher, J. (2004). *Fifty Key Concepts in Gender Studies*. Sage Publications: New Delhi
- Wharton, A. S. (2005). *The Sociology of Gender: An Introduction to Theory and Research*. Blackwell Publications: Oxford

Course Title: Research Methods II	
Course Code: MANTCRM225	Semester: III
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs): CLO 1: The learners will be introduced to the philosophical foundations of research in social sciences. CLO 2: The learners will become acquainted with research design and its types. CLO 3: The learners will gain an understanding of data and sampling. CLO 4: The learners will be introduced to basics of quantitative and qualitative research methods.	

Unit I: Ethnography

- Origin and Development of Ethnography
- Types of Ethnographies
- Methodological Concerns in Ethnography
- Contemporary Debates in Ethnography

Unit II: Academic and Ethnographic Writing

- Academic Writing: Novelty, Nature, Types and Importance
- Academic Writing: Intercultural and Textual Issues
- Socio-Cultural Context and Disciplinary Differences in Academic Writing
- Ethnographic Writing: Nature, Significance and Limitations

Unit III: Contemporary Debates in Academic and Ethnographic Writing

- Use of First Person in Academic and Ethnographic Writing: Objectivity, Language and Gatekeeping
- Stigma, Tensions, and Apprehension: Academic and Ethnographic Writing Experiences
- Personal and Academic Writing: Revisiting the Debate
- Academic and Ethnographic Writing in a Global Context: Politics and Practices of Publishing

Unit IV: Research Ethics in Academic and Ethnographic Writing

- Ethical Issues in Academic and Ethnographic Writing
- Academic Writing and Plagiarism
- Ethical and Unethical Methods of Plagiarism Prevention in Academic and Ethnographic Writing
- Codes of Ethics of American Anthropological Association

CLO-PLO MATRIX

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	2	2	2	2	2	0	2	3	2.0
CLO 2	3	2	2	2	2	2	2	0	2	3	2.0
CLO 3	3	2	2	2	2	2	2	0	2	3	2.0
CLO 4	3	3	2	3	2	2	2	0	2	3	2.2
Avg	3	2.25	2	2.25	2.25	2	2	0	2	3	2.05

List of Readings

- Bernard H.R. (2006). *Research Methods in Anthropology, Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications.
- Bailey, S. (2003). *Academic Writing: A Practical Guide for Students*. Psychology Press.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2024). *The craft of Research* (5th ed.). University of Chicago Press.
- Brayman, A., (2019). *Social Research Methods*. Oxford University Press.
- Crompton, P. (1997). Hedging in Academic Writing: Some Theoretical Problems. *English for Specific Purposes*, 16(4), 271-287.
- Giltrow, J., Gooding, R., & Burgoyne, D. (2021). *Academic Writing: An Introduction*. Broadview Press.
- Hyland, K. (2008). Genre and Academic Writing in the Disciplines. *Language Teaching*, 41(4), 543-562.
- Hyland, K. (2002). What do they mean? Questions in academic writing. *Text & Talk*, 22(4), 529-557.
- Irvin, L. L. (2010). *What is Academic Writing*. *Writing Spaces: Readings on Writing*, 1, 3-17.
- Kiriakos, C. M., & Tienari, J. (2018). Academic Writing as love. *Management Learning*, 49(3), 263-277.
- Leki, I. (1998). *Academic Writing: Exploring Processes and Strategies*. Cambridge University Press.
- Lillis, T. M., & Curry, M. J. (2010). *Academic Writing in Global Context*. London: Routledge.
- 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. 2012.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*. London: Pearson/Longman.
- Paltridge, B. (2004). Academic Writing. *Language Teaching*, 37(2), 87-105.
- Ventola, E., & Mauranen, A. (Eds.). (1996). *Academic Writing: Intercultural and Textual Issues* (Vol. 41). John Benjamins Publishing.

Course Title: Fieldwork (Practicum)	
Course Code: MANTCFP325	Semester: III
Course Type: Core	Credits: 4
Course Learning Outcomes (CLOs): The students are expected to gain an understanding of the field and learn essential skills for conducting fieldwork.	

The Fieldwork is a practical component introduces the students to field sites. The students will visit various sites and will be introduced to cultural and social aspects of communities.

The students will work under the supervision of a faculty member. Supervisors will be allotted to individual students at the start of the semester.

Assessments for fieldwork may include any of the following, as decided by the faculty:

- Internal Component
- Performance/Participation
- End of Semester
- Field Reports (4000-5000 Words)
- Viva Voce/Presentation

CLO-PLO MATRIX

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO	3	3	3	2	2	2	2	1	2	3	2.3

Course Title: Forensic Anthropology	
Course Code: MANTDFA325	Semester: III
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs): CLO 1: This course will help students in understanding the basic nuances of forensic anthropology. CLO 2: The students will be trained in identification of remains like skeletal, blood, and other human remains.	

UNIT 1: Introduction

- Introduction to Forensic Anthropology
- Definition, Brief History, Scope,
- Applications and Integration of Forensic Anthropology
- Discovery and Techniques for recovering skeletonized Human Remains.

UNIT 2: Identification

- Personal Identification, Complete and Partial Identification
- Methods of Identification in Living Persons: Somatometry and Somatoscopy.
- Occupational Marks, Scars, Bite Marks, Tattoo Marks.
- Fingerprints, Footprints, Lip Prints, Nails, Handwriting, Deformities and Others.

CLO-PLO MATRIX

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	3	3	2	1	2	2	1	2	2	2.1
CLO 2	2	3	3	2	1	2	2	1	2	2	2.0
Avg	2.5	3	3	2	1	2	2	1	2	2	2.05

List of Readings

- Bass W.M. (1971). *Human Osteology: A Laboratory and Field Manual of the Human Skeleton*. Columbia.
- Black, S., & Ferguson, E. (Eds.). (2011). *Forensic Anthropology: 2000 to 2010*. CRC Press, London.
- Byers, S. N. (2008). *Forensic Anthropology*. Boston: Pearson Education LTD.
- Gunn, A. (2009). *Essential Forensic Biology*. Chichester: Wiley-Blackwell
- Modi, R. B. J. P. (2013). *A Textbook of Medical Jurisprudence and Toxicology*. Elsevier.
- Reddy, V. R. (1985). *Dental Anthropology*. Inter-India Publication, New Delhi.
- Spencer, C. (2004). *Genetic Testimony: A Guide to Forensic DNA Profiling*. Pearson, New Delhi.
- Vats, Y., Dhall, J. K., & Kapoor, A. K. (2012). Gender Variation in Morphological Patterns of Lip Prints among some North Indian Populations. *Journal of Forensic Dental Sciences*, 4(1), 19-23.
- Wilkinson, C. (2004). *Forensic Facial Reconstruction*. Cambridge University Press.

Course Title: Economic Anthropology	
Course Code: MANTDEA325	Semester: III
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs): CLO 1: The learners will understand the foundational concepts, scope, and theoretical approaches of Economic Anthropology. CLO 2: The learners will analyse diverse subsistence strategies and economic systems among tribal and peasant communities	

UNIT 1: Introduction

- Introduction to Economic Anthropology
- Meaning, Development and Scope,
- Economy and society; Deterministic Theories; Relevance of Environmental and Socio-Cultural Factors in Equilibrium Theory.
- Views on Production., Distribution and Consumption

UNIT 2: Subsistence Economies

- Hunting, Gathering, Fishing.
- Pastoral and Incipient Agricultural, Agricultural Economics.
- Tribal and Peasant Economics - The Role of Trade, Exchange, Redistribution and Reciprocity.

CLO-PLO MATRIX

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	3	2	2	2	2	1	1	2	2.0
CLO 2	2	2	3	2	2	2	2	1	2	2	2.0
Avg	2.5	2	3	2	2	2	2	1	1.5	2	2.0

List of Readings

Carrier, J. G. (2021). *Economic anthropology*. Agenda Publishing.

De Gregori, T. (1967). Tribal and peasant economies: Readings in economic anthropology. *Journal of Economic Issues*, 1(4), 362–365.

Economic anthropology. (2025). *Economic Anthropology*, 12(1).
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Firth, R. (2013). *Themes in economic anthropology*. Taylor and Francis.

Gudeman, S. (2007). *The anthropology of economy: Community, market, and culture*. Blackwell.

Rubin, J. (1966). Traditional Exchange and modern markets. by Cyril S. Belshaw. Englewood Cliffs, New Jersey: Prentice-Hall, 1965. 149 PP. *Social Forces*, 45(1), 124–207.
<https://doi.org/10.1093/sf/45.1.124>

Sahlins, M. (2020). *Stone age economics*. Routledge.

Course Title: Media and Digital Cultures	
Course Code: MANTDMC325	Semester: III
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs): CLO 1: The learners will gain an understanding of media, and its roles, and will be introduced to ethnographic approaches to study media. CLO 2: The learners will engage with role of digital media and digitisation in everyday life and gain skills to analyse and undertake media and digital ethnographies.	

Unit I: Media and Anthropology

- Media: Definitions and Types
- Media, Society and Culture
- Anthropology of Media, Media Practices
- Media Infrastructures and Indigenous Media

Unit II: Digital Anthropology

- Digital Media, Digitisation and Digitalisation
- Digital Ethnography: Methods, Tools and Techniques
- Studies of TV Shows, Films, and Social Media
- Studies of Digital Work, Gig Work, e-Commerce, e-Payments

CLO-PLO MATRIX

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	1	2	2	2	2	1	2	3	3	2
CLO 2	3	2	2	2	3	2	2	2	3	3	2.5
Avg	2.5	1.5	2	2	2.5	2	1.5	2	3	3	2.25

List of Readings

Abu-Lughod, L. (2008). *Dramas of Nationhood: The Politics of Television in Egypt*. University of Chicago Press.

Arbeena, Asif, M., & Wani, M. I. (2024). Menstrual Health in the Digital Age: A Qualitative Study of Motivations for Using Period-Tracking Apps by Women in Kashmir. *Women's Reproductive Health*, 12(1), 81–99

Asif, M., & Wani, M. I. (2024). Voices of the Street: Exploring Youth Masculinity and Urban Spaces in the Kashmiri Rap Song. *Boyhood Studies*, 17(2), 86-107.

Coleman, E. G. (2010). Ethnographic approaches to digital media. *Annual review of anthropology*, 39(1), 487-505.

Ginsburg, Faye, Abu-lughod, Lila and Larkin, Brian (2002). *Media Worlds: Anthropology on New Terrain*. University of California Press

Hjorth, L., Horst, H., Galloway, A., & Bell, G. (Eds.). (2017). *The Routledge Companion to Digital Ethnography* (1st Ed.). Routledge.
New Terrain, Berkley and Los Angeles, University of California Press

Mir, I. U. R., & Wani, M. I. (2023). Street Vendors Using Smartphones for Digital Payments: A Qualitative Study of Digital Opportunities and Inequalities From Kashmir Region in India. *Journal of Asian and African Studies*, 60(4), 2490-2504

Pink, S., Horst, H., Lewis, T., Hjorth, L., & Postill, J. (2015). *Digital Ethnography: Principles and Practice*. London: Sage.

Postill, J. (2008). Localizing the Internet: Beyond Communities and Networks. *New Media Society* 10 (2008), 413.

Taylor, T. L., Boellstorff, T., Nardi, B., & Pearce, C. (2013). *Ethnography and Virtual Worlds: A Handbook of Method*. Princeton University Press.

Ventkatraman, S. (2017). *Social Media in South India: Why We Post*. London: University College Press.

Wilson, S. M., & Peterson, L. C. (2002). The Anthropology of Online Communities. *Annual Review of Anthropology*, 31(1), 449-467.

Course Title: Nationalism and Ethnic Politics	
Course Code: MANTDNP325	Semester: III
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs) CLO 1: To introduce students to the concept of nationalism, CLO 2: To introduce students to contemporary theories of nationalism and key concepts such as 'nation', 'nationalism' and 'ethnicity'.	

Unit 1: Introduction

- Nation and Nationalism: An Overview
- Ethnicity and Nation
- Ascription, Boundary and Ethnicity
- Civic Nationalism

Unit 2: Ethnicity and Ethnic Identity

- Women, Ethnicity and Nationalism
- Tamil Ethnic Identity in Sri Lanka
- Nagas Ethnic Identity in India
- Irish Ethnic Identity in Great Britain

CLO-PLO MATRIX

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	1	1	2	2	2	1	2	2	3	1.8
CLO 2	2	1	1	2	3	2	2	2	2	3	2.0
Avg	2	1	1	2	2.5	2	1.5	2	2	3	1.9

List of Readings

Anderson, B. (2020). Imagined Communities: Reflections on the Origin and Spread of Nationalism. In *The new Social Theory Reader* (pp. 282-288). Routledge.

Brubaker, R. (2004). *Ethnicity Without Groups*. Harvard University Press.

Brubaker, R. (1996). *Nationalism Reframed: Nationhood and the National Question in the New Europe*. Cambridge University Press.

Hobsbawm, Eric. 1992. *Nations and Nationalism Since 1780: Programme, Myth, Reality*.

Cambridge: Cambridge University Press. Pp. 80-100

Kinnvall, C. (2018). Ontological Insecurities and Postcolonial Imaginaries: The Emotional Appeal of Populism. *Humanity & Society*, 42(4), 523-543.

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Smith, A. D. (1995). *The Ethnic Origins of Nations*. Oxford: Basil Blackwell

Tilly, C. (1996). The State of Nationalism. *Critical Review*, 10(2), 299-306.

Verdery, K. (1993). Whither Nation and Nationalism"?. *Daedalus*, 122(3), 37-46.

Wimmer, A. (2002). *Nationalist Exclusion and Ethnic Conflict: Shadows of Modernity*. Cambridge University Press.

List of Readings

- Chambers, R. (2014). *Rural Development: Putting the Last First*. Routledge.
- Chambers, R. (1997). *Whose Reality Counts?: Putting the First Last* (pp. xx+-297).
- Cornwall, A., & Jewkes, R. (1995). What is Participatory Research?. *Social Science & Medicine*, 41(12), 1667-1676.
- Cooke, B., & Kothari, U. (Eds.). (2001). *Participation: The New Tyranny?*. Zed books.
- Freire, P. (2020). Pedagogy of the Oppressed. In *Toward a Sociology of Education* (pp. 374-386). Routledge.
- Freire, P. (1970). *Pedagogy of the Oppressed*.
- Gaventa, J. (1993). *The Powerful, the Powerless, and the Experts: Knowledge Struggles in an Information Age. Voices of Change: Participatory Research in the United States and Canada*, 21, 40.
- Hickey, S. (2004). *Participation: From Tyranny to Transformation: Exploring New Approaches to Participation in Development*. Zed books.
- Mosse, D. (2001). *People's knowledge, Participation and Patronage: Operations and Representations in Rural Development* (pp. 16-35).
- Narayanasamy, N. (2009). *Participatory Rural Appraisal: Principles, Methods and Application*. SAGE Publications Ltd.
- Pretty, J. N., Guijt, I., Thompson, J., & Scoones, I. (1995). *Participatory Learning and Action—A Trainers Guide*.
- Pretty, J. N. (1995). *A Trainer's Guide for Participatory Learning and Action*. Iied.
- World Bank. Environmentally Sustainable Development. (1996). *The World Bank Participation Sourcebook (Vol. 19)*. World Bank Publications.

Course Title: Anthropology of Development	
Course Code: MANTCAD325	Semester: IV (CW+CW)
Course Type: Core	Credits: 4
Course Learning Outcomes: CLO 1: To introduce the students to emergence of development anthropology. CLO 2: To acquaint with theories on development, and contemporary changes. CLO 3: To acquaint students with contemporary discourses on development. CLO 4: To help students appreciate the politics of development	

Unit 1: Introduction

- History of Development
- Colonialism and Development Anthropology
- Development and Modernity
- Emergence of Development Anthropology

Unit 2: Theories of Development

- Modernization
- Dependency
- World System Theory
- Contemporary Theoretical Debates

Unit 3: Politics of Aid and Development

- Global Institutions
- Discourses on Poor and Poverty
- Governance of Aid
- Climate Change and Development

Unit 4: Contemporary Issues

- Development induced Displacement
- Migration and Marginalization
- Urban Poverty
- Patency Regime and People's Right

CLO-PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	3	0	2	3	2
CLO 2	2	2	2	2	2	2	3	0	2	3	2
CLO 3	2	2	2	2	2	2	3	0	2	3	2
CLO 4	2	2	2	2	2	2	3	0	2	3	2
Avg	2	2	2	2	2	2	3	0	2	3	2

List of Readings

- Chaudhuri, S.K. (2004). *Constraints of Tribal Development*. New Delhi. Mittal Publications.
- Chaudhuri, B. (1990). *Tribal development in India: Problems and Prospects*, Inter-India, New Delhi.
- Cochrane, G. (1971). *Development Anthropology*, OUP, New York.
- David C Pitt. (2011). *Development from Below: Anthropologist and Development Situations* De Gruyter. Paris.
- Dubey, S.C. (1988). *Modernisation and Development: The Search for Alternative Paradigms*. United Nations University, London
- Emma Crewe, Richard Axelby. (2013). *Anthropology and Development: Culture, Morality and Politics in a Globalised World*. Cambridge University Press. Cambridge
- Halbar, B.G and C.G. Hussain Khan. (1991). *Relevant of Anthropology: The Indian Scenario*, Rawat Publications, Jaipur.
- Katy Gardner, David Lewis, (1996). *Anthropology, Development and the Post-modern Challenge*. Pluto Press. London
- Jean-Pierre Oliver De-Sardan. (2013). *Anthropology and Development Understanding Contemporary Social Change*. Zed Books. London.
- Lewis, D and K. Gardner. (1996). *Anthropology, Development and Postmodern Challenge*. London: Pluto Press
- Mair, L. (1984). *Anthropology and Development*, Macmillan Press, London
- Malhotra, R. (1992). *Anthropology of Development*, Mittal, New. Delhi.
- Mathur, H.M. (1977). *Anthropology in Development Process*, Vikas, New. Delhi
- Mathur, H.M (1999) *The Human Dimension of Development: Perspectives from Anthropology*. Concept Publishers, New Delhi.
- Pathy, J. (1987). *Anthropology of Development*. Gyan Publication, Delhi.
- Pitt-David, C. (1976). *Development from Below: Anthropologists and Development Situation*, Monton, The Hague
- R. L. Stirrat, R. Grillo, (1997). *Discourses of Development: Anthropological Perspectives*. Taylor and Francis. London.

Course Title: Tribal Culture in India	
Course Code: MANTCTI425	Semester: IV(CW+CW)
Course Type: Core	Credits: 4
Course Learning Outcomes CLO 1: The learners will gain comprehensive knowledge of tribal and Indigenous identities. CLO 2: The learners will analyze the social institutions and cultural practices that shape tribal life, and livelihood systems. CLO 3: The learners will evaluate the impacts of constitutional safeguards, globalization, and identity politics on tribal societies. CLO 4: The learners will analyse the development policies, customary law, and issues of displacement.	

Unit I: Understanding Tribal and Indigenous Identities in India

- Concept of tribe in Indian context
- The idea of Indigenous people
- Geographic and linguistic distribution of tribes in India
- Particularly Vulnerable Tribal Groups
- Denotified Communities

Unit II: Social Institutions and Cultural Life of Tribes

- Institutional structure: Kinship, Family and Marriage
- Political organization
- Means of livelihood and occupational pattern
- Religious faiths, beliefs and practices

Unit III: Tribal Society in the Context of Change

- Constitutional safeguards in modern India
- Industrialization, urbanization and globalization
- Identity and ethnicity, Conflict and dissension, Integration
- Gender in tribal society

Unit IV: Tribal Development, Law, and Displacement

- Tribal development: plans and policies
- Tribal customary law
- Indigenous knowledge
- Tribal displacement and rehabilitation in India

CLO-PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	3	0	2	3	2
CLO 2	2	2	2	2	2	2	3	0	2	3	2
CLO 3	2	2	2	2	2	2	3	0	2	3	2
CLO 4	2	2	2	2	2	2	3	0	2	3	2
Avg	2	2	2	2	2	2	3	0	2	3	2

List of Readings

- Bailey, F.G. (1960). Tribes, caste and Nations: A study of political activity and political change in highland Orissa.
- Behera, M.C. (ed). (2018). *Revisiting Tribal Studies: A Glimpse after Hundred years*. Japiur: Rawat Publications.
- Béteille, André. (1998). The Idea of Indigenous People. *Current Anthropology*, Vol. 39, No. 2 April 1998), pp. 187-192.
- Fürer-Haimendorf, & Christoph, von. (1985). *Tribal populations and cultures of the Indian subcontinent*. Handbuch der Orientalistik, 7. Bd. Leiden: E.J. Brill.
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- Miri, Mrinal. (2003). *Identity and the moral life*. New Delhi: Oxford University Press.
- Oommen, T. K. (2011). Scheduled Castes, Scheduled Tribes, and the Nation: Situating G. S. Ghurye. *Sociological Bulletin*, Vol. 60, No. 2 (May-August 2011), pp. 228-244
- Sachchidananda. (1970). Tribe-Caste Continuum : A Case Study of the Gond in Bihar. *Anthropos*, Bd. 65, H. 5./6. , pp. 973-997
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- Xaxa, Virginius. (2008). *State, society, and tribes: issues in post-colonial India*. New Delhi: Dorling Kindersley (India)

Course Title: Term Paper	
Course Code: MANTCTP425	Semester: IV(CW+CW)
Course Type: Core	Credits: 8
Course Learning Outcomes The course will help students gain skills in writing a term paper by introducing them to process of review of literature, fieldwork, data analysis and academic writing.	

This is a field intensive course. The themes for the term paper shall be developed from the field engagements of the students mentored by individual supervisors assigned to them.

Guidelines for the Term Paper

- Word Limit: 10,000 – 15,000
- APA Referencing

Internal Evaluation: Supervisor

External/End of Semester: Departmental Committee with one external expert from outside the Institute/University

CLO-PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	3	3	2	2	2	3	0	2	3	2.3

Course Title: Anthropology of Ageing	
Course Code: MANTDAA425	Semester: IV (CW+CW)
Course Type: DCE	Credits: 2
Course Learning Outcomes (CLOs): CLO 1: The learners will be gaining an understanding of basics of anthropology of ageing and approaches. CLO 2: The learners will gain basic information about various policies and schemes for the elderly population. It will enable them to evaluate the role and effectiveness of state-provided facilities such as old age homes and recreational spaces.	

Unit I: Introduction

- Anthropology of Ageing: Scope and Significance
- Ageing in Sociology and Anthropology
- Theoretical Approaches
- Living Arrangements of Elderly

Unit II: State Response and Policy Interventions

- Societal and Behavioural Attitudes
- Old Age Homes and Recreational Spaces
- Income Security Schemes
- Role of NGOS and Civil Society

CLO-PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	3	2	2	2	2.1
CLO 2	2	2	2	2	2	2	3	2	2	2	2.1
Avg	2	2	2	2	2	2	3	2	2	2	2.1

List of Readings

- Barnard, A. (2004). *History and Theory in Anthropology*. Cambridge University Press, Cambridge.
- Bloch, M. (1985). *Marxism and Anthropology: The History of a Relationship*. Oxford University Press, New York.
- de Barros, M. M. L., Peixoto, C. E., & Alves, A. M. (2016). Ageing and Anthropology. *Vibrant, Virtual Brazilian Anthropology*, 13(1), 52-54.
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- Kaufman, S. R., Livingston, J., Zhang, H., & Lock, M. (2013). Transforming concepts of ageing: three case studies from anthropology. *Oxford textbook of old age psychiatry*, 39-56.
- Layton, R. (1997). *An Introduction to Theory in Anthropology*. Cambridge University Press, Cambridge.
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- Lamb, S. (2014). Permanent personhood or meaningful decline? Toward a critical anthropology of successful aging. *Journal of aging studies*, 29, 41-52.
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- Robert, R. (1941). *Folk Culture of Yukatam*. Chicago University Press, Chicago.
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Course Title: Medical Anthropology	
Course Code: MANTDMA425	Semester: IV (CW+CW)
Course Type: DCE	Credits: 2
CLOs: CLO 1: The learners will understand and analyse the bio-cultural factors influencing health, disease, nutrition, and genetic predispositions within diverse communities. CLO 2: The learners will evaluate ethnomedical systems, traditional healing practices, and epidemiological patterns of diseases in India with emphasis on regional perspectives.	

Unit 1: Introduction

- Concept, Aim & Scope. Bio-cultural approach to Medical Anthropology. Biology, health and Disease.
- Importance of Genetics in Health care, Life style and diseases. Community health programme.
- Nutrition, diet and disease: Malnutrition– biosocial implications.
- Nutritional status and susceptibility to infectious disease. Nutritional deficiency diseases and epidemiology.

Unit 2: Ethno-medicine

- Ethno-medicine: Meaning and scope, ethnomedical practices in India, traditional healers and their predicaments, ethno- psychiatry, normality and abnormality.
- Culture-bound psychological disorders and cultural healing of psychological disorders.
- Medical Pluralism in India: Ayurveda, Siddha, Unani, Naturopathy, Homeopathy and Allopathic medical practices, co- existence of different medical systems.
- Epidemiology of certain common diseases in India (with special reference to Jammu, Kashmir and Ladakh): malaria, tuberculosis, leprosy, diabetes and cardio-vascular diseases.

CLO-PLO matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	1	2	2	3	2	2	2.0
CLO 2	2	1	2	3	2	2	2	3	2	2	2.1
Avg	2	1.5	2	2.5	1.5	2	2	3	2	2	2.05

List of Readings

- Alland, A.D. Jr. (1970) *Adaptation in Cultural Evolution: An Approach to Medical Anthropology*. New York: Columbia University Press.
- Banerjee, B.G. and Jalota, Ritula. (1988) *Folk Illness and Ethnomedicine*. New Delhi: Northern Book Centre.
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- Foster, G.M. (1978) *Medical Anthropology*. New York: John Wiley.
- Freund, P.E.S. and M. McGuire. (1995) *Health, Illness and the Social Body*. NJ: Prentice-Hall.
- Good, Byron J. (1993) *Medicine, Rationality and Experience: An Anthropological Perspective*. Cambridge: Univ. Press.
- Jose, Boban K. (1998) *Tribal Ethnomedicine: Continuity and Change*. New Delhi: APH Publishing.
- Joshi, P. C., & Vashist, N. (2023). Chapter in *Psychosocial interventions for health and well-being*. New Delhi: Springer India.
- McDowell, A. (2022). *Breathless: An ethnography of chronic illness and care in North India*. Stanford, CA: Stanford University Press.
- Sharma. (1994) *The Healing Bond: The Patient-Practitioner Relationship and Therapeutic Responsibility*. London: Routledge.

Course Title: Anthropology of Food	
Course Code: MANTDAF425	Semester: IV (CW+CW)
Course Type: DCE	Credits: 2
Course Learning Outcomes CLO 1: To introduce students to the core theoretical frameworks in the anthropology of food. CLO 3: To introduce students to Food diversity of the region.	

Unit I: Anthropological Approaches to Food

- Understanding Anthropology of Food: Key perspectives
- Ethnicity, nationalism, and cuisine
- Gendered food production/consumption
- McDonalidization of Food vs. glocalization

Unit II: Food Systems and Culture

- Food systems: Key concepts
- Indian Culture and Food
- Food Diversity in Subcontinent
- Food Purity and Impurity
- Food Culture in Jammu and Kashmir region
- Street Food and Culture
- Food, Cooking and Identity
- Food Avoidances of Indian Tribes

CLO-PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	3	2	2	2	2.1
CLO 2	2	2	2	2	2	2	3	2	2	2	2.1
Avg	2	2	2	2	2	2	3	2	2	2	2.1

List of Readings

- Appadurai, Arjun (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India." *Comparative Studies in Society and History*. 30: 3-24
- Fortier, Jana. (2009). *Kings of the Forest*, Univ. of Hawaii Press, Chapter 5
- Jeffrey and Ban Ki-Moon.. (2015). Food security, *The Age of Sustainable Development*, Columbia Univ Press 317–354. <https://doi.org/10.7312/sach17314-012>
- Mintz, S. W. (1985). *Sweetness and power: The place of sugar in modern history*. Viking.
- Mintz, S. W., & Schlettwein-Gsell, D. (2001). Food patterns in agrarian societies: The “core-fringe-legume hypothesis” a dialogue. *Gastronomica*, 1(3), 40–52.
- Panter-Brick, Catherine, and Mark Eggerman. (1997): "Household responses to food shortages in western Nepal." *Human Organization* 190-198.
- Sen, C. T. (2004). *Food culture in India*. Greenwood Press.
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- Zutshi, C. (2014). *Kashmir's contested pasts: Narratives, sacred geographies, and the historical imagination*. Oxford University Press.
- Media:*
- Watch a Video: [Our Choices Matter](#) and/or [The Wounded Souls of Rann](#)