

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 2419677/2419361
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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ಸಂಖ್ಯೆ:ಎಸಿ.6/387/2019-20

ದಿನಾಂಕ: 29.08.2020.

ಅಧಿಸೂಚನೆ

ವಿಷಯ:- Anthropology - ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ಕೋರ್ಸ್‌ಗಳ ಪಠ್ಯಕ್ರಮಗಳ ಪರಿಷ್ಕರಣೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 17.02.2020 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ತೀರ್ಮಾನ.
2. ದಿನಾಂಕ: 18.06.2020ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.

ದಿನಾಂಕ: 28.12.2019ರಂದು ಜರುಗಿದ ಮಾನವಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿಯು (CB)
M.A/M.Sc Anthropology - ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ಕೋರ್ಸ್‌ಗಳ ಪಠ್ಯಕ್ರಮಗಳ ಪರಿಷ್ಕರಣೆ ಮಾಡಿ
2020-21ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ಬರುವಂತೆ ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ದಿನಾಂಕ: 17.02.2020 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ನಿರ್ಣಯ ಹಾಗೂ ದಿನಾಂಕ
16.06.2020ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ
ಹೊರಡಿಸಲಾಗಿದೆ.

ಮೇಲ್ಕಂಡ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಇತರೆ ಅಂಶಗಳನ್ನು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್ www.uni-mysore.ac.in ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರಿಂದ ಕರಡು ಅನುಮೋದಿಸಿದೆ,

18/08/20
ಉಪಕುಲಸಚಿವ (ಶೈಕ್ಷಣಿಕ)
ಕುಲಸಚಿವರು. (ಶಿಕ್ಷಣ)
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಮೈಸೂರು-570005

ಗೆ:-

1. ಡೀನರು, ಕಲಾ, ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
2. ಡೀನರು ವಿಜ್ಞಾನ ಮತ್ತು ತಂತ್ರಜ್ಞಾನ ನಿಕಾಯ, ಮನೋವಿಜ್ಞಾನ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
3. ಅಧ್ಯಕ್ಷರು, ಮಾನವ ಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
5. ಉಪಕುಲಸಚಿವರು/ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
6. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

M.A. SEMESTER-III
HC O1: Population Anthropology

Programme outcome

This course provides information about the nature and scope of population anthropology, population growth, family planning, demographic theories, population education and growth.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand about nature and scope of population anthropology; relationship with other disciplines and population theories.
- Understand how the various factors are affecting on population growth.
- Analyze the different family planning programmes initiated by governments.
- Analyze the HIV/Aids control programme initiated by governments and non governments.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Nature and scope of Population anthropology; relationship with other disciplines such as Population studies, economics, sociology, psychology, geography, public health and statistics, demographic studies in anthropology; demographic methods, census, registration system, sample methods, dual reporting system, genealogical method. Demographic Theories– Malthusian, optimum, Socio cultural Biological and Demographic transition. Population structure: Population size and composition, fertility, mortality, migration and their inter-relationship.

Unit II:

Factors affecting population growth: Biological and Socio - ecological, fecundity, fertility, natality, mortality and morbidity; age at menarche, age at menopause, age at marriage and marital distance, measures of fertility and mortality.

Population education and extension: Population education concept, importance and objectives; components of population education; training programmes in population education, general procedure for developing training programmes and alternative models of training in population education.

Unit III:

Family planning programmes : Meaning and historical development of the family planning programmes in India ; different methods of family planning ; impact of family planning programmes on population control in developed and developing countries; causes of slow progress of these programmes.

Unit IV:

HIV/AIDS and control ; HIV/AIDS epidemic in India and Africa, U.S.A and Thailand; HIV/AIDS programmes of Karnataka; NGO's programmes; commercial sex workers and HIV/AIDS prevalence and control mechanisms ; other forms of sexual behaviour like homosexuality, extra - marital sex, adolescent sexuality, lunuchs, blood transfusion etc and AIDS; The determining of sexual and reproductive health.; health education strategies for reproductive health and HIV/AIDS, World Health Organization Programmes and their contributions to reproductive health.

Recommended Readings

1. Agarwala, S.N. 1977 - India's Population Problem, New Delhi: Tata McGraw Publishing Company Ltd.
2. Barclay, G.W. 1968 - Techniques of Population Analysis. New York: John Wiley and Sons.
3. Bogue, D.J. 1969 - Principles of Demography. New York, John Wiley and sons.
4. Chnadrashakar, S 1976 - India's Population: Fact and Policy. Meerut: Meenakshi.
5. Kohli, K.L. 1977 - Mortality in India: a Statewide Study. New Delhi: Sterling Publishers.
6. Mahadevan, K. 1984 - Strategies for Population Control. Tirupathi: S.V. University.
7. Mahadevan, K. 1986 - Fertility and Mortality Theory, Methodology and Empirical Issues. New Delhi, Sage Publications.
8. Mahadevan, K et al 1985 - Infant and Child Mortality: Bio - Social Determinants New Delhi: Mittal Publishers.
9. Mandelbaum, D. G. 1974 - Human Fertility in India. Delhi: Oxford University Press.
10. Srinivas, M.N and E. A Rangaswamy 1977 - Culture and Human Fertility in India. Delhi: Oxford University Press.
11. Shryak, H. S. et. al. 1971 - The Methods and Materials of Demography. Washington: U.S. Department of Economics.

HC 02: Anthropology of Complex Societies

Programme outcome

Anthropology has been known for studying simple and isolated communities and for looking at the microcosm. However, there have been national character studies, civilizational studies and urban studies. Such studies have given rise to new theories and methods emphasizing the interaction of micro and macro situations.

In India, anthropology as a discipline undertakes studies in caste/peasant villages and in cities. There are mobility and dynamics which change it peasant folk communities. Mythologies are woven around complex phenomena across wide geographical areas. Anthropology therefore does not limit itself to study of simple tribal communities. Contributions of Robert Redfield, or Irawati Karve and her studies on Kinship and Caste are good examples of the studies of complex issues, groups and institutions.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand Meaning and scope of anthropology of complex societies.
- Appreciate the emerging scope of anthropological theories and methods to the study of complex society.
- Analyse the contributions of British and American anthropologist.
- Understand anthropological methods for urban studies
- Analyse the use of anthropological theory and methods in urban planning

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I: Introduction

- a. Meaning and scope of anthropology of complex societies.
- b. Anthropological approaches to the study of complex societies: The British model (social network analysis).
- c. Anthropological approaches to the study of complex societies: The American model (Textural and contextual analysis).

Unit II: Folk-Urban continuum

- a. Folk - Urban continuum as an ideal type (Robert Redfield); critique of the concept of folk - urban continuum.
- b. Peasant society as part-society with part –culture (Robert Redfield).
- c. Great and Little traditions of civilization (Robert Redfield).
- d. Role of cities in the cultural transformation of pre-industrial and industrial societies; orthogenetic and hetero genetic transformations.

Unit III: Study of nation states

- a. Study of culture at a distance (M, Mead and R. Metraux)
- b. Study of nation building process in developing nations. (Clifford Geertz and others)
- c. Ethnicity and nationalism. (M. Singer and T.H. Erikson)

Unit IV: Cultural adaptations in the urban setting

- a. Classification of city cultures: Administrative, industrial, mercantile, colonial and city states. (R.G. Fox)
- b. Urban poverty: Culture of poverty (Oscar Lewis)
- c. Multiculturalism in the urban setting.
 - a. A.C. Meyer's study in Central India.
 - b. S.C. Sinha and B.N. Saraswati's study on Kashi.

Recommended Readings:

1. Agarwal, B. C. (ed) - Anthropological approaches to the study of civilizations.
2. Banton, M. (ed) - Social Anthropology of complex society. ASA Monograph
3. Cohn, B.S - India: Social Anthropology of a civilization.
4. Fox, R - Urban Anthropology: Engle wood cliffs, N.J. Prentice - Hall.
5. Geertz, C. (ed) - Urban Research Methods. D. Van Nostrand Co.
6. Geertz, C. (ed) 1963 - Old Societies and New States. New Delhi: Amerind publishing. Co.
7. Goldberg, T.D - Multiculturalism Oxford: Blackwell.
8. Mithcell, J.C (ed) - Social Networks in Urban Situations. Manchester: Manchester University press.
9. Meyer, A.C. 1960 - Caste and Kinship in Central India. Berkaley: University of California Press.
10. Jain, R.K. - Text and context: The Social Anthropology of tradition.
11. , R. 1963 - Peasant society and culture. Chicago: Chicago University Press.
12. Redfield, R. - Human Nature and the study of society. Chicago University press.
13. Redfield, R. - Folk Culture of Yucatan.
14. Singer, M. 1997 - Ethnicity. N.Y: State University of New York Press.
15. Simha, S. C and B.N Saraswathi - Ascetics of Kashi. Varanasi: N.K Bose Foundation.

HC 03: Tribal Cultures of India

Programme outcome

Comprising about eleven percent of India's population the tribes are attracting considerable attention from scholars, administrators, politicians and NGOs. Anthropological interest on tribal's is not only academic but also applied and development oriented. Considering the ongoing fast changes within, and globalization process invading India, it is pertinent to examine these traditional and comparatively simple societies for a comparative and diachronic assessment of socio-cultural changes.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Comprehend the distribution of tribes in India
- Highlight the antiquity, racial elements and anthropological importance of studying tribes in India
- Differentiate between tribes and castes on the socio-cultural parameters
- Identify the problems of nomenclature, tribal dialects and language peculiarities
- Critically assess the problems of tribal identity and difficulties involved
Differentiate between scheduled tribes, tribes, nomadic, /denotified etc

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

- a. The concept of tribe: general and specific characteristics.
- b. Tribes in India: antiquity; administrative, academic and anthropological importance; study of Indian tribes during the British period.
- c. Geographical distribution of tribal communities in India; tribal demography.
- d. Racial, linguistic and religious elements in India's tribal population.
- e. Tribe and caste compared in their physical and socio-cultural characteristics; tribe - caste continuum.
- f. Tribes and Indian civilization: tribes as a dimension of India's civilization.

Unit II:

A History of tribal administration in India: Tribal administration during the British period, tribal administration since independence, administration of V and VI Schedule Areas.

Tribal movements: unrest among tribal communities; regionalism and demand for autonomy; Naga movement, Jharkhand movement and Bodo movement.

Unit III:

Social organization of Indian tribes: Groupings of tribal communities on the basis of family, lineage, clan and moiety; descent, inheritance and kinship systems.

Political organization of Indian tribes: Territorial jurisdiction, judicial machinery, tribal councils and chieftainship.

Unit IV:

Religious life of the tribes: nature of belief in supernatural powers (animism, bongaism, naturalism, totemism, taboo, magic, ancestor-worship and polytheism).
Impact of other religions on tribal religious systems: impact of Hinduism, Islam, Buddhism and Christianity.

Recommended Readings

1. Bhanage, M.P. - Tribal Commissions and Committees in India.
2. Bose, N.K. 1971 - Tribal life in India. New Delhi: National Book Trust.
3. Choudhury, B (ed) 1983 - Tribal Development in India. New Delhi: Inter – India.
4. Elwin, V 1960 - A Philosophy for NEFA. Shillong: Government of India.
5. Fuchs, S. 1973 - The Aboriginal Tribes of India. Delhi: Mac Millan and Co.
6. Ghurye, G.S. - The Scheduled Tribes. Bombay: Popular Book Depot.
8. Singh, K. S (ed) 1972 - Tribal Situation in India. Delhi: Motilal Banarsidas.
9. Singh, K.S (ed) 1982 - 83 - The Scheduled Tribes. Delhi: Oxford University Press.
10. Vidyarthi, L.P and B.K. Rai 1985 - Tribal Cultures of India. New Delhi: Concept Publishers.

SC 01: Gender Anthropology

Programme outcome

Explore central anthropological debates such as universal male dominance, relationships among gender, sex, and sexuality; and articulation of gender with other forms of difference like race, class and nation. This course examines gender and gender relations from an anthropological perspective. All known societies make gender distinctions, but the content of these distinctions varies from culture to culture. Anthropology studies cultures near and distant to understand and explain how people distinguish among genders in their beliefs and practices. An anthropological approach to gender seeks to demonstrate the role of culture and society in shaping specific gender distinctions, and the ways these gender distinctions in turn affect the culture and social organization of societies around the world.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand concept of gender, relationship between sex, gender and other cultural variables
- Understand various models of gender development of the specific themes such as welfare, empowerment etc.
- Study relationship between gender, culture and health (physical and mental)
- Understand gender based violence and roots of violence Identify and discuss cultural values influencing gender

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Concept of gender: Biological, psychological and social concepts of gender; socialization and construction of gender; cross cultural concept of gender; approaches to gender and feminist studies.

Gender role and social structure: Gender differences in social role and social structure (family, kinship, etc) in the role of social structure in determining gender relations; gender relations as cultural construct.

Unit II:

Gender and socio-cultural change: comparative status of men and women in society, impact of changing values on the role, status and gender relationship; sources of change.

Gender and development: concept of development with reference to gender, gender equity and gender discrimination; gender development index.

Unit III:

Gender and modern economy: Impact of modern economy in gender relations; impact of globalization on gender relations; gender and employment; participation of women in modern economic activity (with reference to World Development Report).

Gender and health: Fertility, sexuality and reproductive health of women; gender and mental health; special health needs of women.

Unit IV:

An overview of feminist anthropology; critique of Malinowski's fieldwork by A. Weiner; women as muted groups in society (Edwin Ardner). Anthropology as a male dominated discipline (Edwin Ardner); women, men and ethnography; issues relating to the development of gender free anthropology. Gender in the context of Indian society: gender relations as the product of India's civilizational culture. Gender in the context of contemporary Indian society, gender relations in tribal, rural and urban context.

Recommended Readings

1. Ardner, E. 1989 - The Voice of Prophecy and Other Essays Oxford: Basil Blackwell.
2. Dube, L. 1997 - Comparative Perspectives on Gender in South and Southeast Asia New Delhi Vistar.
3. Dube, L E. Leacock and S. Ardner 1989 - Visibility and Power: Essays on Women in Society and Development. Delhi: Oxford University Press.
4. Moore, H. 1988 - Feminism and Anthropology. Cambridge: Cambridge Polity Press.
5. Moore, H. 1994 - A Passion for Difference Essays in Anthropology and Gender. Cambridge: Cambridge Polity Press.
6. Bell. D. P, Caplan W.J. Karin (eds) 1993 - Gendered Fields : Women, Men and Ethnography. London: Routledge.
7. Sergeant, C. and C. Brettell 1996 - Gender and Health .N.J. Prentice - Hall.
8. World Bank Report 1991 - Gender and Poverty in India.
9. Weinder, A. 1976 - Women of Value, Men of Renown: New Perspectives on Trobriand exchange. Ausutin: University of Texas Press.

SC 02: Development Anthropology

Programme outcome

This course is aimed at creating awareness among students of anthropology about the concept and scope of development anthropology and the perspective role anthropologists could play in development planning with adequate exposure to the relevant economic models of development. It also envisages to provide a broad view of the policies and development programmes initiated for the development of the rural poor and the Scheduled Castes and Scheduled Tribes and their impact on the target groups.

Outcomes of the course

On successful completion of this programme, each student will be able to:

- Analyse the concept of development in the light of anthropological theories
- Understand perspectives of people and programmes and their interaction
- Evaluate the process of development and measurement of the output
- Discuss various development models followed in independent India such as welfare model, charity, social activist, Gandhian model
- Analyse the roles of Govt., NGOs and community based organizations in development.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

- a. Development: Meaning and evolution of the concept: indices and measurements of development, development theories and models.
- b. Applied, action and development anthropology: meaning, scope and the emerging trends, contributions of anthropology to development studies, development studies' contribution to anthropological thought and method. Moral/ Ethical issues and limitations of development anthropology.

Unit II:

- a. Policy and Planning: concept of planning, formulation of policy and plan strategy – phases, targets, regions, resources and people, resources and people, participatory approach in development, anthropological perspectives and data in development planning, conflict in people centered and programme centered paradigms.
- b. Agencies for development: Governmental and non-governmental, approaches, models, administration, training man power, people's participation

Unit III:

- a. Evaluation and impact: indices and measures; anthropological approaches – assessment of social impact, evaluation of development programmes, gender issues in development.
- b. Role of values and institutions in development; caste, religion and culture-Weber, Bailey, Epstein, Milton Singer, and Madan.

c. Rural Development in India: Historical background; special programmes and poverty alleviation programmes.

d. Land reforms; panchayati raj; community based organizations.

Unit IV:

a. Development of scheduled castes, scheduled tribes: special component plans. Development of scheduled tribes: constitutional provisions and safeguards, protective legislation; structure of tribal development, administration; evolution of tribal sub plans, problems and prospects of tribal development.

b. Sustainable development; environment, natural resources, people, concerns and needs.

c. Case studies in development: e.g. Ralegaon Siddhi in Maharashtra NGO case studies in different regions, success stories in cooperative management.

Recommended Readings

1. Zamara, D. Mario Perspectives on Cultural Change and Development
2. Vorhies et al. The Politics of Hunger
3. Rogers Everll Communication and Development: Critical Perspectives
4. Chambers , Robert Rural Development
5. Kapoor & Singh Rural Development Through NGOs
6. Cochrne Development Anthropology
7. Dalton, George (Ed.) Economic Development and Social Change
8. Foster, G.M. Traditional Cultures and Impact of Technological change
9. Chansarkar, B.A. Models for Planning in India
10. Krishnamachari, V.T. Community Development in India
11. Tax, Sol Action Anthropology
12. Vidyarthi, L.P (Ed.) Applied Anthropology in India.

OE 01: People and Culture of India

Programme outcome

This course portrays a broad canvass of the unity and the diversity of Indian society and culture; the evolution of Indian civilization from pre-historic to post-vedic era, the village and social structure of Indian society; the processes of socio-cultural change in modern India, the Constitutional framework promoting equity and secular trends while safeguarding the interests of the weaker sections of society and finally the contributions of anthropologists and scholar, administrators to the understanding of the Indian society and culture.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand the evolution of Indian culture and civilization from pre-historic to post-vedic era
- Demonstrate knowledge of the nature and magnitude of divergence of Indian society and culture - racial, ethnic, linguistic and religious as well as its unity
- Demonstrate knowledge of the salient features of Indian social organization and culture by village, caste and tribe
- Demonstrate knowledge of the basic concepts and approaches developed for understanding the processes of social-cultural change occurring in modern India.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

- a. Evolution of Prehistoric Indian culture (Paleolithic, Mesolithic and Neolithic).
- b. Evolution of Indian civilization: Indus civilization, Vedic age and Post Vedic age.
- c. Indian people: Social, ethnic, linguistic and religious elements and their distribution. Peopling of India: Autochthons, migrations and DNA explanations.

Unit II:

Basis of traditional Indian social structure and life cycle:

- a. Varnashrama dharma, Purushartha, karma, rina and rebirth.
- b. Impact of Buddhism, Jainism, Islam, and Christianity on Indian society.

Unit III:

Social Structure of Indian society

- a. Caste system: definitions and criteria, Varna and caste, theories on the origin of caste system, caste mobility, dominant caste, sanskritization.
- b. Indian village: Socio-economic characteristics, Jajmani system, impact of new technology and urbanization on village society Panchayath Raj system.
- c. Great and Little cultural traditions.

Unit IV:

- a. Scheduled Caste and Schedule Tribe communities and their characteristics. Other Backward Communities and their characteristics.
- b. Unity and diversity in Indian society and culture; issues of national integration

Recommended Readings

1. Dube, S.C 1990 - Indian Society. Delhi: National Book, Trust.
2. Vatuk, S (Ed 1978 - American Studies in the Anthropology of India. New Delhi: Manohar.
3. Srinivas, M.N (Ed) 1960 - India's villages. Bombay: Asia Publishing House.
4. Khare, R.S 1998 - Cultural Diversity and Social Discontent: anthropological Studies in Contemporary India. New Delhi: Sage Publications.
5. Singh, K.S 1992 - People Of India. Kolkata: Anthropological Survey of India.
6. Karve, I 1965 - Hindu Society. Pune: Deccan College.
7. Cohn, B.S 1971 - India: Social Anthropology of a civilization. Eagkewoodcliffs, N.J: Prentice – Hall.
8. Malik, S.C. 1987 - Indian Civilization Delhi: Motilal Banarsidas.
9. Srinivas, M.N 1962 - Caste in Modern India and other essays. Bombay: Asia Publishing House.
10. Vidyarthi, L.P and B. K Rai 1977 - Tribal Cultures of India. Delhi: Concept Publishers.

M.A. SEMESTER-IV
HC 01: Medical Anthropology

Programme outcome

This course is meant to facilitate communication between anthropology and medical sciences. Cultural relativism in anthropology puts all indigenous and modern systems of medicine such as Ayurved, Unani, Chinese etc. equidistant. Anthropological theory advocates the terminology of medical pluralism in preference to alternative or complementary medicine. The dialogue with medical faculty is expected to be more interactive and creative with epidemiologists, public health experts and policy planners, psychiatrists and nutrition experts.

The overall aim of this course is to absorb the knowledge about health and disease in traditional and modern medical systems (except the treatment) and analyse the same from the cultural perspective. The principles and practice of health and plural medical systems would be learnt by the students.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand different medical systems, both indigenous and modern and the cultural contexts of the systems.
- Understanding of the compatibility of the systems in evolving projects that require a blend of traditional and Western medical techniques.
- Focuses on social and cultural etiology to understand the entire spectrum of health and sickness and the people's perspectives on that.
- Examines how an individual's interactions with socio-cultural and physical environments influence the experiences of health and illness.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

- a. Meaning and scope of medical anthropology.
- b. History and development of medical anthropology.
- c. Major areas of research.
- d. Basic concepts: Health, disease, illness, healing, curing, and therapy management.

Unit II:

Major theoretical orientations in contemporary medical anthropology : Views of A.K. Kleinman, Horcio Fabrega, Alexander Alland, Charles Leslie, Mark Nichter, Allan Young, Ronald Frankenberg, G.M. Foster, J.M Janzen and Margaret Lock.

Unit III:

Medical systems and medical pluralism: characteristics and universals in medical systems, brief introduction to established medical systems viz, Allopathy (biomedicine), Homeopathy, Ayurveda, Unani, Chinese medicine and Greek medicine, Medical pluralism in world perspective (Charles Leslie).

Ethnomedicine: The need for an ethnomedical science (H. Fabrega); classification of ethnomedicines (G.M.Foster)

Ethopsychiatry: Relationship between culture and mental health; concepts of normality and abnormality; culture-bound psychological disorders; cultural healing of psychological disorders.

Nutritional Anthropology: Cultural identification of food; food classification ; cultural images of the body (ethno - physiology and ethno-anatomy); culture and malnutrition.

Unit IV:

- a. Culture and epidemiology: Culture and the identification of disease; cultural factors in the epidemiology of disease.
- a. Culture and human reproduction: Beliefs and practices relating to human reproduction; paradigms of maternity; the management of obstetrical events.
- b. Anthropology and international health: participation of anthropologist in planning and implementing international health programs in the developing world.

Recommended Readings

- 1.Foster.G.M and B.G. Anderson 1978 - Medical Anthropology. N.Y: John Wiley and sons.
- 2.Helman, C.G. 2000 - Culture Health and Illness. Oxford : Butterworth.
- 3.Johnson, T.M and C.F Sergeant (eds) 1990 - Medical Anthropology Contemporary Theory and Method. N.Y: Praegar Klienman, A.K 1980
- 4.Patients and Hearlers in the Context of Culture. Berkley: California University Press. Leslie, Charles(ed) 1993
- 5.Paths to Asian Medical Knowledge (Indian edtion). New Delhi: Munshiram Monoharalal.
- 6.Nichter,M. and M.Nichter 1996 - Anthropology and International Health Amsterdam Gardan and Breach.
- 7.Nichter, M(ed) 1992 - Anthropological Approaches to the Study of Ethnomedicine Philadelphia: Gordon and Breach.
- 8.Leslie, Charles 1998 - Asian Medical System (Indian edition) New Delhi : Motilal Bonarsidas.
- 9.Nichter. M and M. Lock (eds) 2002 - New Horizons in Medical Anthropology. London : Routledge.

HC 02: Economic Anthropology

Programme outcome

Economic anthropology studies how human societies provide the material goods and services that make life possible. In the course of material provisioning and during the realization of final consumption, people relate to each other in ways that convey power and meaning

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand basic knowledge of Economic Anthropology.
- Analyse characteristics of Primitive and Peasant Economies'
- Describe the characteristics of the three modes of production: domestic production, tributary production, and capitalist production.
- Compare reciprocity, redistribution, and market modes of exchange.
Evaluate the ways in which commodities become personally and socially meaningful.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I: Introduction

- a. Meaning and scope of Economic Anthropology.
- b. Development of Economic Anthropology.
- c. Relationship between Economic Anthropology and Economics.
- d. The substantives revolution in economic anthropology (Karl Polanyi, George Dalton and Paul Bohannan).
- e. The formalist counter-revolution in economic anthropology (Robbins Burling, E.E. Le C lair and Scoot Cook).

Unit II:

Salient features of non - western (pre - industrial) economies (hunting, food gathering, pastoral, horticultural and agricultural communities):

- a. Technology
- b. Concept of property.
- c. Allocation of natural resources.
- d. Organization of labour.

Unit III:

Salient features of non - western (pre - industrial) economies (hunting food gathering, pastoral, horticultural and agricultural communities):

- a. Nature of consumption, savings and capital.
- b. Exchange systems: Reciprocity and redistribution.
- c. Money and market

Unit IV:

Case studies:

- a. The potlatch system of the Kwakiutl.
- b. The Kula ring of Trobriand Islanders.
- c. Traditional Tiv economy.
- d. The jajmani system of Indian village.

Recommended Readings

1. Belshhaw, C 1969 Traditional exchange and modern markets. New Delhi Prentice - Hall of India.
2. Clammer, J - The New Economic Anthropology.
3. Dalton, G. (Ed) 1971 - Economic development and social change N.Y: The American Museum of Natural History.
4. Dalton, G 1967 - Tribal and Peasant Economies. N.Y: The Natural History Press.
5. Firth, R. (Ed) 1967 - Themes in Economic Anthropology.
6. Leclair, E.E Jr and H.K. Schneider (Eds) 1968 - Economic Anthropology. N.Y: Holt, Rinehart and Winston
7. Nash, M. 1966 - Belshhaw, C 1969 - Traditional exchange and modern markets. New Delhi Prentice - Hall of India.
8. Clammer, J - The New Economic Anthropology.
9. Dalton, G. (ed) 1971 - Economic development and social change
10. N.Y: The American Museum of Natural History.
11. Dalton, G. 1967 - Tribal and Peasant Economies. N.Y: The Natural History Press.
12. Firth, R. (ed) 1967 - Themes in Economic Anthropology.
13. Leclair, E.E Jr and H.K. Schneider (eds) 1968 - Economic Anthropology. N.Y: Holt, Rinehart and Winston
14. Nash, M. 1966 - Primitive and peasant economic systems. San Francisco: Chandler Publishing Co.
15. Sahlins, M.D. 1972 - Stone Age Economics. Chicago: Aldine.
16. Sahlins, M.D. 1968 - Tribesman. Englewood cliffs N.J: Prentice - Hall

HC 03: Field Work and Dissertation

Programme outcome

This course based on field work depending upon the area of specialisation. Students get practical knowledge of Research methods, tools and techniques and thesis/dissertation writing. They can able to Distinction between survey method and the anthropological field work method. Preparation for field work, including getting acquainted with the field. establishment of rapport and the use of the local language. Use of informants and the role of key-informant (s) in anthropological Research.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Gets practical knowledge about fieldwork.
- Understand application of research methodology.
- Acquire practical experience in presenting the primary data and the secondary data already collected.

Pedagogy

Course activities consist of lectures, primary and secondary data collection, analysis and interpretation, seminar Presentation, assignment writing and tests, report writing and student presentation.

SYLLABUS

The Students should select the topic of dissertation and get it approved by the Department during III Semester and submit before the end of the IV Semester under supervision of Teachers. The dissertation could be either in English or Kannada. Three typed copies properly bound should be submitted to the Department before the Last working day of the IV Semester.

The student is required to live for at least 30 days in the field (tribal, village or urban) for the collection of research data by using anthropological methods. The field work should be carried out during the holidays after the III semester. At the end of IV Semester the students are required to submit a dissertation of about 15,000 words. The dissertation will be evaluated and viva-voce examination will be held by both internal and external examiners.

SC 01: Indian Anthropology

Programme outcome

This course portrays a broad canvass of the unity and the diversity of Indian society and culture; the evolution of Indian civilization from pre-historic to post-vedic era, the village and social organisation of Indian society; the processes of socio-cultural change in modern India, the Constitutional framework promoting equity and secular trends while safeguarding

the interests of the weaker sections of society and finally the contributions of anthropologists and scholar — administrators to the understanding of the Indian society and culture. The course is aimed at promoting a clear understanding of the varying patterns of social systems and cultures across regions and social groups and the forces binding them together, leading to the appreciation of the composite nature of Indian culture and Indian nationality as well as the concepts and approaches developed to study Indian society and culture.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand the evolution of Indian culture and civilization from pre-historic to post-vedic era
- Demonstrate knowledge of the nature and magnitude of divergence of Indian society and culture - racial, ethnic, linguistic and religious as well as its unity
- Demonstrate knowledge of the basic concepts and approaches developed for understanding the processes of socio-cultural change occurring in modern India.
- Understand the philosophy of the Constitution and its provisions aiming to guarantee equity to every citizen while promoting and safeguarding the special interests of the weaker sections of the society

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

- a. Approaches to the study of Indian society, culture and civilization: Indological, historical and anthropological.
- b. Salient features of ancient culture of India : Varna system of social order; purusharthas (Hindu goals of life)
- c. Emergence of new religious traditions in India, Buddhism, Jainism, Sikhism, Christianity, Zoroastrianism and Islam

Unit II:

- a. Contemporary India: Demographic profile; racial, linguistic and ethnic elements in Indian population
- b. Contemporary India: Concept of caste in Indian social system; caste and village councils; village as a social system; regional variation in village structure.

Unit III:

- a. Tradition and modernity in Indian society and culture: family marriage and kinship systems.
- b. Indigenous and exogenous processes of socio - cultural change in Indian society and culture: Sanskritization, parochialization, universalization westernization and modernization

- c. India's Great and Little cultural traditions

Unit IV:

- a. Salient features of India's constitution: Special privileges for Scheduled Castes; Social disabilities of Scheduled Castes.
- b. Salient features of India's constitution: special privileges for Schedule Tribes; social disabilities of Scheduled Tribes.
- c. History and development of Indian anthropology in the 19th and 20th centuries; contributions of eminent foreign and Indian anthropologists.
- d. Status of Indian anthropology: a brief review of present status of biological anthropology, social - cultural anthropology and archeological anthropology.

Recommended Readings

1. Basham.A.L. 1971 - The Wonder that was India. New Delhi: Rupa and Co
2. Cohn, B.S 1971 - India: Social Anthropology of a Civilization. Englewood cliffs, N.J: Prentice – Hall
3. Karve, I 1961 - Hindu Society Pune: Decan College
4. Madan,T.N 1994 - Pathways: Approaches to the Study of Indian Society. New Delhi: Oxford University Press
5. Mandelbaum, D.G 1972 - Society in India Bombay: Popular Prakashan

6. Singh .K.S 1992 - People of India. Kolkatta : An. S.I
7. Sarana G. and R.P. Srivastava 2005 - Anthropology and Sociology. Lucknow: New Royal Book Co.

SC 02: Anthropology of Disaster Management

Programme outcome

There have been migrations in the historical times on account of epidemics, famines, floods and earthquakes. In contemporary times, people get displaced due to man made contingencies such as wars, development projects, and chemical or nuclear holocaust. Anthropologists are called upon to advise the policy planners and administrators in regard to rehabilitation of the displaced people. Selected case studies would illustrate the issues of the development and rehabilitation.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Comprehend the disasters as sudden destruction and disorganization of the family network.
- Spread appropriate awareness programmes among the common people about the natural calamities and the precautions the people should take in the event of disasters
- Appreciate and understand peoples coping mechanism due to loss of life and rehabilitation procedures.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Displacement situation: Natural and manmade, floods, epidemics, famines, earthquakes, fire, chemical and nuclear leaks, wars, ethnic conflicts and migrations.

Unit II:

Development and displacement: Construction of dams and roads, development of cities absorbing villages in city, defence projects, hill resorts.

Unit III:

Rehabilitation policies and programmes in natural and created disasters: strategies, agencies and organizational structure.

Unit IV:

- a) Human factors in rehabilitation: anthropological perspectives.
- b) Case studies: Bhopal gas tragedy, Latur and Gujrat earthquakes, Orissa floods, Narmada Dam (examples to be added which may be region specific, national or international)

Recommended Readings

1. Bose, B.P.C. – Disaster Policies and Administration: A Study of Three Andhra Disasters

2. Chohen, Stephen P. and C.V. Raghavulu – The Andhra Cyclone of 1977. Individual and Institutional Responses to Mass Death
3. Fernandes, Walter and Enakshi Ganuli Thakrai (Eds.) – Development, Displacement and Rehabilitation
4. Gangopadhyay, T and K.A. Mankodi - Rehabilitation: The Ecological and Economic Costs
5. Goldsmith and Hildyad, N. - The Social and Environmental Effects of Large Dams
6. Keller, Stephen L. – Uprooting and Social Change
7. Saklani, Girija – The Uprooted Tibetans
8. Schdder, T. – The Human Ecology and Big Projects: River Basin Development and Resettlement. In Annual Review of Anthropology

OE 01: Tribal Development of India

Programme outcome

The basic issue is regarding the identification of the major tribal groups in the constitutional category of 'Scheduled Tribe'. The constitutional safeguards and facilities in regard to political representation, socio-economic development and applying the principle of equity to enable them for equality of opportunity is a process which has to be properly analysed. Issues of tribal autonomy, tribal development and tribal unrest needs anthropological interpretation.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Learn about the cultural and legal issues about tribe and Scheduled Tribe
- Know about constitutional provisions about scheduled tribe, scheduled area and the powers of the President and Governors
- Analyse the economic and social issues more particularly about land and forest relationship
- Assess the planning process and schemes about tribal development evaluate the role of NGOs in tribal development

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

- a. Tribal policy, regulation and development measures during British Rule.
- b. The Indian constitution and tribal policy: safeguards and provisions for scheduled tribes (economic, socio – cultural, educational , service sector etc,)
- c. administration of scheduled areas (V schedule) and tribal areas (VI Schedule)
- d. Administrative structure for tribal welfare: Structure and function of various agencies at central and state government levels.
- e. Planning and development: Policies and programmes for tribal development in five year plans.

Unit II:

- a. Participation of tribals in development, functioning of Panchayath Raj; development personnel and their attitude towards tribal development.
- b. Role of voluntary agencies in tribal development; case studies on tribal development (health, education and economy)

Unit III:

Tribal problems on land alienation, bonded labour, indebtedness, poverty, labour migration, shifting cultivation, health education, depopulation, housing, alcoholism, and unemployment; special problems of primitive tribal groups (PTG's). Impact of industrialization and urbanization on tribal communities.

Unit IV:

- a. Displacement and rehabilitation of tribal communities as a result of land acquisition for development projects and protection of wildlife; case studies on Narmada river basin area and Nagarhole forest area.
- b. The National Tribal Policy: Merits and demerits.

Recommended Readings

1. Chaudhury, B (Ed) - Tribal Development in India. Delhi: Inter – India.
2. Elwin, V 1960 - A Philosophy for NEFA Shillong: Government of Assam
3. Government of India - Report of the Scheduled Areas and Scheduled Tribes Commissions.
4. Sharma, B.D. - Basic Issues in Tribal Development.
5. Singh, K.S. - The Scheduled Tribes.
6. Sharma, B.D. 1976 - Tribal Development.
7. Sharma, B.D. 2000 - Delits Betrayed. New Delhi: Sahyog Pustak Kuteer.
8. Dash Sharma, P 2006 - Anthropology of Primitive Tribes in India. Delhi: Serials Publications.
9. Sahay, V.S. P. K. Singh and G. K. Bera 2005 - Dimensions of Researches in Indian Anthropology. Delhi: Serials Publications.
10. Saksena, H. S., V. K. Srivastava and S. K. Chaudhury 2006 - Scheduled Tribes and Development. Delhi: Serials Publications.
11. Vidyarathi, L.P. 1980 - Tribal Development and their administration. New Delhi: Concept Publications.

M.Sc. SEMESTER-III
HC 01: Human Evolution and Human Biology

Programme outcome

Evolution is one of the central, unifying theories of biological science. "Nothing in biology makes sense except in the light of evolution". This course pursues an integrative approach to the study of human evolution and human biology. We will begin with the terms and the concept of evolution and discussing how it applies to the study of biological evolution. This discussion is followed by an introduction to the fundamentals of evolutionary theory. After that we will discuss about Fossil evidences of apes and human origins and dispersal, **Primate Ethnology, Human variation, Respiratory functions, Ergonomics**, Human Adaptation, Ageing in Human beings. Finally, we will look at evolutionary factors that have defined biological and genetic variation among modern humans.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Explain the evolution-terms and concepts.
- Understand fossil evidences of apes and human origins and dispersal
- Understand the evolution of primates
- Understand the Primate Ethnology, Human variation, respiratory functions; Ergonomics.
- Understand about Human Adaptation and Ageing in Human beings.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Evolution-terms and concepts: species, speciation, irreversibility, parallelism and convergence, adaptive radiation, theory of orthogenesis, extinction. The evolution of primates with reference to skull, dentition, pelvis, limbs and brain; erect posture and bipedalism in man.

Unit II:

Fossil evidences of apes and human origins and dispersal: Hominoid diversity, Hominoid origin; Gibbon divergence, Orangutan divergence; African ape and human divergence; origin of genus Homo and the emergence of culture; Evolution of Homo erectus; Evolution of Homo sapiens; Evolutionary future of mankind.

Unit III:

Primate Ethnology: Social behavior among non-human primates (Baboon, Chimpanzee and Gorilla); cultural processes and the evolution of human behaviour.

Human variation: Physiological variables: Blood pressure, heart rate, pulse rate, body temperature,

Respiratory functions; sports anthropometry: body size and shape and performance in games and sports.

Ergonomics: Man - machine relationship and work performance; dermatoglyphics: variation in finger and palmar dermatoglyphic characters among human population groups.

Unit IV:

Human Adaptation: Adaptation to heat, cold, high altitude and nutritional adaptation.

Ageing in Human beings: Concept of ageing, biological aspects of ageing, changes in biological characters due to ageing; inheritance of longevity, conditions associated with longevity.

Recommended Readings

1. Ali Mohammad, 1977 - Food and Nutrition in India: New Delhi, K.B. Pub.
2. Baker, P.T. and J. S. Weiner, 1967 - Biology of Human Adaptability
3. Baker, Charles S. (Ed), 1969 - Physical Functioning of Older People, towards and Better Understanding of the ageing
4. Borman, K.E. E.D. Barbara and P.G. Lincoln, 1977 - Blood Group Serology: Theory, Techniques, Practical Applications. IV Ed., London: Churchill: Livingstone
5. Bridges, B.C., 1942 - Practical Fingerprinting, N.Y.: Funk & Wagnalis Co.
6. Buettner-Janusch, John, 1969 - Origins of Man: Physical Anthropology. New Delhi : Wiley Eastern P. Ltd.
7. Chatterjee, S.K. 1967 - Finger, Palm and Sole prints-Calcutta: 17, Lake Avenue
8. Chiarelli, A.B. 1973 - Evolution of the Primates: Introduction to the Biology of
9. Man. London: Academic Press
10. Clark, Tibbits & Donabue Wilma (Ed), 1960 - Ageing in Today's Society, New Jersey: 11. Prentice Hall
12. Confort, A, 1956 - The Biology of Senescence, N.Y. Rinehart
13. Cummins, H & Midlo, 1961 - Finger Prints, Palms & Soles: An Introduction to
14. Dermatoglyphics. N.Y.: Dover Publication
15. Curtis, H.J., 1963 - Biological Mechanism Underlying the Ageing Process, Science, 191: 686-694. Desmond Morris (Ed) Primate Ethology
16. De vore, irvin (Ed), 1965 - Primate Behaviour: Field Studies of Monkeys and Apes. N.Y. Holt, Rinehart & Winston

HC 02: Human Genetics

Programme outcome

A detailed examination of molecular approaches to understanding human evolution and diversity. The course provides the basics of population genetics, genetic polymorphism, important genetic markers in human populations and biological consequences of consanguinity. We will also consider relevant social and ethical issues, including commercial DNA testing, ownership of biological samples, Chromosomal Abnormalities and Blood group polymorphisms

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Describe the mechanisms that underpin the inheritance of traits in human populations
- Understand the role of genetic factors in health and disease
- Communicate genetic information in an explicable manner.
- Understand the relevance of genetic databases in human genetic research

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

The science of human heredity: History and development of human genetics, major branches of human genetics and its relationship with other branches of science and medicine; normal chromosomal constitution, sex determination, genes, genetic code and gene-enzyme hypothesis.

Inborn errors of metabolism: Alkaptonuria, phenylketonuria, galactosemia and albinism.

Unit II:

Patterns of Inheritance: Autosomal dominant and recessive types of inheritance: sex linked inheritance, sex-limited inheritance, sex influenced inheritance, multiple allelic inheritance; polygenic inheritance, penetrance and expressivity, pleiotropy, phenocopy.

Methods for study of Genetic principles in Man: Family method, pedigree method, sib-pair method, twin study, foster child, co-twin method, cytogenetic method, biochemical methods, immunological method, DNA technology and recombinant technologies – biology of twinning, diagnosis of zygosity, heredity and Environment.

Unit III:

Chromosomal Abnormalities: Numerical abnormalities: Autosomal – Down's syndrome (Trisomy-21), Edward's syndrome (Trisomy-18), Patau's syndrome (Trisomy-13). Sex chromosomal, abnormalities – Klinefelter's syndrome and Turner's syndrome, Structural abnormalities: Deletions and duplications, translocation, isochromosomes, ring chromosomes, mosaicism. Hardy Weinberg law and its application in human population genetics. Changes in

gene frequency, mutation, selection, genetic drift, gene flow and migration-measures of genetic/biological distance employed to study variation among human populations.

Unit IV:

Blood group polymorphisms: ABO, RH and MNSs systems.

Human Genetics and Human Welfare: Genetic screening, genetic counseling (Single gene disease, polygenic diseases and paternity exclusion, the potential effect of genetic (counselling), Genetic engineering, eugenics, euthenics, genetic hazards of radiation.

Recommended Readings

1. Beckman, I, 1966 - Monographs in Human Genetics. Vol-I: Isozyme Variations in Man Basel (Switzerland): S. Kargar.
2. Buettner – Janusch, John, 1966 - Origins of Man: Physical Anthropology. New Delhi: Wiley Eastern Private Ltd.
3. Gilbert, E.R. 1969 - Genetics Markers in Human blood, Oxford: Blackwell Scientific publications.
4. Harris, H. 1975 - The Principles of Human Bio Genetics, Amsterdam: North Holland Pub.co., (2nd Edn).
5. Harrison, G.A., J.S. Weiner, J.M. Janner & N.A. Barnicat, 1964 - Human Biology: An Introduction to Human Evolution, Variation and Growth, Oxford: Oxford Uni. Press
6. McKusic, Victor A. 1978 - Human Genetics, New Delhi: Prentice Hall India Ltd.
7. Mourant, A.C., K.C. Kope and K. Domniewska S. Sobczak, 1976 - The Distribution of Human Blood Groups and Other Polymorphisms, London: Oxford Uni. Press.
8. Penrose, L.S. 1959 - Outline of Human Genetics, London: Heinemann.
9. Race, R.R. and R. Sanger, 1968 - Blood Groups in Man. Oxford, Blackwell Scientific,
10. Pub. Roberts, Eraser IA, 1974 - An Introduction to Medical Genetics, London: Oxford University Press (E.L.S.S. Ed.)
10. Sutton, Eldon H, 1965 - An introduction to Human Genetics, NY: Holt, Rineha Winston.
11. Eveleth, PB & J. N. Tamner, 1976 - Worldwide variation in Human Growth: London: CUP 1976
12. Giblett, N.R. 1969 - Genetics Markers in Human Blood Oxford: Blackwell Scientific pubs.
13. Jelliffe, D.B. 1966 - The assessment of nutritional status of community WHO Monography Series No.53, Geneve, WHO Monograph series.
14. Lasker, G., 1973 - Physical Anthropology. NY: Holt, Rinchart & Winston Maxine et al. Human Nutrition; Principles & Applications in India. Nassar, E.L. Forensic Anthropology
15. Petroy RV, 1987 - Me or Not me: Immunological Mobiles, Moscow: Mir Pub
16. Rami Reddy V, 1992 - Physical Anthropology. evolution & Genetics of Man. Ed. V. India, Tirupati.
17. Soodan, Kirpal Singh, 1975 - Ageing in India. Calcutta: Minerva Associates
18. Spender, Mariar G, 1975 - Understanding Ageing: A Multidisciplinary Approach: NY: Appleton-Century Crafts (Publishing Divn. of Prentice Hall, Inc.)
19. Wilson Eva D. 1968 - Kalherine H. Fisher and Mary E. Euqua: Principles of Nutrition, New Delhi: Wiley Eastern P. Ltd., (2nd Ed.) 1968

HC 03: Practicals Studies-I

Programme outcome

This practical course aims to strengthen the confidence of students to employ appropriate instruments and techniques required for various measurements and observations. Students get good knowledge on human Human Osteology, Craniometry, human skulls and Osteometry

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand the gross anatomy of the human skeleton.
- Work on human skeleton that is essential in the pursuit of careers and research in human evolution, human growth and development, primatology and applied Para-medical sciences.
- Understand the scientific methods and techniques for taking various measurements and observations of the living man.
- Carrying out research in the field of forensic science and skeletal biology.

Pedagogy

Course activities consist of lectures, hands on demonstration, student presentation, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I

Human Osteology; Detailed study of Human skeleton with special reference to salient anatomical characteristics of long bones, pelvis and vertebrae.

Unit II:

Craniometry: the drawing of 5 views of Human skull and the study of landmarks, recording by repetitive of the following below mentioned measurements (direct = d and indirect = I)

Unit III:

The calculation of indices involved at least on 5 human skulls.

Nasal profile angle (d+I)

Maximum Cranial Length (d+I)

Maximum Cranial Breadth (d)

Maximum Frontal Breadth (d)

Minimum Frontal Breadth (d)

Bizogomatic Breadth (d)

Bimaxillary Breadth (d)

Morphological Facial Height (d)

Morphological Superior Facial height (d)

Nasal Height (d)

Nasal Breadth (d)

Palatal Length (d)

Palatal Breadth (d)
Bicondylar Breadth of Ramus(d)
Height of Ramus 9d)
Maximum Breadth of Ramus (d)
Basion-Bregma Length (d+I)
Nasion-Inion Line (d+I)
Nasion-Lambda Line (d+I)

Unit IV:

Osteometry: The measurements like length, breadth, diameter, circumference/girth, thickness and angles specified on the bones should be taken by the students.

The specified indices should be calculated from the measurements taken on the bones.

Recommended Readings

1. Frazer, J.I. 1963 - The Anatomy of Human skeleton, Oxford: Blackwell Scientific Publication Gray, 1962 - Gray's Anatomy Glasgow Longmans.
2. Hardlicka Alex, 1957 - Practical Anthropometry (Ed) T.D.Steward Philadelphia: Wister Instt.
3. Montagu, Ashley, M.F. 1960 - Anthropometry: Illinois: Charles C. Thomas Singh, I.P. and Bhasi, M.K. Anthropometry: Delhi, Bharathi Bhavan

. SC 01: Forensic Anthropology

Programme outcome

The course aims to provide both theoretical and practical aspects of forensic science from an anthropological perspective, mainly to orient those principles and techniques in a dynamic and heterogeneous Indian context. In the process of estimation of age, sex and time of death of a person, anthropometry and scope would play crucial roles. Socio-cultural, ethnic, caste, tribe specific markers would also share their importance in personal identification, besides the analysis of body fluids, DNA techniques and dermal patterns.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand the anthropological perspectives of crime and crime detection.
- Establishing personal identity in the core theme of forensic anthropology, besides probing the causes and circumstances of death which would be dealt there.
- Understand methods, techniques and procedures essentially required for personal identification.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Criminology and Anthropology of crimes. Introduction, nature and its historical development: definition of crimes, its theories and treatment, aims and techniques of anthropology of crimes including heredity, environment and criminal behaviour.

Unit II:

Detection and biological study of semen, blood, saliva, urine, vomit, hair, tissues, vegetable matter (starches and pollen) and fibers; the study of human skeletal remains, personal identification of the living and the dead.

Unit III:

Documents and finger print examination; scope, development and methods of investigation of frauds, ensures and forgeries of notes and coins.

Unit IV:

Methods of detecting and photographing finger prints, tyre marks, etc. role of photography and its application.

Firearms and explosives, physical evidence. Identification of narcotics.

Recommended Readings

1. Bridges: practical finger printing
2. Chatterjee, Finger, palm and sole prints
3. Cherrill, F.R. The fingerprint systems and Scotland

4. Halleck-Semens Psychiatric aspects of criminals
5. Kind, Stuart and Machael, Science against crime.
6. Kirk, P.L. 1974, Crime investigation.
7. Krogman, W.M. and Isean, M.Y. 1986: The human skeleton in Forensic medicine, 2nd (Ed)
8. Lundquist, F. and Curry, A.S.:Methods of Forensic Science (Vol. 1-4)
9. Ment: Modern Trends in Forensic Medicine
10. Modi: Modi's Book of Medical Prudence and Toxicology
11. Nicoles:Methods in Forensic Science
12. Rama Rao: Forensic Medicine
13. Rogers, S.L. Personal Identification from human remains
14. Saferstein : Text Book of Criminalities
15. Steward, T.D. Forensic Anthropology
16. Symans, J. Crime and Detection
17. Turner : Forensic Science and Laboratory Techniques

HC 02: Human Growth and Nutrition

Programme outcome

Very much relevant to the present day situation, the knowledge of child growth and development from all possible directions, becomes important. Broadly speaking, this bio-socio-cultural part involves three broad sub-fields of knowledge viz. growth largely the biological aspect; nutrition - the socio-cultural part and epidemiological aspect - largely covering health, hygiene and a combination of couple of other aspects. The knowledge gained through this course would strengthen the students to perfect the approaches, methods and techniques in the area of growth and nutrition assessment

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand the anthropological theory and methods designed for food and nutrition science.
- It covers anthropology's four-field modes of inquiry, crosscutting theoretical approaches and thematic interest groups, their respective institutions and intellectual concerns.
- Understand the anthropological concepts and methods to cutting-edge food and nutrition issues.
- Evaluate various Government Programmes related to nutrition.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Definition and concept, growth, maturation and development, physical activity and performance; phases of growth; prenatal and postnatal (infancy, childhood, juvenile, adolescence, adulthood, Senility). Methods of studying growth: longitudinal, cross sectional, mixed longitudinal studies; human growth curves; genetics of growth; heredity and environment; concepts of age, chronological, skeletal, dental, morphological and based on body size: factors including endocrine controlling growth and development (genetic, environmental, hormonal, nutritional and socio-economic).

Unit II:

Nutrition: Basic terms and concepts: Nutrition, Nutrients, malnutrition, under nutrition, over nutrition, obesity; types, function and users of nutrients; roles of vitamins and minerals in human nutrition, deficiency, nicotinic acid deficiency, Vitamin C deficiency, Vitamin D deficiency, nutritional requirements and recommended allowances from infancy to old age.

Various Governmental Programmes related to nutrition. ANP; ICDS, SNP: Mid day meal programmes; Vitamin 'A', prophylaxis programme, Nutritional anaemia, prophylaxis programme, goitre control programme.

Unit III:

Problems related to growth and nutrition, groups at risk; Infants, pregnant and lactating mothers, birth weight variations, abnormal growth;

Health and epidemiological aspects

Epidemiology: Definition, scope approaches and uses. analytical epidemiology – case control study and cohort study; screening for disease; general concepts, immunization, malnutrition, morbidity and mortality; prenatal, neonatal causes, IMR role of maternal education; infections: diarrhea, dysentery, dehydration, amoebiasis, respiratory infection, pneumonia, whooping cough, measles, chicken pox, worm infection, skin infection, fever, TB, AIDS; Health and nutrition education at household and community levels.

Unit IV:

Determinants of Nutrition levels: Anthropometric, clinical and bio-chemical indicators of nutrition; health, diet and nutrition; socio-economic assessment, evaluation, monitoring and surveillance, concepts of standard and reference values of growth and nutritional status.

Recommended Readings

1. Bogin, B, 1988. Pattern of Human Growth
2. Eleventh and Tanner, 1978: Growth and Development in World Wide Human Population
3. Falkner, F. and Tanner, J.M. 1978: Human growth (three volumes) Plenum Garm, S.M. Nutritional Anthropology.
4. Garm, S.M. and Snair, Z. Methods for Research in Human growth
5. Gopala das, T. and seshadri, S. 1984. Nutrition Monitoring and Assessment, New Delhi, Oxford University Press
6. Harrison, G.A., Weiner, J.S., Tanner, J.M. and Bashicot, N.A. 1984. Human Biology, 3rd edition, London: Oxford University Press
7. Jelliffe, D.B. 1966. The Assessment of the Nutritional Status of the community: WHO Geneva.
8. Jelliffe, D.B. 1986: Community Nutritional Assessment with Special Reference to less Technically Developed Countries. Oxford University Press.
9. Marshall, M.A. 1977: Human Growth and Its Disorders. London: Academic Press.
10. Park and Park, 1994. Text Book of Preventive and Social Medicine, Jabalpur: Messers Banarsides Bhanot Publishers. Roy and Roy Hunger and Physique.
11. Shanti, Gosh, 1977, Nutrition and Child Care A Practical Guide, New Delhi: Jay Pee Brothers, Medical Publishers P. Ltd.
12. Sinclair, David: Human Growth After Division: Oxford University Press
13. Smith, D.W. 1977. Growth and Its Disorders, Sanders
14. Stanley, J. 1962. The Cambridge Encyclopedia of Human Growth and Other Development Cambridge University Press.
15. Tanner, J.M. 1972. Growth at Adolescence, 2nd edition, Oxford: Black Well Scientific Publication.
16. Tanner, J.M. 1978. Foetus into Man: Physical Growth From Conception to Maturity, London: Open Books
17. Williams, S.R. 1974: Essentials of Nutrition and Diet Therapy. USA: the C.V. Mosby Co.
18. Weiner and Lourie, 1969: Human Biology: A Guide to Field Methods. IBP handbook No.9, Oxford and Edinburgh: Blackwell Scientific publication

OE 01: Genetic Counselling

Programme outcome

Genetic counselling has greater relevance in India as we have a large number of endogamous caste and tribal groups besides quite a few religious as well as geographical isolates. Consanguineous marriages resulting in higher levels of inbreeding in small groups increase the chances for the deleterious genes to converge and express through individuals and families. The prevalence of inherited diseases like Thalassaemia, Sickle cell anaemia, Hemophilia etc. in many tribal areas calls for urgent attention by genetic counsellors. This diploma course aims to provide both theoretical as well as practical training in genetic counselling.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand the anthropological dimensions of genetic counselling
- Learn the basics of human genetics and the methods to explore the nature of inheritance of normal and abnormal traits
- Comprehend the principles of medical genetics and to assess the mode of inheritance of genetic diseases
- Assess the implications of consanguineous marriages and the inheritance of such diseases as well as identify the individuals at risk
- Adopt appropriate strategies in genetic counselling for individuals, families and communities learn the laboratory and field methods to identify the genetic diseases.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Fundamentals of Anthropology, human genetics, medical genetics marriage rules - exogamy, endogamy, consanguinity and inbreeding their implications on individuals, families and the community health care, normal and abnormal traits: genetical and non genetical; genetic etiology; environmental effect tracing of family history for these traits (pedigree analysis).

Unit II:

Rules of inheritance of the traits: Autosomal, recessive and sex linked, anthropological significance of cytogenetic studies. Relationship of cytogenetic study, probability of transmission of trait, disease, diagnosis for biochemical disorders: metabolic disorders

Unit III:

Normal and abnormal chromosomes. Chromosomal aberrations (structural and numerical) and its consequences in individuals and populations. Different techniques of

preparation and identification of chromosomes. Chromosome nomenclatures and chromosome mapping and chromosomal syndromes. Diagnostic approach and its importance

Unit IV:

Prenatal detection and its importance: cytogenetic of fetal wastage, repeated abortions, primary and secondary amenorrhoea. Haemoglobinopathies and allied disorders in India: their genetic importance in Healthcare, association of genetic markers (Blood groups, HLA antigens etc) with diseases, medical genetic problems among tribes.

Genetic counseling: introduction-genetic, medical and social concept

Essential qualities of a genetic counsellor. Ethical aspects of genetic counseling.

Recommended Readings

1. Anders J.M., Moores E.C Emancuel. R: Chromosome Preparation From Leucocytes Culture. A simplified method for collecting samples by post, J Med. Genetics, 3, 74,
2. Arakaki D.T, Sparkers R.: Microtechnique for culturing leucocytes from whole blood. Cytogenetics, 2, 57
3. Bloom A.D.: Induced chromosomal aberrations in man, Advances in Human Genetics, 3, 99-172, H. Harris and K. Hirschhorn, (Eds.), New York-London: Plenum Press
4. Capersson T. Zech L: Fluorescent labelling and identification of human chromosomes, Perspectives in cytogenetic, pp. 163-185.
5. Young I.D.: Introduction in Genetic Counseling, Oxford University Press, A clearly explained and valuable guide to practical situations and to their underlying principles

M.Sc. SEMESTER –IV
HC 01: Anthropological Demography

Programme outcome

Basic concepts of demography, Historical background. Aims and objectives of demography, Importance of Anthropological demography, Sources of demographic data, Various terms in demography: census, cohort, fertility, mortality, fecundity, life expectancy, life table, migration, parity, morbidity, population control, Vital statistics- measures of fertility and mortality.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand basic knowledge of anthropological demography.
- Understand concepts and theories of population dynamics, to train the student in the quantitative analysis of population data from the perspective of Anthropology.
- Understand the genetic implications of demographic data.
- Understanding of various fundamental processes in a comprehensive manner.
- The student gets knowledge about reproductive health

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Nature and scope of anthropological demography, relationship with other branches. Demography theories: Malthusian, optimum, socio-cultural, biological and demographic transition.

Unit II:

Life tables and their construction. Biological consequences of family planning. Population structure – population size and composition, fertility, mortality and migration and their inter-relationships. Population models, effective population size, selection potentiality of the population. Breeding, population: mating patterns, random mating, assortative mating consanguinity, and inbreeding, inbreeding co-efficient, genetic load, genetic isolates.

Unit III:

Selection: Heterozygous, differential fertility, relaxation, genetic polymorphism: concepts, balanced and transient, measures of genetic distance.

Unit IV:

Concepts of reproductive health: Conceptual framework on reproductive health: human reproduction systems, mechanism of conception, pregnancy and fetal wastage; obstetrical problems – delivery, pregnancy complications and other diseases during pregnancy.

Recommended Readings

1. Bhende and Kanitkar, 1996: Principles of Population Studies. Himalaya Publishing House,

2. Bogue Donald, 1969: The principles of demography; Siley Publication, Newyork.
3. Cox, peter, 1989: Demography: Cambridge University Press, U.K.
4. Desai, P.B. 1987: Population In The Context of India's Development B.R. Publishing Corporation, Delhi.
5. Foundation for research in Health statistics, 1990: Health Monitor, Mumbai.
6. John Weeks, 1994: Population, Wordsworth Publication, California, USA
7. Pathak and Ram, 1992: Techniques of Demographic Analysis. Himalaya Publishing House, Mumbai.
8. Population Research Centre, 1995: National Family Health Survey, Mumbai
9. Sinha, U.P. 1990: Demographic Profile of Tribal population in India.
10. Spengler and Otis, 1956: Demographic Analysis, The free press, Illinois.

02: HC Practical Studies-II

Programme outcome

This course provides an overview of Dermatoglyphics, finger prints, Blood group serology and Sickle cell trait test and quantitative estimation of hemoglobin content.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand demotoglyphics and the fingerprint pattern types, collect, analyse and classify the dermatoglyphic data
- Can understand about blood group serology, Sickle cell trait test etc.
- take osteometric and somatometric measurements

Pedagogy

Course activities consist of lectures, hands on demonstration, student presentation, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Dermatoglyphics: Bilateral inked fingerprints and palmar prints from at least 15 individuals should be collected and analyzed for dermatoglyphic characteristics by all the students.

Unit II:

The fingerprints should be analyzed for pattern types after Galton and Henry, the finger ridge counts, total finger ridge count (TFRC), absolute finger ridge count (AFRC) and pattern intensity index, occurrence of patterns in palmer dermatoglyphic zones.

Unit III:

Blood group serology: The blood samples from at least 15 individuals are to be collected and analyzed for ABO MN and Rh (anti C, c, D, E and–e) blood group systems by all the students.

Unit IV:

Sickle cell trait test and quantitative estimation of hemoglobin content present in the given samples of 15 individuals.

Besides these all the students should test at least 15 individuals for taste sensitivity to phenylthiocarbamide (PTC) solutions; secretor factor and for color blindness.

Recommended Readings

1. Boorman, K.E. Barbara, E.D. and Lincoln, D.J. 1977. Blood Group Serology: The ory, Techniques, Practical Application, IV Edn. London: Churchill, Livingstone.
2. Cummins, H. and Middlo, C. 1961. Finger Prints, Palms and Soles: An Introduction to Dermatoglyphics: New York: Dorcs pub.
3. Ghgosh Moulik, S.K. Basanti Rath, 2000 - Techniques in Forensic and Physical Anthropology. Mayur Pub. Bhubaneswar.
4. Giblett, E.R. 1969 Genetic Markers in Human blood: Oxford: Blackwell Scientific Publication.
5. Harris, H. and Kolmus, H. 1949. The Measurement of Taste Sensitivity to Phenylthiocarbamide (PTC) Ann. Eugen.
6. Holt, S.B. 1968 - The Genetics of Dermal Ridges, Spring Field C.C. Thomas
7. Ishihara, S. 1970 - The Series of Plates Designed as a Test for Colour Blindness. 38 plates Edn. Tokyo Kannehara's Shuppan Co. ltd.
8. Race, R.R. and Sanger, R. 1962 - Blood Groups in Man. Oxford, Blackwell Scientific Publication.

HC 03: Field Work and Dissertation

Programme outcome

This course based on field work depending upon the area of specialization. Students get practical knowledge on research methods, tools and techniques and thesis/dissertation writing. They can able to distinction between survey method and the anthropological field work method. Preparation for fieldwork including getting acquainted with the field. Establishment of rapport and the use of the local language. Use of informants and the role of key-informant(s) in anthropological Research.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- The student gets practical knowledge about fieldwork.
- Understand application of Research methodology.
- Acquire practical experience in presenting the primary data and the secondary data already collected.

Pedagogy

Course activities consist of lectures, group discussion, student seminar presentation, assignment writing and tests.

Syllabus

The students should select the topic of dissertation and got it approved by the department during III Semester and submit before the end of IV Semester under supervision of their teachers. The dissertation could be either in English or Kannada. Three typed copies properly bound should be submitted to the department before the Last working day of the IV Semester.

The student is required to live for atleast 30 days in a community (tribe, village or urban) for the collection of research data by using anthropological methods. The field work should be carried out during the holidays after the III semester. At the end of IV semester the students are required to submit a dissertation of about 15,000 words. The dissertation will be evaluated and viva-voce examination will be held by both internal and external examiners

SC 01: Molecular Anthropology

Programme outcome

This course aims to orient the students to the most recent theoretical advances and techniques in molecular biology, Human genetics and Biochemistry. Although this paper deals with the fundamentals and techniques has varied implications and applications. Anthropological perspectives for comparative studies among populations and its utility in various fields.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Understand scope and development of biochemical Anthropology.
- Analyse the biomolecular evolution, chromatin and Chromosomes, gene expression.
- Enable to Basic Molecular Techniques and Molecular Physiology to Human Molecular Biology.

Pedagogy

Course activities consist of lectures, hands on demonstration, student presentation, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit 1: Basic Molecular Genetics

- Introduction to molecular anthropology and its relationship with other sciences
- Introduction to chromosomes and genes
- Structure of nucleotides (bases and codons)
- Sex and Autosomal DNA, mtDNA
- Role of sex chromosome in sex determination

Unit-2: Red Cell Morphology and Protein Synthesis, Structure and functions

- Basic hematological techniques
- Cellular classification
- Sub cellular organelles
- Macromolecules
- Macro molecular assemblies
- Protein analysis
- Aspects of protein synthesis, Mechanism of protein synthesis

Unit-3: Human DNA, RNA and DNA Replication, Damage, Repair and Recombination

- History of DNA
- Coding and non-coding DNA and RNA
- Structure of nucleic acid
- Chemical and Physical properties of nucleic acid
- Function of RNA
- DNA supercoding
- DNA Replication: An overview
- Eukaryotic DNA replication
- Mutagenesis

- DNA Damage
- DNA Repair
- DNA Recombination

Unit-4: Molecular Evolution and Genome

- Oparins Theory of the Origin of life
- Evolution of DNA, RNA and Protein sequences
- DNA polymerases for sequencing DNA
- Use of PCR in genetic engineering and medical diagnosis
- Human Genome Project.

Recommended Readings

Beutler, E. Red Cell metabolism: A Manual of Biochemical Methods.

Capersson, T., Zech L., Johansson, C., Modest, E.J. Identification of human chromosomes by DNA-binding fluorescent. *Agemts. Cjrp, psp, a (Berl.)* 30, 215-277

McLennan A.G., Bates A.D & MRH White 1998. *Molecular Biology Bios Scientific Publications, Oxford, UK*

Spahles. J.N. *Genetic Diversity and Human Behaviour.*

Victor A. McK Wrick. 1972. *Human Genetics Prentice Hall of India, Pvt. Ltd. New Delhi*

Yanis, J.J. *Human Chromosome Methodology*

Young, T.D. *Introduction in Genetic Counselling. Oxford University Press*

Yunis, J.J. (Ed) *Biochemical Methods in Red Cell Genetics*

SC 02: Anthropological Statistics

Programme outcome

This course gives good knowledge about the use of statistics in anthropological research. Measures of central tendency, Introduction to non-parametric statistics. Linear correlation and regression and Standard error of estimate.

Course outcome

On successful completion of this programme, each student will be able to:

- Use of statistics in anthropological research.
- Statistical concepts of one kind or another have been employed in anthropology.
- Understand introduction to non-parametric statistic and concept of probability
- Analyze the linear correlation and regression.

Pedagogy

Course activities consist of lectures, hands on demonstration, student presentation, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Introduction to statistics; use of statistics in anthropological research. Levels of measurement - nominal, ordinal, interval and ratio scales. Fundamental concepts of population, samples, variables, parameter and statistics. Frequency, proportions, percentages and ratios. Diagrammatical and graphical representation of data, frequency curves.

Measures of central tendency Mean, Median and Mode, measures of dispersion range, interquartile range, semi interquartile range, 10-90 percentile range, standard deviation, standard error, variance and co-efficient of variation.

Unit II:

Concept of probability - properties and uses. Bayes theorem, normal, binomial and poisson distribution. Sampling methods and sampling theory. Confidence limits, levels of significance and critical region-Type I and Type II errors. Standard error of a statistic. Students 't' test, Chi-square test, and F-test.

Unit III:

Introduction to non-parametric statistics. Wilcoxon-Mann-Whiney test, Kolomogrovtv / Smirinov one sample and two sample tests. Introduction to simple analysis of variance and two way analysis of variance, Kruskal wall is one way analysis of variance. Friedman two way analysis of variance.

Unit IV:

Linear correlation and regression. Standard error of estimate. Tests of significance involving coefficients of the linear correlation coefficient. Multivariate distance statistics and its

use in Anthropology, Computer simulation studies – flow charts in bio – anthropological studies and studies of human evolution.

Recommended Readings

1. Bailey, N.T.J, Statistical methods in Biology
2. Blalock, H.M. 1985 - Jr. Social statistics
3. Fisher, R.A. and Yates, F. 1953 - Statistical tables for Biological, Agricultural and Medical Research (New York)
4. Kempthorne, O, 1957 - An introduction to Genetical Statistics.
5. M.C. Arthur 1961 - Introducing Population Statistics. Oxford University Press
6. Muller, J. Schusseller, K.F. and Costner, H.L, 1977 Statistical reasoning in sociology.
7. Siegel, S. and Castellon, N. J. 1983, Jr. of Non Parametric Statistics for the Behavioral Science
8. Sunderrao, P.S.S, Jesudin, C. and Richard, J. An Introduction to Biostatistics, 1977
9. Thomas, D.H., 1991 Figuring Anthropology

OE 01: Sports Anthropology

Programme outcome

Sports, games as well as recreation have played pivotal roles in the successful survival and the evolution of all species. They also provide the much needed adaptive advantages in terms of biological, psychological and social parameters, not only among the humans but also among other animal forms. India provides a plethora of sports and games along the length and breadth of the country. This course tries to equip the students to various aspects of Kinanthropology as well as provide training to identify the traditional sports and games in India with a view to encourage and promote them.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Comprehend the varieties of traditional sports, games and modes of recreation among the Indian communities
- Assess the biological measures in body maturity and their role in sports performance
- Evaluate body composition and classify separately as per age and sex
- Understand the physical and physiological changes brought about due to exercise
- Appreciate the group variations expressed through sports performance and endurance identify the most suitable body composition for specific sports and suggest the types of exercises they should perform to achieve excellence

Pedagogy

Course activities consist of lectures, hands on demonstration, student presentation, seminar Presentation, assignment writing and tests.

SYLLABUS

Unit I:

Importance of sports in human society; Heredity and environment in body dimensions and proportions. Relationship of different types of sports efficiency and different body proportions: Ecological, ethnic and genetic variation of body shape and size in relation to sports efficiency.

Unit II:

Family environment and hereditary background of special physical abilities of sports performance; Effects of exercise and yoga on physical fitness and sports efficiency.

Unit III:

Physiological variation in relation to sports activities; nutritional status and requirements in relation to sports and exercise.

Unit IV:

Body composition, body (somato) type and physiological profile of sportsmen and sportswomen: diurnal and seasonal variation to body related to sports exercise physical fitness and mental alertness.

Recommended Readings

1. Astrand and Rodhal, 1977 - Textbook of Work Physiology
2. Carter, J.E.L., Ross, W. D., W. and Aubry, S.P, 1983 - Advances in Somato type Methodology and Analysis Yearbook of Physical Anthropology
3. Creisie, N.A.C., Withers, R.T. and Craig, N.P., 1986 - The Statistical Analysis of Somato type data year book of Physical Anthropology.
4. Damon, A. Physiological Anthropology
5. Eiben, O. Sports Anthropology, Physique of Olympic Athletes.
6. Johnson, W.R. and E. R. Busk Lask (Editors), 1974 - Medicine and Science of Exercise and Sport (Second Edition) (Harper and Row, New York)
7. Singh, S.P. and Malhotra, P. 1989 - Kinanthropometry, Patiala; Lunar publication.
8. Sodhi, H. S. 1991 - Sports Anthropometry, Patiala; Anova Publications.