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NEP PG  
1-YEAR CURRICULUM  
**M.A. ANTHROPOLOGY PROGRAMME**  
SUBJECT CODE = ANT

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FOR POSTGRADUATE COURSES UNDER RANCHI UNIVERSITY, RANCHI



Implemented w.e.f.  
Academic Session 2026-27 Onwards



# UNIVERSITY DEPARTMENT OF ANTHROPOLOGY

Ranchi University, Ranchi-834008, Jharkhand, India

Website: [www.ruanthropology.in](http://www.ruanthropology.in)

Prof. – In Charge: Dr. Dinesh Oraon

Ref No: Anth/2780/25

Date: 13.06.2025

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**Approval by the Members of the NEP Implementation and Monitoring Committee of Ranchi University, Ranchi**

The prepared Curriculum of the Master's Degree has been approved by the NEP Implementation and Monitoring Committee of R.U., duly forwarded by the Head of the Department; it will be offered to the Students of the 1-year and 2-year Postgraduate Programme. It is implemented from the 1st Semester of the Academic Session 2025-26 and onwards.

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## HIGHLIGHTS OF NEP PG CURRICULUM

### CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over a semester (minimum 15 weeks).

- a) One hour of teaching/ Lectures or two hours of laboratory /practical work will be assigned per class/interaction.

**One credit for Theory** = 15 Hours of Teaching

**One credit for Practicum** = 30 Hours of Practical work

**One credit for Internship** = 02 Weeks of Practical experience

- b) For credit determination, instruction is divided into three major components:

**Hours (L)** – Classroom Hours of one hour duration.

**Tutorials (T)** – Special, elaborate instructions on specific topics of one hour duration

**Practical (P)** – Laboratory or field exercises in which the student has to do experiments or other practical work of a two-hour duration.

**Internship – For the Exit option after 1<sup>st</sup> year of the 2-year P.G. Programme for the award of P.G. Diploma, Level 6.5,** Students can either complete two 4-week internships worth 2 credits each or one 8-week internship for all 4 credits. This practical experience connects academic learning with real-world applications, offering valuable exposure to professional environments in their fields of study

### PG CURRICULUM

1. The PG Curriculum will be either of 1-year duration for students who studied the four-year UG Programme (FYUGP) or a 2-year duration for students who studied a three-year UG programme from a CBCS/LOCF/FYUGP Curriculum.
2. There is a flexible mode in the PG programme offered to the students of Ranchi University, Ranchi. The total credit for any semester will be 20 credits.
3. **One-year PG curriculum:** The Courses in the 1-year PG programme and the second year of the 2-year PG programme are the same.
  - a. **Course work only:** There will be 5 courses at level 500 of 4 credits each in every semester for the coursework offered in the programme.
  - b. **Course work and Research:** There will be 5 courses at the level 500 bearing 4 credits each in the first semester of a 1-year PG or in the third semester of a 2-year PG. Research work will be offered in the next semester for this mode of the programme. The eligibility for this mode is available in the NEP PG curriculum of Ranchi University, Ranchi.
  - c. **Research work only:** The eligible student will be offered this mode to conduct extensive research under the supervision of a guide. Each semester will be equivalent to 20 credits. The selection of a candidate for the research mode will depend upon the eligibility of the student, availability of the guide and seat in the department/institution of Ranchi University, Ranchi.

### PROMOTION CRITERIA

#### One Year Post-graduation programme having coursework only:

- i. Each course shall be of **100 marks**, having two components: **30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College and 70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University.**
- ii. The marks of SIA shall further break into 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student, including regularity in the classroom lectures and other activities of the Department/College.
- iii. The Requisite Marks obtained by a student in a particular subject will be the criterion for promotion to the next Semester.
- iv. There shall be two written internal examinations, each of 1 hour duration and each of 20 marks, in a semester, out of which the '**better of the two**' shall be taken for computation of marks under SIA.

- v. If a student failed to secure pass marks in the Mid Semester Examination, he/she has to reappear in Mid & End Semester Examinations, of the following year.
- vi. In case a student fails to secure pass marks in End Semester Examination, then he/she has to appear only in the End Semester Examination of the following session within the period of Upper Limit of Two Years and the Marks of the Mid Semester will be carried for the preparation of the result.
- vii. Students' final marks and the result will be based on the marks obtained in the Mid Semester and End Semester Examination taken together.
- viii. The pass marks in the programme will be 45% of the total marks obtained in each Core/ Elective/ Other Courses offered.
- ix. In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE and a minimum of 17 marks is to be secured in the SIA** to clear the course. In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.
- x. Every candidate seeking to appear in the ESUE shall be issued an Admit Card by the University. **No candidate will be permitted to appear in the examination without a valid admit card.**
- xi. A candidate shall be permitted to proceed in the next Semester (2<sup>nd</sup>), **provided he/she has passed at least 3 courses out of 5 courses** in the respective semester in theory and practical/ project courses taken together.
- xii. A student will have to clear all his/her papers within a maximum of Two Years of duration to qualify for the degree.

However, it will be necessary to procure pass marks in each of the papers before completion of the programme.

#### VALUE-ADDED COURSES

1. The Value-added course will be of **2 credits** to be covered during the first semester.
2. The End Semester University Examination (ESUE) of this course will comprise 50 objective-type questions of 1 mark each.
3. ESUE shall be OMR-based and the correct option is to be marked by a black ballpoint pen.
4. For the **50 Marks Examination**, the student will be provided **two hours** to mark their responses.
5. Students are not allowed to choose or repeat courses already undergone at the undergraduate level in the proposed major and minor streams.
6. The performance in this course will not influence the SGPA or CGPA of the PG Programme wherein the student is registered to obtain the Master's Degree. However, it will be mandatory to secure minimum pass marks in the course before exiting the Programme.
7. If a student fails to secure the minimum pass marks in this course in the first semester, he/she must reappear in the examination of the said course with the following batch of the next session.
8. The student may appear in the examination of the said course further if they could not clear the course in the following attempt, subject to the date of validation of the Registration.

The existing Regulations of the PG Curriculum of Ranchi University, Ranchi, shall guide the Regulations related to any concern not mentioned here.

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## COURSE STRUCTURE FOR ‘PG COURSEWORK/ COURSEWORK WITH RESEARCH/ RESEARCH ONLY’

Table 1: Credit Framework for One Year Postgraduate Programme [Total Credits = 40]

Academic Level	Level of Courses	Semester	Coursework Level 400	Coursework Level 500	Research Preparedness	Research thesis/ Project/ Patent	Total Credits
YEAR 1							
Level 6.5	Coursework	III	---	4+4+4+4+4	---	---	20
		IV	---	4+4+4+4+4	---	---	20
OR							
Level 6.5	Coursework + Research	III	---	4+4+4+4+4	---	---	20
		IV	---	---	20		20
OR							
Level 6.5	Research	III	---	---	20	---	20
		IV	---	---	---	20	20
Total credits = 40							

Note: Every student has to take any one Value-added course of 2-credits compulsorily in the 1<sup>st</sup> Semester of PG programme.

There is no provision of ‘Exit’ in the 1-Year PG Programme.

## AIMS OF MASTER'S DEGREE PROGRAMME IN ANTHROPOLOGY

**The aim of the Master's degree programme in Anthropology is to provide:**

The Master's Degree Programme in Anthropology aims to provide students with advanced theoretical knowledge, methodological skills, and research competence to understand human biological, social, cultural, and ecological diversity across time and space. The programme integrates classical anthropological foundations with contemporary approaches, field-based learning, digital tools, and Indian Knowledge Systems to address present-day social, cultural, developmental, and environmental challenges.

**1. Academic and Knowledge Advancement**

- To develop a comprehensive understanding of the core branches of Anthropology, including Social-Cultural Anthropology, Biological Anthropology, Archaeological Anthropology, and Ecological Anthropology.
- To familiarize students with classical and contemporary anthropological theories for interpreting human behavior, culture, evolution, and social change.
- To strengthen analytical and critical thinking skills for understanding simple, complex, tribal, rural, and urban societies in India and globally.

**2. Research Competence and Innovation**

- To train students in anthropological research methodology, including qualitative and quantitative approaches, ethnography, participant observation, interviews, case studies, and surveys.
- To provide intensive fieldwork experience through village studies, tribal studies, biological and archaeological practicals, and supervised dissertation research.
- To develop skills in data collection, analysis, interpretation, report writing, and ethical research practices.

**3. Environmental and Societal Relevance**

- To enhance understanding of human-environment relationships, traditional ecological knowledge, sacred groves, and sustainable resource management.
- To promote awareness of tribal cultures, indigenous knowledge systems, social movements, identity, and processes of socio-cultural change.
- To enable students to apply anthropological insights to policy-making, community development, social justice, and cultural preservation.

**4. Professional and Career Development**

- To prepare students for careers in academics, research institutions, NGOs, government services, development agencies, museums, archives, media, tourism, and heritage sectors.
- To strengthen communication, teamwork, leadership, and documentation skills required for professional practice.
- To inculcate ethical responsibility, cultural sensitivity, and respect for human diversity in research and applied work.

**5. Lifelong Learning and Global Perspective**

- To foster intellectual curiosity, adaptability, and lifelong learning in response to evolving anthropological knowledge and global challenges.
- To develop a global outlook by linking local and regional anthropological studies with national and international perspectives.
- To encourage socially responsible scholarship contributing to inclusive, sustainable, and culturally informed futures.



## PROGRAMME LEARNING OUTCOMES

**The broad aims of Master's degree programme in Anthropology are:**

The Master's Degree Programme in Anthropology aims to develop academically sound, research-oriented, and socially responsive anthropologists with a strong grounding in theory, fieldwork, and applied practice. On successful completion of the programme, the graduates will be able to:

**1. Knowledge and Conceptual Understanding**

- Demonstrate advanced and integrated knowledge of Social–Cultural Anthropology, Biological Anthropology, Archaeological Anthropology, and Applied Anthropology.
- Explain key anthropological theories, concepts, and debates related to culture, society, evolution, ecology, development, gender, health, and technology.
- Understand tribal societies of India, indigenous knowledge systems, traditional medicine, and cultural institutions in their historical and contemporary contexts.
- Analyze processes of social change, urbanization, globalization, and modernization using anthropological perspectives.

**2. Research Skills and Methodological Competence**

- Design and conduct independent anthropological research using qualitative and quantitative methods.
- Apply ethnographic techniques such as participant observation, interviews, case studies, genealogies, and community mapping.
- Use fieldwork, laboratory techniques, osteology, biological measurements, and archaeological methods relevant to anthropology.
- Critically evaluate anthropological literature and present research findings effectively through dissertations, reports, seminars, and publications.

**3. Analytical Thinking and Problem-Solving**

- Interpret social, cultural, biological, and ecological data using theoretical and empirical frameworks.
- Address real-world issues related to tribal development, environment, public health, gender, tourism, heritage, and digital cultures.
- Integrate anthropological knowledge for policy analysis, development planning, and community-based interventions.
- Apply anthropological insights to contemporary challenges such as climate change, displacement, inequality, identity, and cultural preservation.

**4. Professional, Ethical, and Social Responsibility**

- Demonstrate ethical research practices, respect for cultural diversity, indigenous rights, and intellectual property.
- Exhibit professional skills such as teamwork, leadership, communication, and interdisciplinary collaboration.
- Promote social justice, inclusivity, gender sensitivity, and environmental responsibility through anthropological engagement.
- Contribute anthropological knowledge to public awareness, governance, NGOs, and community development initiatives.

**5. Lifelong Learning and Global Perspective**

- Engage in continuous learning to adapt to emerging trends in anthropology and allied disciplines.
- Relate local and regional ethnographic realities to national and global anthropological debates.
- Contribute to the advancement of anthropology through academic research, interdisciplinary collaboration, and international engagement.
- Through these learning outcomes, the programme aims to produce competent, reflective, and socially committed anthropologists capable of contributing to academia, research institutions, development organizations, cultural resource management, policy-making, and allied professional fields, while addressing both local and global socio-cultural challenges.

**The Courses in One Year P.G. Programme and in the Second year of Two years P.G. Programme are Common.**

Table 2: Semester-wise Course Code and Credit Points

Sem	Core, AE/ GE/ DC/ EC & Compulsory FC Courses				Examination Structure		
	Paper	Paper Code	Credit	Name of Paper	Mid Semester Evaluation (F.M.)	End Semester Evaluation (F.M.)	End Semester Practical/ Viva (F.M.)
<b>I</b>	Core Course	CCANT311	4	Anthropo-Therapy and Traditional Medicine in India	30	70	----
	Skill Enhancement Course	ECANT312	4	A. Developmental Anthropology/ B. Forensic Anthropology	30	70	----
	Core Course	CCANT313	4	Anthropological Theory	30	70	----
	Core Course	CCANT314	4	Biological Anthropology	30	70	----
	Practicals on Core	CPANT315	4	Practical	----	----	100
<b>II</b>	Elective	ECANT411	4	A. Visual Anthropology/ B. Anthropology of Diaspora/ C. Indian Anthropology	30	70	----
	Elective	ECANT412	4	A. Process of Social Culture Change/ B. Demographic Anthropology/ C. Indian Village	30	70	----
	Core Course	CCANT413	4	Development of Women	30	70	----
	Practicals on Elective	EPANT414	4	Field work	----	----	100
	PROJECT	PRANT415	4	Dissertation/ Project/ Teaching Aptitude	----	----	100

Note:

1. Every student has to take any one Value-added course of 2-credits compulsorily in the 1<sup>st</sup> Semester of PG programme.
2. There is no provision of 'Exit' in the 1-Year PG Programme.

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## INSTRUCTION TO QUESTION SETTER

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### **SEMESTER INTERNAL EXAMINATION (SIE):**

There **Marks Weightage of a Course:** Each non-practical/non-project course shall be of **100 marks** having two components: **70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University, and, 30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College.**

The marks of SIA shall further break into, 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student including regularity in the class room lectures and other activities of the Department/College. There shall be two written internal examinations, each of 1-hour duration and each of 20 marks, in a semester out of which the **'Better One out of Two'** shall be taken for computation of marks under SIA.

In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE and a minimum of 17 marks is to be secured in the SIA to clear the course.** In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.

#### **A. (SIE 20+5=25 marks):**

There will be a uniform pattern of questions for mid-semester examinations in all the courses and of all the programmes. There will be **two** groups of questions in 20 marks written examinations. **Group A is compulsory** and will contain five questions of **very short answer type** consisting of 1 mark each. **Group B will contain descriptive type five** questions of five marks each, out of which any three are to be answered. Department may conduct Sessional Internal Examinations in other format as per needs of the course.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

#### **Conversion of Attendance into score may be as follows:**

Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

### **END SEMESTER UNIVERSITY EXAMINATION (ESUE):**

#### **A. (ESUE 70 marks):**

There will be a uniform pattern of questions for all the courses and all the programmes. There will be **two** groups of questions. **Group A is compulsory** and will contain two questions. **Question No.1 will be very short-answer type** consisting of five questions of 1 mark each. **Question No.2 will be a short-answer type** of 5 marks. **Group B will contain descriptive type six** questions of fifteen marks each, out of which any four are to be answered. The questions will be so framed that examinee could answer them within the stipulated time.

[**Note:** There may be subdivisions in each question asked in Theory Examinations]

#### **B. (ESUE 100 marks):**

Practical/ Project courses would also be of 100 marks but there **shall be no internal written examinations** of the type specified above. The total 100 marks will have two components: **70 marks for the practical ESUE and 20 marks for the Viva-voce examination** conducted during the ESUE to assess the applied and practical understanding of the student.

The written component of the project (**Project Report**) shall be of **70 marks and 20 marks will be for the Viva-voce examination** jointly conducted by an external examiner, appointed by the University, and the internal supervisor/ guide.

**10 marks will be assigned on the cumulative assessment of the examinee during the semester** and will be awarded by the department/faculty concerned.

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**FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS****Question format for 20 Marks:**

<b>Subject/ Code</b>		<b>Exam Year</b>
<b>F.M. =20</b>	<b>Time=1Hr.</b>	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type compulsory questions. ii. <b>Answer 1 out of 2</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<b><u>Group A</u></b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
2.	.....	[5]
<b><u>Group B</u></b>		
3.	.....	[10]
4.	.....	[10]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

**Question format for 70 Marks:**

<b>Subject/ Code</b>		<b>Exam Year</b>
<b>F.M. =70</b>	<b>Time=3HrS.</b>	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type compulsory questions. ii. <b>Answer 4 out of 6</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<b><u>Group A</u></b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
2.	.....	[5]
<b><u>Group B</u></b>		
3.	.....	[15]
4.	.....	[15]
5.	.....	[15]
6.	.....	[15]
7.	.....	[15]
8.	.....	[15]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

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## SEMESTER I

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**I. CORE COURSE**

[CCANT311]

**ANTHROPO-THERAPY AND TRADITIONAL MEDICINE IN INDIA**

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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**(Credits: Theory-04, 60 Hours)****Course Objective:**

1. Prepare students to analyze development programs using anthropological insights.
2. Enable careers in NGOs, policy research institutes, and international development agencies.
3. Promote participatory and sustainable models of development.
4. Equip learners to evaluate the socio-cultural impacts of developmental interventions.

**Course Learning Outcomes:**

After completing this course, students will be able to:

1. Understand theories and approaches to development from an anthropological perspective.
2. Critically assess state and NGO-led development initiatives.
3. Analyze the role of culture, identity, and local knowledge in development.
4. Apply anthropological methods to development planning and evaluation.

**IKS-Course Contents:**

**Unit I:** Anthro-therapy: Definition, scope, and principles. Traditional Healing Practices; Ayurveda, Unani, and Siddha systems. Understanding body-mind interaction in health: Influence of culture on health and wellness, Community-based therapeutic practices. Ayurveda, Yoga, Unani, Siddha, Homeopathy, and Sowa Rigpa-Basic Tenets, Strengths and Weaknesses; emergence of Complementary and alternative medicines globally; economic implications of traditional medicine.

**Unit II:** Folk and Tribal Medicines in India: Causative Concept-Theory of Humors, Supernatural causation, Traditional healers and their relevance, local health tradition, revival of traditional tribal medicines -Maiba, Nybus, Gunia, Ojha.

**Unit III:** Therapeutic Techniques and Modalities: Yoga, meditation, and physical exercises, Herbal remedies, and dietary interventions. Application of Technology in Anthropotherapy: Use of AI and machine learning in patient care, Telemedicine, and digital health platforms.

**Unit IV:** Historical Perspective-Medicalization and Medical Nemesis, WHO on Traditional Medicine; ICMR-ICSSR initiative on Alternative Health, ISM and H and AYUSH; Successive changes in NHP since 1983.

**Unit V:** Relevance and preservation of Traditional medicines, WHO Centre for Traditional Medicine in India, Integration of Traditional medicine in National Healthcare-successes and failure. National institute of traditional medicine, The North Eastern Institute of Folk Medicine and Ayurveda.

**Suggested Readings:**

1. Chaudhuri, S. N. (1990). Tribal Health in India: Problems and Prospects. New Delhi: Inter-India Publications.
  2. Dash, B., & Kashyap, L. N. (Eds.). (1980). Charaka Samhita (English translation). Chowkhamba Sanskrit Series.
  3. El Guindi, Fadwa & Selwyn, T. (1997). Medical Anthropology: A Cross-Cultural Perspective. Santa Barbara, CA: Praeger.
  4. Fadiman, Anne. (1997). The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York: Farrar, Straus, and Giroux.
  5. Helman, C. G. (2007). Culture, health and illness (5th ed.). Hodder Arnold.
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## II. SKILL ENHANCEMENT COURSE - A DEVELOPMENTAL ANTHROPOLOGY

[ECANT312A]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

**Course Objectives:**

1. Prepare students to analyze development programs using anthropological insights.
2. Enable careers in NGOs, policy research institutes, and international development agencies.
3. Promote participatory and sustainable models of development.
4. Equip learners to evaluate the socio-cultural impacts of developmental interventions.

**Course Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Understand theories and approaches to development from an anthropological perspective.
2. Critically assess state and NGO-led development initiatives.
3. Analyze the role of culture, identity, and local knowledge in development.
4. Apply anthropological methods to development planning and evaluation.

**Course Contents:****Unit I:** Development meaning and scope, types of development, parameters of development, theories of development.**Unit II:** Institutions supporting development, family, neighbourhood, kin groups, friend groups, school, occupational group, religious group.**Unit III:** Impediments to development: natural, physical social, cultural, religious, political, economic health, psychological, anti-social behaviour, naxalism, terrorism.**Unit IV:** Agency of Development: Traditional, Modern, Government, non-Government, international and media as agency of development.**Unit V:** Industrial Development: Development, displacement and rehabilitation problems. Case study of Bokaro, Hatia and Jamshedpur.**Unit VI:** Panchayati Raj and Development: Panchayati Raj concept, Panchayati Raj institutions and development through Panchayati Raj institutions.**Unit VII:** Development Communication: Concept, process, elements communicators - Governmental, non-Governmental, international, media, channels, inter-individual, mass communication, flow of communication, impact of communication. Revolution: Role of anthropology and anthropologists in development.**Suggested Readings:**

1. Gaya Pandey - Developmental Anthropology, Concept, New Delhi.
2. Upadhyaya and Pandey: Vikasatmak Manavshastra. Madhya Pradesh Grantha Academy, Bopal.
3. Gaya Pandey: Sampreshnatmak Manavshastra, Concept, New Delhi.
4. Upadhyay and Pandey: Janajatiya Vikas. Madhya Pradesh Grantha Academy, Bhopal.
5. Upadhyay and Pandey: Tribal Development in India crown Publication – Ranchi.

OR SKILL ENHANCEMENT COURSE - B  
**FORENSIC ANTHROPOLOGY**

[ECANT312B]

**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. Prepare students to work in gender-focused research, policy-making, and grassroots development.
2. Enable learners to critically assess women's issues from an anthropological perspective.
3. Equip students to advocate for women's rights, empowerment, and inclusive development.
4. Foster leadership in NGOs, international agencies, and government sectors working for gender equality.

**Course Learning Outcomes:**

After successful completion of this course, students will be able to:

1. Understand the socio-cultural and economic factors influencing women's development.
2. Analyze gender roles, patriarchy, and women's access to resources and opportunities.
3. Evaluate state and non-state interventions aimed at women's empowerment.
4. Develop skills to plan and assess women-centric development programs with a participatory approach.

**Course Contents:****Unit I:** Definition, aim & Scope of Forensic Anthropology and its relationship with other Sciences**Unit II:** Criminology: Definition and Theories, Crime Investigation: Location, Evaluation, Evidence Collection, Protection of Evidence, Photographs, Sketching and Search.**Unit III:** Assessment of time & cause of death; Establishment of complete or partial identity from decomposed or mutilated bodies; Study of fragmentary or burnt bones; Reconstruction of Face, Stature, and human dentition**Unit IV:** Skeletal biology and its importance in forensic anthropology; Study of Human Skeleton; Comparison between Human and Non-human Skeletal remains; Age Changes; Sex Differences; Differences among Ethnic Groups; Microscopic and gross anatomy of human bones;**Unit VII:** Women Empowerment: Empowerment and emancipation, Women and 5 years plan, Women empowerment through voluntary work, feminist movement. Role of anthropology and anthropologist in women development.**Suggested Readings:**

1. Klepinger, Linda L. 2006. Fundamentals of Forensic Anthropology. Wiley-Liss.
  2. Komar, D.A. and Jane Buikstra. 2007. Forensic Anthropology: Contemporary Theory and Practice. Oxford University Press.
  3. Krogman, W.M. 1962. The Human Skeleton in Forensic Medicine. Illinois: Charles C. Thomas.
  4. Nath, S. 1996. An Introduction to Forensic Anthropology. New Delhi: Gian Publications.
  5. Reddy, B.M., Roy, S.B. and B.N. Sarkar (eds). 1991. Dermatoglyphics Today. Kolkata: IIBRD Publisher.
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### III. CORE COURSE ANTHROPOLOGICAL THEORY

[CCANT313]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

**Course Objectives:**

1. Develop a deep understanding of classical and contemporary anthropological theories.
2. Prepare students for careers in academia, research, and cultural analysis.
3. Foster theoretical thinking to critically engage with social realities.
4. Equip learners to apply anthropological theory in real-world contexts.

**Course Learning Outcomes:**

After completing this course, students will be able to:

1. Understand major schools of thought in anthropology—evolutionism, functionalism, structuralism, etc.
2. Analyze and compare theoretical frameworks across different time periods.
3. Apply theoretical perspectives to ethnographic data and fieldwork.
4. Critically engage with debates and developments in anthropological thought.

**Course Contents:**

**Unit I:** 19th Century classical evolutions: Basic postulates and their criticism. British school of evolution - Tylor, Maine, McLennan, Frazer, German School of evolution - Adolf Bastian and J.J. Bachofen, American school of evolution - L.H. Morgan. Neo evolutionary theory, Child, White, Steward, Sahlins and Service Neo ecological anthropology, Cultural materialism and human materialism.

**Unit II:** British school of diffusion, basic assumptions, contributions of Grafton Elliot Smith, William James Perry, WHR Rivers, Weakness of British School of diffusion. German school of diffusion - Fredrick Ratzel, Leo Frobenius, Fritz Graebner, Father Wilhelm Schmidt. American School of diffusion - Clark Wissler, A.L. Kroeber, Goldenwiser, Franz Boas - Historical particularism and cultural relativism.

**Unit III:** Functional school - Basic assumptions, Biological functionalism of Malinowski, theory of need, fieldwork method, contribution on economic anthropology, ethnographic works, law and culture change.

**Unit IV:** Structural - functional school: Basic assumptions, contribution of A.R. Radcliffe-Brown, S.F. Nadel, E.E. Evans Pritchard, R.Firth, and Fortes and Leach, Talcott Parsons and R.K. Merton. Structural Anthropology Durkheim, and Levi-Strauss.

**Module-V:** Culture and Personality school - S. Freud, Margaret Mead, Ruth Benedict, Kardiner, Linton and Cora du Bois. New Psychological anthropology.

**Module-VI:** Robert Redfield - Folk Society, peasant society, urban society, folk - urban continuum, civilisation study - Great tradition and little traditions, Oscar Lewis - Rural cosmopolitanism, McKim Marriott - Universalization and parochialization Morris Opler & R.D. Singh - Unity and Extension

**Module -VII:** Cognitive Anthropology, Symbolic Anthropology, Interpretive Anthropology, biologised anthropology, Critical anthropology, modernism and post modernism, Globalisation.

**Suggested Readings:**

1. V.S. Upadhyay and Gya Pandey: History of Anthropological Thought. Concept Publishing Company, New Delhi.
2. V.S. Upadhyay and Gaya Pandey: Manav Shastriya Vicharak Ewam Vichar Dharayen, Hindi Madhyam Nidesalaya, Delhi University.
3. Gaya Pandey: Manav Shastriya Sidhanta: Shastriya Ewam Adhunik concept Publishing Company, New Delhi.
4. P.K. Singh: New Trends in Anthropological theory.
5. Erickson Paul & Lidiam Marphy: History of Anthropological Theory.



**IV. CORE COURSE**  
**BIOLOGICAL ANTHROPOLOGY**

[CCANT314]

**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objective:**

1. Explore human evolution, genetics, and biological diversity.
2. Prepare for careers in forensics, health, and bio-research.
3. Contribute to medical and evolutionary anthropology.
4. Work in museums, laboratories, and academic institutions.

**Course Learning Outcomes:**

After completing this course, students will be able to:

1. Understand human origins and evolutionary history.
2. Analyze biological variations and their adaptive significance.
3. Study human genetics and physical traits.
4. Relate biological data to cultural practices and environment.

**Course Contents:**

**Unit I:** Biological Anthropology: meaning, scope/branches and development. Old Physical Anthropology VS New Biological Anthropology, relation with other branches of Anthropology, Biological, Social and Medical sciences.

**Unit II:** Organic Evolution: Historical development, Lamarckism, Neo-Lamarckism, Darwinism, Neo-Darwinism Synthetic theory, macro and micro evolution.

**Unit III:** Man's place in Animal Kingdom, classification, distribution and evolutionary features of order primates. Anatomical difference between Apes and Man, consequences of assumptions of erect posture as reflected in axial and appendicular Skelton of Man.

**Unit IV:** Fossils: Australopithecus, Homohabilis, Pithecanthropus erectus, Sinanthropus, Neanderthal (conservative and progressive), Cromagnon, Chancelade & Grimaldi man.

**Unit V:** Human Genetics: Mendelian Genetics in Man, Methods of studying genetic principles in Man, Pedigree analysis, family, studies, twin studies, DNA analysis, chromosomal studies.

**Unit VI:** Concept of Race, UNESCO Statement, causes of racial variation, Genetic and morphological variation of human population. Racial elements in Indian population.

**Unit VII:** Human adaptation to heat, cold and altitude Applied biological anthropology - Anthropology of sports, applied human genetics, DNA technology and medicine and defence.

**Suggested Readings:**

1. Shukla and Rastogi: Physical Anthropology (Hindi and English).
  2. B.M. Das: Outline of Physical Anthropology.
  3. Ember and Ember: Anthropology.
  4. Sharma A.N.: Sharirik Manav Shastra.
  5. Mange and Mange: Basic Human Genetics Evolution and Genetics
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**V. CORE COURSE  
PRACTICAL**

[CPANT315]

**Marks: 100 (ESE Pr: 6 Hrs) = 100****Pass Marks = 45****(Credits: Practical-04, 120 Hours)****Course Objectives:**

1. Develop hands-on skills in osteology, serology, and somatometry.
2. Prepare for careers in forensic labs and health sciences.
3. Enable accurate human identification and biological profiling.
4. Apply lab-based knowledge to fieldwork and research.

**Course Learning Outcomes:**

Upon successful completion of the course, students will be able to:

1. Use anthropometric and osteological tools accurately.
2. Analyze biological samples and skeletal remains.
3. Conduct forensic profiling and health assessments.
4. Apply lab techniques to anthropological research.

**Course Content:**

**Unit I:** Identification and description of bones of human skeleton.

**Unit II:** Craniometric measurement - direct measurement on 5 human skull.

**Unit III:** Somatometric measurement and somatoscopic observation on 5 individuals.

**Unit IV:** Ageing and sexing of bones with special reference to sutural closure in skull and origin of teeth.

**Unit V:** Practical Records.

**Suggested Readings:**

1. Frazer: Human Anatomy.
  2. Singh I.P. and Bhasin M.K.: Practical Anthropology
  3. Steward T.D. Hard Wick: Practical Anthropology
  4. Shukla and Rastogi: Physical Anthropology Practical.
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## SEMESTER II

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### I. ELECTIVE COURSE-A VISUAL ANTHROPOLOGY

[ECANT411A]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)

**Course Objectives:**

1. Explore visual media in anthropological representation.
2. Work in film, media, digital humanities, and documentation. Promote indigenous expression and cultural archives.
3. Prepare for careers in ethnographic filmmaking and communication.

**Course Learning Outcomes:**

After successful completion of the course, students will be able to:

1. Understand visual ethnography and semiotics. Analyze films, photography, and digital storytelling.
2. Create anthropological media content. Use visual tools for cultural research and advocacy.

**Course Contents:**

**Unit I:** Origin, Scope and development of Visual Anthropology. Visual Anthropology in Ethnography. visual culture, photographic and digital media: still, interactive, and moving.

**Unit II:** Theory and representation: Anthropology and images, ethnographic films and mass media, theories of representation, modern media, and political advocacy.

**Unit III:** Ethnographic photography: Conventions and methodologies, paradigms and debates. traditional storytelling. Ritual and performative aspects of folk arts. Ethnographic films- Theoretical issues concerning ethnographic film, ethical dimensions of ethnographic film, and interdependency of technology and culture.

**Unit IV:** Indigenous media production and cultural revival, Participatory visual research and collaborative filmmaking, Use of mobile phones, social media, and digital platforms.

**Unit-V:** Ethics of representation and image use, Informed consent and cultural sensitivity, Visual censorship and political economy, Debates on voyeurism, objectification, and Virtual/augmented reality and immersive storytelling, AI-generated imagery and anthropological implications, Decolonising visual anthropology.

**Suggested Readings:**

1. Marcus Banks – Visual Methods in Social Research.
2. Paul Hockings (Ed.) – Principles of Visual Anthropology
3. Clifford Geertz – The Interpretation of Cultures
4. Malinowski – Coral Gardens and Their Magic
5. Arjun Appadurai – Modernity at Large
6. Stuart Hall – Representation: Cultural Representations and Signifying Practices
7. Debra Spitulnik – “Anthropology and Mass Media” (Annual Review)
8. Sarah Pink – Digital Ethnography
9. Tomaselli and Dyll – Decolonizing Visuality: Critical Perspectives from the Global South
10. G.S. Vyas: Communication and Rural Development
11. S. Nurula: Practice and Research Methodology of Communication.
12. Gaya Pandey: Sampreshanatmak Manavshastra: concept publishing Company, New Delhi.
13. Gaya Pandey: Developmental Anthropology. Concept Publishing company, New Delhi.
14. V.S. Upadhyaya and Gaya Pandey: Samajik - Sanskritik Manavshastra - Crown publication Ranchi.

**Recommended Films for Screening and Discussion:**

1. Nanook of the North – Robert Flaherty
  2. The Hunters – John Marshall
  3. Forest of Bliss – Robert Gardner
  4. Divine Horsemen: The Living Gods of Haiti – Maya Deren
  5. Jaguar – Jean Rouch
  6. Of Shadows – Nilita Vachani (India)
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OR ELECTIVE COURSE-B  
**ANTHROPOLOGY OF DIASPORA**

[ECANT411B]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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**(Credits: Theory-04, 60 Hours)****Course Objectives**

1. To introduce students to the concept, scope, and theoretical foundations of diaspora studies within anthropology.
2. To examine patterns of migration, transnationalism, displacement, and citizenship in contemporary diasporic contexts.
3. To analyze the construction of identity, culture, gender, and generational relations within diasporic communities.
4. To explore the economic, political, and cultural roles of diasporas with special reference to the Indian diaspora and the Indian Knowledge System.

**Course Learning Outcomes**

After completing the course, students will be able to:

1. Explain key concepts, typologies, and theoretical approaches in the anthropology of diaspora.
2. Analyze migration processes, transnational practices, and contemporary challenges such as refugees, statelessness, and integration.
3. Critically examine identity formation, cultural hybridity, and the role of media and digital networks in diasporic communities.
4. Assess the economic, political, and cultural contributions of diasporic groups, with particular emphasis on the Indian diaspora.

**Course Contents:**

**Unit-I:** Foundations of Diaspora Studies: Introduction to the anthropology of diaspora, definition, scope, and significance of diaspora studies, conceptual understanding of diaspora and migration, types of diasporas including voluntary, forced, labour, and trade diasporas, major theoretical frameworks and approaches to diaspora studies

**Unit II:** Migration, Transnationalism, and Contemporary Diasporas: Migration and mobility in a globalized world, transnationalism and transnational social fields, displacement, refugees, and statelessness, issues of citizenship, belonging, and integration policies in host societies, contemporary challenges and debates in diaspora studies,

**Unit III:** Identity, Culture, and Media in Diasporic Communities: Construction of diasporic identities with reference to ethnicity, language, and religion, hybrid identities and cultural syncretism, role of media, digital platforms, and transnational communication networks in shaping diasporic identities, gender and generational dynamics within diasporic communities, influence of social media and news in identity negotiation and representation,

**Unit IV:** Economic, Political, and Cultural Dimensions of Diaspora: Diaspora and the global economy, remittances, trade networks, entrepreneurship, political participation and engagement of diasporic communities in home and host countries, nationalism and transnational political practices, case studies of Indian, Tibetan, African, and Jewish diasporas, anthropology and Indian Knowledge System, cultural transmission, Indian migration patterns, and evolving diaspora identities,

**Unit-V:** Indian Diaspora in Historical and Contemporary Perspective: Historical formation and global spread of the Indian diaspora, early migration patterns, colonial and indentured labour migration, post-independence migration trends, major destinations including the United States, United Kingdom, Canada, the Middle East, Africa, and Southeast Asia, cultural retention and transformation in the diaspora, language, religion, food, festivals, role of religion and community institutions, influence of Hinduism, Sikhism, Islam, Christianity, and other traditions in shaping diasporic social life,

**Suggested Readings**

1. Cohen, Robin, *Global Diasporas: An Introduction*, a foundational text outlining typologies, historical development, and theoretical perspectives on diaspora.
2. Safran, William, "Diasporas in Modern Societies: Myths of Homeland and Return," *Diaspora: A Journal of Transnational Studies*, a classic article defining key characteristics of diasporic communities.
3. Vertovec, Steven, *Transnationalism*, an influential work examining transnational social formations, mobility, and global connections.
4. Clifford, James, "Diasporas," *Cultural Anthropology*, a critical anthropological approach to identity, hybridity, and cultural politics in diaspora.

OR ELECTIVE COURSE-C  
**INDIAN ANTHROPOLOGY**

[ECANT411C]

**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. Gain insight into India's anthropological legacy and diversity.
2. Prepare for roles in tribal welfare, policymaking, and research.
3. Contribute to culturally relevant development practices.
4. Work in education, NGOs, and cultural preservation institutions.

**Course Learning Outcomes:**

1. Understand the contributions of Indian anthropologists.
2. Analyze caste, tribe, and religious dynamics in India.
3. Assess the evolution of anthropological research in India.
4. Relate ethnographic insights to contemporary Indian society.

**Course Content:****Unit I:** Historical, Ideological and Anthropological Approaches to Indian Society, Culture and Civilization.**Unit II:** Growth of Indian Anthropology - Researches in formulatory period, researches in constructive period and researches in analytical period.**Unit III:** Bases of Indian social system: Varna System - meaning, characteristics functions and changes. Ashram System - meaning, characteristics and functions, purushartha system, meaning characteristics and functions. Concept of Dharma in Hindu society, Rina and Sanskaras.**Unit IV:** Caste, Class and Jajmani System. Caste: meaning, characteristics, functions, theories of origin, changes and future, Jajmani System - meaning, characteristics, functions, merit, demerits and change, class: meaning, characteristics, functions and change. Social stratification.**Unit V:** Unity and Diversity in India Society: Social, cultural, ethnic, religious, linguistic diversity Unity in India society, Process of Unity in Indian society.**Unit VI:** Major religions in India: Hinduism, Jainism, Buddhism, Islam, Christianity, Saranaism, Sikhism, Zoroastrianism, Jew.**Unit VII:** Contributions of following Indian Anthropologists: S.C. Roy, N.K. Bose, D.N. Majumdar, M.N. Srinivas, S.C. Dube, L.P. Vidyarthi and Sachchidananda.**Suggested Readings:**

1. Sahay, V.S. and P. K. Singh: K. K. Publication, Allahabad
  2. Gaya Pandey: Bhartiyanavshastra. Concept publishing company, New Delhi.
  3. Nadeem Husnain: Indian anthropology.
  4. Iravati Karve: Indian Society.
  5. Ram Ahuja: Bhartiya Samaj.
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**II. ELECTIVE COURSE-A**

[ECANT412A]

**PROCESS OF SOCIAL CULTURE CHANGE**

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

**(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. Understand transformations in Indian society over time. Prepare for roles in social planning and cultural policy.
2. Engage in research on identity, religion, and globalization. Address issues of modernity, tradition, and social mobility.

**Course Learning Outcomes:**

By the end of the course, students will be able to:

1. Analyze cultural change through religion and modernization. Understand effects of urbanization, secularism, and globalization.
2. Study tribal and caste integration into mainstream society. Evaluate the role of media, education, and technology in change.

**Course Contents:**

**Unit I: Hinduisation and Tribalisation in Indian Society:** Concept and meaning of Hinduisation, historical background and theoretical perspectives, mechanisms of Hinduisation including ritual adoption, caste mobility and cultural assimilation, impact of Hinduisation on caste structure, tribal belief systems and social hierarchy, concept and characteristics of Tribalisation, Tribalisation as a counter-process to Hinduisation, impact of Tribalisation on Indian society with special reference to tribal communities and relevant case studies.

**Unit II: Islamisation and Its Impact on Indian Society:** Concept and historical development of Islamisation in India, spread of Islam and its socio-cultural and political dimensions, impact of Islamisation on family, marriage and kinship systems, influence on education and cultural practices, interaction between Islam and indigenous traditions, syncretism and composite culture, role of Sufism and popular religious practices, contemporary issues related to Islamisation in Indian society.

**Unit III: Christianity and Its Impact on Indian Society:** Introduction to Christianity in India and its historical background, missionary activities and colonial context, role of Christianity in social transformation through education, health and welfare initiatives, impact of conversion on caste and tribal societies, changes in gender relations and social reform movements, Christianity and cultural change among tribal communities, resistance, adaptation and identity negotiation, contemporary debates surrounding conversion.

**Unit IV: Westernization and Modernization in Indian Society:** Concept, characteristics and sources of Westernization, impact of Westernization on education, legal systems, political institutions, lifestyle and value systems, critiques of Westernization, meaning and theoretical perspectives of Modernization, relationship between tradition and modernity, impact of modernization on family, kinship, religion and ritual life, role of science, technology and rationality, Indian experience and pathways of modernization.

**Module-V: Secularization and Its Impact on Indian Society:** Concept and dimensions of secularization, secularism in the Indian context, relationship between religion and the state, changing role of religion in public and private spheres, impact of secularization on social institutions, education and legal systems, debates on secularism, religiosity and identity politics in contemporary India.

**Module-VI: Urbanization and Industrialization in Indian Society:** Concept, trends and patterns of urbanization in India, rural-urban migration and its causes, impact of urbanization on family structure, social relations, housing and slum formation, emergence of urban culture and lifestyle changes, meaning and historical development of industrialization in India, industrialization and occupational transformation, impact on class structure, labour relations and gender roles, social and environmental consequences of industrial growth.

**Module -VII: Globalization and Its Impact on Indian Society:** Concept and dimensions of globalization including economic, cultural and technological aspects, globalization and cultural homogenization versus cultural diversity, impact on indigenous and tribal communities, changes in economy, employment and labour markets, influence on media, consumption and popular culture, globalization and identity formation, resistance and social movements, processes of localization and glocalization, position of India in the global socio-economic order.

**Suggested Readings:**

1. Srinivas, M. N. (1966). Social Change in Modern India. Berkeley: University of California Press.
2. Yogendra Singh (1973). Modernization of Indian Tradition. New Delhi: Thomson Press.
3. Dube, S. C. (1977). Modern India. New Delhi: Vikas Publishing House.
4. Desai, A. R. (2005). Social Background of Indian Nationalism. New Delhi: Popular Prakashan.
5. Uberoi, Patricia (1993). Family, Kinship and Marriage in India. New Delhi: Oxford University Press.

OR ELECTIVE COURSE-B  
**DEMOGRAPHIC ANTHROPOLOGY**

[ECANT412B]

**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

By the end of this course/module, students will be able to:

1. Analyze population patterns and human ecology.
2. Work in census, health, planning, and migration studies.
3. Contribute to population policies and reproductive health.
4. Support sustainable demographic development.

**Course Learning Outcomes:**

After successful completion of this course, students will be able to:

1. Study fertility, mortality, and migration patterns.
2. Use demographic tools and data analysis.
3. Understand population growth and cultural contexts.
4. Analyze demographic transition and policy implications.

**Course Contents**

**Unit I:** Demographic Anthropology: Meaning, Scope, characteristics, Methodology and basic concepts, Relation between demography population and anthropology.

**Unit II:** Theories of Population study: John Grant theory, Malthus theory, Biological theory, theory of demographic transition.

**Unit III:** Characteristics of population, Age group, Sex group, Marital status, occupational status, religious status, educational status and migration status.

**Unit IV:** Tools of population: composition of population, fertility, mortality and migration.

**Module-V:** Population of India: Rural, Urban, Growth of India Population in different decades, demography of tribals, Dalits, OBCs, Women, Minorities and majorities.

**Module-VI:** Population Problems: Population explosion, diminishing population, stagnation population, population and politics, population and employment, population and disease, population and housing, population and migration.

**Module -VII:** Population policies: Family welfare schemes, National population policies, National health policies, National policy on reproductive health care.

**Suggested Readings:**

1. Cardwell J.C. Demographic transition theory.
  2. Gautam R.K., Kshatriya G.K. and Kapoor A.K., population ecology and family planning.
  3. Census Report: 2011, 2001.
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OR ELECTIVE COURSE-C  
**INDIAN VILLAGE**

[ECANT412C]

<b>Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100</b>	<b>Pass Marks: (MSE: 17 + ESE: 28) = 45</b>
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**(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. Study rural society and culture through village ethnography.
2. Prepare for work in rural development, planning, and research.
3. Contribute to grassroots policy and community engagement.
4. Understand change, continuity, and governance in villages.

**Course Learning Outcomes:**

1. Conduct village studies and ethnographic documentation.
2. Analyze caste, kinship, land, and agrarian systems.
3. Understand rural development programs and governance.
4. Engage with participatory methods and rural dynamics.

**Course Content:****Unit I:** Indian villages - meaning, types and statistical features.**Unit II:** Characteristics of Indian village, social, cultural, economic, political, religious, Indian village myth or real.**Unit III:** Change in Indian village: Social, cultural, economic political, religious, technological, health and communication.**Unit IV:** Problems of Indian village: Social, cultural, economic, political, religious, technological, communication, educational, health and sanitation, road, electricity.**Module-V:** Village studies in India: Punjab - Delhi area, Uttar Pradesh, Western Uttar Pradesh, Assam, Bihar, Jharkhand, Orissa, Bengal, Madhya- Pradesh, Rajasthan, Gujrat, Maharashtra, Andhra Pradesh, Karnathaka, Kerla, Tamilnadu Contribution of the year 1955 in village study.**Module-VI:** Concept based on Indian village study: Rural Cosmopolitanism, Gredat tradition, little tradition, Universalisation, parochialisation, dominant caste, sanskritisation centripetal, centrifugal, spread, cultural media.**Module -VII:** Panchayati raj and village Development History of Panchayati Raj administration Panchayati raj institutions. Ward member, Mukhia, Sarpanch, Pancha group, Gram Sabha, Panchayat Samiti, Zila Parishad, Development of village through Panchayatiraj.**Suggested Readings:**

1. Gaya Pandey: Indian Village, Concept, New Delhi.
2. Gaya Pandey: Dalit Samaj Ka Manav Shastra, Concept, New Delhi.
3. L.P. Vidyarthi: Rise of Indian Anthropology, Vol-4.
4. Gaya Pandey: Development Anthorpology, Concept, New Delhi.
5. V.S. Upadhaya & Gaya Pandey: Vikastmak Manav Vigyan Madhya Pradesh Grantha Academy.



**III. CORE COURSE  
DEVELOPMENT OF WOMEN**

[CCANT413]

**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. Prepare students to work in gender-focused research, policy-making, and grassroots development.
2. Enable learners to critically assess women's issues from an anthropological perspective.
3. Equip students to advocate for women's rights, empowerment, and inclusive development.
4. Foster leadership in NGOs, international agencies, and government sectors working for gender equality.

**Course Learning Outcomes:**

After successful completion of this course, students will be able to:

1. Understand the socio-cultural and economic factors influencing women's development.
2. Analyze gender roles, patriarchy, and women's access to resources and opportunities.
3. Evaluate state and non-state interventions aimed at women's empowerment.
4. Develop skills to plan and assess women-centric development programs with a participatory approach.

**Course Content:**

**Unit I:** Being Women: Traditional role status - physical, social, economic, political and religious. Women and division of labour in family, women and daily routine in family, changing role of women in family.

**Unit II:** Constitutional Safeguards for Women - Social, economic political and educational.

**Unit III:** Women Legislation: Hindu Marriage Act, Muslim marriage Act, Dowry Prohibition Act, Special Marriage Act, Immoral and Illegal Prohibition Act, Family Court Act, Torture Act Domestic Violence Act, National Women Commission Act, Maternity Act.

**Unit IV:** Problems of Women: Gender discrimination in family, religious institutions, educational institutions, economics institutions, feminist explanation of gender discrimination, domestic violence, social violence, Dowry, exploitation sexual harassment, rape, gang rape, widowhood, witchcraft, bareness.

**Unit V:** Women Welfare Programme - Social, economic, political, educational and health.

**Unit VI:** Women Development Agency - Governmental, non-Government, International and Media.

**Unit VII:** Women Empowerment: Empowerment and emancipation, Women and 5 years plan, Women empowerment through voluntary work, feminist movement. Role of anthropology and anthropologist in women development.

**Suggested Readings:**

1. Gaya Pandey: Bhartiya manavshastra. Concept
  2. R.S.Man: Development of Tribal Women.
  3. Report: Ministry of Women Development.
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**IV. ELECTIVE COURSE-A  
FIELD WORK**

[EPANT414]

**Marks: 100 (ESE Pr: 6 Hrs) = 100****Pass Marks = 45****(Credits: Practical-04, 120 Hours)****Course Objectives:**

1. Train students in ethnographic fieldwork, observation, and data collection techniques.
2. Prepare learners for roles in social research, community studies, and development practice.
3. Foster analytical thinking for interpreting social and cultural phenomena.
4. Enable practical application of theoretical concepts in real-life community settings.

**Course Learning Outcomes:**

After successful completion of the course, students will be able to:

1. Acquire skills in participant observation, interviewing, and case study methods.
2. Conduct village and community studies with a focus on social institutions.
3. Analyze kinship diagrams, genealogies, and cultural mapping.
4. Prepare detailed ethnographic reports based on field observations.

**Course Contents:**

**Unit I:** Each Student will have to prepare and present a research design / synopsis on the a topic related to field work under supervision of a teacher.

**Unit II:** Each student will have to visit field for four weeks for data collection on the topic of his/her research under the supervision of a teacher deputed by Head Department of Anthropology.

**Unit III:** The students will have to write dissertation on the basis of field data gathered by them under the supervision of a teacher.

**Unit IV:** Final submission of report, evaluation of report and viva voce exam

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## V. PROJECT

[PRANT415]

**DISSERTATION/ PROJECT/ TEACHING APTITUDE**

Marks: 30 (MSE: 20 Viva + 5 Attd. + 5 Record) + 70 (ESE Pr: 6 Hrs) = 100

Pass Marks: = 45

**(Credits: 04, 120 Lectures)****Guidelines to Examiners for**

End Semester Examination (ESE):

The evaluation of the dissertation will be done in 100 marks (70 marks + 30 marks of the session). The sessional component will be evaluated by the concerned supervisor.

The end term evaluation (70 marks) will be done by a board of examiners. The end term evaluation in 70 marks will include the literary and scientific presentation of the dissertation and the performance in the viva-voce.

*The overall project dissertation may be evaluated under the following heads:*

- *Motivation for the choice of topic*
- *Project dissertation design*
- *Methodology and Content depth*
- *Results and Discussion*
- *Future Scope & References*
- *Participation in an Internship programme with a reputed organisation*
- *Application of Research techniques in Data collection*
- *Report Presentation*
- *Presentation style*
- *Viva-voce*

**Course Objectives:**

1. To develop research skills and scientific inquiry through independent investigations on a topic/ problem.

**Course Outcomes:**

On successful completion of this course, the student should know:

1. About conducting research with approved stages of research methodology in Anthropology. A dissertation will enable students to further investigate and navigate different aspects and events of life through research.

**PROJECT WORK**

Each student has to submit three copies of hard-bound dissertation work (along with the raw data), duly forwarded by the HOD of the Department concerned. The forwarded copies will be submitted in the Department of Anthropology, Ranchi University, for evaluation (one month before the viva voce examination).

The paper may involve:

- (a) Laboratory research/ Field work/ Lab work related to the project.
- (b) Survey research, Case Study or any other type of research related with Anthropology.
- (c) One Large study/ Experiment or several studies/ Experiments, depending on the objectives of the research.
- (d) The writing of the dissertation must be within 80 to 100 pages, including references and appendices.
- (e) Content must be typed in Font: Times New Roman with Line Spacing: 1.5 and Font Size 14 points.

Presentation of project work in the seminar on the assigned topic in the P.G. Department of Anthropology, Ranchi University, Ranchi & open viva there on.

**Topics:** As decided by the Supervisor/Guide

**Teaching Aptitude:** Only selected candidates, in place of the Dissertation, may be provided duty to teach the assigned topics in selected colleges. The performance may be evaluated based on the organized feedback for the candidate.