

**Manipur University
Imphal**

**Syllabus for
Four-Year Undergraduate Programme in Anthropology
2025 Based On NEP-2020**

Introduction

Anthropology poises itself as a discipline of infinite curiosity about human beings. As the study of humankind, it seeks to produce valid generalisations about people and their behaviour to arrive at the fullest possible understanding of human diversity. Anthropologists try to seek answers to an enormous variety of questions about humans. They are interested in discovering when, where and why humans first appeared on the earth, how and why they have changed since then, and how and why modern human populations vary/overlap in certain physical features. They are also interested in knowing how and why societies in the past and present have similar/different norms, values, customs, beliefs and practices. Anthropologists are generally thought of as individuals who travel to little known corners of the world to study peoples with simple technology or dig deep into the earth to uncover the fossil remains or tools of people who lived long ago. From the earliest humans, who lived millions of years ago, anthropology traces human development from the beginning to the present. Every human population, not just the tribes and peasants, as is often made out, is interesting to anthropologists. Anthropologists not only study all varieties of people, but they also study all aspects of the human population. For example, when describing a group of people, an anthropologist might discuss the history of the area in which the people live, the physical environment, the social organisation, the general features of their language, the group's settlement patterns, political and economic systems, religion, styles of art and dress. Some are concerned primarily with human populations' biological or physical characteristics; others are interested principally in what we call cultural or linguistic characteristics. Some prehistoric study cultures, and others study human languages to understand their culture and society.

The Four-Year Undergraduate Programme in Anthropology offers an integrated, multidisciplinary curriculum that equips students with foundational knowledge and research skills to understand human diversity, evolution, and socio-cultural complexities. This programme is structured to provide a holistic understanding of humans—from their biological origins to their cultural practices—in diverse environments and historical contexts. With a focus on fieldwork, scientific methodologies, and ethical inquiry, students develop critical thinking, analytical abilities, and professional competencies that prepare them for varied careers in academia, research, public policy, healthcare, cultural resource management, and social development. Aligned with national educational reforms and global standards, the programme fosters cultural sensitivity, ethical responsibility, and an appreciation of diversity, enabling graduates to contribute meaningfully to societal well-being and global citizenship. The flexible curriculum allows students to exit early with certificates or diplomas or continue for honours and research specializations, emphasizing experiential learning and applied anthropology.

Aims of the UG Programme in Anthropology

The overall aims of the Undergraduate Programme in Anthropology are to:

- Provide a comprehensive understanding of human beings from cultural, biological, archaeological, and linguistic perspectives, grounded in scientific principles and methodologies.
- Develop essential skills in fieldwork, research, data analysis, and critical thinking to address complex social and biological issues.
- Foster ethical awareness, cultural sensitivity, and respect for diversity to promote social justice and responsible citizenship.
- Prepare graduates for diverse career paths, higher studies, and active participation in academic, governmental, and community settings.

Attributes of a Post Graduate in Anthropology

Graduates in Anthropology are expected to have these attributes at the end of the programme:

- **Core Competency:** As an anthropology graduate, the students will have a solid understanding of human life in all its diversity — from our biological roots to the rich variety of cultures and languages around the world. They will learn to connect scientific facts with the human stories behind them.
- **Communication Skills:** Graduates will be able to explain complex ideas clearly, whether speaking, writing, or sharing in groups. Their words will resonate with different audiences, from academics to community members, making your insights accessible to all.
- **Critical Thinking:** Graduates will develop the ability to question assumptions, see things from multiple perspectives, and make sense of complicated issues thoughtfully. This means not just accepting what's told but digging deeper to understand the 'why' and 'how.'
- **Psychological Skills:** The programme will help the learners grow in empathy and self-awareness. They will appreciate how culture shapes who we are and understand the emotions and thoughts that connect—and sometimes divide—people.
- **Problem-Solving:** The graduates will learn to tackle challenges by breaking them down, finding creative solutions, and adapting to new situations—whether in communities, research projects, or everyday life.
- **Analytical Reasoning:** The graduates confidently gather information, sort through it carefully, and draw logical conclusions. Being able to weigh evidence and interpret data will become second nature.
- **Research Skills:** Whether in the field or the laboratory, the graduates will know how to design studies, collect data responsibly, and share findings clearly. They will uphold honesty and respect in every step of your research journey.
- **Teamwork:** They will thrive in diverse groups, valuing every member's voice. Respect, cooperation, and open communication will guide the graduates as they collaborate on shared goals.
- **Digital Literacy:** The learners will be comfortable using modern tools and technology to research, analyze, and present their work—skills that are essential in today's digital world.
- **Moral and Ethical Awareness:** They will act with integrity, respecting the people and cultures they study. Ethical behaviour will be at the heart of their work and relationships.
- **Leadership Readiness:** They will be ready to take initiative and lead with kindness and fairness—whether in projects, communities, or your future workplace.

- **Qualification Descriptors:** Graduating in anthropology means the learners are equipped not just with knowledge but with the curiosity, adaptability, and ethics needed to contribute meaningfully to society. They will be prepared for further learning, research, or diverse professional paths where understanding humanity is key.

Programme (Learning) Outcomes:

On completion of the Bachelor Programme in Anthropology, graduates will be able to:

- PO1: Demonstrate fundamental and coherent knowledge of anthropology's various branches (socio-cultural, biological, archaeological, linguistic) and their relationships with other disciplines.
- PO2: Apply anthropological concepts and methods to solve real-life and contemporary social issues, and participate in policy advocacy.
- PO3: Conduct, analyze, and report on field and laboratory research using appropriate scientific, computational, and ethical practices.
- PO4: Exhibit professional skills such as critical thinking, scientific writing, problem-solving, data analysis, and effective use of communication technologies.
- PO5: Collaborate effectively in teams as well as work independently, showing leadership, negotiation, and interpersonal skills in diverse settings.
- PO6: Show cultural sensitivity, empathy, compassion, and ethical responsibility when dealing with individuals and communities.
- PO7: Demonstrate gender sensitization, respect for diversity, and commitment to social justice.
- PO8: Uphold the highest standards of integrity and avoid unethical practices such as data fabrication, plagiarism, and violation of intellectual property rights.

Programme Specific Outcomes:

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

- Acquire a thorough understanding of anthropological theories, concepts, and diverse human experiences across biological, cultural, archaeological, and linguistic domains.
- Develop practical skills in anthropological fieldwork, ethnographic research, data collection, and scientific analysis.
- Apply interdisciplinary approaches to analyze contemporary social, cultural, environmental, and biological issues.
- Critically evaluate anthropological literature and engage in evidence-based reasoning.
- Demonstrate ethical sensitivity and cultural awareness in research and community interactions.
- Communicate anthropological knowledge effectively to various audiences, using appropriate academic and public platforms.
- Utilize digital tools and technologies relevant to anthropological research and data management.
- Foster teamwork, leadership, and collaborative skills in academic and professional settings.
- Prepare for diverse career paths in research, academia, public policy, cultural heritage, healthcare, and social development sectors.
- Engage in lifelong learning and contribute to socially relevant and sustainable solutions through anthropological perspectives.

Qualification Levels and Credit Requirement:

In accordance with UGC nomenclature, the qualification titles for undergraduate programmes such as Bachelor's Certificate, Bachelor's Diploma, Bachelor's Degree and Bachelor's Degree (Honours/Honours with Research) are structured in a series of ascending levels, as outlined below:

National Higher Education Qualification Framework (NHEQF) Levels	Qualification Title	Minimum Credit Requirement
Level 4.5	Bachelor's Certificate	40
Level 5.0	Bachelor's Diploma	80
Level 5.5	Bachelor's Degree	120
Level 6.0	Bachelor's Degree (Honours/Honours with Research)	160

Course Levels: Undergraduate courses are designed and assigned codes that reflect the progression in learning levels. The coding structure for undergraduate courses, in alignment with the level of learning, is as follows:

- Level 100 (Foundations and Introductory): The courses at this level are designed to provide students with basic knowledge and an initial understanding of various subjects, enabling them to identify areas of interest for further study. They may also serve as prerequisites for courses in the major discipline. The focus is on foundational theories, concepts, perspectives, principles, methods, and critical thinking skills, laying a broad base for more advanced learning.
- Level 200 (Intermediate): The courses at this level are subject-specific and are intended to fulfill credit requirements for major or minor areas of study. They build upon foundational knowledge and may serve as prerequisites for higher-level major courses. These courses deepen conceptual understanding and begin to introduce discipline-specific applications.
- Level 300 (Higher Level): The courses at this level are core requirements for students pursuing a major in a disciplinary or interdisciplinary area of study. They offer more specialized knowledge and skills necessary for the attainment of a degree and often include application-oriented content.
- Level 400 (Advanced Level): The courses at this level are advanced and involve intensive academic engagement. They typically include lecture-based components alongside practicum, seminar discussions, term papers, research methodology, advanced laboratory or software training, research projects, hands-on training, and internship or apprenticeship work. They are designed to prepare students for research, professional practice, or postgraduate study.

Credit hours per component

Credit is a unit that quantifies the academic workload and instructional time required for coursework. Credits reflect the total instructional time and academic effort required by both students and teachers to complete the learning process. The allocation of credits is based on the nature and duration of engagement, as outlined below.

All contact hours involving direct engagement with teachers are translated into academic credits.

The credit allocations are defined as follows

- 1 Credit = 1 hour of Theory instruction per week over a semester (totaling 15 hours per semester).
- 1 Credit = 1 hour of Tutorial per week over a semester (totaling 15 hours per semester).

- 1 Credit = 2 hours of Practical instruction/Lab Work per week over a semester (totaling 30 hours per semester).
- 1 Credit = 3 hours of experiential learning per week. Thus, internship, community engagement, apprenticeship, Project, Dissertation and similar activities including both on-site engagement and related academic activities will take 45 hours per semester.

A course may include a combination of lecture, tutorial, and practicum components.

- 4-credit course (with practicum) = 3 credits for lectures + 1 credit for practicum → 45 hours (lectures) + 30 hours (practicum)
- 4-credit course (without practicum) = 3 credits for lectures + 1 credit for tutorial → 45 hours (lectures) + 15 hours (tutorial)
- 3-credit course (with practicum) = 2 credits for lectures + 1 credit for practicum → 30 hours (lectures) + 30 hours (practicum)
- 3-credit course (without practicum) = 2 credits for lectures + 1 credit for tutorial → 30 hours (lectures) + 15 hours (tutorial).
- 4-credit course (only practicum) = 120 hours of practical/lab work per semester.

Curriculum Structures

The undergraduate programme aims to equip students with competencies across the arts, humanities, languages, natural sciences, and social sciences; foster a strong ethic of social engagement; and develop essential soft skills such as complex problem-solving, critical and creative thinking, and effective communication—alongside rigorous specialization in a chosen disciplinary or interdisciplinary major and minor(s).

- 1st Year (Semesters 1 & 2): During the first two semesters, students will study courses in four broad areas: a major, a minor, and two multidisciplinary disciplines, such as Natural Sciences, Commerce, or Social Sciences. This structure offers foundational knowledge across fields and allows students to retain or revise their major and minor choices at the end of the second semester. They will also take courses in Ability Enhancement (language), Skill Enhancement, and Value-Added categories based on their interests.

Change of Major: At the end of the second semester, students may change their Major based on academic interest and performance, including switching the first-year Minor to the new Major, with all earned credits retained and the previous Major becoming the Minor. Students may also change their Major within the same broad discipline—such as Natural and Physical Sciences; Mathematical and Computational Sciences; Library and Information Sciences; Commerce and Management; or Humanities and Social Sciences. To support this flexibility, HEIs shall create 10% additional seats beyond the sanctioned intake. Vacant seats may also be utilized. Preference will be given to students with the highest CGPA and no arrears.

- 2nd Year (Semesters 3 & 4): Students will select courses aligned with their academic and career interests in both the Major and Minor streams. In addition, they will pursue courses to enhance language proficiency, develop transferable skills, and undertake vocational training relevant to their chosen field.

Course Structure of Four-Year Undergraduate Programme (FYUP) in Anthropology 2025
(Based on NEP-2020)

Year	Sem	Major (Credit) Course Code - Course Title	Minor (Credit) Course Code - Course Title	MDC(Credit) Course Code - Course Title	AEC (Credit) Course Code Course Title	SEC*/ Dissertation (Credit) Course Code – Course Title	Experien tial Learning (Credit)	VAC (Credit)	Total Credits	Additional Summer Internship
I	I	Major -1 (4) MJC45ANT101(T)25 Foundation of Anthropology	Minor - 1 (3+1) MNC45ANT111 (T+P)25 Introductory Anthropology	MDC-1(3) MDC45ANT 121(T)25 Health and Environment	AEC – 1 (4)* (Communicati on Skills)	SEC-1 (3) SEC45ANT 141(P)25 Anthropometry		VAC – 1 (2)	20	Additional for Bachelor's Certificate (4)
	II	Major -2 (4) MJC45ANT102 (T)25 Basics of Physical Anthropology	Minor - 2 (3+1) MNC45ANT112 (T+P)25 Introductory Physical Anthropology	MDC-2 (3) MDC45ANT 122 (T)25 Tribe and Constitution	AEC-2 (4) AEC45ANT1 31(T)25 Anthropologic al Academic Writing*	SEC-2 (3) SEC45ANT 142(P)25 Prehistoric tools		VAC – 2 (2)	20	
							I Year Credit		40	
Students exiting at 1 Year will be awarded Bachelor's Certificate after earning minimum credit in the concerned discipline provided the student earned additional 4 credits in work-based vocational courses offered during the Summer internship or apprenticeship.										
II	III	Major -3 (4) MJC50ANT201(T)25 Basics of Social & Cultural Anthropology	Minor - 3 (3+1) MNC50ANT211 (T+P)25 Human Society*	MDC-3 (3) MDC50ANT2 21(T)25 Museum and Cultural Resource Management		SEC-3 (3) SEC 50ANT 241(F)25 Ethnographic Fieldwork		VAC – 3 (2)	20	Additional for Bachelor's Diploma, if not done in 1 st Year (4)
		Major -4 (4) MJC50ANT202(T)25 Basics of Prehistoric Anthropology								
	IV	Major -5 (4) MJC50ANT203(T)25 Human Origin & Evolution	Minor - 4 (3+1) MNC50ANT212 (T+P)25 Introductory						20	

		Major -6 (4) MJC50ANT204(T)25 Tribes and Peasants in India	Prehistoric Culture							
		Major -7 (4) MJC50ANT205(T)25 Human Ecology								
		Major -8 (4) MJC50ANT206(T)25 Prehistoric Cultures								
							II Year Credit	80		
Students exiting at 2 Year will be awarded Bachelor's Diploma after earning minimum credit in the concerned discipline provided the student earned additional 4 credits in work-based vocational courses offered during first year or second year summer internship or apprenticeship.										
III	V	Major -9 (4) MJC55ANT301(T+P)25 Human Biological Diversity	Minor - 5 (3+1) MNC55ANT213 (T+P)25 Human Variation and Genetics				EL-1 INT55 ANT351(J)25 (4) Internship		20	
		Major -10 (3+1) MJC55ANT302(T+P)25 Human Genetics								
		Major -11 (3+1) MJC55ANT303(T+P)25 Museology								
	VI	Major -12 (4) MJC55ANT304(T)25 Human Growth and Development	Minor - 6 (4) MNC55ANT214 (T)25 Applications of Anthropology						20	
		Major -13 (4) MJC55ANT305(T)25 Human Population								

		Genetics								
		Major – 14 (4) MJC55ANT306(T)25 Visual Anthropology								
		Major – 15 (4) MJC55ANT307(T)25 Medical Anthropology								
	Total	60 Credits	24 Credits	9 Credits	8 Credits	9 Credits	4 Credits	6 Credits	120	
Students who want to exit at 3-year will be awarded Bachelor's Degree in the relevant Discipline /Subject upon earning the required credit of 120 from 1st, 2nd and 3rd year.										
IV	VII	Major - 16 (4) MJC60ANT401(T)25 Anthropology of Indian Society	Minor – 7 (4) MNC60ANT311 (T)25 Anthropological Genetics			<i>For Honours with Research</i> Dissertation - 1 (4) MJC60ANT441(D)25 Basics of Research		20		
		Major - 17 (4) MJC60ANT402(T)25 Paleoanthropology				<i>For Honours students</i> (to be opted one paper in lieu of Dissertation) DSE-1 (4) *** MJC60ANT451(T)25 A. Human Physiology and Adaptation B. Anthropology of Politics and Economy C. Prehistory of Europe				
		Major - 18 (4) MJC60ANT403(T)25 Research Methodology								
	VIII	Major – 19 (4) MJC60ANT404(T)25 Anthropological Thoughts & Theories	Minor – 8 (4) MNC60ANT312 (T)25 Social and Cultural			<i>For Honours with Research</i> Dissertation - 2 (8) MJC60ANT442(D)25		20		

		Major – 20 (4) MJC60ANT405(T)25 Applied & Action Anthropology	Theories			Elementary Research ^{##} <i>For Honours students</i> (to be opted one paper in each in lieu of Dissertation) DSE-2** (4) MJC60ANT452(T)25 A. Kinanthropology and Nutrition B. Psychological Anthropology C. Prehistory of India DSE-3** (4) MJC60ANT453(T)25 A. Advanced Forensic Anthropology B. Linguistic Anthropology C. Archaeological Explanation				
	Total	80 Credits	32 Credits	9 Credits	8 Credits			6 Credits	160	
Students will be awarded Bachelor's Degree (Honours/Honours with Research) in the relevant discipline after earning 160 credits										

*SEC should be major oriented.

AEC-1 may be opted from Swayam MOOCs

**DSE should be major oriented. These courses are offered in lieu of Dissertation/Project. Opted specialization should be corresponded in the following semester.

#Students will work on a topic, identify the topic, review the literature and will continue data collection and report writing in next sem.

##students will carry out the remaining portion of research/dissertation

- 3rd Year (Semesters 5 & 6): In the fifth and sixth semesters, students will engage with higher-level courses in their Major and related courses in the Minor stream to deepen subject-specific knowledge. They will also continue to develop practical and work-related competencies through vocational education. The programme structure is designed to equip students with the knowledge and skills required to meet industry and societal demands.
- 4th Year (Semesters 7 & 8): In the fourth and final year, students will undertake advanced-level courses in both Major and Minor streams to complete the Bachelor's Degree (Honours). They will also engage in research-oriented learning, including courses in Research Methodology, advanced theoretical and applied subjects, and seminar presentations. Students may be permitted to undertake a research project or dissertation, subject to the availability of necessary facilities and academic approval.

Multiple Entry and Multiple Exit Options and Certifications

In alignment with the National Education Policy (NEP) 2020 and the guidelines of the University Grants Commission (UGC), Manipur University and its affiliated colleges shall implement the Multiple Entry and Multiple Exit (MEME) scheme in their undergraduate programmes. This flexible framework allows students to enter, exit, and re-enter the programme at designated stages, with each stage linked to a corresponding academic certification, as per the prescribed credit requirements:

Programme Exit	Minimum Credits Requirement	Additional Requirement	Certification	Re-entry Options
After 1st Year	40 Credits	Earning a 4-credit vocational course, internship, or apprenticeship (in addition to 6 credits from skill-based courses) during the summer internship of the 1st year.	Bachelor's Certificate	Within three years from exit
After 2 nd Year	80 Credits	Earning a 4-credit vocational course, internship, or apprenticeship (in addition to 6 credits from skill-based courses) during the summer internship of the 1st or 2nd year.	Bachelor's Diploma	Within three years of exit
After 3 rd Year	120 Credits	Earning the minimum prescribed credits as per the programme structure.	Bachelor's Degree	Within three years of exit
Completion of 4 Year Courses	160 Credits	Earning the minimum prescribed credits as per the programme structure.	Bachelor's Degree (Honours/ Honours with Research)	NA

A student enrolled in the Four-Year UG Programme, as per the existing ordinance, shall be eligible for the following certifications based on the point of exit or upon successful completion, whichever is applicable

- **Bachelor's Certificate:** Students who choose to exit after the successful completion of the first year and have earned a minimum of 40 credits shall be awarded a UG Certificate, provided they

also complete a vocational course of 4 credits during the summer vacation following the first year. Such students may re-enter the degree programme within a period of three years.

- **Bachelor's Diploma:** Students who choose to exit after the successful completion of the second year and have earned a minimum of 80 credits (40 from 1st Year and 40 from 2nd year) shall be awarded a UG Diploma, provided they also complete a vocational course of 4 credits during the summer vacation following the second year. Re-entry into the programme shall be permitted within three years.
- **Three-Year Bachelor's Degree:** Students who complete three years of study, earn a minimum of 120 credits, and meet the minimum credit requirements in the major discipline shall be awarded a UG Degree in the respective major upon exit.
- **Four-Year Bachelor's Degree (Honours):** A Four-Year UG Honours Degree in the major discipline shall be awarded to students who complete four years of study, earn a minimum of 160 credits, and fulfill the prescribed credit requirements. Students who do not undertake a research project/dissertation must complete three additional theory courses totaling 12 credits in lieu of the research component.
- **Four-Year Bachelor's Degree (Honours with Research):** Students who secure 7.5 CGPA over the previous six semesters and choose to pursue research in the fourth year shall undertake a research project or dissertation under the supervision of a faculty member of the College. The research work must be within the major discipline. Students who complete 160 credits, including 12 credits from the research project/dissertation, shall be awarded a UG Degree (Honours with Research).
- **UG Programme with Single Major:** To be awarded a Bachelor's Degree with a single major, a student must earn at least 50% of the total required credits from the major discipline.
 - For a 3-year UG programme (120 credits), a minimum of 60 credits must be from the major discipline.
 - For a 4-year UG programme (160 credits), a minimum of 80 credits must be from the major discipline.

Eligibility Criteria for Colleges to Offer the Fourth Year of the Four-Year Undergraduate Degree (Honours with Research) Programme

- **Eligible Faculty:** Departments in a college with at least two Ph.D. supervisors of Manipur University are eligible to offer the Four-Year Undergraduate Programme (Honours with Research). If a recognized department loses its permanent Ph.D.-holding faculty, it shall no longer be eligible to offer the programme until requisite number of qualified faculty member with the required credentials is appointed.
- **Minimum Infrastructure and Resource Requirements:** The college must meet all infrastructure and faculty requirements as prescribed by Manipur University. Compliance with the university's standards for laboratories, libraries, classrooms, and qualified teaching staff is mandatory.
- **Total Intake Capacity:** The intake capacity for the Honours with Research programme in a department shall be proportionate to the number of eligible supervisors, with a maximum limit of 20 students per academic year. Only approved Ph.D. supervisors of Manipur University are authorized to supervise the 12-credit Project Work/Dissertation. The student allocation per eligible supervisor is as follows:
 - (a) Professor – 8 students
 - (b) Associate Professor – 6 students
 - (c) Assistant Professor – 4 students

The number of seats allocated for undergraduate dissertation/project work per faculty member is independent of the Ph.D. research scholar allocation limits assigned to supervisors.

- **Minimum Admission Requirement:** Colleges that have recorded an average enrolment exceeding 80% of the approved intake capacity over the last three academic years shall be eligible to offer the fourth year of the Four-Year Undergraduate Degree (Honours with Research) programme.
- **Vacancy Intimation and Admission of Students from Other Colleges:** Colleges shall declare available vacancies in their fourth-year Honours with Research programmes only after admitting their own eligible students to Manipur University. Colleges should admit the students from other colleges or universities in strict adherence to the reservation policy and merit-based selection criteria. Admissions shall commence only after the official declaration of the Sixth Semester results.
- **Submission and Ratification of Student Lists:** Colleges shall submit the list of students admitted to the fourth year of the Honours with Research programme to the Manipur university for formal ratification. Only ratified student lists will be considered valid for academic and administrative purposes. This process should be completed before the completion of VII Semester.

Evaluation of Learning Outcome:

Evaluation is mandatory for the creditisation of every course and it must determine whether the student has achieved the prescribed learning outcomes upon its completion. Therefore, the mode and system of assessment used for evaluation should be guided by these learning outcomes.

- **Mark Structure of a Course:** For theory and practical courses, assessment shall be divided into 30% for Internal Assessment (IA) and 70% for the end-semester university examination. Students must secure a minimum of 40% in both IA and end-semester components separately to be declared as having passed. Students shall be informed in advance about the nature and schedule of internal assessments. Attendance and participation in all internal assessments, including sessional tests, shall be mandatory. Failure to appear in these assessments will result in disqualification from the end-semester examination. In-semester examinations cannot be repeated; however, the department may arrange special in-semester assessments under exceptional circumstances, if deemed necessary. The breakup of internal assessment marks is as follows:

Sl. No.	Details	Marks
1	Seminar/Presentation/Assignment/Quiz/Unit Test, etc. in case of Theory examination and Seminar/ Demonstration/ Viva-Voce/ Lab record, etc. in case of Practical examination.	10
2	In-Semester Written Test	15
3	Attendance	5
	Total	30

Marks for attendance shall be awarded as per the following structure:

Attendance Percentage	Marks
Less than 75%	0
75% - 80%	1
80% - 85%	2
85% - 90%	3
90% – 95%	4
95% - 100%	5

If a student is awarded 0 marks in the attendance component of Internal Assessment, they shall not be permitted to appear in the end-semester examination.

- **Credit Earning through MOOCs:** Only courses from the approved list shall be eligible for credit transfer and inclusion in the semester grade sheet. MOOC courses will be considered valid for credit transfer only if they are completed and credits are earned during the concerned academic year. If a student fails an online course offered through SWAYAM or any other equivalent platform, they shall have the option to enroll in an equivalent course offered by the University. In such cases, it is the responsibility of the student to fulfill all academic requirements of the course to be eligible for the examination and to earn the requisite credits.
- **Internship Evaluation:** An internship is a course involving professional work experience or cooperative engagement with an external organization, typically supervised by an expert from outside the HEI. Colleges may design their internship programmes, and evaluation shall be conducted internally based on specified criteria. The approval of host institutions shall be granted by Manipur University.

Activity	Marks	Evaluator
Workplace Regularity and Responsibility	20	Host Institute & College Mentor
Adherence to Internship Schedule	10	Mentor/ Supervisor
Presentation of the report	20	Expert panel
Quality and Content of the Report	30	Expert panel
Viva Voce	20	Expert panel
Total	100	

- **Marks to Grade Point Conversion:** The following grading scale shall be used to represent students' performance through letter grades and corresponding grade points. Percentage of marks shall be calculated up to two decimal places:

Percentage (%) of Marks	Letter Grade	Grade Point	Grade Description
90 - 100	O	10	Outstanding
80 - 90	A+	9	Excellent
70 - 80	A	8	Very Good
60 - 70	B+	7	Good
55 - 60	B	6	Above Average
45 - 55	C	5	Average
40 - 45	P	4	Pass
< 40	F	0	Fail
Absent	Ab	0	Absent

The percentage-based grading system follows the Exclusive Class Interval Method, wherein each interval includes marks from the lower bound up to, but not including, the upper bound. For example, the interval '50 – <60' covers scores from 50.00% up to but not including 60.00%. A student scoring 59.99% falls within the '55 – <60' range and is awarded Grade B, while a student scoring exactly 60.00% falls within the '60 – <70' range and is awarded Grade B+.

- **CGPA and Final Grade:** The Cumulative Grade Point Average (CGPA) and the final course grade shall be determined based on the following table.

CGPA	Final Grade	Description
9.00 - 10.00	O	Outstanding
8.00 - 9.00	A+	Excellent

7.00 - 8.00	A	Very Good
6.00 - 7.00	B+	Good
5.50 - 6.00	B	Above Average
4.50 - 5.50	C	Average
4.00 - 4.50	P	Pass
< 4.00	F	Fail
--	F	Fail

The above table is based on the Exclusive Class Interval Method. As per conventional classification, a letter grade of 'B+' and above is considered First Class, while a letter grade of 'B' is regarded as Second Class.

- **Computation of Semester Grade Point Average (SGPA):** SGPA is the weighted average of the grade points secured by a student in all credit courses registered during a semester. It is calculated on the UGC's 10-point scale by dividing the sum of the products of the credits and the grade points earned in each course by the total number of credits registered in that semester. The total number of registered credits is counted in the calculation, regardless of whether the student has passed or failed in the courses, i.e.

$$SGPA = \frac{\sum C_i \times G_i}{\sum C_i}$$

where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course. SGPA shall be rounded off to 2 decimal points.

- **The Cumulative Grade Point Average (CGPA).** The CGPA of a student in a programme is the cumulative weighted average of the grade points secured in all credit courses registered across all semesters. It is calculated on the UGC's 10-point scale by dividing the sum of the products of the number of credits and the SGPA for each semester by the total number of credits earned across all semesters i.e.,

$$CGPA = \frac{\sum C_i \times S_i}{\sum C_i}$$

where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester. The SGPA and CGPA shall be rounded off to two decimal points and reported in the transcripts.

Eligibility Criteria for Students to Pursue the Fourth Year of the Four-Year Honours with Research Degree

- **Minimum Academic Performance:** Students must secure a minimum of 7.5 CGPA from the previous six semesters.
- **Academic Completion:** Students must have successfully passed all courses from Semesters I to VI.

Evaluation of Dissertation Components in Semester VII (4 Credits, Total 100 Marks)

Conducted by Internal Supervisor/Faculty Panel

Component	Marks	Evaluator	Remarks
Research Proposal (including Literature Review, Conceptual Framework, and Synopsis) - written and presentation	30	Supervisor and Faculty Panel	Clarity of objectives, feasibility, articulation, relevance, depth, theoretical grounding
Development of Research Methodology, Tools, and Protocol Design	10	Supervisor & Faculty Panel	Appropriateness, ethical considerations, instrumentation/tools
Progress Review and Interaction	10	Supervisor	Timely submissions, meetings, initiative, quality
Preliminary Work (Pilot/Data collection)	10	Supervisor	Quality of pilot study or initial data collection; measurable outcomes
Term Paper (written and presentation)	40	Supervisor and Faculty Panel	Assessment based on written submission and academic quality
Total (Semester VII)	100		

Evaluation of Dissertation Components in Semester VIII (8 Credits, Total 100 Marks)

Partially by Supervisor, mainly by External Examiner

Component	Marks	Evaluator	Remarks
Data Collection, Analysis & Findings	10	Supervisor	Depth, accuracy, interpretation
Progress Review and Interaction	10	Supervisor	Timely submissions, meetings, initiative, quality
Preliminary Draft Submission & Compliance (Presentation)	10	Supervisor and Faculty Panel	Timeliness, incorporation of feedback, draft quality
Final Dissertation Report	50	External Examiner + Supervisor	Structure, originality, referencing, academic rigour
Viva Voce / Oral Presentation	20	External Examiner	Clarity, defence of research, communication skill
Total (Semester VIII)	100		

The dissertation shall be checked for plagiarism and for AI-generated content using approved tools and must comply with the similarity and authenticity standards prescribed by the university.

Semester I

MJC45ANT101(T)25: Foundation of Anthropology (Major)

Nature of Course	Major				
Course Code	MJC45ANT101(T)25				
Course Title	Foundation of Anthropology				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3	1		4
Course Audience	Semester I students opted Anthropology as Major				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have completed at least intermediate school of 10+2 of any stream.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to introduce students about fundamentals of anthropology, characteristic features of human as both social and biological being. Emphasis is placed on understanding its three main branches – physical, social and prehistoric anthropology highlighting the various scopes and its relationship with other disciplines.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand anthropology's definition, scope, development, and links with allied disciplines.
2.	Describe human biological traits, erect posture changes, and brain development.
3.	Explain human social nature, institutions, culture, and social change.
4.	Identify prehistoric cultures and cultural chronology.
5.	Apply dating methods to study past cultures.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Introductory Anthropology	Definition, Aims, Concept and scope, development of anthropology, Branches of Anthropology, relationship of Anthropology with other allied disciplines (biological sciences, physical sciences, social sciences, health sciences).	1
II	Human as Biological being	Biological characteristics of man, changes due to assumption of erect posture (Skull, Vertebral Column, Thorax, Pelvis, Femur and Foot), development of brain.	1
III	Human as Social being	Social status and social group, Social institution (Marriage, Kinship, Family), culture and cultural process, theories of change –Simple to Complex society.	1

IV	Past Culture	Concept of Three Age Systems; Stone culture - Palaeolithic, Mesolithic and Neolithic; Concepts of Prehistory, Protohistory, and History; Dating techniques: Relative (Stratigraphy) and Absolute (C-14, K-Ar, dendrochronology).	1
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Suggested Readings

1. Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.
2. Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. Wadsworth Publ.
3. Kroeber, A. L. 1948. Anthropology. Oxford & IBH Publishing Co.
4. Ember, C. R. et al. 2011. Anthropology. New Delhi: Dorling Kindersley.
5. Roy, I.B. 2011. Anthropology – The Study of Man. S Chand Publisher, Delhi.
6. Ember, C. R., Ember, M., & Peregrine, P. N. (2019). Anthropology (15th ed.). Pearson.
7. Haviland, W. A., Prins, H. E. L., Walrath, D., & McBride, B. (2017). Anthropology: The Human Challenge (15th ed.). Cengage Learning.
8. Kottak, C. P. (2017). Cultural Anthropology: Appreciating Cultural Diversity (17th ed.). McGraw-Hill Education.
9. Renfrew, C., & Bahn, P. (2016). Archaeology: Theories, Methods, and Practice (7th ed.). Thames & Hudson.
10. Sankalia, H. D. (1974). Prehistory and Protohistory of India and Pakistan. Deccan College Post-Graduate and Research Institute.

Additional Readings:

1. Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	2	2	2
CO2	3	2	2	2	1	2	1	2
CO3	3	3	1	2	2	3	3	2
CO4	3	2	2	2	1	2	1	2
CO5	3	2	3	3	1	1	1	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MNC45ANT111 (T+P)25: Introductory Anthropology
(Minor)**

Nature of Course	Minor				
Course Code	MNC45ANT111 (T+P)25				
Course Title	Introductory Anthropology				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3+1	2		2	4
Course Audience	Semester I students opted Anthropology as Minor				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have completed at least intermediate school of 10+2 of any stream.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to introduce students about fundamentals of anthropology, characteristic features of human as both social and biological being. It also focusses on understanding its three main branches – physical, social and prehistoric anthropology to highlight the various scopes and its relationship with other disciplines.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand the concept, branches and scopes of Anthropology as a discipline
2.	Describe the human anatomy and changes associated with erect posture
3.	Learn the basic concepts of social institution and culture.
4.	Grasp the idea of prehistoric cultures and technology,
5.	Know the basic knowledge of human biology and culture of past and present.
6.	Get practical knowledge of somatometric measurements.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
Course Code: MNC45ANT111 (T)25			
I	Introductory Anthropology	Definition, Aims, Concept and scope, branches of anthropology and relationship with allied disciplines - Biology, Geology, Geography, Sociology, History, and Physical Sciences.	1
II	Human Society and Culture	Concepts of society and culture, status and role, social stratification, and civil society, social-cultural institutions.	1
III	Pleistocene period	Past culture, Stone Age culture, Pleistocene period and its main features.	1
Course Code: MNC45ANT111 (P)25			

IV	Practical - Somatometry	Somatometric Measurements: 1. Maximum head length 2. Maximum head breadth 3. Minimum frontal breadth 4. Breadth of Bizygomatic Arch 5. Bigonial breadth 6. Nasal height 7. Nasal length 8. Nasal breadth Index: 1. Cephalic Index 2. Nasal Index	1
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Suggested Readings

1. Ember, C. R. et al. 2011. Anthropology. New Delhi: Dorling Kindersley.
2. Kroeber, A. L. 1948. Anthropology. Oxford & IBH Publishing Co.
3. Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.
4. Kroeber, A. L. 1948. Anthropology. Oxford & IBH Publishing Co.
6. Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
7. Singh, I.P. and Bhasin, M.K. 1968. A Laboratory Manual on Biological Anthropology – Anthropometry. Kamla Raj Enterprise, Delhi.
8. Das B.M. and Deka R. 2022. Physical Anthropology Practical. Kitab Mahal
9. Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Practical component and experiments

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	2	2	2
CO2	3	1	2	2	1	2	1	2
CO3	3	3	1	2	2	3	3	2
CO4	3	2	2	2	1	2	2	2
CO5	3	2	2	2	1	2	2	2
CO6	2	2	3	3	1	1	1	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MDC45ANT 121(T)25: Health and Environment
(Multidisciplinary)**

Nature of Course	Multidisciplinary				
Course Code	MDC45ANT 121(T)25				
Course Title	Health and environment				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	2	1		3
Course Audience	Semester I students from other departments				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have completed at least intermediate school of 10+2 of any stream.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): The course introduces students to the concepts and dimensions of health, the impact of environment on health, and the principles of epidemiology. It aims to build understanding of health from multiple perspectives, analyze environmental determinants of diseases, and provide knowledge of the causes, patterns, and preventive measures of major communicable and non-communicable diseases.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand the concept of health, well-being, diseases and illness, health in the community.
2.	Understand the concept of preventive and curative medicine.
3.	Describe the effects of the environment on health.
4.	Describe the epidemiology of some Communicable and Non-communicable diseases

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Health	Concept of Health: Traditional, modern, Biomedical, Ecological, Psychological and Holistic perspectives. Definition (WHO) and Dimensions: Physical, Mental, Social, Spiritual and Emotional Health. Health and illness, Health and Medicine, Sick role.	1
II	Health and Environment	Concept of Health and Environment; Global warming, Air Pollution, Radiation: causes, types, preventive measures, and effects on health.	1
III	Epidemiology	Epidemiology: definition, aims and scope; Causes and preventive measures of Communicable diseases (Covid 19, Tuberculosis, Hepatitis A & B, Dengue) and Non-communicable diseases (Hypertension, Oral Cancer, Diabetes Mellitus & Insipidus).	1

Suggested Readings

1. Aschengrau, A. and Seage, G.R. 2008. Essentials of Epidemiology in Public Health. Boston, Massachusetts.
2. Edberg, M. 2013. Essentials of Health Behavior: Social and Behavioral Theory in Public Health. Second Edition. Jones and Bartlett Publishers.
3. Gordis, L. 2004. Epidemiology. Third Edition. Philadelphia: Elsevier Saunders.
4. Griffith, J.R and White, K.R. 2010. The Well-Managed Healthcare Organization. Chicago, IL: Health Administration Press.
5. Kovner, A.R, McAlearney, A.S., Neuhauser, D. 2013. Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.
6. Lee, L.M. 2010. Principles and Practice of Public Health Surveillance. Oxford University Press.
7. Merson, M, Black, R, Mills, A. 2006. International Public Health: Diseases, Programs, Systems and Policies. Jones & Bartlett Learning.
8. Remington, P.L, Brownson, R.C., and Wegner, M.V. 2010. Chronic Disease Epidemiology and Control. American Public Health Association.
9. Turnock, B. 2011. Essentials of Public Health. Jones & Bartlett Publishers.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	3	2	2
CO2	3	3	2	2	1	3	2	2
CO3	3	3	2	2	1	3	2	2
CO4	3	3	3	2	1	3	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

Syllabus for AEC -1 (4): Communication Skills

Ability Enhancement Skill – To obtain 4 credit by the students, they need to access SWAYAM / MOOCS (<https://swayam.gov.in>) and opt any courses relating to communication skill such as public speaking, Spoken English course, Interview and Personality Skill development.

Objective – To improve communication skills for success in personal and professional life.

Students will become competent in the expression of their learning and express with freedom either in English or any Major Indian Language.

SEC45ANT141(P)25: Anthropometry
(Skill Enhancement Course)

Nature of Course	Skill Enhancement Course				
Course Code	SEC45ANT141(P)25				
Course Title	Anthropometry				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	1		4	5
Course Audience	Semester I students opted Anthropology as Major				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have completed at least intermediate school of 10+2 of any stream.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): The course is designed to provide students with practical training in anthropometric instruments and measurement techniques essential in Biological and Physical Anthropology. Students will gain hands-on skills in identifying, handling, and applying anthropometric tools such as calipers, anthropometers, and craniophores. Through systematic practice in somatometry and craniometry, they will learn to accurately record body, head, facial, and cranial measurements, calculate indices, and interpret biological variation. The course aims to develop technical proficiency, observational accuracy, and analytical skills necessary for research, forensic investigations, ergonomics, and health-related studies.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Identify and understand the practical uses of key anthropometric and craniometric instruments.
2.	Perform basic somatometric measurements of body, head, and face, and compute related indices.
3.	Conduct craniometric measurements, calculate cranial and nasal indices, and record profile angles accurately.
4.	Apply the anthropometric measurements in relevant applied fields.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Identification of instruments	Identification and its practical applications of the instruments: 1. Sliding calliper 2. Spreading calliper (blunt and pointed) 3. Anthropometer 4. Rod compass 5. Tubular Craniophore 6. Cubic Craniophore 7. Horizontal Needle 8. Diagraph 9. Dioptograph	1
II	Somatometry	1. Introduction to Somatometry 2. Measurements and related index:	1

		(a) Body (Stature, Sitting Height Vertex, Body weight, BMI) (b) Head (length, breadth, circumference, cephalic index) (c) Facial (Nasal length, nasal height, breadth, depth, minimum frontal breadth, breadth of bizygomatic arch, Bigonial breadth, Morphological facial height, Morphological upper facial height, nasal index, facial index, upper facial index)	
III	Craniometry	1. Introduction to Craniometry 2. Measurements and Indices Maximum cranial length, Maximum cranial breadth, Maximum bizygomatic breadth, Minimum frontal breadth, Nasal height, Nasal breadth, Bi-mastoid breadth, upper facial height, Frontal Chord, Parietal Chord, Index: Cranial index, and Nasal index 3. Angle Measurement Direct Measurement: Nasal Profile Angle, Facial Profile Angle	1

Suggested Readings

1. Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.
2. Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. Wadsworth Publ.
3. Kroeber, A. L. 1948. Anthropology. Oxford & IBH Publishing Co.
4. Singh, I.P. and Bhasin, M.K. 1968. A Laboratory Manual on Biological Anthropology – Anthropometry. Kamla Raj Enterprise, Delhi.
5. Das B.M. and Deka R. 2022. Physical Anthropology Practical. Kitab Mahal
6. Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Practical component and experiments

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	1	1	2
CO2	3	2	3	3	2	1	1	2
CO3	3	2	3	3	2	1	1	2
CO4	2	3	3	3	2	2	1	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

Syllabus for VAC – 1 (2)

Students need to opt any of Value Addition Courses (VAC) offered by the college to obtain 2 credits.

End of Semester I

Semester II

MJC45ANT102(T)25 : Basics of Physical Anthropology (Major)

Nature of Course	Major				
Course Code	MJC45ANT102(T)25				
Course Title	Basics of Physical Anthropology				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3	1		4
Course Audience	Semester II students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester I major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): The course aims to introduce students about the basics of physical anthropology, historical development, relationship with other allied subjects, biological characteristic features of human focusing on human evolution and variation. Emphasis is placed on understanding distinguishing features of man from other non-human primates.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand various theories related to human evolution and variation.
2.	Describe the history of Biological Anthropology and how it is related to other disciplines.
3.	Differentiate physical characteristics between human and other primates.
4.	Understand bio-social behaviours of man's closer primates.
5.	Know the challenges of primate's existence and conservation.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Concept of Biological Anthropology	Physical Anthropology: Concept and scope, Transition to Biological Anthropology; Relationship with: Biological Sciences, Earth Sciences, Health sciences; Application of Biological Anthropology.	1
II	Evolutionary Theories	Human Variation, Theories of evolution - Lamarckism, Neo-Lamarckism, Darwinism, Synthetic Theory, Mutation.	1
III	Primates	Characteristics, Habitat, Classification (Simon, Simpson), Ape-Man differences.	1

IV	Primate behaviour	Bio-social behaviours of apes, macaque, – locomotion, social grouping, grooming; Threats to primate's existence and conservation.	1
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Suggested Readings

1. Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.
2. Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. Wadsworth Publ.
3. Molnar, Stephen. 1975. Human Variations: Race Types and Ethnic Groups. London: Routledge.
4. Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
5. Nath, P. 2024. Physical Anthropology, Higher Publisher, Patna.
6. Buettner-Janusch, J. (1966). Origins of Man: Physical Anthropology. John Wiley & Sons.
7. Fleagle, J. G. (2013). Primate Adaptation and Evolution (3rd ed.). Academic Press.
8. Larsen, C. S. (2019). Our Origins: Discovering Physical Anthropology (5th ed.). W. W. Norton & Company.
9. Strier, K. B. (2016). Primate Behavioral Ecology (5th ed.). Routledge.

Additional Readings:

1. Lewin, R., & Foley, R. A. (2004). Principles of Human Evolution (2nd ed.). Wiley-Blackwell.
2. Sarmila, B. (2014). Physical Anthropology: An Introduction. S. Chand Publishing.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	2	1	3
CO2	3	2	1	2	1	2	1	2
CO3	3	1	2	2	1	2	1	2
CO4	3	2	2	2	1	3	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MNC45ANT112(T+P)25 : Introductory Physical Anthropology
(Minor)**

Nature of Course	Minor				
Course Code	MNC45ANT112 (T+P)25				
Course Title	Introductory Physical Anthropology				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3+1	2		2	4
Course Audience	Semester II students opted Anthropology as Minor				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have cleared or appeared Semester I				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to introduce students about foundation of physical anthropology, historical development, relationship other allied subjects, biological characteristic features of human focusing on human evolution and variation, and anthropometric measurements.

Course Learning Outcomes: Upon completion of the course the learners will be able to understand

1.	Various theories related to human evolution and variation.
2.	History of Physical Anthropology and how it is related to other disciplines.
3.	Relationship between non-human and human primates.
4.	Understand Human Anatomy – Fossil Man and Modern Man
5.	Know anthropometric measurements and Somatoscopy.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
Course Code: MNC45ANT112 (T)25			
I	Basic Concept	Physical Anthropology: Concept, Scope, History and transition to biological anthropology; Concept of human variation and evolution.	1
II	Human Evolution	Theories of evolution: Lamarckism, Neo-Lamarckism, Darwinism, Synthetic Theory.	1
III	Man and Other Primates	Primates: Characteristics, Habitat, Classification (Simon, Simpson), Ape-Man differences.	1
Course Code: MNC45ANT112 (P)25			
IV	Craniometry and Somatoscopy	1. Introduction to Craniometry and Somatoscopy 2. Craniometry (Direct measurements of 2 skulls) Measurement: 1. Maximum cranial length, 2. Maximum Cranial Breadth, 3. Least frontal Breadth, 4. Frontal Chord,	1

		5. Parietal Chord, 6. Nasal Height, 8. Nasal Breadth, 9. Bigonial Distance, Indices: 1. Cranial Index, 2. Nasal Index 3. Somatoscopy: 1. Forehead Height and Breadth, 2. Hair Form and Texture, 3. Nasal bridge and septum, 4. Eye colour (using Martin-Schultz scale), eye fold, 5. Ear Lobe and Darwins tubercle. 7. Skin colour (using Luschan's chart).	
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Suggested Readings

1. Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.
2. Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. Wadsworth Publ.
3. Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
4. Singh, I.P. and Bhasin, M.K. 1968. A Laboratory Manual on Biological Anthropology – Anthropometry. Kamla Raj Enterprise, Delhi.
5. Das B.M. and Deka R. 2022. Physical Anthropology Practical. Kitab Mahal
6. Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.
7. Nath, P. 2024. Physical Anthropology, Higher Publisher, Patna.
8. Buettner-Janusch, J. (1966). Origins of Man: Physical Anthropology. John Wiley & Sons.
9. Fleagle, J. G. (2013). Primate Adaptation and Evolution (3rd ed.). Academic Press.

Additional Readings:

1. Larsen, C. S. (2019). Our Origins: Discovering Physical Anthropology (5th ed.). W. W. Norton & Company.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Practical component and experiments
- Quizzes
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	2	2	2
CO2	3	2	2	2	1	1	1	2
CO3	3	2	2	2	1	3	2	2
CO4	3	2	3	3	1	2	1	2
CO5	3	2	3	3	2	2	1	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MDC45ANT122(T)25: Tribe and Constitution
(Multidisciplinary)**

Nature of Course	Multidisciplinary				
Course Code	MDC45ANT122(T)25				
Course Title	Tribe and Constitution				
Course Level	100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	2	1		3
Course Audience	Semester II students from other departments				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester I Examination				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course introduces students to the study of tribes and indigenous peoples in India, highlighting their socio-cultural, economic, and political organization. It aims to develop an understanding of tribal diversity and a few selected Particularly Vulnerable Tribal Groups (PVTGs). The course also familiarizes students with constitutional provisions, welfare measures, and policies designed for tribal development.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the concept and characteristics of tribes and indigenous peoples.
2.	Identify major tribal groups, particularly PVTGs and their geographical distribution in India.
3.	Describe the socio-economic and political organization of tribes.
4.	Discuss constitutional provisions and welfare measures for tribal communities.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Introduction	Concept of Tribes and indigenous people, Tribal social organization, Forms of Tribal Economy, Characteristics of tribal economy, Tribal political organization.	1
II	Tribes and diversity	Geographical distribution according to B.S. Guha (1951), Majumdar and Madan (1956), Dube (1960), Roy Burman (1971). Some selected Particularly Vulnerable Tribal Groups of India (PVTGs): Maram, Todas, Birhor, Onges, Saharia.	1
III	Tribal Welfare	Constitutional Provisions and Protective Measures, Fifth Schedule and Sixth Schedule, National Policy of Tribal Affairs 2006, National Commission for Scheduled Tribes, Tribal Sub-Plan (TSP). National Institution for Transforming India (NITI) Aayog.	1

Suggested Readings

1. Andre Betteille, Backward Class in contemporary India, 1992,
- 2 Chaudhuri, B. (ed). 1990. Tribal Transformation in India. New Delhi: Inter-India.
3. Danda, A.K. 1990. Tribal Economy in India. New Delhi: Inter-India.
4. Dhebar, U.N. 1961. Report of the Scheduled Tribe Commission. New Delhi: Govt. of India.
5. Elwin, V. 1960. Report of the Committee on Special and Multipurpose Tribal Blocks. New Delhi: Govt. of India.
6. Mishra, S.N. 1998. Ownership and Control of Resources among Indian Tribes. New Delhi: Inter-India.
7. Nathan, D. 1998. Tribe-Caste Question. Simla: IAS.
8. National Tribal Policy (draft). 2006. Ministry of Tribal Affairs. Delhi: Government of India.
9. Indrani Basu Roy, 2005 (reprint), Anthropology-The study of Man, S.Chand and Company Ltd. New Delhi -55.
10. Sharma, 2007 (reprint), Social and Cultural Anthropology, Surjeet Publications, Delhi 007.
11. Vijay S. Sahay and Pradip K. Singh, 1998, Indian Anthropology, B.N.Sen, K.K. Pulications, Allahabad 002.

Additional Readings:

1. Sharma, B. D. (2001). Tribal Affairs in India: The Crucial Transition. Concept Publishing.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	3	2	2
CO2	3	2	1	1	1	3	2	2
CO3	3	3	2	2	1	3	3	2
CO4	2	3	2	2	1	3	3	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

AEC45ANT131(T)25 : Anthropological Academic Writing (Ability Enhancement Course)

Nature of Course	Ability Enhancement Course				
Course Code	AEC45ANT131(T)25				
Course Title	Anthropological Academic Writing				
Course Level	100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3	1		4
Course Audience	Semester II students opted Anthropology as Major				

Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University
Pre Requisites (if any)	Students should have appeared Semester I major examinations.
Skill Training Required (if any)	Not Applicable
Pre-Requisite Course Required (if any)	Not Applicable
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.

Course Objective (Summary): This course introduces students to the principles and practices of scientific writing in anthropology, with a focus on field-based research documentation. It aims to develop essential skills for preparing academic reports, dissertations, and research papers, ensuring clarity, coherence, and adherence to scholarly conventions.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Identify and differentiate types of academic writing in Anthropology.
2.	Conduct basic anthropological fieldwork and maintain accurate field notes.
3.	Organize and write a structured field report following academic conventions.
4.	Apply appropriate referencing styles and prepare complete back matter.
5.	Uphold academic integrity, ethics and avoid plagiarism in scholarly writing.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Concept	Concept and types of Scientific Writings – monograph, thesis, dissertation, field report, research paper; Distinction between academic, journalistic, and creative writing.	1
II	Fieldwork	Fieldwork – concepts, aims, rapport establishment, field notes, diaries, ethical dimension, emic and etic, data collection (survey, observation, interview, questionnaire)	1
III	Writing of field-report	Chapterisation, Title, Abstract, Introduction, Material and Methods, Results, Discussions, Photo, Graphs, Chart, Table and captions, figures and plates, Plagiarism.	1
IV	Referencing and Back Matter	Bibliography and references, Referencing Style (APA, Chicago), Annexures, appendix, glossary, index, acknowledgement.	1

Suggested Readings

1. Bernard, H. R. (2018). Research Methods in Anthropology: Qualitative and Quantitative Approaches. Rowman & Littlefield.
2. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). Writing Ethnographic Fieldnotes. University of Chicago Press.
3. Becker, H. S. (2007). Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. University of Chicago Press.
4. Sanjek, R. (1990). Fieldnotes: The Makings of Anthropology. Cornell University Press.
5. T. N. Pandey & M. C. Pradhan (Eds.). (2011). Anthropological Research Methods. Concept Publishing Company.

6. American Anthropological Association (AAA). (2020). AAA Style Guide (7th ed. based on Chicago Manual of Style, 17th ed.). Arlington, VA: AAA.
7. Chicago Manual of Style. (2017). The Chicago Manual of Style (17th ed.). Chicago: University of Chicago Press.
8. American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: APA.

Additional Readings:

1. Sword, H. (2012). Stylish Academic Writing. Cambridge, MA: Harvard University Press.
2. Graff, G., & Birkenstein, C. (2018). They Say / I Say: The Moves That Matter in Academic Writing (4th ed.). New York: W. W. Norton & Company.
3. Murray, R. (2017). Writing for Academic Journals (4th ed.). New York: Routledge.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	3	1	1	1	3
CO2	3	2	3	2	2	2	1	2
CO3	3	2	3	3	2	1	1	3
CO4	2	1	2	3	1	1	1	3
CO5	2	1	2	2	1	2	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**SEC45ANT142(P)25 : Prehistoric Tools
(Skill Enhancement Course)**

Nature of Course	Skill Enhancement Course				
Course Code	SEC45ANT142(P)25				
Course Title	Prehistoric Tools				
Course Level	100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	1		4	5
Course Audience	Semester II students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester I major examinations.				
Skill Training Required (if any)	Not Applicable				

Pre-Requisite Course Required (if any)	Not Applicable
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.

Course Objective (Summary): This course aims to introduce students to the prehistoric cultural phases of the Stone Age, focusing on the identification, classification, and interpretation of stone tools. Students will develop basic skills in recognizing technological features and cultural traits associated with the Palaeolithic, Mesolithic, and Neolithic periods. It enhances skills in identification, classification, and documentation of artifacts, while fostering an understanding of technological progress and cultural evolution in prehistory.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Identify and describe key characteristics of Palaeolithic, Mesolithic, and Neolithic tools.
2.	Recognize and classify prehistoric stone tools by cultural phase.
3.	Sketch tools accurately, noting technological and morphological features.
4.	Interpret tool types in relation to subsistence and cultural development.

Detailed Syllabus Content

(Drawing and identification of the following tools)

Unit	Unit Name	Detailed Syllabus	Credit
I	Palaeolithic	1. Characteristics of Palaeolithic culture 2. Identify and sketch of tools belonged to a) Lower Palaeolithic (Chopper, Chopping tool, Handaxe, Cleaver) b) Middle Palaeolithic (Scrapers, Points, Borer) c) Upper Palaeolithic (Blade types, Harpoons)	1
II	Mesolithic	1. Characteristics of Mesolithic Culture 2. Identify and sketch of tools belonged to Mesolithic (Microliths)	1
III	Neolithic	1. Characteristics of Neolithic Culture 2. Identify and sketch of tools belonged to Neolithic (Axe, Adze, shouldered celts)	1

Suggested Readings

1. Allchin, B., & Allchin, R. (1982). The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press.
2. Sankalia, H. D. (1974). Prehistory and Protohistory of India and Pakistan. Pune: Deccan College.
3. Burkitt, M. C. (1963). The Old Stone Age: A Study of Palaeolithic Times. London: Cambridge University Press.
4. Bordes, F. (1968). The Old Stone Age. London: Weidenfeld & Nicolson.
5. Sharma, G. R. (1980). History to Prehistory: Archaeology of the Ganga Valley. Delhi: Concept Publishing.
6. Paddayya, K. (2014). Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology. Pune: Deccan College.
7. Bhattacharya, D. K. (1996). An Outline of Indian Prehistory. New Delhi: Palaka Prakashan.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Practical component and experiments

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	2	1
CO2	3	2	2	1	1	1	1	1
CO3	2	1	2	3	1	1	1	1
CO4	3	3	2	2	1	2	1	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

Syllabus for VAC (2)

Students need to opt any of Value Addition Courses offered by the college to obtain 2 credits.

Additional Summer Internship

This course will not be academically credited and will be treated as audit course as a part of Experiential Learning Components. During the summer term, students may undertake work-based learning in research institutions, museums, healthcare institutes or centres etc., This 4-credit internship is mandatory for students exiting after the 1st year (Bachelor's Certificate), and shall be completed within one month of the end of the Semester II Examination, under the supervision of one regular teacher of the department. The students will be evaluated as per the guidelines in Annexure III of the Manipur University Ordinance for Four Year Undergraduate Programme (FYUP) 2025 Based on NEP-2020.

End of Semester II

Semester III

MJC50ANT201(T)25 : Basics of Social-Cultural Anthropology (Major)

Nature of Course	Major				
Course Code	MJC50ANT201(T)25				
Course Title	Basics of Social-Cultural Anthropology				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3	1		4
Course Audience	Semester III students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester II major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to introduce students to the basics of social anthropology, social characteristic features of humans, focusing on social groups, social institutions over space and time. It examines the interconnections between language, culture, and social life, thereby fostering a holistic understanding of human social organisation.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the development, scope, and relevance of Social Anthropology.
2.	Differentiate between key concepts such as society, culture, status, and role.
3.	Identify and describe major social-cultural institutions and their functions.
4.	Analyze the relationship between language, culture, and society.
5.	Apply anthropological perspectives to understand social structures and cultural diversity.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Concepts of Social Anthropology	Development of Social Anthropology, scope and relevance of Social Anthropology, relationship of Social Anthropology with other disciplines.	1
II	Society and culture	Concepts of Social Group, Society, culture, status and role, and civil society	1
III	Social institution	Definitions, characteristics, function Family, marriage, kinship, religion, Law	1
IV	Social Stratification	Definitions, Characteristics, Gender, Estate, Caste, Class,	1

Suggested Readings

1. Beattie, J. 1964. Other Cultures. London: Cohen & West Limited.
2. Bernard, H.R. 1940. Research Methods in Cultural Anthropology. Newbury Park: Sage.
3. Davis, K. 1981. Human Society. New Delhi: Surjeet Publications.
4. Delaney, C. 2004. Orientation and disorientation. In Investigating Culture: An Experiential
5. Introduction to Anthropology. Wiley-Blackwell.
6. Ember, C. R. et al. 2011. Anthropology. New Delhi: Dorling Kindersley.
7. Ferraro, G. and Andreatta S. 2008. In Cultural Anthropology: An Applied Perspective. Belmont:
8. Wadsworth.
9. Hickerson, NP. 1980. Linguistic Anthropology. New York: Holt, Rinehart and Winston.
10. Lang, G. 1956. Concept of Status and Role in Anthropology: Their Definitions and Use. The
11. American Catholic Sociological Review, 17(3): 206-218.
12. O'Reilly, K. 2012. Ethnographic Methods. Abingdon: Routledge.
13. Parsons, T. 1968. The Structure of Social Action. New York: Free Press.
14. Rapport, N. and Overing J. 2004. Key Concepts in Social and Cultural Anthropology. London: Routledge.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	2	1	2	2	2
CO2:	3	2	1	2	1	3	3	2
CO3:	3	3	1	2	2	3	3	2
CO4:	3	2	1	2	1	3	3	2
CO5:	3	3	2	3	2	3	3	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC50ANT202(T)25 : Basics of Prehistoric Anthropology (Major)

Nature of Course	Major				
Course Code	MJC50ANT202(T)25				
Course Title	Basics of Prehistoric Anthropology				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3	1		4
Course Audience	Semester III students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				

Pre Requisites (if any)	Students should have appeared Semester II major examinations.
Skill Training Required (if any)	Not Applicable
Pre-Requisite Course Required (if any)	Not Applicable
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.

Course Objective (Summary): This course introduces students to the fundamental concepts, methods, and scope of archaeological anthropology, emphasizing its relationship with other anthropological and allied disciplines. It aims to provide an understanding of dating techniques, geochronology, and climatic reconstruction, along with theoretical knowledge of prehistoric tool technology, classification, and cultural interpretation.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the scope and interdisciplinary nature of archaeological anthropology.
2.	Apply relative and absolute dating methods for archaeological interpretation.
3.	Interpret Pleistocene geochronology and associated climatic events.
4.	Identify, classify, and analyze prehistoric tools and manufacturing techniques.
5.	Integrate dating, climatic, and cultural evidence to reconstruct past human lifeways.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Introduction	Definition and scope of archaeological anthropology, relationship with other branches of anthropology and allied disciplines: Social-Cultural Anthropology, Physical Anthropology; Geology, Methods of studying archaeological anthropology: Surface exploration and Excavation.	1
II	Dating Method	Relative Dating: Tool typology, associated plant and animal remains, stratigraphy, varve analysis, river terraces, Absolute dating: Radiocarbon dating (C-14), Potassium–Argon dating (K–Ar), Dendrochronology, Thermoluminescence Methods of climatic reconstruction: palynology, palaeontology, soil pH estimation.	1
III	Geochronology	Geochronology of Pleistocene Epoch: Glacial and Interglacial Pluviation and Inter-Pluviation, Different types of geoclimatic events.	1
IV	Understanding Past Culture	Technique of tool manufacturing and estimation of their relative efficiency, classification of tools, primary and combination fabrication techniques, typology and cultural nomenclature	1

Suggested Readings

1. Allchin and Allchin. 1993. The Rise of Civilization of India and Pakistan. Cambridge University Press.
2. Bhattacharya, D.K. 1978. Emergence of Culture in Europe, Delhi: B.R. Publication.

3. Bhattacharya, D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
4. Bhattacharya, D.K. 1996. Palaeolithic Europe. Humanities Press.
5. Fagan, B.M. 1983. People of Earth: An Introduction. Boston: Little, Brown & Company.
6. Phillipson, D. W. 2005. African Archaeology. Cambridge: Cambridge University Press.
7. Sankalia, H.D. 1964. Stone Age Tools. Poona: Deccan College.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Presentations through Posters and power

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	1	1	1	2	1
CO2:	3	2	3	2	1	1	1	2
CO3:	3	2	2	1	1	1	1	1
CO4:	3	2	3	2	1	1	1	2
CO5:	3	3	3	2	1	2	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MNC50ANT211 (T+P)25 : Human Society (Minor)

Nature of Course	Minor				
Course Code	MNC50ANT211 (T+P)25				
Course Title	Human Society				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3+1	3		2	5
Course Audience	Semester III students opted Anthropology as Minor				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester II major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to introduce students to the basics of social anthropology, including the study of society, culture, and key socio-cultural institutions over space and time. It also focuses on developing practical skills through fieldwork, enabling students to observe, document, and analyze social life within its cultural context.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Describe the scope and significance of social anthropology.
2.	Explain the concepts of society, culture, social stratification and formation of groups.
3.	Identify important institutions like family, marriage, religion and kinship.
4.	Grasp the ideas of techniques to do fieldwork, meeting and interacting with new people
5.	Conduct basic ethnographic fieldwork and prepare a structured field report.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
Course Code: MNC50ANT211(T)25			
I	Concepts of Social Anthropology	Scope of Social Anthropology, and relevance of Social Anthropology in human society.	1
II	Society and culture	Concepts of Society, culture, status and role, social stratification, and civil society	1
III	Social institution	Definitions, characteristics, function Family, marriage, kinship, religion, Law	1
Course Code: MNC50ANT211(P)25			
IV	Field practice	Observation on a given situation, Census, Interview of informants on a problem, Map analysis. Two days' field visit to a village identified by the Department, collect the data and preparation of an ethnographic report.	1

Suggested Readings

1. Bernard, H.R. 1940. Research Methods in Cultural Anthropology. Newbury Park: Sage.
2. Davis, K. 1981. Human Society. New Delhi: Surjeet Publications.
3. Delaney, C. 2004. Orientation and disorientation. In Investigating Culture: An Experiential
4. Introduction to Anthropology. Wiley-Blackwell.
5. Ember, C. R. et al. 2011. Anthropology. New Delhi: Dorling Kindersley.
6. Ferraro, G. and Andreatta S. 2008. In Cultural Anthropology: An Applied Perspective. Belmont:
7. Wadsworth.
8. Hickerson, NP. 1980. Linguistic Anthropology. New York: Holt, Rinehart and Winston.
9. Lang, G. 1956. Concept of Status and Role in Anthropology: Their Definitions and Use. The
10. American Catholic Sociological Review, 17(3): 206-218.
11. O'Reilly, K. 2012. Ethnographic Methods. Abingdon: Routledge.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Presentations through Posters and power
- Practical component and experiments

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	1	1	2	2	1
CO2:	3	2	1	2	1	3	3	1
CO3:	3	2	1	1	1	3	3	1
CO4:	2	3	2	2	2	3	2	2
CO5:	2	3	3	3	2	3	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MDC50ANT221(T)25 : Museum and Cultural Resource Management
(Multidisciplinary)**

Nature of Course	MDC				
Course Code	MDC50ANT221(T)25				
Course Title	Museum and Cultural Resource Management				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	2	1		3
Course Audience	Semester III students from other departments				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester II major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course introduces students to the fundamentals of museum studies with a focus on anthropology, including the history and development of museums in India, methods of collection, documentation, and display, as well as conservation and management of cultural resources.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the concept and history of museums in India.
2.	Describe the method of specimen collection and management
3.	Describe the idea of heritage and documentation and relevant methods
4.	Explain the handling techniques and conservation of cultural resources
5.	Assess the role of museums in safeguarding tangible and intangible heritage.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Museum	History and Development: definitions and objectives, history of museums in India, relationship between anthropology and museum. Role of museum in contemporary society.	1

II	Collection and documentation	Collection of Cultural Material: purchase, gift, fieldwork, treasure trove, bequest, exchange, loan; Documentation: need, methods of documentation; Display: permanent exhibition, temporary exhibition.	1
III	Conservation and management of cultural resources	Conservation: Causes of decay and deterioration of museum objects, Care, Handling, Packing, Cleaning and Repairing, Security against theft, Fire and other disasters, Museum as Cultural heritage (Tangible and Intangible).	1

Suggested Readings

1. Ambrose, Timothy and Crispin Paine. 2012. Museum Basics. Third Edition. New York: Routledge.
2. Basa, Kishor K. (ed). 2010. Multiple Heritage: Role of Specialised Museums in India. Bhopal & Delhi: IGRMS & Serials Publications.
3. Basu, Paul and Wayne Modest (ed). 2015. Museum, Heritage and International Development. New York: Routledge.
4. Behera, B. K. and S.K. Mohanty. 2007. Museology and Museum Management in India. Bhubaneswar: Mayur Publications.
5. Dudley, Sandra H. (ed). 2010. Museum Materialities: Objects, Engagements, Interpretations. London: Routledge.
6. Dudley, Sandra H. (ed.). 2012. Museum Objects: Experiencing the Properties of Things. New York: Routledge.
7. Dutta, Sangeeta. 2010. Ecomuseum: Perspectives in India. Delhi: Agam Kala Prakashan.
8. French, Ylva and Sue Runyard. 2011. Marketing and Public Relations for Museums, Galleries, Cultural and Heritage Attractions. London: Routledge.
9. Gupta, S.P. and Mohit Srivastava. 2010. Modern Museum Management. New Delhi: Indraprastha Museum of Art and Archaeology & D.K. Printworld (P) Ltd.
10. Sandell, Richard and Eithne Nightingale (eds). 2012. Museums, Equality and Social Justice. London: Routledge.
11. Well, Stephen E. 2002. Making Museums Matter. Washington: Smithsonian Institution Press.

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	1	1	2	2	1
CO2:	3	2	1	1	1	3	3	1
CO3:	3	2	1	1	1	3	3	1
CO4:	2	3	3	2	2	3	2	2
CO5:	2	3	3	3	2	3	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**SEC45ANT241(P)25 : Ethnographic Fieldwork
(Skill Enhancement Course)**

Nature of Course	Skill Enhancement Course				
Course Code	SEC45ANT241(P)25				
Course Title	Ethnographic Fieldwork				
Course Level	100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	1		4	5
Course Audience	Semester II students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester I major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	Not Applicable				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to equip students with practical skills in planning, conducting, and reporting ethnographic research. It trains them in preparatory fieldwork activities, systematic data collection, and scholarly report writing, fostering the ability to produce scientifically grounded ethnographic accounts. It enhances skills in research design, use of data collection tools, community engagement, analytical thinking, and academic writing, preparing students for independent anthropological research.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Identify and prepare suitable field sites and research tools.
2.	Establish rapport and ethically collect qualitative and quantitative ethnographic data.
3.	Organize, analyze, and present findings in a well-structured ethnographic report.
4.	Demonstrate professional communication and presentation skills.
5.	Conduct ethnographical fieldwork confidently.

Detailed Syllabus Content

(Ethnographic Fieldwork for atleast 10 days in a village)

Unit	Unit Name	Detailed Syllabus	Credit
I	Preparatory Work	Fieldwork preparation: Identification of field site, Topic assignment, preparation of schedule or other data collection tools, Rapport establishment.	1
II	Data Collection and analysis	Collection of data on the assigned topic and analysis.	1
III	Report Writing	Writing the final report and presentation of the report.	1

Suggested Readings

1. Bernard, H. Russell. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press.
2. Fetterman, David M. Ethnography: Step-by-Step. SAGE Publications.
3. Spradley, James P. Participant Observation. Holt, Rinehart and Winston.
4. Hammersley, Martyn & Atkinson, Paul. Ethnography: Principles in Practice. Routledge.
5. Majumdar, D. N. & Madan, T. N. An Introduction to Social Anthropology. National Publishing House.
6. Vidyarthi, L. P. & Rai, B. K. The Tribal Culture of India. Concept Publishing.
7. Kumar, N. Doing Ethnography in India: Fieldwork Situations and Experiences. Routledge India.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Practical component and experiments
- Project-based learning
- Field-based learning

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	2	2	3	2	2	1	1	2
CO2:	2	3	3	2	2	3	2	3
CO3:	2	2	3	3	2	1	1	3
CO4:	1	2	2	3	3	2	2	2
CO5:	2	3	3	2	3	2	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

Syllabus for VAC (2)

Students need to opt any of Value Addition Courses offered by the college to obtain 2 credits.

End of Semester III

Semester IV

MJC50ANT203(T)25 : Human Origin & Evolution (Major)

Nature of Course	Major				
Course Code	MJC50ANT203(T)25				
Course Title	Human Origin & Evolution				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester IV students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester III Examination				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Certificate in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to introduce students to the evolutionary journey of humans, focusing on major hominin discoveries and fossil evidence that illuminate our biological origins. Emphasis is placed on understanding primate evolution, and the three main stages of human evolution, Australopithecines, *Homo habilis*, *Homo erectus*, and *Homo neanderthalensis*, and their geographical distribution, anatomical features, and evolutionary significance.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain key concepts of human evolution and the role of fossil evidence.
2.	Discuss the evolutionary role of Miocene hominoids like Ramapithecus.
3.	Describe features and significance of Australopithecines in human evolution.
4.	Identify regional types of Homo erectus and their characteristics.
5.	Analyze traits and evolutionary fate of Homo neanderthalensis.
6.	Trace the emergence of modern Homo sapiens from archaic forms.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Introductory to Human Evolution	Basic concepts: Evolution, Fossil Evidence of Evolution, Primate origins and radiation with special reference to Miocene hominoids: <i>Ramapithecus</i>	1
II	Australopithecines	Discovery, distribution and features, Classification (Gracile and Robust), appearance of genus Homo (<i>Homo habilis</i>) and related finds	1

III	Homo erectus	Discovery, distribution and Features, Asian varieties – Pithecanthropus, Sinanthropus, African varieties – <i>Homo ergaster</i> .	1
IV	Homo neanderthalensis	Discovery, distribution and Features, Evolutionary Fate of Neanderthals, Emergence of Archaic Homo sapiens	1

Suggested Readings

1. Buettner-Janusch, J. 1966. Origins of Man: Physical Anthropology. New York: John Wiley & Sons.
2. Conroy, G.C. 1997. Reconstructing Human Origins: A Modern Synthesis. New York: W. W. Norton & Company.
3. Howell, F.C. 1977. Horizons of Anthropology. Eds. S. Tax and L.G. Freeman. Chicago: Aldine Publishing House.
4. Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.
5. Nystrom, P. and Ashmore, P. 2011. The Life of Primates. New Delhi: PHI Learning Private Limited.
6. Seth, P. K. and Seth, S. 1986. The Primates. New Delhi: Northern Book Centre.
7. Singh, I. P. and Bhasin, M.K. 1989. Anthropometry: A Laboratory Manual on Biological Anthropology. Delhi: Kamla-Raj Enterprises.
8. Stanford, C., Allen, J.S. and Anton, S.C. 2012. Biological Anthropology: The Natural History of Mankind. New Delhi: PHI Learning Private Limited.
10. Swindler, D. R. 2009. Introduction to the Primates. New Delhi: Overseas Press India Pvt. Ltd.

Additional Readings:

1. Jurmain, R., Kilgore, L., Trevathan, W., & Ciochon, R. (2017). Introduction to Physical Anthropology.
2. Stanford, C., Allen, J. S., & Anton, S. C. (2020). Exploring Biological Anthropology.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	2	2	1	1	1	2
CO2:	3	2	2	2	1	1	1	2
CO3:	3	2	2	2	1	1	1	2
CO4:	3	2	2	2	1	1	1	2
CO5:	3	2	3	3	1	2	1	2
CO6	3	2	3	3	1	2	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MJC50ANT204(T)25: Tribes and Peasants in India
(Major)**

Nature of Course	Major				
Course Code	MJC50ANT204(T)25				
Course Title	Tribes and Peasants in India				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester IV students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester III Examination				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Certificate in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to provide students with a comprehensive understanding of the anthropological concepts of tribe and peasantry, focusing on their defining characteristics, classifications, and interactions with broader socio-political systems. The course also examines the dynamics of tribal and peasant movements in the context of resistance, identity, and change.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Define and analyse the concept of tribe and indigenous people, classification, and features in India.
2.	Explain the interaction of tribes with the state, including administration, safeguards, and development issues.
3.	Describe the concept of peasantry and key anthropological approaches to its study.
4.	Assess major tribal and peasant movements in 20th-century India.
5.	Understand the impact of state policies and modernization on tribal and peasant communities.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Anthropological concepts of tribe	Concept of Tribes and Indigenous population/people(s), Problems of nomenclature, definition and classification, features of tribes in India and distribution.	1
II	Tribes and Nation	History of tribal administration, Constitutional safeguards, issues of acculturation, assimilation and integration; impact of development schemes and programmes on tribal life.	1

III	Anthropological concept of peasantry	Concept of Peasantry, Definition of Peasants and Peasantry, Characteristics of Peasants and Peasantry, Significance of Peasant studies.	1
IV	Tribal and Peasant Movements	Tribal and peasant movement in 20 th century India: a) Tribal Movement Forest Conservation & Ecological Movements (Chipko Movement, Kashipur Anti-Mining Movement) Socio-Religious Movements (Tana Bhagat Movement, Chenchu Tribal Movement, Heraka movement, Donyi-Polo movement) b) Peasant Movement (Champaran Satyagraha, Tebhaga Movement, Hijam Irabot and Peasant Movement in Manipur)	1

Suggested Readings

1. Béteille, A. 1974. The Tribes and the Castes. Delhi: Oxford University Press.
2. Béteille, A. 1974. Six Essays in Comparative Sociology. Delhi: Oxford University Press.
3. Dube, S.C. 1958. India's Changing Villages: Human Factors in Community Development. London: Routledge.
4. Guha, R. 1983. Elementary Aspects of Peasant Insurgency in Colonial India. Delhi: Oxford University Press.
5. Gupta, D. 1991. Social Stratification. Delhi: Oxford University Press.
6. Rao, M.S.A. 1979. Social Movements in India. New Delhi: Manohar.
7. Sharma, K.L. 2007. Indian Social Structure and Change. Jaipur: Rawat Publications.
8. Singh, K.S. 1994. The Scheduled Tribes. Delhi: Oxford University Press.
9. Thakur, M. (Ed.). 2020. Tribes and Tribals in India: A Critical Appraisal. Jaipur: Rawat Publications.
10. Vidyarthi, L.P. & Rai, B.K. 1976. The Tribal Culture of India. New Delhi: Concept Publishing Company.
11. Xaxa, V. 1999. The Politics of Tribal Exploitation and Resistance. New Delhi: Sage Publications.
12. Madan, V. 2002. The Village in India. Delhi: Oxford University Press.
13. Nathan, D. 1998. Tribe-Caste Question. Simla: IAS.
14. National Tribal Policy (draft). 2006. Ministry of Tribal Affairs. Delhi: Government of India.
15. Karam Manimohan Singh (1989). Hijam Irabot Singh and Political Movements in Manipur (Relevant Chapters). BR Publishing Corporation.

Additional Readings:

1. Patnaik, S.M. 1996. Displacement, Rehabilitation and Social Change. Delhi: Inter India Publications.
2. Shanin, T. 1987. Peasants and Peasantry. New York: Blackwell.
3. Wolf, E. 1966. Peasants. NJ: Prentice Hall.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes

- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	2	1	3	3	2
CO2:	3	3	1	2	2	3	3	2
CO3:	3	2	1	2	1	2	2	1
CO4:	3	3	2	2	2	3	3	2
CO5:	3	3	2	2	2	3	3	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC50ANT205(T)25: Human Ecology (Major)

Nature of Course	Major				
Course Code	MJC50ANT205(T)25				
Course Title	Human Ecology				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester IV students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester III Examination				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Certificate in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to provide students with a foundational understanding of the dynamic interactions between humans and their environments, both biological and cultural. It examines the concepts, approaches, and theoretical frameworks of human ecology, emphasizing the role of adaptation in shaping human survival and development biologically and culturally.

Course Learning Outcomes: Upon completion of the course, the learners will be able to

1.	Define basic concepts in human ecology and explain human-environment interactions.
2.	Describe biological adaptations to different ecological conditions.
3.	Explain cultural adaptations like hunting, gathering, and pastoralism.
4.	Summarize key theories of cultural ecology and their contributors.
5.	Apply ecological perspectives to understand human variation and social organization.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Fundamentals of Human Ecology	Definition and Concept, Terms and concepts: Environment, Niche and Habitat, Nature of Ecosystem, Approaches in Human ecology	1
II	Biological Dimension	Concept of adaptation and acclimatization, Adaptation to various ecological stresses, ecological rules and their applicability to human populations: Allen's and Bergman's rule, Gloger's Rule, and Thompson and Boxton rule.	1
III	Cultural Dimensions	Culture as a tool of adaptation: various modes of human adaptation in hunting and food gathering, pastoralist, and shifting cultivation societies. Ecology and state formation	1
IV	Theories of cultural ecology	Cultural ecology and environment: Julian Steward, Roy Rappaport, Andrew P. Vadya, Marvin Harris.	1

Suggested Readings

1. Berry, J.B. 1976. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. New York: John Wiley.
2. Cohen, Yehudi A. 1968. Man in adaptation: the cultural present. Chicago: Aldine Pub. Co.
3. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress. 1973. Human ecology: Problems and Solutions. San Fransisco: W.H. Freeman & Company.
4. Redfield, Robert. 1965. Peasant society and culture an anthropological approach to civilization. Chicago: Univ. of Chicago Press.
5. Schutkowski, H. 2006. Human Ecology: Biocultural adaptation in human communities. Berlin: Springer Verlag.
6. Stapledon. 1964. Human ecology. London. Faber & Faber.
7. Theodorson, G.A. 1961. Studies in Human Ecology. New York: Row, Peterson & Company.
8. Odum, E.P., Ecology, Oxford & IBH Publishing Co. Pvt., Calcutta, 1975.
9. Koromondy, E.J., MC Kenzie Malik, Concepts of Ecology, Prentice Hall of india Pvt. Ltd., New Delhi, 1986.
10. Bhattacharya, Aspects of Human Ecology, Northern Book Centre, New Delhi, 1986.
11. Baker, P. & J.S. Weiner (ed.), The Biology of Human Adaptability, Oxford: Clerandon Press, Barnict, 1956.
12. Harrison, Weiner, tanner & Barnicot, Human Biology, Oxford Univ. Press, Oxford, 1990.

Additional Readings:

1. Bhowmik, P.K., (ed.), Current Anthropological and Archaeological Perspective (vol. IV High Altitude Anthropology) Kamala Raj Pvt. Ltd. New Delhi.
2. Kumar, H.D., Modern Concepts of Ecology, Vikas Publishing House PVT Ltd., 1977.
3. Hooton, Up from the Age, Motilal Banarasidas Banglow Rd. Jawahar Nagar, Delhi 7.
4. Hicks, C.S., Man and Natural Resources, London, 1975.
5. Baker, P.T. (ed.) The Biology of High Altitude People, Cambridge Univ. Press, Cambridge, 1977.
6. Moran, E.F., Human Adaptability: An Introduction to Ecological Anthropology, Belmont, California, 1979.
7. Hardesty, D. L., Ecological Anthropology, Wiley, New York, 1977

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing

- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	2	2	1	2	1	2
CO2:	3	2	2	2	1	2	1	2
CO3:	3	2	1	2	1	3	2	1
CO4:	3	2	2	3	1	2	2	2
CO5:	3	3	2	3	2	3	3	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC50ANT206(T)25: Prehistoric Cultures (Major)

Nature of Course	Major				
Course Code	MJC50ANT206(T)25				
Course Title	Prehistoric Cultures				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester IV students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester III Examination				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Certificate in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to provide students the prehistoric cultural development of humankind through an archaeological lens. It offers an understanding of early human life, technological advancements, and adaptive strategies from the Lower Palaeolithic to the Neolithic period, with a focus on the Three Age System and cultural transitions.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Define the concept of culture in prehistory and explain the significance of the Three Age System.
2.	Describe the characteristics and tool technologies of Lower Palaeolithic cultures.

3.	Differentiate between Middle and Upper Palaeolithic cultures in terms of tools, behaviour, and cultural expressions.
4.	Identify key features of Mesolithic and Neolithic lifeways, including domestication and early agriculture.
5.	Interpret archaeological evidence to trace cultural evolution in prehistoric societies.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Basic Concepts	Concepts of culture; significance of the Three Age System – Stone, Bronze, and Iron Ages; major chronological and typological divisions in prehistory.	1
II	Lower Palaeolithic Cultures	Major characteristics of Lower Palaeolithic culture; Oldowan and Acheulean industries; tool types and functions; early subsistence and mobility patterns; key sites: Olduvai Gorge	1
III	Middle and Upper Palaeolithic Cultures	Middle Palaeolithic: Mousterian culture, flake tools, Neanderthal behaviour; Upper Palaeolithic: blade and bone tools, Concept of Palaeolithic Arts.	1
IV	Mesolithic and Neolithic Cultures	Mesolithic: microliths, hunting-gathering adaptations, semi-sedentism; Neolithic: domestication, agriculture, pottery, settlements	1

Suggested Readings

1. Allchin, B., & Allchin, R. (1982). The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press.
2. Sankalia, H.D. (1974). Prehistory and Protohistory of India and Pakistan. Pune: Deccan College.
3. Paddayya, K. (2007). The Palaeolithic Cultures of India. In A Companion to Archaeology. Oxford: Wiley-Blackwell.
4. Misra, V.N. (2001). Mesolithic Cultures in India. In Indian Prehistory. Pune: Deccan College.
5. Neumayer, E. (2010). Prehistoric Rock Art of India. New Delhi: Oxford University Press.
6. Renfrew, C., & Bahn, P. (2016). Archaeology: Theories, Methods and Practice. London: Thames & Hudson.
7. Childe, V.G. (1951). Man Makes Himself. London: Watts & Co.
8. Dikshit, K.N. (Ed)- Archaeological Perspective of India since Independence, Bulletin of the Archaeological Society, (Special Issues) Nos.13-14, 1984.
9. Jain, K.C. Prehistory and Protohistory of India. Delhi. 1972.
10. Rami Reddy, V. Palaeolithic and Mesolithic Cultures. New Delhi: Mittal Publications. 1987.
11. Rami Reddy, V. Neolithic and Post-Neolithic Cultures. New Delhi: Mittal Pub. 1991.
12. Sankalia, H.D. Stone Age Tools: Their Techniques, Names and Probable Functions, Deccan College, Pune, 1982
13. Semenov, S.A. Prehistoric Technology - an experimental study of the oldest tools and artifacts from traces of manufacture and wear. London: Moonraker Press. 1974.

Additional Readings:

1. Bhattacharya, D. K. (1996). An Outline of Indian Prehistory. New Delhi: Palaka Prakashan.
2. Sankalia, H. D. (1974). Prehistory and Protohistory of India and Pakistan (2nd ed.). Pune: Deccan College.
3. Agrawal, D. P. (1982). The Archaeology of India. London: Curzon Press.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	2	1	1	1	2
CO2:	3	2	2	2	1	1	1	2
CO3:	3	2	2	3	1	2	2	2
CO4:	3	3	2	3	1	2	2	2
CO5:	3	3	3	3	2	2	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MNC50ANT212 (T+P)25: Introductory Prehistoric Cultures (Minor)

Nature of Course	Minor				
Course Code	MNC50ANT212 (T+P)25				
Course Title	Introductory Prehistoric Culture				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3+1	2 hrs	1 hr	2 hrs	5 hrs
Course Audience	Semester IV students opted Anthropology as Minor				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester III major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Certificate in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course introduces students to the foundational concepts, scope, and interdisciplinary connections of Prehistoric Archaeology as a minor discipline. It provides a scientific understanding of early human evolution, geological contexts, tool technologies, and cultural transformations in prehistory. It also introduces students to basic practical skills in identifying and analyzing prehistoric tools.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand the scope and key concepts of prehistoric archaeology.
2.	Explain dating methods and prehistoric cultural chronology.
3.	Identify and classify stone tools and techniques.
4.	Summarize major prehistoric cultures and the Three Age System.
5.	Apply basic skills in tool drawing, description, and identification in applied fields.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
Course Code: MNC50ANT212 (T)25			
I	Basic Concepts	Prehistoric Archaeology: Nature and scope, basic concepts: Artifact, Industry, Culture, Civilization, Geological Time Scale and cultural chronology, Dating methods: Absolute (C-14, Potassium-Argon (K-Ar) Dating), relative (Stratigraphy, Fluorine Test)	1
II	Tool Typology and Technology	Distinguishing features between man-made tool and naturally-fragmented alleged tool. Stone Tool typology - Concept and classification, Stone tool types and their Functions. Stone tool techniques (direct, indirect, pressure, grinding & polishing) and their identifying characteristics. Primary and Secondary flaking.	1
III	Prehistoric Cultures	Three Age System, Characteristics of Palaeolithic (Lower, Middle and Upper), Palaeolithic Arts, Mesolithic and Neolithic culture, Neolithic Revolution	1
Course Code: MNC50ANT212 (P)25			
IV	Practical Archaeology	a) Drawing and Description of Tools (Palaeolithic tools) b) Typo technological identification of tools	1

Suggested Readings

1. Allchin, B., & Allchin, R. (1982). The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press.
2. Sankalia, H.D. (1974). Prehistory and Protohistory of India and Pakistan. Pune: Deccan College.
3. Paddayya, K. (2007). The Palaeolithic Cultures of India. In A Companion to Archaeology. Oxford: Wiley-Blackwell.
4. Misra, V.N. (2001). Mesolithic Cultures in India. In Indian Prehistory. Pune: Deccan College.
5. Neumayer, E. (2010). Prehistoric Rock Art of India. New Delhi: Oxford University Press.
6. Renfrew, C., & Bahn, P. (2016). Archaeology: Theories, Methods and Practice. London: Thames & Hudson.
7. Childe, V.G. (1951). Man Makes Himself. London: Watts & Co.
8. Dikshit, K.N. (Ed)- Archaeological Perspective of India since Independence, Bulletin of the Archaeological Society, (Special Issues) Nos.13-14, 1984.
9. Jain, K.C. Prehistory and Protohistory of India. Delhi. 1972.
10. Rami Reddy, V. Palaeolithic and Mesolithic Cultures. New Delhi: Mittal Publications. 1987.
11. Rami Reddy, V. Neolithic and Post-Neolithic Cultures. New Delhi: Mittal Pub. 1991.
12. Sankalia, H.D. Stone Age Tools: Their Techniques, Names and Probable Functions, Deccan College, Pune, 1982
13. Semenov, S.A. Prehistoric Technology - an experimental study of the oldest tools and artifacts from traces of manufacture and wear. London: Moonraker Press. 1974.
14. Bhattacharya, D. K. (1996). An Outline of Indian Prehistory. New Delhi: Palaka Prakashan.

Additional Readings:

1. Bhattacharya, D. K. (1996). An Outline of Indian Prehistory. New Delhi: Palaka Prakashan.
2. Sankalia, H. D. (1974). Prehistory and Protohistory of India and Pakistan (2nd ed.). Pune: Deccan College.
3. Agrawal, D. P. (1982). The Archaeology of India. London: Curzon Press.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are:

- Class lectures
- Tutorials
- Short answer type questions
- Objective type questions
- Statement, reasoning and explanation
- Presentations through Posters and PowerPoint
- Seminars
- Question framing
- Long answer type questions
- Multiple choice questions
- Quizzes
- Practical component and experiments

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	2	1	2	2	2
CO2:	3	2	3	2	1	2	2	3
CO3:	3	2	3	2	1	2	2	3
CO4:	3	3	2	2	1	3	3	2
CO5:	2	3	3	3	2	2	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

Additional Summer Internship

This course will not be academically credited and will be treated as audit course as a part of Experiential Learning Components. During the summer term, students may undertake work-based learning in research institutions, museums, healthcare institutes or centres, village development organisation etc., This 4-credit internship is mandatory for students exiting after the 2nd year (Bachelor's Diploma), if not taken in the 1st year. The course shall be completed within one month after the end of the Semester IV Examination, under the supervision of one regular teacher of the department. The students will be evaluated as per the guidelines in Annexure III of the Manipur University Ordinance for Four Year Undergraduate Programme (FYUP) 2025 Based on NEP-2020.

End of Semester IV

Semester V

MJC55ANT301(T+P)25: Human Biological Diversity (Major)

Nature of Course	Major				
Course Code	MJC50ANT301(T+P)25				
Course Title	Human Biological Diversity				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3+1	2 hrs	1 hr	2 hrs	5 hrs
Course Audience	Semester V students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester IV major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to provide students with a comprehensive understanding of biological diversity in human populations, with a focus on racial classification, factors influencing race formation, and the biological variation of Indian populations. It also introduces practical training in dermatoglyphics for analyzing genetic variation.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Define race and ethnicity and explain principles of human biological variation.
2.	Summarize key racial classification systems globally and in India.
3.	Identify factors influencing race formation and population variation.
4.	Describe the biological diversity of Indian and Northeast Indian populations.
5.	Perform basic dermatoglyphic analysis and interpret findings.
6.	Recognize ethical issues in racial classification.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
Course Code: MJC50ANT301(T)25			
I	Concept of Biological Diversity	Concept of biological variability: Race and Ethnicity, Basis of racial classification, Racial Classification of World population and (Hooton's, Montagu's), UNESCO Statement on Race	1
II	Formation of Races	Factors behind race formation, Sources of variation (Mutation, Genetic Drift, Gene flow, Natural selection), structuring genetic variation, interpretation of human variation, Dermatoglyphics	1

III	Diversity of Indian Population	Racial Classification of Indian population and Criticism (Risley's, Guha's, Sarkar's, Haddon's); Diversity of Indian populations (Religious, Linguistic, Geographical) and Northeast Indian populations (Religious, Linguistic, Racial).	1
Course Code: MJC50ANT301(P)25			
IV	Dermatoglyphics Practical	Analysis of the following traits on 5 individuals a) Finger Pattern types (Henry Classification), b) Total ridge count & Absolute ridge count, c) Index: Pattern Intensity index, Dankmeijer's index and Furuhashi's index. d) Mainline formula & Mainline index	1

Suggested Readings

1. Baker, P.T. and J.S. Weiner (ed.). 1996. The Biology of Human Adaptability. Oxford & New York: Oxford University Press.
2. Cummins, H., & Midlo, C. (1961). Finger Prints, Palms and Soles: An Introduction to Dermatoglyphics. New York: Dover Publications.
3. Dikshit K.R. & Dikshit J.K. 2014. North-East India: Land, People and Economy. Springer
4. Durham, N.M. & Plato, C.C. 1990. Trends in Dermatoglyphic Research. Springer.
5. Frisancho, R. 1993. Human Adaptation and Accommodation. University of Michigan Press.
6. Harrison, G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. 1988. Human Biology. Oxford University Press.
7. Jurmain, Robert Lynn kilgore Wenda Trevathan and Ciochon. 2010. Introduction to Physical Anthropology. Wadsworth Publishing.
8. Kalla, A.K. 1994. The Ethnology of India: Antecedents and Ethnic Affinities of Peoples of India. New Delhi: Munshiram Manoharlal Publishers.
9. Mavalwala, J. 1978. Dermatoglyphics An International Perspective. Paris: Mouton Publishers
10. Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.
11. Shukla, B.R. and Sudha Rastogi. 2012. Physical Anthropology and Human Genetics. Palaka Prakashan.

Additional Readings:

1. Shukla, B.R. and Sudha Rastogi. 2012. Physical Anthropology and Human Genetics. Palaka Prakashan.
2. Stanford, C., Allen, S.J. and Anton, C.S. 2013. Biological Anthropology. 3rd Edition. Pearson.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point
- Practical component and experiments

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	2	2	1	3	3	2
CO2:	3	2	1	2	1	3	3	2
CO3:	3	3	2	2	1	3	3	2
CO4:	3	3	2	2	1	3	3	2
CO5:	2	2	3	3	1	2	2	3
CO6:	2	3	2	2	1	3	3	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MJC55ANT302(T+P)25: Human Genetics
(Major)**

Nature of Course	Major				
Course Code	MJC55ANT302(T+P)25				
Course Title	Human Genetics				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3+1	2 hrs	1 hr	2 hrs	5 hrs
Course Audience	Semester V students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester IV major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course introduces the core principles of human genetics, including gene structure, inheritance patterns, and chromosomal behavior. It covers molecular aspects such as DNA replication, gene expression, and sex determination. Students will study genetic disorders caused by chromosomal abnormalities. Practical sessions offer hands-on experience in techniques like blood grouping, karyotyping, and pedigree analysis, building essential skills for research and diagnostics in human genetics.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain key genetic concepts and inheritance mechanisms.
2.	Describe the structure and function of DNA, RNA, and chromosomes.
3.	Identify major chromosomal syndromes and interpret karyotypes.
4.	Perform basic genetic tests such as blood grouping, colour blindness test, and pedigree chart analysis.
5.	Apply hands-on skills in human karyotyping and interpretation of genetic traits.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
Course Code: MJC55ANT302(T)25			
I	Essentials of Genetics	Concepts: gene, allele, chromosome; Principles in human genetics: Mendelian Inheritance, Test cross & Back cross; Polygenic Inheritance, Multiple Allelism, Lethal and Sub-lethal genes, Penetrance and expressivity; Methods of studying human genetics, Probability in genetics.	1
II	Gene Function	Cell division; Structure and function of DNA and RNA; Replication of DNA; Mechanisms of Gene Expression: transcription, translation, synthesis of protein; Gametogenesis, Sex determination, Ambiguous sex, Barr Bodies and Lyon's Hypothesis.	1
III	Human Karyotype	Human Karyotype: Heterochromatin, Euchromatin, Dosage compensation; chromosome bands and banding techniques; Mutation and Chromosome Aberration – Types and Causes, Cri-du-crat Syndrome, Philadelphia chromosome, Down Syndrome, Patau Syndrome, Edwards Syndrome, Turner Syndrome, Klinefelter Syndrome.	1
Course Code: MJC55ANT302(P)25			
IV	Practical on Human Genetics	Analysis of the following traits on 5 individuals a) A ₁ A ₂ BO & Rh blood grouping by open slide method b) Colour Blindness by Ishihara test c) Karyotyping (One normal male, One normal female, two different disorders) <i>Provide the printout copy of the human karyotype and ask the students to cut each pieces and arrange the cut out chromosomes in a sheet as per chromosome sequence.</i> d) Pedigree Analysis (on two genetic traits) <i>Ask the students to draw pedigree on any traits, and for the analysis, students can be provided hypothetical pedigree and ask the students to identify the mode of inheritance.</i>	1

Suggested Readings

1. Blau, N., Duran, M. and Gibson, M.K. (Eds) Laboratory Guide to the Methods in Biochemical Genetics. 2008, Springer, Berlin.
2. Dobzhansky, T. 1951 Genetics and Origin of Species, Columbia Univ. Press, New York, 1951.
3. Dobzhansky, T. 1962. Mankind Evolving Concept, Yale University Press, New Haven, 1962.
4. Giblett, E.R. Genetic Markers in Human Blood. 1969, Blackwell Scientific, Oxford.
5. Harrison, G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. 1988. Human Biology. Oxford University Press.
6. Jurmain, Robert Lynn Kilgore Wenda Trevathan and Ciochon. 2010. Introduction to Physical Anthropology. Wadsworth Publishing.
7. L.L. Cavalli-sforza, P. Menozzi, A. Piazza (1994). History and Geography of Human Genes. Princeton University.
8. Lasker, G.W. 1976. Physical Anthropology, Holt, Rinehart & Wiston, New York,
9. Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.
10. Rothwell, N.V. 1978. Human Genetics, Prentice Hall of India, New Delhi,

11. Shukla, B.R. and Sudha Rastogi. 2012. Physical Anthropology and Human Genetics. Palaka Prakashan.
12. Speicher, M.R., Motulsky, A.G. & Antonarakis, S.E. 2010. Vogel and Motulsky's Human Genetics Problems and Approaches. Springer
13. Stern, Curt. 1968. Principles of Human Genetics, Eurasia publishing House Pvt. New Delhi, 1968.
14. Gardner, E. J., Simmons, M. J., & Snustad, D. P. (2008). Principles of genetics (8th ed.). Wiley India Pvt. Ltd.

Additional Readings:

1. Rooney, D E, and B H Czepulkowski (eds), 1992. Human Cytogenetics. Oxford
2. Shukla, B.R. and Sudha Rastogi. 2012. Physical Anthropology and Human Genetics. Palaka Prakashan.
3. Stanford, C., Allen, S.J. and Anton, C.S. 2013. Biological Anthropology. 3rd Edition. Pearson.
4. Strachan, T., & Read, A. P. (2018). Human molecular genetics (5th ed.). Garland Science.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point
- Practical component and experiments

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	2	2	1	1	1	2
CO2:	3	1	2	2	1	1	1	2
CO3:	3	2	3	2	1	2	1	3
CO4:	2	2	3	3	2	2	1	3
CO5:	2	2	3	3	2	2	1	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MJC55ANT303(T+P)25: Museology
(Major)**

Nature of Course	Major				
Course Code	MJC55ANT303(T+P)25				
Course Title	Museology				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3+1	2 hrs	1 hr	2 hrs	5 hrs
Course Audience	Semester V students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				

Pre Requisites (if any)	Students should have appeared Semester IV major examinations.
Skill Training Required (if any)	Not Applicable
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.

Course Objective (Summary): This course aims to introduce students to the fundamentals of museology and its relevance in the field of anthropology. It focuses on the history and development of museums in India, principles of collection, documentation, display, and conservation of cultural objects. It also explores the anthropological significance of material culture and its interpretation. Through practical engagement with cultural items, students will gain experience in collection methods, documentation techniques, and preservation practices.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand the historical evolution and purpose of museums, particularly in the Indian context.
2.	Apply basic methods of collection, documentation, and exhibition of cultural materials.
3.	Explain the principles of museum storage, security, conservation, and audience engagement.
4.	Analyse material culture in anthropological terms and understand its significance in studying societies.
5.	Demonstrate practical skills in collecting, indexing, and preserving cultural artefacts.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
Course Code: MJC55ANT303(T)25			
I	Introduction to Museology	History and Development: definitions and objectives, history of museums in India, relationship between anthropology and museums. Museum collection (types), documentation (methods) and display (permanent exhibition, temporary exhibition, travelling exhibition)	1
II	Museum Storage and Conservation	Museum storage (needs & facilities), security (against theft, fire and other disasters) and marketing. Conservation: causes of decay and deterioration of museum objects, care, handling, packing, cleaning and repairing of museum objects, examples of preventive and curative conservation: Organic Materials (Wood, bamboo, reed, cordage, Leather, Paper woods, Textiles, Bones, ivory, antlers, etc, Leaves) Silicious materials (Clay, Glass, Stone, Fossils) Metallic objects: (Copper and Bronze, Tin, Lead, Iron, Silver and Gold)	1
III	Material Culture	Nature, objective and growth of material culture study; Significance of studying material culture and technology in Anthropology; Theoretical dimensions of interpreting material culture.	1
Course Code: MJC55ANT303(P)25			

IV	Practical	a) Collection and documentation at least one cultural item from a selected community. b) Preparation of index card (Methods of classification), c) Preparation of Preservatives and treatment	1
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Suggested Readings

1. Agrawal, O.P. Care and Treatment of Cultural Materials. Delhi
2. Ambrose, Timothy and Crispin Paine. 2012. Museum Basics. Third Edition. New York: Routledge.
3. Basa, Kishor K. (ed). 2010. Multiple Heritage: Role of Specialised Museums in India. Bhopal & Delhi: IGRMS & Serials Publications.
4. Basu, Paul and Wayne Modest (ed). 2015. Museum, Heritage and International Development. New York: Routledge.
5. Bedekar, V.H. 1987. Basic Paper in Museology and museums. Ed by V.Sofka. ICOFOM Study Series 12, Stockholm, 51-54.
6. Behera, B. K. and S.K. Mohanty. 2007. Museology and Museum Management in India. Bhubaneswar: Mayur Publications.
7. Bhatia, S.K. A Guide on the Preventive Conservation of Museum Materials, Delhi
8. Dudley, Sandra H. (ed). 2010. Museum Materialities: Objects, Engagements, Interpretations. London: Routledge.
9. Dudley, Sandra H. (ed.). 2012. Museum Objects: Experiencing the Properties of Things. New York: Routledge.
10. Dutta, Sangeeta. 2010. Ecomuseum: Perspectives in India. Delhi: Agam Kala Prakashan. French,
11. Well, Stephen E. 2002. Making Museums Matter. Washington: Smithsonian Institution Press.
12. Wittlin, Alma S. The Museum: Its history and tasks in Education
13. Ylva and Sue Runyard. 2011. Marketing and Public Relations for Museums, Galleries, Cultural and Heritage Attractions. London: Routledge.

Additional Readings:

1. Gupta, S.P. and Mohit Srivastava. 2010. Modern Museum Management. New Delhi: Indraprastha Museum of Art and Archaeology & D.K. Printworld (P) Ltd.
2. Roy, Deepak Kumar. 2006. Museology: some cute points. New Delhi: Kalpaz Publications.
3. Sandell, Richard and Eithne Nightingale (eds). 2012. Museums, Equality and Social Justice. London: Routledge.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point
- Practical component and experiments

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	1	1	2	2	1
CO2:	2	3	2	2	1	2	2	2
CO3:	2	2	3	2	1	3	2	3
CO4:	3	3	2	2	1	3	3	2
CO5:	2	3	3	3	2	2	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MNC55ANT213 (T+P)25: Human Variation and Genetics
(Minor)**

Nature of Course	Minor				
Course Code	MNC55ANT213 (T+P)25				
Course Title	Human Variation and Genetics				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3+1	2 hrs	1 hr	2 hrs	5 hrs
Course Audience	Semester V students opted Anthropology as Minor				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester IV major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course introduces the concepts of human biological variation and genetic principles, including race classification, inheritance patterns, and gene expression. It emphasizes scientific and ethical understanding of variation through the study of evolutionary forces like mutation and genetic drift. Practical sessions equip students with basic skills in somatoscopic observation, blood grouping, and pedigree analysis.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the concept and sources of human biological variation and race classification.
2.	Understand basic principles of human genetics and mechanisms of inheritance.
3.	Describe molecular processes such as DNA replication, gene expression, and mutation.
4.	Identify somatoscopic traits and genetic markers through practical methods.
5.	Perform basic genetic analyses including blood grouping and pedigree charting.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
Course Code: MNC55ANT213 (T)25			
I	Concept of Variation	Concept of Variation, Race and Racial classification (Montagu's, Risley's, Guha's, Sarkar's); UNESCO Statement on Race.	1
II	Basics of Genetics	Concepts: gene, allele, chromosome; Principles in human genetics: Mendelian Inheritance, Polygenic Inheritance, Multiple Allelism, Lethal and Sub-lethal genes, Methods of studying human genetics; Cell division	1
III	Factors Behind the Variation	Structure and function of DNA and RNA; Replication of DNA; Mechanisms of Gene Expression: transcription, translation, synthesis of protein; Mutations, Gene flow, Recombination, Genetic Drift	1
Course Code: MNC55ANT213 (P)25			
IV	Practical	<p>Analysis of the following traits on 5 individuals</p> <p>a) Somatoscopic Observation:</p> <ol style="list-style-type: none"> 1. Skin colour (using Luschan's chart) 2. Hair: Form and Texture 3. Nose: Root, Bridge 4. Eye: Fold, Colour (using Martin-Schultz scale) and fissure. 5. Ear Lobe and Darwins tubercle <p>b) A₁A₂BO & Rh blood grouping by open slide test</p> <p>c) Pedigree Analysis (Two genetic traits)</p> <p><i>Ask the students to draw pedigree on any traits, and for the analysis, students can be provided hypothetical pedigree and ask the students to identify the mode of inheritance.</i></p>	1

Suggested Readings

1. Blau, N., Duran, M. and Gibson, M.K. (Eds) Laboratory Guide to the Methods in Biochemical Genetics. 2008, Springer, Berlin.
2. Dobzhansky, T. 1951 Genetics and Origin of Species, Columbia Univ. Press, New York, 1951.
3. Eckhardt, R.B. 1979. The Study of Human Evolution. McGraw Hill Book Company.
4. Frisncho, R. 1993. Human Adaptation and Accommodation. University of Michigan Press.
5. Gardner, E. J., Simmons, M. J., & Snustad, D. P. (2008). Principles of genetics (8th ed.). Wiley India Pvt. Ltd.
6. Giblett, E.R. Genetic Markers in Human Blood. 1969, Blackwell Scientific, Oxford.
7. Harrison, G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. 1988. Human Biology. Oxford University Press.
8. Jurmain, Robert Lynn kilgore Wenda Trevathan and Ciochon. 2010. Introduction to Physical Anthropology. Wadsworth Publishing.
9. Kalla, A.K. 1994. The Ethnology of India: Antecedents and Ethnic Affinities of Peoples of India. New Delhi: Munshiram Manoharlal Publishers.
10. L.L. Cavalli-sforza, P. Menozzi, A. Piazza (1994). History and Geography of Human Genes. Princeton University.
11. Lasker, G.W. 1976. Physical Anthropology, Holt, Rinehart & Wiston, New York,
12. Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.
13. Prokop, O. and Uhlenbruck, H.B. Human Blood and Serum Groups. 1969. Wiley Interscience, New York.

14. Rothwell, N.V. 1978. Human Genetics, Prentice Hall of India, New Delhi,
15. Shukla, B.R. and Sudha Rastogi. 2012. Physical Anthropology and Human Genetics. Palaka Prakashan.

Additional Readings:

1. Speicher, M.R., Motulsky, A.G. & Antonarakis, S.E. 2010. Vogel and Motulsky's Human Genetics Problems and Approaches. Springer
2. Stanford, C., Allen, S.J. and Anton, C.S. 2013. Biological Anthropology. 3rd Edition. Pearson.
3. Stern, Curt. 1968. Principles of Human Genetics, Eurasia publishing House Pvt. New Delhi, 1968.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point
- Practical component and experiments

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	2	2	1	3	3	2
CO2:	3	2	3	2	1	2	2	3
CO3:	3	2	3	3	1	2	2	3
CO4:	3	2	3	3	2	3	2	3
CO5:	3	2	3	3	2	2	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**INT55ANT351(J)25: Internship
(Experiential Learning)**

Nature of Course	Experiential Learning				
Course Code	INT55ANT351(J)25				
Course Title	Internship				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	12 hrs			12 hrs
Course Audience	Semester V students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester IV major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): The objective of this course is to provide students with hands-on experience in real-world settings through placement in government and non-governmental organizations (NGOs) working in public health, social, and community development sectors. The internship aims to bridge theoretical knowledge with practical application, fostering professional competencies, social responsibility, and field-based learning. It encourages students to engage with community issues, understand organizational functions, and contribute meaningfully to ongoing programs.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Demonstrate applied understanding of anthropological concepts in professional field settings.
2.	Analyze the structure, function, and impact of public health or community-based organizations.
3.	Apply ethical and professional standards while working in diverse social and community contexts.
4.	Communicate findings, experiences, and reflections effectively through a structured internship report.
5.	Develop skills in teamwork, problem-solving, and participatory observation in a real-world environment.

Detailed Syllabus Content

Unit	Detailed Syllabus	Credit
I	Every student shall undergo an internship for 4 credits (12 hrs in a week) at Government and Non-governmental organisations (NGOs) working in public health, social and community organisation. Students should submit five copies of the report, duly certified by two supervisors, one from the college and the other from the attached organisation in which he/she has undergone internship, and finally certified by the Head of the Department.	4

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Presentations through Posters and PowerPoint
- Internship in industry and research institutions - Field-based learning
- Statement, reasoning and explanation - Project-based learning

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	3	2	2	2	2	1	2
CO2:	2	3	2	2	2	3	2	2
CO3:	1	2	2	2	2	3	3	3
CO4:	2	2	3	3	2	2	1	2
CO5:	1	3	2	2	3	3	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

End of Semester V

Semester VI

MJC55ANT304(T)25: Human Growth and Development (Major)

Nature of Course	Major				
Course Code	MJC55ANT304(T)25				
Course Title	Human Growth and Development				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr		4 hrs
Course Audience	Semester VI students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester V major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to apprise students of the biological and cultural dimensions of human growth and development. It provides an understanding of growth patterns across life stages, the factors influencing growth, and the application of anthropological methods to study growth and nutritional status. The course also emphasizes the significance of assessing nutritional health and understanding its public health implications.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the fundamental concepts of human growth, development, and maturation.
2.	Describe prenatal and postnatal growth patterns and identify deviations from normal growth.
3.	Analyse bio-cultural factors influencing human growth and development.
4.	Apply anthropological methods to assess growth and nutritional status.
5.	Evaluate the impact of malnutrition using basic concepts of nutritional epidemiology.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Concept of Growth & Development	Concept of human growth and development, differentiation and maturation, significance of growth studies.	1
II	Patterns of Growth	Prenatal (conception till birth) and postnatal (birth till senescence) period of growth, pattern of normal growth curves, variation from normal growth (canalization, catch-up growth and catchdown growth), sex differences in growth, secular trend.	1

III	Factors of Growth & Development	Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and development, methods and techniques for studying growth (Cross Sectional method, Longitudinal method, Mixed Longitudinal method).	1
IV	Nutritional Epidemiology	Nutritional epidemiology: concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Protein energy malnutrition; anthropometric assessment of nutritional status in children, adolescents and adults (Conicity Index, Body Adiposity Index, Mid Upper Arm Circumference, Body Mass Index).	1

Suggested Readings

1. Bogin, B. (1999). Children's Growth and Lifetime Health: A Global Perspective. Wiley-Blackwell.
2. Bogin, B. 1999. Patterns of human growth. Cambridge University Press.
3. Bose, A., (ed.), Patterns of population change in India, Allied Publisher, Mumbai, 1967.
4. Cameron, N. and Bogin, B. 2012. Human Growth and Development. Second Edition. Academic Press.
5. Davis, K., Populations of India and Pakistan, Princeton Univ. Press, 1968.
6. Eveleth, P. B., & Tanner, J. M. (1990). Worldwide Variation in Human Growth (2nd ed.). Cambridge University Press. ISBN: 9780521350248
7. Harrison, G.A., Tanner, J.M., Pibeam, D.R., Baker, P.T. 1988. Human Biology. Oxford University Press.
8. Hermanussen, M. (2010). Auxology – Studying Human Growth and Development. Schweizerbart Science Publishers. ISBN: 9783510652634
9. Johnston, F. E., & Zemel, B. S. (1991). Nutritional Assessment and Growth. Wiley-Liss. ISBN: 9780471569690
10. Kapoor, A.K. and Kapoor, S. 1995. Biology of Highlanders. Vinod Publisher and Distributor.
11. Kathleen, K. 2008. Encyclopedia of Obesity. Sage Shukla, B.R. and Sudha Rastogi. 2012. Physical Anthropology and Human Genetics. Palaka Prakashan.
12. Sinha, R. and Kapoor, S. 2009. Obesity: A multidimensional approach to contemporary global issue. Delhi: Dhanraj Publishers.
13. Tanner, Foetus into Man-Physical growth from conception to Maturity, Harvard Univ. Press, 1978.
14. Tanner, J. M. (1990). Foetus into Man: Physical Growth from Conception to Maturity (2nd ed.). Harvard University Press. ISBN: 9780674307031

Additional Readings:

1. Timiras, P.S., Development, Physiology and Ageing, Macmillan Pub. Co., New York, 1972.
2. Damond, A., Physical Anthropology, Oxford Univ. Press, New York, 1975.
3. Weiss, M.L., A.E. Mann, Human Biology: Anthropological Perspective, Little Brown X Company, Toronto, 1978.
4. Frisancho, R. 1993. Human Adaptation and Accommodation. University of Michigan Press.
5. Harrison, G.A. and Howard, M. 1998. Human Adaptation. Oxford University Press.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing
- Short answer type questions
- Long answer type questions

- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	2	1	2	1	1
CO2:	3	2	2	2	1	2	1	1
CO3:	3	3	2	2	2	3	2	2
CO4:	2	3	3	3	2	2	1	2
CO5:	2	3	3	3	2	3	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC55ANT305(T)25: Human Population Genetics (Major)

Nature of Course	Major				
Course Code	MJC55ANT305(T)25				
Course Title	Human Population Genetics				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr		4 hrs
Course Audience	Semester VI students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester V major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course introduces the fundamental concepts and applications of population genetics in understanding human variation and microevolutionary processes. It covers genetic equilibrium and forces of change, mating systems, polymorphism, and population structure, with emphasis on anthropological examples, human adaptation, and archaeogenetic evidence.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the scope and principles of population genetics in anthropology.
2.	Apply Hardy–Weinberg equilibrium to genetic data analysis.
3.	Evaluate the effects of evolutionary forces on human variation.
4.	Analyse genetic and social aspects of mating systems.
5.	Describe types and significance of genetic polymorphism.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Background	Concept and scope of Population genetics, Microevolution, Mendelian Population, Hardy Weinberg equilibrium: assumption and deviation, calculation of allelic and genotypic frequency.	1
II	Mechanism for Change	Evolutionary forces shaping Genetic Variation: Mutation (Types & effects); Gene Flow/Recombination/Admixture; Genetic Drift (Bottleneck and Founder effect), Natural Selection (Types, Skin colour, Physiological and Genetic Adaptations to High Altitude, Lactase Persistence, Sickle Cell Trait and Resistance to Plasmodium Falciparum Malaria).	1
III	Mating systems	Random & Non-random mating: Consanguinity (Consanguineous Marriages and Inbreeding, Inbreeding Coefficient and its genetic consequences, Genetic Load and depression), Consanguineous Marriages in Indian Society. Inbreeding and Outbreeding,	1
IV	Polymorphism and Population Structure	Genetic polymorphism: basic concept, types (balanced and transient), differences from mutation; Polymorphism and selective advantage. Concept of genetic markers in population genetics Population structure, heritability, linkage disequilibrium, Archaeogenetic: understanding human evolution through genetic evidences.	1

Suggested Readings

1. Malhotra, K.C. and B. Balakrishnan. 1996. Human Population Genetics in India.
2. Brooker, R.J. 2012. Genetics: analysis & principles. McGraw-Hill Companies, Inc. 4th ed.
3. Cavalli-Sforza, L.L. and Bodmer, W.F. 1971. The Genetics of Human Population. San Francisco: Freeman.
4. Cooper, D.N. and Kehrer-Sawatzki, H. 2008. Handbook of Human Molecular Evolution. John Wiley & Sons, Volume 2.
5. Crawford, M.H. 2007. Anthropological Genetics Theory, Methods and Applications. Cambridge University Press.
6. Cummings, M.R. 2011. Human Heredity: Principles and Issues. Ninth Edition. Brooks/Cole, Cengage Learning.
7. Jobling, M.A., Hurler, M. and Tyler-Smith, C. 2004. Human Evolutionary Genetics: Origins, Peoples & Disease. NY.
8. Lewis, R. 2009. Human Genetics: Concepts and Applications 9th Edition. The McGraw-Hill Company, Inc.
9. Patch, C. 2005. Applied Genetics in Healthcare. Taylor & Francis Group.
10. Relethford, J.H. 2012. Human Population Genetics. Wiley-Blackwell.
11. Snustad, D.P. and Simmons, M.J. 2006. Principles of Genetics, Fourth Edition. John Wiley & Sons, Hoboken NJ.
12. Strachan, T. And Read, A.P. 2004. Human Molecular Genetics. Garland Science/Taylor & Francis Group.
13. Vogel, F. and Motulsky, A.G. 1996. Human Genetics. Springer, 3rd revised edition.

Additional Readings:

1. Timiras, P.S., Development, Physiology and Ageing, Macmillan Pub. Co., New York, 1972.
2. Damond, A., Physical Anthropology, Oxford Univ. Press, New York, 1975.

3. Weiss, M.L., A.E. Mann, Human Biology: Anthropological Perspective, Little Brown X Company, Toronto, 1978.
4. Frisancho, R. 1993. Human Adaptation and Accommodation. University of Michigan Press.
5. Harrison, G.A. and Howard, M. 1998. Human Adaptation. Oxford University Press.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	2	2	1	1	1	2
CO2:	3	2	3	3	1	1	1	2
CO3:	3	2	3	2	1	2	2	2
CO4:	3	3	3	3	2	2	2	3
CO5:	3	2	2	2	1	2	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC55ANT306(T)25: Visual Anthropology (Major)

Nature of Course	Major				
Course Code	MJC55ANT306(T)25				
Course Title	Visual Anthropology				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr		4 hrs
Course Audience	Semester VI students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester V major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course will introduce students to visual anthropology, focusing on how media, photography, and film are used to represent cultures and societies. It will explore the

role of visual media in ethnographic research and examines the ethics, techniques, and impact of representing others through images and film.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain core concepts of visual anthropology and visual culture across media forms.
2.	Analyze theories of representation and the role of media in anthropology and advocacy.
3.	Apply ethnographic photography conventions and methodologies in research contexts.
4.	Evaluate theoretical, ethical, and technological aspects of ethnographic filmmaking.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Introduction to Visual Anthropology	Introduction to Visual Anthropology, visual culture, photographic and digital media: still, interactive and moving.	1
II	Media & Representation	Theory and representation, Anthropology and images, ethnographic films and mass media, theories of representation, modern media and political advocacy.	1
III	Ethnographic Photography	Ethnographic photography: conventions and methodologies, paradigms and debates.	1
IV	Ethnographic Films	Ethnographic films: theoretical issues concerning ethnographic film, ethical dimensions of ethnographic film, and interdependency of technology and culture.	1

Suggested Readings

1. Banks, M. and Ruby, J. 2011. Made to Be Seen: Perspectives on the History of Visual Anthropology. University of Chicago Press.
2. Banks, Marcus and Howard Morphy. 1998. Rethinking Visual Anthropology.
3. Ember, C.R. et al. 2011. Anthropology. New Delhi: Dorling Kinderslay. [Unit II, III, IV (Page: 282-321, 430-438, 464, 469-471)]
4. Grimshaw, A. and Ravetz, A. 2009. Observational Cinema: Anthropology, Film, and the Exploration of Social Life. Indiana University Press.
5. Ruby, Jay. 1996. Visual Anthropology. In Encyclopedia of Cultural Anthropology, David Levinson and Melvin Ember, editors. New York: Henry Holt and Company, vol. 4: 1345- 1351. Ch. 1, "Reading Pictures," pp. 1-12 [From: Banks, Marcus. 2001. Visual Methods in Social Research. London: Sage.]
6. Schneider, A. and Wright, C. 2010. Between Art and Anthropology: Contemporary Ethnographic Practice. Berg Publishers.

Additional Readings:

1. Henley, P. 2010. The Adventure of the Real: Jean Rouch and the Craft of ethnographic Cinema. Chicago University Press.
2. MacDougall, David. 1999. Transcultural Cinema. Princeton.
3. Pink, S. 2010. Doing Sensory Ethnography. Sage Publications.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Tutorials
- Question framing
- Multiple choice questions
- Presentations through Posters and power point
- Seminars
- Group discussions and Workshops
- Long answer type questions
- Statement, reasoning and explanation

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	2	1	2	2	2
CO2:	3	3	1	3	2	3	3	2
CO3:	2	2	3	3	2	3	2	3
CO4:	2	3	3	3	2	3	3	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC55ANT307(T)25: Medical Anthropology (Major)

Nature of Course	Major				
Course Code	MJC55ANT307(T)25				
Course Title	Medical Anthropology				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr		4 hrs
Course Audience	Semester VI students opted Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester V major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course aims to explore how different societies understand health, illness, and healing. It helps students examine the diverse medical traditions—including indigenous and biomedical systems—and the social, cultural, and political forces that shape healthcare practices in both local and global contexts. Special attention is given to traditional healing in India and Northeast India, medical pluralism, and contemporary global health issues.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand how health and illness are defined and treated across cultures.
2.	Describe traditional and modern healing systems in India, including those in Northeast India.
3.	Analyze the role of ethnomedicine, folk healing, and cultural beliefs in shaping health behaviour.

4.	Examine the impact of inequality, structural violence, and politics on health outcomes.
5.	Reflect on global health challenges and critically assess public health responses from an anthropological lens.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Background	Medical anthropology: competing perspectives on the study of anthropology of health; Defining health, illness and disease in cross-cultural perspective; WHO's definition of health.	1
II	Health and Healing Practices	Health, Healing and Disease classifications, Traditional Healing Practices of India and North East India: Ayurveda, Unani, Sidha, Yoga; Emergence of 'modern'/allopathic systems.	1
III	Ethnomedicine	Ethnomedicine: Naturalistic and Personalistic Etiology; Shaman, Priest, Sorcerer, Witchcraft and Folk Healers, Medical Pluralism and Health Seeking Behaviour; Tribal Health and Medicines	1
IV	Critical Medical Anthropology	Critical Medical Anthropology: political economy of health, structural violence, and social suffering; Health inequalities and social determinants of health: examples from Indian perspectives (Mental health).	1

Suggested Readings

1. Albrecht, Gary L., Ray Fitzparick, and Susan C. Scrimshaw (eds.). 2000. The Handbook of Social Studies in Health and Medicine. SAGE Publications.
2. Baer, H. A., Singer, M., & Susser, I. (2013). Medical Anthropology and the World System: Critical Perspectives. Praeger.
3. Bannerman, Robert, J. Burton, and Ch'en Wen-Chieh (eds.). 1983. Traditional Medicine and Health Care Coverage. Geneva: World Health Organization.
4. Basch, Paul F. 1999. Textbook of International Health. New York: Oxford University Press.
5. Brown, P. J., & Closser, S. (2016). Understanding and Applying Medical Anthropology (3rd ed.). Routledge.
6. Chen, Lincoln C., Arthur Kleinman, and Norma C. Ware. 1994. Health and Social Change in International Perspective. Harvard University Press.
7. Chin, James, M.D., M.P.H. (ed.) 2000. Control of Communicable Diseases Manual. 17th Edition. American Public Health Association.
8. Coreil, Jeannine and J. Dennis Mull (eds.). 1990. Anthropology and Primary Health Care. Boulder: Westview Press.
Discovery Publishing House.
9. Fadiman, A. (1997). The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. Farrar, Straus and Giroux.
10. Farmer, P. (2003). Pathologies of Power: Health, Human Rights, and the New War on the Poor. University of California Press.
11. Hahn, R. A., & Inhorn, M. C. (Eds.). (2009). Anthropology and Public Health: Bridging Differences in Culture and Society. Oxford University Press.
12. Helman, Cecil G. 2001. Culture, Health, and Illness. 4th ed. London: Arnold.
13. Inhorn, Marcia C. and Peter J. Brown. 1997. The Anthropology of Infectious Disease: International Health Perspectives. Gordon and Breach Publishers.

14. Mayer, Kenneth H. and H.F. Pizer (eds.). 2000. The Emergence of AIDS. The Impact on Immunology, Microbiology, and Public Health. Washington, D.C.: American Public Health Association.
15. Nichter, M. (2008). Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter. University of Arizona Press.
16. Paul, Benjamin D. (ed.). 1955. Health, Culture, and Community: Case Studies of Public Reactions to Health Programmes.
17. Singer, M., & Baer, H. (2007). Introducing Medical Anthropology: A Discipline in Action. AltaMira Press.
18. Gamlin J., Gibbon S., Sesia P.M., Berrio, L. (2020). Critical Medical Anthropology Perspectives in and from Latin America. UCL Press.

Additional Readings:

1. Nichter, Mark and Mimi Nichter. 1996. Anthropology and International Health: Asian Case Studies. Gordon and Breach Publishers.
2. Khanna, Rajesh and A.K. Kapoor. 2007. Ethnic Groups and Health Dimensions. New Delhi:
3. Kleinman, A. (1980). Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology, Medicine, and Psychiatry. University of California Press.
4. Koop, C. Everett, Clarence E. Pearson, and M. Roy Schwartz (eds.). 2001. Critical Issues in Global Health. San Francisco: Jossey-Bass.
5. Lock, M., & Nguyen, V.-K. (2010). An Anthropology of Biomedicine. Wiley-Blackwell.
6. Mann, Jonathon M., et al. (eds.). 1999. Health and Human Rights. New York: Routledge.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Tutorials
- Statement, reasoning and explanation
- Seminars
- Question framing
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	1	1	1	3	3	2
CO2:	3	2	1	1	1	3	3	2
CO3:	3	3	2	2	1	3	3	2
CO4:	2	3	2	2	2	3	3	3
CO5:	3	3	2	3	2	3	3	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MNC55ANT214 (T)25: Application of Anthropology (Minor)

Nature of Course	Minor				
Course Code	MNC55ANT214 (T)25				
Course Title	Application of Anthropology				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr		4 hrs
Course Audience	Semester VI students opted Anthropology as Minor				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should have appeared Semester V major examinations.				
Skill Training Required (if any)	Not Applicable				
Pre-Requisite Course Required (if any)	1. Bachelor's Diploma in Anthropology or appeared				
Faculty Eligibility and Specialization (if any)	M.A./M.Sc. in Anthropology, preferably with NET / SLET / Ph.D.				

Course Objective (Summary): This course presents the concepts, history, and scope of Applied and Action Anthropology, highlighting its role in development, public policy, community welfare, and human well-being. It emphasizes practical applications in physical anthropology, ergonomics, public health, genetics, forensic science, and cultural resource management.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the concepts, history, and scope of Applied and Action Anthropology.
2.	Analyze anthropology's contribution to development, public policy, and cultural resource management.

3.	Apply ergonomics, anthropometry, and kinanthropology in health, sports, and defence contexts.
4.	Assess public health, epidemiology, and human adaptation strategies.
5.	Evaluate genetic, medico-legal, pharmacogenetic, and forensic applications for human welfare.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Conceptual Framework	Conceptual Framework of Application, Applied and Action Anthropology: History and concepts, Ideological aspects. Developmental Anthropology; Theories of Developments, Goal and Strategies.	1
II	Anthropology in Development	Role of Anthropology in Development: Public Policy, Community Development, NGOs, Cultural Resource Management, and Tourism.	1
III	Applied Physical Anthropology	Ergonomics and Anthropometry: Designing; Anthropology and Defence Research; Kinanthropology: Sports and Athletics; Growth and Health, Public Health and applied epidemiology; Human Adaptation and Environment.	1
IV	Genetics and Human Welfare	Genetic Screening Counselling, Medico-legal application (disputed parents); Pharmacogenetics; Forensic Anthropology; Gerontological anthropology	1

Suggested Readings

1. Cochrane, G., Development Anthropology, OUP, New York, 1971.
2. Day, James AP (ed.), Perspective in Kinanthropology, Human Kinetics Publishers, Illinois.
3. Foster, G.M., Traditional Cultures and the impact of Technological Changes, Harper & Row, New York, 1962.
4. Hoebel et. al. (eds.), Reading in Anthropology, McGraw- Hill, New York, 1955.
5. Holt, Sarh B., The Genetics of Dermal Ridges, Charles C Thomas, Illinois.
6. Mahajan, A. & Nath, S., Application Areas of Anthropology, Reliance, New Delhi, 1992.
7. Mair, Lucy, Studies in Applied Anthropology, London, 1957.
8. Nath, Surinder, Forensic Anthropology, Gyan Publishing House New Delhi, 1989.
9. Leaf, Murray J., Man, Mind and Science, Columbia Univ. Press, New York, 1979.
10. Spicer, Human Problem in Technological Change, Sage, New York.
11. Vidyarthi, L.P. Applied Anthropology in India, 1990. Gamlin J., Gibbon S., Sesia P.M., Berrio, L. (2020). Critical Medical Anthropology Perspectives in and from Latin America. UCL Press.
12. Bhowmik, P.K. 1990. Applied-Action-Development Anthropology. Medinipur: Institute of Social Research and Applied Anthropology.
13. Ervic, Alexander M. 2000. Applied Anthropology: Tools and Perspectives for Contemporary Practice, Boston, MA: Allyn and Bacon.
14. Erwin, A. 2004. Applied Anthropology: Tools and Practice. Allyn and Bacon.
15. Kapoor, A.K. 1998. Role of NGO's in Human Development: A Domain of Anthropology. J Ind Anthropol Soc., 33: 283-300.

Additional Readings:

1. Kapoor, A.K. and Singh, D. 1997. Rural Development through NGO's. Jaipur: Rawat Publications.
2. Kumar, R.K. and Kapoor, A.K. 2009. Management of a Primitive Tribe: Role of Development Dynamics. Delhi: Academic Excellence.
3. Mehrotra, N. and Patnaik, S.M. 2008. Culture versus Coercion: The Other Side of Nirmal Gram

5. Yojna, Economic and Political Weekly, 25-27.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are:

- Class lectures
- Seminars
- Tutorials
- Question framing
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1:	3	2	2	2	1	1	1	2
CO2:	3	3	2	2	2	3	3	2
CO3:	3	2	3	3	2	2	1	2
CO4:	3	3	3	2	2	3	2	2
CO5:	3	2	3	3	2	2	1	3

- No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

End of Semester VI

Semester VII

MJC60ANT401(T)25: Anthropology of Indian Society (Major)

Nature of Course	Major				
Course Code	MJC60ANT401(T)25				
Course Title	Anthropology of Indian Society				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with NET / SLET / PhD				

Course Objective (Summary): This course aims to provide an advanced understanding of the structure, diversity, and dynamics of Indian society through an anthropological lens. It also explores caste, class, gender, tribal identities, and minority communities, with special emphasis on Northeast India and borderland societies.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Describe the geographical, racial, linguistic, and religious composition of Indian society.
2.	Explain the origins, principles, and transformations of caste, class, and gender relations.
3.	Analyze the socio-cultural structures of Hindu society, including regional manifestations in Manipur.
4.	Examine the identities, social structures, and cultural practices of minority communities in India, especially Muslims.
5.	Evaluate tribal identities, integration processes, and tribe–caste relationships.
6.	Assess the socio-cultural and political dynamics of Northeast Indian borderlands and cross-border interactions.

Detailed Syllabus Content

Unit	Unit Name	Detailed	Credit
I	Indian Society	People of India (Geographical, Racial, Linguistic, Religious); Band, Tribes, Caste – Concepts; Transition from band to tribe; Social Stratification in India: Social and cultural identity; Caste, Class, and Gender.	1

II	Hindu Society	Caste system: origin, genesis and significance; Concept of purity and impurity; Caste/Dalit/Backward People; Caste, Dharma, Ashram, Rina; Dominant caste, power and politics; Changing caste relations; Caste in Manipur: Caste, Clan, lineage, <i>gotra</i> , <i>Loi</i>	1
III	Minorities	Minorities in India: Framework, present scenario of minorities in India; Muslims in India: Anthropological study (classification and models), cultural identity, social groupings, caste among the Muslims, social and cultural practices; Pangal in Manipur: Social Groupings.	1
IV	Tribes	Tribal societies in India: identity, assimilation, and integration with mainstream, Tribe-caste continuum; Forest Acts and Responses, Borderland peoples (North East India): Mishmi, Tangsa/Tangsang, Wangcho; Culture Area and National Interest; Free Movement Regime in Indo-Myanmar Border; Border Area Development Programme; Border Trade.	1

Suggested Readings

1. Bhasin, M.K., Watter, H. and Danker-Hopfe, H. 1994. People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups. Delhi: Kamla-Raj Enterprises.
2. Bose, N.K. 1961. *The Structure of Hindu Society*. Delhi Orient Longman.
3. Danda, A.K. and Dipali Danda (eds). 2010. Anthropology in India: Current Epistemology and Future Challenges. Jhargram: INCAA.
4. Dube, S.C. 1992. Indian Society. New Delhi: National Book Trust.
5. Guha, B.S. 1931. The racial attributes of people of India. In: Census of India 1931, vol I, Part III.
6. Hasnain, Nadeem. 1991. Readings in Indian Anthropology. New Delhi: Harnam Publications.
7. Karve, I. 1961. Hindu Society: An Interpretation. Poona: Deccan College.
8. Majumdar, DN. 1901. Races and Culture of India. Bombay: Asia Publishing House.
9. Srivastava V. K. 1997, *Religious Renunciation of a Pastoral people*. Delhi: Oxford University Press
10. Trautmann, T.R. 2011. India: Brief history of Civilization. Delhi: Oxford University Press.
11. Vidyarthi, L.P and Rai, B.K. 1976. The tribal culture of India. Delhi: Concept Publishing Co.
12. Béteille, André. (1996). Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Oxford University Press.
13. Srinivas, M.N. (1962). Caste in Modern India and Other Essays. Asia Publishing House.
14. Engineer, Asghar Ali. (2002). The Muslims of India: A Study of Minority Rights. Gyan Publishing House.
15. Ahmad, Imtiaz. (1973). Caste and Social Stratification among the Muslims. Manohar Publications.
16. Baruah, Sanjib. (2020). In the Name of the Nation: India and Its Northeast. Stanford University Press.
17. Xaxa, Virginius. (2008). State, Society, and Tribes: Issues in Governance and Sustainable Development. Pearson Education.
18. Chakraborty, Kalyan & Barkataki, Bibha. (2020). Tribes of India: Identity, Culture, and Globalization. Rawat Publications.
19. Fernandes, Walter & Barbora, Sanjay. (2002). Modernisation and Tribal Identity: The North-Eastern Experience. North Eastern Social Research Centre.
20. Srinivas, M.N. (1996). Village, Caste, Gender and Method. Oxford University Press.

Additional Readings:

1. Dumont, L. 1980. Homo Hierachicus. University of Chicago Press.
2. Lopez, D.S. 1995. Religions of India in Practice. Princeton University Press.
3. Nicholas, D. 2001. Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are:

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	2	2	2
CO2	3	3	1	2	1	3	3	2
CO3	3	3	1	2	1	3	3	2
CO4	3	3	1	2	1	3	3	2
CO5	3	3	1	2	2	3	3	2

- 0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MJC60ANT402(T)25: Palaeoanthropology
(Major)**

Nature of Course	Major				
Course Code	MJC60ANT402(T)25				
Course Title	Palaeoanthropology				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with NET / SLET / PhD				

Course Objective (Summary): This course provides an in-depth understanding of human evolutionary history through palaeoanthropology. It covers fossilization processes, availability of fossils in South East Asia and North East India. It also discusses major pre-Pliocene and early hominid species, and their phylogenetic significance. It also examines palaeodemography, palaeopathology, and key debates on human origins and dispersal.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain geological time scale, fossilization, and principles of human evolution.
2.	Describe distribution, traits, and phylogenetic status of pre-Pliocene hominoids.
3.	Analyze evolutionary stages of early hominids and related debates.
4.	Assess palaeodemographic trends and prehistoric health patterns.
5.	Compare hypotheses on the global dispersal of modern humans.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Concepts in Palaeoanthropology	Geological Time Scale, Taphonomy and fossilization, Fossilization in South East Asia and North East India, Principles and human evolutionary stages, Speciation: Formation of new population and species, Terminological, taxonomic and chronological problems of fossils.	1
II	Pre-Pliocene Hominoids	Pre-Pliocene Hominoid Evolutionary history; Distribution, characteristics, life ways and phylogenetic status: Dryopithecus (Ramapithecus/Sivapithecus, Proconsul), Orrorin, Sahelanthropus, Ardipithecus. Pre-Pliocene hominoids and human evolution	1
III	Evolution of Early Hominids	Distribution, characteristics, life ways and phylogenetic status: Australopithecines, Homo habilis, Homo erectus, Homo neanderthalensis, Early Homo sapiens (Grimaldi, Cromagnon, and Chancelade). Debate on Neanderthals nomenclature.	1
IV	Palaeodemography & Palaeopathology	Skeletal analysis and health issues, Demography of prehistoric populations and neolithic population growth; Dispersion of modern humans: Out of Africa vs Multiregional hypothesis.	1

Suggested Readings

1. Napier JR and Napier PH. (1985). The Natural History of the Primates. Cambridge, MA: The MIT Press
2. Boyd R and Silk JB. (2009). How Humans Evolved. London: WW Norton.
3. Tattersall I. (2009). The Fossil Trail: How We Know What We Think We Know about Human Evolution. New York: Oxford University Press.
4. Camilo J. Cela-conde & Francisco J. Ayala (2007). Human Evolution: Trails from the past: Oxford University Press.
5. Clark Spencer Larsen, Matter, R. M., & Daniel, L. (1998). Human Origin: The fossil Record Gebo. Waveland Press.
6. David W. Cameron & Colin, P. (2004). Bone, Stones and Molecules: “Out of Africa” and Human Origins. Groves- Elsevier Inc.
7. Beals, Ralph L. & Hoijer, Harry. (1971). An Introduction to Anthropology (4th ed.). Macmillan Publishing.
8. Lewin, Roger & Foley, Robert A. (2004). Principles of Human Evolution. Blackwell Publishing.

10. Pilbeam, David. (1982). The Evolution of Human Adaptation. Harvard University Press.
11. Buettner-Janusch, John. (1966). Origins of Man: Physical Anthropology. Wiley.
12. Begun, David R. (2018). Fossil Apes: The Origins of the Human Lineage. Cambridge University Press.
13. Johanson, Donald & Edgar, Blake. (2006). From Lucy to Language. Simon & Schuster.
14. Stringer, Chris & Andrews, Peter. (2005). The Complete World of Human Evolution. Thames & Hudson.
15. Larsen, Clark Spencer. (2015). Bioarchaeology: Interpreting Behavior from the Human Skeleton (2nd ed.). Cambridge University Press.
16. Bocquet-Appel, Jean-Pierre. (2008). Recent Advances in Palaeodemography: Data, Techniques, Patterns. Springer.

Additional Readings:

1. Waldron T. (2008): Palaeopathology. Cambridge University Press
2. Barnes E. Diseases and Human Evolution. (2005). University of New Mexico Press.
3. Pinhasi R and Mays S (2008). Advances in Human Palaeopathology. Chichester: John Wiley & Sons, Inc. (PM).
4. Hoppa RD and Vaupel JW. (2002). Paleodemography: Age Distributions from Skeletal Samples. Cambridge University Press.
5. Lansen CS, Matter RM and Gebo DL. (1998). Human Origin: The fossil Record.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	1	1	1	2
CO2	3	3	2	2	1	1	1	2
CO3	3	3	3	3	2	2	2	2
CO4	3	3	3	3	3	2	2	2
CO5	3	3	3	3	2	2	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MJC60ANT403(T)25: Research Methodology
(Major)**

Nature of Course	Major				
Course Code	MJC60ANT403(T)25				
Course Title	Research Methodology				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with NET / SLET / PhD				

Course Objective (Summary): This course aims to equip students with advanced knowledge of research concepts, epistemological foundations, and ethical considerations, along with practical skills in qualitative and quantitative analysis. It prepares learners to design, conduct, and critically evaluate anthropological and interdisciplinary research using both empirical and theoretical approaches.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand research concepts, designs, and methodologies.
2.	Formulate research problems and review literature critically.
3.	Apply epistemological perspectives and follow research ethics.
4.	Conduct qualitative analyses using various approaches.
5.	Perform quantitative analyses and hypothesis testing.
6.	Integrate findings to produce evidence-based research.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Concepts in Research	Epistemology: concepts, schools (rationalism, empiricism, Marxist epistemology); Research: Concepts, Types; Ethnography and Holistic Approach: Emic and Etic; Hypothesis; Research Design; Definition and distinction between technique, method and methodology; Data: concept and kinds, collection (observation, survey, interview, Focus group discussion-FGD, schedule and questionnaire, interview, case study, projective techniques, scales) Research Ethics: problem identification, data collection and analysis, publication and data storage.	1

II	Review of literature	Definition, purpose, strategy, step; Review writing: introduction, body, conclusion. Review of one book from each section (2 books in total): (<i>Review Theme: Subject Matter, Methodology, Strength and Weakness of the study</i>) Section A: 1. The Meitheis by TC Hodson 2. The Purum by TC Das 3. The Khasis by PR Gurdon Section B 1. The Structure of Chin society by FK Lehman 2. The Nuers by EE Evans-Pritchard 3. The Sacred complex in Hindu Gaya by LP Vidyarthi	1
III	Qualitative Analysis	Qualitative data analysis – deductive, inductive, thematic, content analysis, narrative analysis, grounded theory.	1
IV	Quantitative Analysis	Variables: types; Parametric and Non-parametric tests; Sampling; Probability; Statistical analysis: descriptive (central tendency, dispersion) and analytical and hypothesis testing (Chi-square, t-test, F-test, ANOVA).	

Suggested Readings

1. Bernard, H.R. 2006. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications.
2. Kothari, C. R., & Garg, Gaurav. (2019). Research Methodology: Methods and Techniques (4th ed.). New Age International Publishers.
3. Emerson, R.M., Fretz, R.I. and Shaw, L. 1995. Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.
4. Madrigal, L. 2012. Statistics for Anthropology. Cambridge: Cambridge University Press.
5. Michael, A. 1996. The Professional Stranger. Emerald Publishing.
6. O'reilly, K. 2005. Ethnographic Methods. London and New York: Routledge.
7. Patnaik, S.M. 2011. Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications.
8. Pelto, PJ and Pelto GH. 1978. Anthropological Research: The Structure of Inquiry. Cambridge: Cambridge University Press.
9. Zar, J.H. 2010. Biostatistical Analysis. Prentice-Hall.
10. Saldaña, J. 2011. Fundamentals of Qualitative Research. Oxford University Press.
11. Hudson, T. C. (1908). The Meitheis. Macmillan and Co., London.
12. Das, T. C. (1945). The Purum: An Old Kuki tribe of Manipur. Calcutta University Press.
13. Evans-Pritchard, E. E. (1940). The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People. Oxford University Press.
14. Bryman, Alan. (2016). Social Research Methods (5th ed.). Oxford University Press.
15. Gibbs, Graham R. (2018). Analyzing Qualitative Data (2nd ed.). Sage Publications.
16. Silverman, David. (2021). Interpreting Qualitative Data (6th ed.). Sage Publications.
17. Charmaz, Kathy. (2014). Constructing Grounded Theory (2nd ed.). Sage Publications.
18. Daniel, Wayne W., & Cross, Chad L. (2018). Biostatistics: A Foundation for Analysis in the Health Sciences (11th ed.). Wiley.
19. Gurdon, P. R. T. (1907). The Khasis. London: Macmillan & Co. / Calcutta: Bengal Secretariat Press.
20. Lehman, F. K. (1963). The Structure of Chin Society: A Tribal People of Burma Adapted to a Non-Western Civilization. Urbana: University of Illinois Press.

21. Vidyarthi, L. P. (1961). The Sacred Complex in Hindu Gaya. Bombay: Asia Publishing House.

Additional Readings:

1. Garrard, E. and Dawson, A. 2005. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. *Journal of Medical Ethics*, 31: 419-23.
2. Lawrence, N.W. 2000. *Social Research Methods, Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	2	1	2	2
CO2	3	2	3	2	3	2	2	2
CO3	2	3	2	3	2	2	3	3
CO4	2	3	2	3	3	1	2	2
CO5	2	3	2	3	3	1	2	2
CO5	3	2	3	3	3	3	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MNC60ANT311(T)25: Anthropological Genetics (Minor)

Nature of Course	Minor				
Course Code	MNC60ANT311 (T)25				
Course Title	Anthropological Genetics				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Minor				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with NET / SLET / PhD				

Course Objective (Summary): This course aims to introduce students to the foundational principles of anthropological genetics with a focus on human variation and microevolutionary processes. It explores how genetic mechanisms contribute to population structure and change, and how genetic markers are used to study ancestry, health, and human diversity. It also covers serological and biochemical traits like ABO-Rh blood group haemoglobin as genetic markers.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand the core concepts and scope of anthropological genetics and its relevance in biological anthropology.
2.	Apply the Hardy-Weinberg principle to calculate allele and genotype frequencies and assess population equilibrium.
3.	Explain the genetic mechanisms—mutation, selection, drift, gene flow, and inbreeding—that influence gene frequencies.
4.	Identify and interpret patterns of human population structure, mating patterns, and genetic polymorphism.
5.	Describe the significance and application of genetic markers (serological and biochemical) in population studies, forensics, and disease research.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Concept and scope	Concept and scope of Anthropological genetics, Population genetics and Microevolution, Hardy Weinberg equilibrium: assumption and deviation, calculation of allelic and genotypic frequency.	1
II	Mechanism for Change	Mechanism for dynamics in gene frequency: mutation, selection (pattern and mechanism), genetic drift (bottle neck and founder effect), gene flow/migration, inbreeding (inbreeding co-efficient and its genetic consequences).	1
III	Population Structure	Population structure and admixture in human populations: random & non-random mating (positive and negative assortative mating), Genetic polymorphism: basic concept and natural selection.	1
IV	Genetic Markers	Genetic markers: concepts, utility of genetic markers in forensic, population and disease association studies. Serological markers (ABO and Rh, Bombay phenotype); Biochemical markers (Haemoglobin – Normal and abnormal).	1

Suggested Readings

1. Malhotra, K.C. and B. Balakrishnan. 1996. Human Population Genetics in India.
2. Brooker, R.J. 2012. Genetics: analysis & principles. McGraw-Hill Companies, Inc. 4th ed.
3. Cavalli-Sforza, L.L. and Bodmer, W.F. 1971. The Genetics of Human Population. San Francisco: Freeman.
4. Cooper, D.N. and Kehrer-Sawatzki, H. 2008. Handbook of Human Molecular Evolution. John Wiley & Sons, Volume 2.
5. Crawford, M.H. 2007. Anthropological Genetics Theory, Methods and Applications. Cambridge University Press.
6. Cummings, M.R. 2011. Human Heredity: Principles and Issues. Ninth Edition. Brooks/Cole, Cengage Learning.
7. Jobling, M.A., Hurl, M. and Tyler-Smith, C. 2004. Human Evolutionary Genetics: Origins, Peoples & Disease. NY.

8. Lewis, R. 2009. Human Genetics: Concepts and Applications 9th Edition. The McGraw–Hill Company, Inc.
9. Relethford, J.H. 2012. Human Population Genetics. Wiley-Blackwell.
10. Snustad, D.P. and Simmons, M.J. 2006. Principles of Genetics, Fourth Edition. John Wiley & Sons, Hoboken NJ.
11. Strachan, T. And Read, A.P. 2004. Human Molecular Genetics. Garland Science/Taylor & Francis Group.
12. Vogel, F. and Motulsky, A.G. 1996. Human Genetics. Springer, 3rd revised edition.

Additional Readings:

1. Timiras, P.S., Development, Physiology and Ageing, Macmillan Pub. Co., New York, 1972.
2. Damond, A., Physical Anthropology, Oxford Univ. Press, New York, 1975.
3. Weiss, M.L., A.E. Mann, Human Biology: Anthropological Perspective, Little Brown X Company, Toronto, 1978.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Tutorials
- Question framing
- Long answer type questions
- Multiple choice questions
- Presentations through Posters and power point
- Seminars
- Group discussions and Workshops
- Short answer type questions
- Objective type questions
- Statement, reasoning and explanation

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	1	1	2
CO2	3	2	3	3	1	1	1	2
CO3	3	2	3	2	1	1	1	2
CO4	3	3	3	2	1	2	2	2
CO5	3	3	3	3	1	2	1	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

For Honours with Research Track

**MJC60ANT441(D)25 : Basics of Research
(Dissertation)**

Nature of Course	Dissertation				
Course Code	MJC60ANT441(D)25				
Course Title	Basics of Research				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	-	-	12 hrs	12 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours with Research Track				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass with a minimum of 7.5 CGPA				
Faculty Eligibility and Specialization (if any)	Approved PhD supervisor of Manipur University				

Course Objective (Summary): This course is designed to equip students with the essential skills and methodological grounding required to initiate independent research. It focuses on developing a well-structured research proposal, refining methodology, and undertaking preparatory steps such as literature review, tool development, and pilot work.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Formulate a coherent and focused research proposal based on relevant academic inquiry.
2.	Conduct a critical literature review and construct an appropriate conceptual framework.
3.	Choose and justify suitable research methodologies and tools for their proposed study.
4.	Understand and apply ethical guidelines in research, including the process for ethics approval.
5.	Design and conduct a pilot or preliminary study to refine their research approach before full-scale implementation.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Preparatory Research Work	(i) Research proposal development (ii) Synopsis Writing (iii) Literature review and conceptual framework (iv) Finalization of research methodology (experimental design; sampling; instrumentation; methods: surveys, interviews, case studies, fieldwork and others related to the proposed research work)	4

		(v) Development of tools/instruments (if applicable) (vi) Ethics approval (if applicable) (vii) Pilot study or preliminary field/lab/library/archival work	
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Suggested Readings

1. Bernard, H. R. (2017). *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (6th ed.). Lanham: Rowman & Littlefield.
2. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.
3. Silverman, D. (2021). *Qualitative Research* (5th ed.). London: SAGE.
4. Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Delhi: New Age International Publishers.
5. Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). Thousand Oaks, CA: SAGE Publications.
6. Punch, K. F. (2016). *Developing Effective Research Proposals* (3rd ed.). London: SAGE.
7. Flick, U. (2018). *An Introduction to Qualitative Research* (6th ed.). London: SAGE Publications.
8. Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Boston: Pearson.
9. Sapsford, R., & Jupp, V. (2006). *Data Collection and Analysis* (2nd ed.). London: SAGE Publications.

Additional Readings:

1. LeCompte, M. D., & Schensul, J. J. (2010). *Designing and conducting ethnographic research: An introduction* (2nd ed.). AltaMira Press.
2. Mukherjee, P. N. (2000). *Methodology in social research: Dilemmas and perspectives*. Sage Publications.
3. Pelto, P. J., & Pelto, G. H. (1994). *Anthropological research: The structure of inquiry*. Cambridge University Press.
4. Robben, A. C. G. M., & Sluka, J. A. (Eds.). (2012). *Ethnographic fieldwork: An anthropological reader* (2nd ed.). Wiley-Blackwell.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Statement, reasoning and explanation
- Project-based learning
- Field-based learning
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	3	2	1	1	2
CO2	3	2	2	3	1	1	1	2
CO3	2	3	3	3	1	1	1	2
CO4	1	2	2	2	1	2	2	3
CO5	2	3	3	3	2	1	1	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

For Honours Track

Discipline Specific Elective - I

(To be opted one paper from either A, B or C in lieu of the Dissertation)

MJC60ANT451(T)25 A: Human Physiology and Adaptation

Nature of Course	DSE				
Course Code	MJC60ANT461(T)25 A				
Course Title	Human Physiology and Adaptation				
Course Level	Level 100/ Level 200/ Level 300/ Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours Track				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with NET / SLET / PhD				

Course Objective (Summary): This course aims to provide an advanced understanding of human physiological processes from an anthropological perspective, focusing on how humans regulate internal environments, adapt to diverse ecological conditions, maintain physical fitness, and respond to stress. It integrates concepts of homeostasis, environmental and exercise physiology, nutrition, and neuroendocrine stress mechanisms to explain human biological variation and adaptation.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain fundamental concepts and systems in human physiological anthropology.
2.	Describe mechanisms of thermoregulation and energy metabolism in humans.
3.	Analyze physiological responses and adaptations to diverse environmental challenges.
4.	Assess body composition, nutritional physiology, and factors influencing physical fitness.
5.	Evaluate acute and chronic physiological adaptations to exercise and physical activity.
6.	Understand neuroendocrine stress responses and their impact on human health and adaptation.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Physiological system	Physiological anthropology: scope and significance; Overview of human physiology: major systems and functions; Thermoregulation: heat production, heat loss, and	1

		mechanisms of temperature regulation; Metabolism and energy balance.	
II	Acclimatization and Adaptation	Homeostasis and allostasis: Principles and regulatory mechanisms; Environmental physiology: human physiological responses and adaptations to temperature, altitude, humidity, and dehydration; Mechanisms of acclimatization, acclimation and adaptation; Biocultural interactions and physiological processes.	1
III	Physiology and Fitness	Human physique: somatotypes and body composition, assessment techniques; Nutritional physiology: macronutrients and micronutrients in human health and performance; Energy balance: basal metabolic rate and total energy expenditure; Physiological basis of physical fitness: cardiovascular, respiratory, and muscular systems.	1
IV	Stress Physiology	Physiological mechanisms of stress response: neuroendocrine pathways and sympathetic nervous system; Neuroendocrine responses to stress: Acute versus chronic stress responses; Physiological markers of stress: cortisol and other hormones, heart rate variability, blood pressure; Stress and adaptation in occupational and environmental contexts.	1

Suggested Readings

1. Case, R.M. 1985. Variations in Human Physiology. Manchester University Press.
2. Hale, T. 2003. Exercise Physiology. John Wiley & Sons Inc.
3. Nageswari, K.S. and Sharma, S. 2006. Practical workbook of Human Physiology. Jaypee Brothers.
4. Powers, S.K. and Howley, E.T. 2007. Exercise Physiology: Theory and Application to Fitness and Performance. McGraw-Hill.
5. Sherwood, L. 2008. Human Physiology: From Cells to Systems. Brooks Cole.
6. Wildmaier, E.P., Raff, H, Strang, K.T. 2014. Vander's Human Physiology: The Mechanisms of Body. McGraw-Hill Education.
7. Damon, Albert. (1975). Physiological Anthropology. Oxford: Oxford University Press.
8. Hall, John E., & Guyton, Arthur C. (2020). Guyton and Hall Textbook of Medical Physiology (14th ed.). Philadelphia: Elsevier.
9. Sherwood, Lauralee. (2019). Human Physiology: From Cells to Systems (9th ed.). Boston: Cengage Learning.
10. Romanovsky, Andrej S. (Ed.). (2017). Body Temperature Regulation. New York: Nova Science Publishers.
11. Draper, Nick, Williams, Craig, & Marshall, Helen. (2021). Exercise Physiology: For Health and Sports Performance. London: Routledge.
12. Singh, D. P. (2003). Stress Physiology. New Delhi: New Age International Publishers.
13. Baker, P. T. (1976). The Biocultural Approach to Human Biology. Oxford University Press.
14. Fregly, M. J., & Blatteis, C. M. (Eds.). (1996). Handbook of Physiology: Environmental Physiology (Vol. 1 & 2). American Physiological Society / Oxford University Press.
15. Harrison, G. A., Tanner, J. M., Pilbeam, D. R., & Baker, P. T. (2008). Human Biology: An Introduction to Human Evolution, Variation, Growth, and Adaptability (4th ed.). Oxford University Press.

Additional Readings:

1. Vander, A.J, Sherman, J.H. and Dorothys, L. 1978. Human Physiology: The Mechanisms of Body Functions. McGraw-Hill Education.

2. McArdle, W.D., Katch, F.I. and Katch, V.L. 2010. Exercise Physiology: Nutrition, Energy, and Human Performance. Lippincott Williams & Wilkins.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	2	2	2	2
CO2	3	3	2	2	2	1	2	2
CO3	3	3	3	3	2	1	2	2
CO4	3	3	3	3	2	1	2	2
CO5	3	3	3	3	2	1	2	2
CO6	3	3	3	3	3	1	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC60ANT451(T)25 B: Anthropology of Politics and Economy

Nature of Course	DSE				
Course Code	MJC60ANT451(T)25 B				
Course Title	Anthropology of Politics and Economy				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours Track				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with NET / SLET / PhD				

Course Objective (Summary): This course aims to provide students the advanced foundational concepts, theories, and approaches in Economic and Political Anthropology. It explores the interplay

between economy, politics, society, and culture, highlighting major theoretical perspectives, key thinkers, and ethnographic examples. Students will gain insights into property, labour, power, state formation, and the socio-political structures influencing economic activities.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain core concepts and historical development of Economic and Political Anthropology.
2.	Compare and contrast major schools of thought such as Substantivist, Formalist, and Processual approaches.
3.	Analyse the role of property, labour, gender, religion, and ethnicity in economic systems.
4.	Understand the concepts of power, state formation, and related theoretical perspectives.
5.	Apply anthropological theories to interpret social and political economies.
6.	Critically evaluate the works of key scholars like Malinowski, Polanyi, Durkheim, and Marx.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Foundation of Economic Anthropology	Defining Economics and Economic Anthropology; A brief history of economic anthropology; Malinowski: Economic Interpretation of Kula; Karl Polanyi and Substantivist School; the Formalist School; Entrepreneurial Anthropology	1
II	Introductory Political Anthropology	Significance and Development of Political Anthropology; Approaches: Structural, Processual, Political Economy and Network Analysis.	1
III	Elements in Economic & Political Anthropology	Property; Labour; Gender, Religion and Ethnicity in Economy; Power: Concept, Types; Bases: Kinship, Social Stratification and religion State and State Formation; Concept of the State, Characteristics of Traditional State, Theories of the Origin of State - Integrationist theories & Conflict Theories	1
IV	Social and Political Economy	Power and Politics, Durkheim and Social Organization Marx and Political Economy, Varieties of Social and Political Economy	1

Suggested Readings

1. Benson, J. 1983. *The penny capitalists: A study of nineteenth-century working- class entrepreneurs*. Dublin: Gill and MacMillan.
2. Benton, L. 1990. *Invisible factories: The informal economy and industrial development in Spain*. Albany: State University of New York Press.
3. Donham, D. L. 1990. *History, power, ideology: Central issues in Marxism and anthropology*. New York: Cambridge University Press.
4. Foucault, M. 1980. *Power/Knowledge*. New York: Pantheon.
5. Gutmann, M. C. 1996. *The meanings of macho. Being a man in Mexico City*. Berkeley: University of California Press.
6. Habermas, J. 1984. *The theory of communicative action (in two volumes)*. Volume one: *Reason and rationalization in society*; Volume 2: *Lifeworld and system—A critique of functionalist reason*. Boston: Beacon Press.
7. Innis, H. A. (1956) 1995. *Staples, markets and cultural change: Selected essays*. Ed. D. Drache. Montreal: McGill-Queen's University Press.
8. Jameson, F. 1991. *Postmodernism, or, the cultural logic of late capitalism*. Durham: Duke University Press.
9. Dalton, George 1961. Economic Theory and Primitive Society, *American Anthropologist*, 63:1-25.

10. Firth, Raymond 1963. *Elements of Social Organisation*. Watts & Co., London
11. Firth, R. 1965 (1939). *Primitive Polynesian economy*. London: Routledge & Kegan Paul.
12. Gailey, C.W. 1987. *Kinship to kingship: gender hierarchy and state formation in the Tongan Islands*. Austin: University of Texas Press.
13. Goody, J. 1976. *Production and reproduction: a comparative study of the domestic domain*. Cambridge: Cambridge University Press.
14. Gregory, C. 1982. *Gifts and commodities*. London: Academic Press.
15. Herskovit, Melville 1952. *Economic Anthropology*. New York.
16. Le Clair, Edward, E.Jr. & Schneider 1968. *Economic anthropology*, Holt, Rinehart Winston.

Additional Readings:

1. Ahmad, A. 1992. *In Theory*. London and New York: Verso.
2. Bauman, Z. 1982. *Memories of class. The pre-history and after-life of class*. Boston: Routledge and Kegan Paul.
3. Harvey, D. 1982. *The limits to capital*. Chicago: University of Chicago Press.
4. Hobsbawm, E., and T. Ranger, eds. 1983. *The invention of tradition*. Cambridge: Cambridge University Press.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Tutorials
- Group discussions and Workshops
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	1	1	2
CO2	3	2	1	2	1	1	1	2
CO3	3	3	1	2	2	2	3	2
CO4	3	3	1	2	2	2	3	2
CO5	3	3	2	3	2	2	2	2
CO6	3	2	2	3	1	1	1	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC60ANT451(T)25 C: Prehistory of Europe

Nature of Course	DSE				
Course Code	MJC60ANT451(T)25 C				
Course Title	Prehistory of Europe				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours Track				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with NET / SLET / PhD				

Course Objective (Summary): This course provides a comprehensive understanding of European prehistory, tracing the cultural, technological, and social developments from the earliest Stone ages to the Bronze and Iron Ages. Through a critical study of prehistoric chronology, cultural traditions, sites, industries, and art, students will gain insights into the adaptive strategies, technological innovations, and cultural expressions of prehistoric Europe. The course also emphasizes the contributions of early scholars and the development of prehistoric archaeology as a scientific discipline.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the origins and development of prehistoric archaeology in Europe.
2.	Identify key cultural phases from the Palaeolithic to the Iron Age.
3.	Analyze important prehistoric sites and their material evidence.
4.	Evaluate adaptive strategies, art, and symbolism in European prehistory.
5.	Assess the role of agriculture, metallurgy, and megalithic traditions in cultural change.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Introductory European prehistory	Developmental history - Works of earliest philosophers; Renaissance and Antiquarian beginnings. Emergence as scientific discipline: Danish, English, Scandinavian contributions; and contributions of physical and natural sciences; Prehistoric Cultural Chronology: basic foundation, works of Bouler Kelly, John Lubbock, Abbe Henri Breuil, Edouard Lartet, V. Commont, and Gabriel de Mortillet.	1
II	Palaeolithic cultures	Important characters of the industries of Palaeolithic Culture: Lower Paleolithic (Abbevillian, Acheulian, Clactonian, Levalloisian), Middle Palaeolithic (Mousterian); and Upper	1

		Palaeolithic (Aurignacian, Gravettian, Perigordian, Solutrean, and Magdalenian). Brief overview of the following important Palaeolithic sites – Dmanisi (Georgia), Isernia La Pineta (Italy), Arago cave (France), Pontnewydd (Wales) and Abri Castanet (France), Le Solutre (SW France), La Medeleine (France). Motifs and motives of Palaeolithic art in Europe.	
III	Mesolithic and Neolithic Cultures	European Mesolithic period: Post-Pleistocene pre-boreal and boreal environments and adaptive strategies (settlement pattern, economy, and lithic typo-technological characters). Mesolithic characters of northern and western Europe: evidence from – Azilian, Star Carr, Maglemosian and Champignian. Neolithic Beginnings of productive economy (examples from Jericho and Nemrik), Significant features of: Early Neolithic (Linear Pottery Culture), Middle Neolithic (Funnel Beaker Culture), and Late Neolithic (the Bell Beaker Culture).	1
IV	Bronze and Iron Age Periods	Beginnings of metallurgy in Europe, European Bronze Age – Minoan and Mycenaean cultures; Characteristics, extent of European Iron Age cultures- Important features of Hallstatt and Lusatian Cultures, Megalithic Culture: Typology and Chronology.	1

Suggested Readings

1. Bhattacharya, D.K. (1977). Palaeolithic Europe. Netherland: Humanities press
2. Bailey, G., & P. Spikins (eds.). (2008). Mesolithic Europe. Cambridge: Cambridge University Press.
3. Renfrew, C., and P. Bahn., (2001). Archaeology: Theories methods and Practices, London: Thames and Hudson.
4. Fagan B. M. (2004). People of the Earth: An Introduction to World Prehistory. New Jersey: Pearson Education.
5. Renfrew, C. (ed.). (1973). The Explanation of culture change: Models in prehistory. London. Duckworth.
6. Hole, H. and R.F. Heizer. (1969). An Introduction to Prehistoric Archaeology. New York: Hold, Rinehart and Winston, INC.
7. Cunliffe, B. (Ed.). (1994). The Oxford Illustrated History of Prehistoric Europe. Oxford University Press.
8. Jones, A. (2008). Prehistoric Europe: Theory and Practice. Wiley-Blackwell.
9. Scarre, C. (Ed.). (2021). The Human Past: World Prehistory and the Development of Human Societies (4th ed.). Thames & Hudson.
10. Heath, J. (2024). Prehistoric Europe: 50 Great Discoveries. Bloomsbury Academic.
11. Whittle, A., Pollard, J., & Greaney, S. (Eds.). (2019). Ancient DNA and the European Neolithic. Oxbow Books.
12. Chapman, J. (2020). Forging Identities in the Prehistory of Old Europe. Sidestone Press.
13. Manco, J. (2016). Ancestral Journeys: The Peopling of Europe from the First Venturers to the Vikings (Revised ed.). Thames & Hudson.
14. Wragg Sykes, R. (2020). Kindred: Neanderthal Life, Love, Death and Art. Bloomsbury Sigma.
15. Anthony, D. W. (2007). The Horse, the Wheel, and Language: How Bronze-Age Riders from the Eurasian Steppes Shaped the Modern World. Princeton University Press.

16. Glob, P. V. (2004). The Bog People: Iron Age Man Preserved. New York Review Books Classics. (Original work published 1965)

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Tutorials
- Question framing
- Multiple choice questions
- Seminars
- Group discussions and Workshops
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	1	1	1
CO2	3	2	2	2	1	1	1	1
CO3	3	3	3	2	1	1	1	2
CO4	3	3	2	3	2	2	2	2
CO5	3	3	2	3	2	2	2	2
CO6	3	2	2	2	1	1	1	1

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

End of Semester VII

Semester VIII

MJC60ANT404(T)25: Anthropological Thoughts & Theories (Major)

Nature of Course	Major				
Course Code	MJC60ANT404(T)25				
Course Title	Anthropological Thoughts & Theories				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VIII Semesters in Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with preferably NET / SLET / PhD				

Course Objective (Summary): This course aims to provide a comprehensive understanding of the major schools of anthropological thought, tracing their historical development from evolutionism to postmodernism. It introduces the key theorists and their contributions, critically examines the strengths and limitations of each perspective, and explores the growth of anthropological theory in the Indian context. The course fosters analytical skills to apply theoretical frameworks in understanding cultural diversity and social structures.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand and compare key anthropological theories from evolutionism to postmodernism.
2.	Analyze contributions of major theorists across different anthropological schools.
3.	Evaluate the relevance and limitations of classical and contemporary approaches.
4.	Interpret symbolic, structural, and conflict perspectives in cultural analysis.
5.	Examine the development of anthropological thought in the Indian context.
6.	Apply theoretical insights to the study of diverse societies and cultures.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Evolutionism and Diffusionism	Evolutionism: Herbert Spencer, E B Tylor, L H Morgan and Karl Marx; Diffusionism: Schmidt, Rivers and Barnett; Neo-Evolutionism: Julian Steward, Leslie White and Marshal Sahlins.	1
II	Functionalism and Structural-Functionalism	Emile Durkheim, Bronislaw Malinowski; Historical Particularism and Cultural Relativism: Franz Boas and A L	1

		Kroeber; Structural-Functionalism: Radcliffe-Brown, Evans-Pritchard, Fred Eggan, Meyer Fortes, Raymond Firth.	
III	Structuralism and Other Schools	Claude Levi-Strauss, Edmund Leach; Symbolic Anthropology; Conflict Theories: Louis; Coser, Max Gluckman; Psychological Anthropology Thoughts: Overview; Social Action: Max Weber and Talcott Parsons; Postmodern Anthropology: overview	1
IV	Indian Anthropological thoughts and theories	S.C. Roy, D.N. Majumdar, V. Elwin, Robert Redfield, Andrea Beteille, McKim, Marriott, Milton Singer, L.P. Vidyarthi, Irawati Karve, L. Dumont, M.N. Srinivas, S.C. Dube.	1

Suggested Readings

1. R. Jon McGee and Richard L. Warms. Anthropological Theory: An Introductory History, 4th edition. McGraw-Hill, 2004
4. Roseberry, William 1994. Anthropologies and Histories: Essays in Culture, History and Political Economy. New Brunswick: Rutgers University Press.
5. Paul Erickson & Liam Murphy, eds., Readings for a History of Anthropological Theory, Peterborough, ONT: Broadview Press. 2001
7. Barthes, Dumezil and Propp, Robert Segal, ed. Structuralism in Myth: Levi-Strauss, New York: Garland, 1996.
8. Makhan Jha. An Introduction to Anthropological Thought. Second edition. S Chand, India 1994.
9. Upadhyay, V. S., & Pandey, G. (1993). History of anthropological thought. Concept Publishing Company.
10. Harris, M. (2001). The rise of anthropological theory: A history of theories of culture (Updated ed.). AltaMira Press.
11. McGee, R. J., & Warms, R. L. (2017). Anthropological theory: An introductory history (6th ed.). Routledge.
12. Mukherjee, R. (1974). Theoretical anthropology. Rajesh Publications.
13. Sinha, S., & Saraswati, B. N. (1978). Anthropology: Theory and application. Concept Publishing.

Additional Readings:

1. Geertz, Clifford 1973. The Interpretation of Cultures. New York: Basic Books.
2. Henrietta Moore & Todd Sanders, eds. Anthropology in theory: issues in epistemology, Malden MA: Blackwell Publishers. 2006.
3. Jerry D. Moore. Altamira, Visions of Culture: An Introduction to Anthropological Theories and Theorists, 3rd edition. 2004.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are:

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	0	1	1	2
CO2	3	2	1	2	0	1	1	2
CO3	3	3	2	2	1	1	1	2
CO4	3	3	2	2	1	2	2	2
CO5	3	3	1	1	0	2	2	1
CO6	3	3	2	2	2	3	3	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC60ANT405(T)25: Applied and Action Anthropology (Major)

Nature of Course	Major				
Course Code	MJC60ANT405(T)25				
Course Title	Applied and Action Anthropology				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VIII Semesters in Anthropology as Major				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with preferably NET / SLET / PhD				

Course Objective (Summary): This course provides the principles and practices of applied anthropology, highlighting its role in addressing real-world problems. It covers developmental and physical anthropology, emphasizing public policy, health, ergonomics, sports, and human adaptation. The course also explores anthropological applications in human welfare, including genetic screening, medico-legal issues, forensic work, and gerontology, fostering the ability to apply anthropological knowledge for societal benefit.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand concepts and scope of applied and action anthropology.
2.	Assess anthropology's role in development, policy, and community initiatives.
3.	Apply ergonomic, anthropometric, and kinanthropological methods in practical contexts.
4.	Analyze human adaptation to environmental and health challenges.
5.	Utilize anthropological approaches in public health, forensics, and medico-legal cases.

6.	Evaluate ethical and social issues in genetics and human welfare.
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Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Conceptual Framework of Application	Applied and Action Anthropology: history and concepts, Ideological aspects; Developmental Anthropology; Theories of Developments, Goal and Strategies; Practicing anthropology (scope & applications)	1
II	Development	Concepts of Planned change and Development; Role of Anthropology in Development: Anthropology and Public Policy, Community Development, Anthropology of NGOs, Management Anthropology; Resistance, Social, Cultural and Psychological barriers in Innovation.	1
III	Applied Physical Anthropology	Ergonomics and Anthropometry: Designing; Anthropology and Defense Research; Kinanthropology: Sports and Athletics, Growth and Health; Public Health and applied epidemiology; Human Adaptation and Environment.	1
IV	Human Welfare	Genetic Screening and Counselling, Medico-legal application (disputed parents); Pharmacogenetics; Forensic Anthropology; Gerontological anthropology; Neuro-anthropology; Eugenic Movement and New Eugenics; Tourism anthropology.	1

Suggested Readings

1. Cochrane, G., *Development Anthropology*, OUP, New York, 1971.
2. Day, James AP (ed.), *Perspective in Kinanthropology*, Human Kinetics Publishers, Illinois.
3. Mahajan, A. & Nath, S., *Application Areas of Anthropology*, Reliance, New Delhi, 1992.
4. Mair, Lucy, *Studies in Applied Anthropology*, London, 1957.
5. Nath, Surinder, *Forensic Anthropology*, Gyan Publishing House New Delhi, 1989.
6. Leaf, Murray J., *Man, Mind and Science*, Columbia Univ. Press, New York, 1979.
7. Spicer, *Human Problem in Technological Change*, Sage, New York.
8. Vidyarthi, L.P. *Applied Anthropology in India*, 1990.

Additional Readings:

1. Foster, G.M., *Traditional Cultures and the impact of Technological Changes*, Harper & Row, New York, 1962.
2. Hoebel et. al. (eds.), *Reading in Anthropology*, McGraw- Hill, New York, 1955.
3. Holt, Sarh B., *The Genetics of Dermal Ridges*, Charles C Thomas, Illinois.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are:

- Class lectures Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	2	2	1
CO2	2	3	1	1	2	3	3	2
CO3	3	2	3	3	1	1	0	1
CO4	3	2	2	2	1	2	1	1
CO5	3	3	3	3	2	2	1	2
CO6	2	2	2	2	1	3	3	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

**MNC60ANT312 (T)25: Social and Cultural Theories
(Minor)**

Nature of Course	Minor				
Course Code	MNC60ANT312 (T)25				
Course Title	Applied and Action Anthropology				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VIII Semesters in Anthropology as Minor				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with preferably NET / SLET / PhD				

Course Objective (Summary): This course provides a critical understanding of major anthropological theories from evolutionism to interpretative anthropology. It examines their historical contexts, key concepts, and shifts in perspective, enabling students to analyze cultural phenomena through diverse theoretical lenses.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the development of anthropological theories and their historical contexts.
2.	Compare and contrast evolutionism, diffusionism, functionalism, structuralism, and related approaches.
3.	Apply theoretical perspectives to analyze cultural and social structures.
4.	Critically evaluate the strengths and limitations of each theoretical framework.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Evolutionary theory	Evolutionary theory and colonialism, changing perspectives on evolutionism, neo-evolutionism, diffusionism and culture area theories.	1
II	Boasian Tradition	Historical Particularism, Cultural relativism.	1
III	Functionalism	Functionalism and Structural-functionalism.	1
IV	Structuralism	Structuralism, symbolic interactionism and interpretative anthropology.	1

Suggested Readings

1. Cochrane, G., *Development Anthropology*, OUP, New York, 1971.
2. Day, James AP (ed.), *Perspective in Kinanthropology*, Human Kinetics Publishers, Illinois.
3. Mahajan, A. & Nath, S., *Application Areas of Anthropology*, Reliance, New Delhi, 1992.
4. Mair, Lucy, *Studies in Applied Anthropology*, London, 1957.
5. Nath, Surinder, *Forensic Anthropology*, Gyan Publishing House New Delhi, 1989.
6. Leaf, Murray J., *Man, Mind and Science*, Columbia Univ. Press, New York, 1979.
7. Spicer, *Human Problem in Technological Change*, Sage, New York.
8. Vidyarthi, L.P. *Applied Anthropology in India*, 1990.

Additional Readings:

1. Foster, G.M., *Traditional Cultures and the impact of Technological Changes*, Harper & Row, New York, 1962.
2. Hoebel et. al. (eds.), *Reading in Anthropology*, McGraw- Hill, New York, 1955.
3. Holt, Sarh B., *The Genetics of Dermal Ridges*, Charles C Thomas, Illinois.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are:

- Class lectures
- Tutorials
- Question framing
- Long answer type questions
- Multiple choice questions
- Presentations through Posters and power point
- Seminars
- Group discussions and Workshops
- Short answer type questions
- Objective type questions
- Statement, reasoning and explanation

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	1	1	2
CO2	3	2	1	2	1	1	1	2
CO3	3	3	2	2	2	2	2	2
CO4	3	3	2	3	2	2	2	3
CO5	3	2	1	2	1	1	1	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

For Honours with Research Track

**MJC60ANT442(D)25 : Elementary Research
(Dissertation)**

Nature of Course	Dissertation				
Course Code	MJC60ANT442(D)25				
Course Title	Elementary Research				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	-	-	24 hrs	24 hrs
Course Audience	Semester students who have been admitted to VIII Semesters in Anthropology as Major and opted Honours with Research Track				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass with a minimum of 7.5 CGPA				
Faculty Eligibility and Specialization (if any)	Approved PhD supervisor of Manipur University				

Course Objective (Summary): This course aims to develop advanced research skills through hands-on engagement in data collection, analysis, interpretation, and academic writing. It focuses on preparing a dissertation under supervision, integrating feedback, and effectively presenting research findings.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Conduct systematic data or textual material collection and analysis.
2.	Interpret research findings with academic rigor.
3.	Integrate supervisory feedback to improve research quality.
4.	Draft, finalize, and submit a dissertation meeting scholarly standards.
5.	Present and defend research outcomes effectively in a viva voce.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Data Collection, Analysis and Report Writing	(a) Data/textual material collection (b) Data analysis and interpretation (c) Chapterization (d) Drafting and finalizing the dissertation report (e) Supervisor evaluations and final submission (f) Presentation and/or viva voce	8

Suggested Readings

1. Bernard, H. R. (2017). Research Methods in Anthropology: Qualitative and Quantitative Approaches (6th ed.). Lanham: Rowman & Littlefield.

2. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.
3. Silverman, D. (2021). *Qualitative Research* (5th ed.). London: SAGE.
4. Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Delhi: New Age International Publishers.
5. Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). Thousand Oaks, CA: SAGE Publications.
6. Punch, K. F. (2016). *Developing Effective Research Proposals* (3rd ed.). London: SAGE.
7. Flick, U. (2018). *An Introduction to Qualitative Research* (6th ed.). London: SAGE Publications.
8. Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Boston: Pearson.
9. Sapsford, R., & Jupp, V. (2006). *Data Collection and Analysis* (2nd ed.). London: SAGE Publications.

Additional Readings:

1. LeCompte, M. D., & Schensul, J. J. (2010). *Designing and conducting ethnographic research: An introduction* (2nd ed.). AltaMira Press.
2. Mukherjee, P. N. (2000). *Methodology in social research: Dilemmas and perspectives*. Sage Publications.
3. Pelto, P. J., & Pelto, G. H. (1994). *Anthropological research: The structure of inquiry*. Cambridge University Press.
4. Robben, A. C. G. M., & Sluka, J. A. (Eds.). (2012). *Ethnographic fieldwork: An anthropological reader* (2nd ed.). Wiley-Blackwell.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Statement, reasoning and explanation
- Project-based learning
- Field-based learning
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	3	2	1	1	1	2
CO2	2	2	3	3	1	1	1	2
CO3	1	2	2	2	2	1	1	2
CO4	2	2	3	3	1	1	1	3
CO5	1	2	2	3	3	2	1	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

For Honours Track

Discipline Specific Elective - II

(To be opted one paper from either A, B or C in lieu of the Dissertation)

MJC60ANT452(T)25 A: Kinanthropology and Nutrition

Nature of Course	DSE				
Course Code	MJC60ANT452(T)25 A				
Course Title	Kinanthropology and Nutrition				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours Track				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with preferably NET / SLET / PhD				

Course Objective (Summary): This course provides advanced knowledge of kinanthropology and sports nutrition, integrating biomechanical, physiological, and nutritional principles to analyze and enhance human performance. Students will develop skills in scientific profiling for sports selection, talent identification, and athlete development, considering ethical, cultural, and genetic factors.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the scope of kinanthropology and apply biomechanical principles to assess human movement.
2.	Evaluate muscle physiology, neuromuscular coordination, and motor control in physical activity.
3.	Analyze acute and chronic physiological adaptations to exercise across populations.
4.	Assess macro- and micronutrient requirements for different athletic performance needs.
5.	Apply anthropometric, physiological, and biomechanical profiling for sports selection and talent identification.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Foundations and Biomechanics of Human Movement	Biomechanical analysis of movement: kinetics, kinematics, and motor control. Muscle physiology and neuro-muscular coordination during physical activities; Measurement techniques in	1

		kinanthropology: motion capture, force platforms, Electromyography (EMG), ISAK standards.	
II	Physiological and Biomechanical Aspects	Exercise physiology: acute responses and chronic adaptations in cardiovascular, respiratory, and musculoskeletal systems; Energy systems in human performance: aerobic, anaerobic, and phosphagen pathways; Ergogenic aids: physiological and ethical implications	1
III	Nutrition and Performance	Macronutrient biochemistry and metabolism in exercise states; Micronutrients in energy metabolism, muscle function, and recovery; Nutritional requirements for endurance and strength; Role of vitamins, minerals, and antioxidants in exercise adaptation and recovery; Hydration, thermoregulation, and electrolyte balance in athletic performance.	1
IV	Sports Selection and Talent Identification	Principles and scientific basis of sports selection in kinanthropology: Anthropometric, physiological, and biomechanical profiling for talent identification; Genetics, nutrition, and training in sports; Testing protocols for strength, endurance, agility, flexibility, and coordination; Longitudinal monitoring of athletes.	1

Suggested Readings

1. Brughart, R. 1990. The Cultural Context of Diet, Disease and the Body. In Diet and Disease in Traditional and Developing Societies. G.A. Harrison and J.C. Harrison.
2. Quandt, S.A. 1987. Methods for Determining Dietary Intake. In Nutritional Anthropology. F.E. Johnston ed., 67-84. NY.
3. Rozin, P. 1987. Psychobiological Perspectives on Food Preferences. In Food and Evolution: Toward a Theory of Food Habits. M. Harris and E.B. Ross (eds.). Temple University Press, Philadelphia, pp. 181-205.
4. Stinson, S. 1992. Nutritional Adaptation. Annual Review of Anthropology, 21:143-170.
5. Ulijasek, S.J. and Strickland, S.S. 1993. Introduction. In Nutritional Anthropology: Prospects and Perspectives, pp. 1-5. Smith Gordon.
6. Ackland, T. R., Elliott, B., & Bloomfield, J. (2009). Applied Anatomy and Biomechanics in Sport. Human Kinetics.
7. Abernethy, B., Kippers, V., Hanrahan, S., & Pandy, M. (2013). The Biophysical Foundations of Human Movement (3rd ed.). Human Kinetics.
8. Wilmore, J. H., Costill, D. L., & Kenney, W. L. (2022). Physiology of Sport and Exercise (8th ed.). Human Kinetics.
9. McArdle, W. D., Katch, F. I., & Katch, V. L. (2023). Exercise Physiology: Nutrition, Energy, and Human Performance (10th ed.). Wolters Kluwer.
10. Shyamal koley, Jaspal Singh Sandhu. 2005. An Introduction to Kinanthropometry. Friends Publication
11. Jeukendrup, A. E., & Gleeson, M. (2018). Sport Nutrition: An Introduction to Energy Production and Performance (3rd ed.). Human Kinetics.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	1	1	1
CO2	3	2	3	2	1	1	1	1
CO3	3	3	3	2	1	1	1	1
CO4	2	3	2	2	1	1	1	1
CO5	3	3	3	3	2	1	1	1

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC60ANT452(T)25 B: Psychological Anthropology

Nature of Course	DSE				
Course Code	MJC60ANT452(T)25 B				
Course Title	Psychological Anthropology				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours Track				
Proposed by (for Non Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with preferably NET / SLET / PhD				

Course Objective (Summary): This course aims to explore the intersection of psychology and anthropology to understand how cultural and psychological processes shape human thought, emotion, behaviour, and personality. Students will critically engage with major theoretical traditions and contemporary ethnographic studies to appreciate the diversity of psychological experience across cultures. The course fosters cross-cultural awareness and sensitivity, encouraging students to reflect on their own cultural assumptions about mind, self, and society.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand the scope and development of psychological anthropology.
2.	Analyze major psychological and anthropological theories of human behaviour and personality.
3.	Critically evaluate cross-cultural variations in emotion, cognition, and socialisation.
4.	Apply ethnographic perspectives to interpret psychological processes in diverse cultural settings.
5.	Appreciate the value of indigenous knowledge systems in understanding the human mind.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Concept and Background	Psychological anthropology: Concepts, scope; Psychology and Psychological Anthropology; Basis of Human behaviour: Cultural, psychological and biological; Boasian tradition and emphasis on culture as learned behaviour	1
II	Psychological theories	Psychoanalysis and culture: Mind, Oedipus complex, Electra complex; Malinowski on psychoanalysis; Jean Piaget's Cognitive Development Theory, Erik Erikson's Psychosocial Stages of Development	1
III	Culture and personality	Culture and personality, Theories: Benedict's Patterns of Culture and National Character, Margaret Mead's sex and temperament, Ralph Linton's personality mediation, Basic Personality Structure, Modal personality, Core Periphery Hypothesis	1
IV	Cognition, Emotion, and Self	Cross-cultural studies of perception, memory, reasoning, and classification; Cultural models of the self (independent vs interdependent selves); Emotion: universality vs cultural construction; language of emotions; Mental health problems: psychological and cultural responses, Ethnopsychology: an overview.	1

Suggested Readings

1. Benedict, R. (1934). *Patterns of culture*. Houghton Mifflin.
2. Cura de Bois, R. (1951). *The people of Alor: A social-psychological study of an East Indian Island*. University of Minnesota Press.
3. D'Andrade, R. G. (1995). *The development of cognitive anthropology*. Cambridge University Press.
4. Erikson, E. H. (1950). *Childhood and society*. W. W. Norton & Company.
5. Hallowell, A. I. (1955). *Culture and experience*. University of Pennsylvania Press.
6. Holland, D., & Quinn, N. (Eds.). (1987). *Cultural models in language and thought*. Cambridge University Press.
7. LeVine, R. A. (2010). *Psychological anthropology: A reader on self in culture*. Wiley-Blackwell.
8. **Linton, R.** (1947). *The Cultural Background of Personality*. Routledge
9. Lutz, C. A. (1988). *Unnatural emotions: Everyday sentiments on a Micronesian atoll and their challenge to Western theory*. University of Chicago Press.
10. Mead, G. H. (1934). *Mind, self and society*. University of Chicago Press.
11. Mead, M. (1928). *Coming of age in Samoa: A psychological study of primitive youth for Western civilisation*. William Morrow.
12. Obeyesekere, G. (1990). *The work of culture: Symbolic transformation in psychoanalysis and anthropology*. University of Chicago Press.

13. Piaget, J. (1954). The construction of reality in the child. Basic Books.
14. Shweder, R. A. (1991). Thinking through cultures: Expeditions in cultural psychology. Harvard University Press.
15. Shweder, R. A., & Levine, R. A. (Eds.). (1984). Culture theory: Essays on mind, self, and emotion. Cambridge University Press.

Additional Readings:

1. Benson C. (Ed.). (2001). The cultural psychology of the self. Routledge.
2. Levy, R. I., & Hollan, D. W. (1998). Person-centered interviewing and observation. In H. R. Bernard (Ed.), Handbook of methods in cultural anthropology (pp. 333–364). AltaMira Press.
3. Rapport, N. (2002). Social and cultural anthropology: The key concepts. Routledge.
4. Spiro, M. E. (1951). Culture and human nature: Theoretical papers of Melford E. Spiro. University of Chicago Press.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	2	1	1
CO2	3	2	2	3	1	2	1	1
CO3	2	3	2	3	1	3	3	2
CO4	2	3	2	3	2	3	3	2
CO5	2	3	1	2	1	3	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC60ANT452(T)25 C: Prehistory of India

Nature of Course	DSE				
Course Code	MJC60ANT452(T)25 C				
Course Title	Prehistory of India				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours Track				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				

Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass
Faculty Eligibility and Specialization (if any)	M.Sc. with preferably NET / SLET / PhD

Course Objective (Summary): This course discusses students to the cultural, technological, and chronological development of Indian prehistory. It emphasizes the evolution of archaeological approaches, cultural chronologies, and material evidence from the earliest human occupations to the Iron Age and megalithic cultures. Students will examine important prehistoric sites, industries, and transitions—contextualized within environmental and socio-economic changes across the subcontinent.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Describe the development and periodization of prehistoric archaeology in India.
2.	Recognize key characteristics of Palaeolithic, Mesolithic, Neolithic, Chalcolithic, Bronze, and Iron Age cultures.
3.	Identify and interpret major prehistoric sites and their archaeological evidence.
4.	Analyze the economic and social impacts of food production and metallurgy.
5.	Assess the significance of rock art and megalithic traditions in prehistoric India.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Introductory Indian prehistory	Development, growth and Periodization of Prehistoric Archaeology in India: formative, descriptive and analytic phases, Nomenclature Problem of cultural chronology.	1
II	Palaeolithic culture	Lower Palaeolithic culture: Soanian and Madrasian industries, Important features from Attirampakkam, Bhimbetka, Hathnora sites. Middle Palaeolithic culture: Nevasian industry, Characters from Atirampakkam, Hunsgi, and Patne sites. Upper Palaeolithic culture: Bade and burin industries, Characters from Billa Surgam, Son and Belan Valleys sites.	1
III	Holocene Prehistoric Culture	Mesolithic culture: Characters (lithic types, habitat and economy), Important features from - Adamgarh, Bagor, Tilwara and Sarai Nahar Rai sites. Mesolithic Rock Art in India – classification and motifs. Neolithic culture in India – Economic and social consequences of food production: Zonal variants (important characters of the following sites: Burzahom, Gufkral, Belan, Piklihal, Brahmagiri, Daojali Hading; chronology, habitat and lithic characters.	1
IV	Indian Chalcolithic and post-chalcolithic Cultures	Chalcolithic Cultures in India: spatial distribution, sites, habitat and economy; General characters of Ahar, Malwa, Gilund, Daimabad, and Jorwe Cultures. Copper Hoard and Ochre Colored Pottery. Bronze Age: Harappa Civilization: Origin, Division, characters, and causes of decline, Iron Age in India: origin, chronology, distribution; and characters of PGW and NBP. Megalithic culture complex - distribution and types, megalithism.	1

Suggested Readings

1. Agrawal, D. P- The Archaeology of India, Curzon Press, London. 1982
2. Agrawal, D.P and D.K.Chakrabarti- Essays in Indian Protohistory, B.R.Publishing Co, Delhi, 1979
3. Allchin, B.R.and D.K.Chakrabarti- A Source Book on Indian Archaeology, M.M Publishers Pvt. limited, New Delhi , 1979
4. Allchin, Bridget and Raymond. The Birth of Indian Civilization – India and Pakistan before 500 B.C. Cambridge: Penguin Books. 1993.
5. Banerjee, N.R. The Iron Age in India. Delhi: Munshiram Manoharlal. 1965.
6. Dennell, Robin The Palaeolithic Settlement of Asia. Cambridge University Press, Cambridge 2009
7. Dikshit, K.N. (Ed)- Archaeological Perspective of India since Independence, Bulletin of the Archaeological Society, (Special Issues) Nos.13-14, 1984.
8. Jain, K.C. Prehistory and Protohistory of India. Delhi. 1972.
9. Rami Reddy, V. Palaeolithic and Mesolithic Cultures. New Delhi: Mittal Publications. 1987.
10. Rami Reddy, V. Neolithic and Post-Neolithic Cultures. New Delhi: Mittal Pub. 1991.
11. Sankalia, H.D.- Prehistory and Protohistory of India and Pakistan, Deccan College, Pune, 1974
Sankalia, H.D. Stone Age Tools: Their Techniques, Names and Probable Functions, Deccan College, Pune, 1982
12. Semenov, S.A. Prehistoric Technology - an experimental study of the oldest tools and artifacts from traces of manufacture and wear. London: Moonraker Press. 1974.

Additional Readings:

1. Allchin, B. and R. Allchin- The Rise of Civilisation in India and Pakistan, Cambridge University Press, London, 1983
2. Wheeler, R E M- Early India and Pakistan, Thames and Hudson, London, 1959

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Tutorials
- Question framing
- Field-based learning
- Practical component and experiments
- Seminars
- Group discussions and Workshops
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	1	1	2
CO2	3	2	2	2	1	2	2	2
CO3	3	2	3	2	1	2	1	2
CO4	2	3	2	2	2	2	2	2
CO5	2	2	2	2	1	3	2	2

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

Discipline Specific Elective - III
(To be opted one paper from either A, B or C in lieu of the Dissertation)

MJC60ANT453(T)25 A: Advanced Forensic Anthropology

Nature of Course	DSE				
Course Code	MJC60ANT453(T)25 A				
Course Title	Advanced Forensic Anthropology				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours Track				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with preferably NET / SLET / PhD				

Course Objective (Summary): This course aims to equip students with advanced and applied knowledge of forensic anthropology, focusing on the analysis of human remains, personal identification techniques, dermatoglyphics, haemogenetics, and medico-legal applications. It prepares learners to apply anthropological methods in criminal investigations, legal proceedings, and human identification.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Explain the scope, significance, and medico-legal relevance of forensic anthropology.
2.	Identify and analyze skeletal remains for sex, age, and stature estimation.
3.	Apply anthropological methods for personal identification of living and deceased individuals.
4.	Utilize dermatoglyphic patterns for forensic and criminal investigation purposes.
5.	Analyze and interpret bloodstains, blood group data, and DNA for forensic cases.
6.	Evaluate the role of forensic anthropologists as expert witnesses in legal contexts.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Osteology in Forensic Anthropology	Definition, scope and importance of forensic anthropology; study of skeletal material: human and animal remains; study of bone fragments; attribution of sex, estimation of age and reconstruction of stature from the skeletal remains; and their medico-legal implications.	1
II	Personal Identification	Personal identification of living persons; Occupational marks, Bite marks, Hair samples, Scars, Tattoo marks and	1

		Deformities; Handwriting and mannerisms; Forensic Odontology: tooth structure and growth, estimation of age in young and adults; population differences in size and morphology, Individualization of tooth-pulp.	
III	Dermatoglyphics in Forensic Anthropology	Importance of Dermatoglyphics in Forensic Science, Classification of finger, palm, sole & print. Finger prints: identification of living and dead through partial and complete prints; Classification of fingerprints for criminal investigation purposes, chance prints, methods of latent print development.	1
IV	Forensic Haemogenetics	Pattern of blood splashes, identification of bloodstains and determination of species of origin; Individualization of blood stains: determination of blood group, sex, age and racial origin from dried bloodstains; DNA finger printing; Forensic anthropologist as an expert witness.	1

Suggested Readings

1. Parikh. C.K. 2000. Parikh's Textbook of Medical Jurisprudence, Forensic Medicine and Toxicology. CBS Publishers, New Delhi
2. Nath, Surinder 1989. An Introduction to Forensic Anthropology. Gian Publishing House, New Delhi
3. El-Nazir, M.Y. & K.R. McWilliams 1978. Forensic Anthropology, Springfield, Thomas.
4. Krogman, W.M. 1962 The Human skeleton in Forensic Medicine Springfield Thomas.
5. Steward. T.D. 1979. Essentials of Forensic Anthropology, Springfield, Thomas
6. Singh, I.P. and M.K. Bhasin 2004. A Manual of Biological Anthropology. Kamla –Raj Enterprises, Delhi.
7. Black, Sue and Eilidh Ferguson. 2011. Forensic Anthropology: 2000 to 2010. Taylor & Francis.
8. Byers, Steven N. 2007. Introduction to Forensic Anthropology, 3rd Edition.
9. Klepinger, Linda L. 2006. Fundamentals of Forensic Anthropology. Wiley-Liss.
10. Dwight, T. 1978. The Identification of the Human Skeleton. Boston: Massachusetts Medical Society.
11. Ubelaker D.H. 1989. Human Skeletal remains: Excavation, Analysis, Interpretation. 22nd Edition, Washington DC: Taraxacum.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are:

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	2	1	3
CO2	3	2	3	2	1	2		3
CO3	3	3	3	2	1	2	1	3
CO4	3	2	3	2	1	1		3
CO5	3	2	3	3	1	2		3
CO6	3	3	2	3	2	3	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC60ANT453(T)25 B: Linguistic Anthropology

Nature of Course	DSE				
Course Code	MJC60ANT453(T)25 B				
Course Title	Linguistic Anthropology				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours Track				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with NET / SLET / PhD				

Course Objective (Summary): This course explores the relationship between language, culture, and society from an anthropological perspective. Students will be able to examine the nature and scope of linguistics, the structure of linguistic forms, and the social and cultural contexts of language use. It examines major theoretical approaches, linguistic diversity, multilingualism, endangered languages, and the role of language in socialization and cultural identity.

Course Learning Outcomes: Upon completion of the course, the learners will be able to

1.	Explain the origin, evolution, and forms of human communication.
2.	Discuss major anthropological and linguistic theories and approaches.
3.	Analyze socio-cultural aspects of language use and diversity.
4.	Assess issues related to multilingualism and endangered language preservation.
5.	Understand the processes of language acquisition and socialization.
6.	Relate language to social roles, cultural contexts, and identity.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Preliminary	Definitions, scope, linguistic anthropology and sociolinguistics, Origin, evolution, and characteristics of language; verbal and non-verbal communication; intra-personal, interpersonal and mass communication; human and nonhuman communication; Speech community: Speech community: idealization to heteroglossia; linguistic relativism.	1
II	Theories and Approaches	Psychoanalytical theory and Anthropology; Boasian tradition; Sapir-Whorf hypothesis; Levi-Strauss semiotic; Clifford Geertz interpretive approach; Metaphors as folk theories of	1

		the world; Speaking as social action: Malinowski; Meaning in linguistic forms, formal method, acquisition of grammar in socialization.	
III	Language and Linguistic varieties	Socio-cultural dimensions of language; Units of Participation; Study of multilingualism.	1
IV	Social context of language use	Process of language acquisition and socialization; Structural linguistics: lingua, parole, language and culture analysis in anthropological tradition; Language and social roles, phatic communion.	1

Suggested Readings

1. Bauman, R. 1992. 'Text and Discourse in Anthropological Linguistics', In W. Bright (ed.), International Encyclopedia of Linguistics Oxford: Oxford University Press. pp 145-147.
2. Chomsky, N. 1957. Syntactic Structures. The Hague: Mouton Co.
3. Chomsky, N. 1986. Knowledge of Language. New York: Praeger.
4. Chomsky, N. 1988. Language and Problems of Knowledge. Cambridge, Mass: MIT.
5. Das Gupta, J. 1970. Language Conflict and National Development: Group Politics and National language Policy in India. New Delhi: Oxford University Press.
6. Dorian, N.C. 1981. Language Death. Philadelphia: University of Pennsylvania Press.
7. Dua, H.R. 1986. Language Use, Attitudes and Identity among Linguistic Minorities. Mysore: CIIL.
8. Duranti, A. 1997. Linguistic Anthropology. Cambridge: Cambridge University
9. Dutta Baruah, P.N. (ed.). 1999. Languages of the North-East. Mysore: CIIL.
10. Hymes, D. 1974. Foundations in Sociolinguistics: An Ethnographic Approach. Philadelphia: University of Pennsylvania Press.
11. Malinowski, B. 1936. 'The problem of meaning in primitive languages', In CK. Ogden & I.A. Richards (eds.), The meaning of meaning, [1923], Supplement I: 296-336. London: Kegan Paul.
12. Mishra, K. K. .2000. Text Book of Anthropological Linguistics. New Delhi: Concept Pub.
13. Krishna, S. 1991. India's Living Languages. New Delhi: Allied Publishers.
14. Lado, R. 1957. Linguistics across Cultures. Michigan: University of Michigan Press.
15. Lakoff, R. 1975. Language and Woman's Place. New York: Harper & Row.
16. Lakoff, R. 1990. Talking Power: The Politics of Language in our Lives. New York: Basic Books.
17. Laura, M. A. 2012. Living Language: An Introduction to Linguistic Anthropology. Oxford: Wiley-Blackwell.
18. Pandit, P. B. 1972. India as a Socio-linguistic Area. Poona: University of Poona Press Publications.
19. Sharma, R and E. Annamalai. 2003. Indian Diaspora: In Search of Identity. Mysore: CIIL
20. Verma, M.K. 1998. Socio-linguistics, Language and Society. New Delhi: Sage Publications.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are:

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	2	1	1
CO2	3	2	1	2	1	2	1	1
CO3	2	3	1	2	1	3	3	1
CO4	2	3	1	2	1	3	3	2
CO5	3	2	1	2	0	2	2	1
CO6	2	3	1	2	1	3	3	1

- 0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

MJC60ANT453(T)25 C: Archaeological Explanation

Nature of Course	DSE				
Course Code	MJC60ANT453(T)25 C				
Course Title	Archaeological Explanation				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3 hrs	1 hr	-	4 hrs
Course Audience	Semester students who have been admitted to VII Semesters in Anthropology as Major and opted Honours Track				
Proposed by (for Non-Core courses)	Board of Studies of UG, Department of Anthropology, Manipur University				
Pre Requisites (if any)	Students should ideally have completed at least 300-level foundational course in Anthropology				
Skill Training Required (if any)	Not applicable				
Pre-Requisite Course Required (if any)	1. UG Major / Minor in Anthropology 2. UG Three – Year pass				
Faculty Eligibility and Specialization (if any)	M.Sc. with preferably NET / SLET / PhD				

Course Objective (Summary): This course explores key theories, methods, and analytical tools in archaeology, focusing on lithic analysis, site formation processes, and interpretations of past societies. It integrates traditional, processual, and post-processual perspectives to understand cultural development, technological systems, and social organization in prehistory.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Understand theoretical and methodological foundations of archaeological explanation.
2.	Analyze lithic assemblages, technology, and functional attributes.
3.	Identify and interpret archaeological site formation processes.
4.	Apply archaeological data to reconstruct past social structures and cultural practices.
5.	Critically assess case studies using various theoretical perspectives.

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Tools for Archaeological Explanation	Methodological Premises: analytic, paradigmatic and theoretical; Inductive and deductive reasoning: DN and HD; Causal relationship; Traditional approaches and normative models: culture History, cultural ecology and systemic models; Post-Processual domain: Interpretive archaeology – issues with phenomenology, hermeneutics and critical theory.	1
II	Lithic Archaeology	Concept and characters of lithic assemblage - Industry and Culture; Stone Artefacts and Archaeological grammar; Lithic morphological analysis: Core- and Flake-tools; Lithic Technology – Fracture mechanics, Reduction sequences, Retouching and index of Invasiveness; Functional interpretations: Edge-angle and Use-wear analyses.	1
III	Archaeological Formation processes	Nature of archaeological record: features, artifacts and ecofacts, Archaeological Sites: Feature, type and contexts; Identification of Site Formation Processes - <i>c</i> - and <i>n</i> -transforms, Actualistic studies, taphonomy; discard pattern, Faunalurbation and Floralturbation	1
IV	Past Society	Social Archaeology –historical development and themes; Issues with identifying prehistoric society – social organization, mortuary practices; Case studies: Chaco Canyon (R. Gwinn Vivian), Broken K Pueblo (J.N.Hill), Carter Ranch Pueblo (W. Longacre) Individual Archaeology – concepts and dimensions; Debate on power, practice and agency; <i>Collective Agency</i> (Michael Shanks and Christopher Tilley) and <i>Individual Intentionality</i> (Ian Hodder)	1

Suggested Readings

1. Adams, W., and E. Adams. 1991. *Archaeological typology and practical reality: A dialectical approach to artifact classification and sorting*. Cambridge: Cambridge University Press.
2. Andrefsky, W. 2008. *Lithic technology: Measures of production, use and curation*. Cambridge: Cambridge University Press.
3. Ashby, W.R. *An Introduction to Cybernetics*, London. 1956.
4. Bertalanffy, L. von (1968). *General System Theory: Foundations, Development, Applications*. New York.
5. Bradely, R. *The past in Prehistoric Societies*. London: Routledge.2002.
6. Clark, J.G.D. *Archaeology and Society: reconstructing the prehistoric past*. New York: Barnes & Noble. 1961.
7. Dobres, M.-A., 2000. *Technology and Social Agency: Outlining a Practice Framework for Archaeology*. Oxford: Blackwell.
8. Dobres, M.-A. & J. Robb (eds.), 2000. *Agency in Archaeology*. London: Routledge.
9. Gardner A., 2004a. Introduction: social agency, power and being human, in *Agency Uncovered: Archaeological Perspectives on Social Agency, Power and Being Human*, ed. A. Gardner. London: UCL Press, 1–15.
10. Hill, J. N. 1970. *Broken K. pueblo - Prehistoric Social Organization in the American Southwest*. Arizona, Tucson: The University of Arizona Press.

11. Hodder, I., 2004. The 'social' in archaeological theory: an historical and contemporary perspective, in *A Companion to Social Archaeology*, eds. L. Meskell & R. Preucel. Oxford: Blackwell, 23–42.
12. Longacre, W.A. (ed.) 1970. *Reconstructing Prehistoric Pueblo Societies*. Albuquerque: University of New Mexico Press.
14. LaMotta, V.M. and Schiffer, M.B. 1999. Formation Processes of House Floor Assemblages, pp. 19–29 in (P. Allison, ed.) *The Archaeology of Household Activities*. London: Routledge.
15. Miksicek, C.H. 1987. Formation Processes of the Archaeobotanical Record, in (M.B. Schiffer, ed.) *Advances in Archaeological Method and Theory*, 10:211–47. San Diego: Academic Press.
16. Oakley, K. P. 1961. *Man the tool-maker*. London: Trustees of the British Museum.

Additional Readings

1. Preucel, R.W. (ed). *Processual and Postprocessual Archaeologies: Multiple Ways of Knowing the Past*. Center for Archaeological Investigations, SIU Occasional Paper No. 10. 1991
2. Semenov, S.A. *Prehistoric Technology - an experimental study of the oldest tools and artifacts from traces of manufacture and wear*. London: Moonraker Press. 1974.
4. Shott, M. J. 2007. The role of reduction analysis in lithic studies. *Lithic Technology* 32:131–141.
5. Stark, Miriam T., (Ed.) *The Archaeology of social boundaries*. Washington, DC. Smithsonian Institution, 1998.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are:

- Class lectures
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CO2	3	2	3	2	1	1	1	2
CO3	3	2	3	2	1	1	1	2
CO4	3	3	2	2	1	2	2	2
CO5	3	3	2	3	2	2	2	3

0 - No linkage, 1 – low linkage, 2 – medium linkage, 3 – strong linkage

End of Semester VIII
