

UNIVERSITY OF DELHI

CNC-II/093/1(28)/2023-24/262

Dated: 26.10.2023

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 14-1/-(14-1-6/-) dated 09.06.2023 and 27-1-1/ dated
25.08.2023]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-IV, V and VI of the following departments under Faculty of Science based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23 :

- (i) Anthropology
- (ii) Biological Science (Sri Venkateswara College)
- (iii) Biomedical Science (ACBR)
- (iv) Environmental Studies
- (v) Polymer Science

DEPARTMENT OF ANTHROPOLOGY

BSc. (Hons.) Anthropology

Semester-4

DISCIPLINE SPECIFIC CORE COURSE -10 (DSC-10)

Human Genetics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Human Genetics	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To introduce the students the basic principles of human genetics.
2. To familiarize the students with the methods/technologies used in genetic research.
3. Aims to provide knowledge about the pattern of inheritance of genetic disorders, genetic abnormalities and the importance of genetic testing and counseling.

Learning Outcomes

Student will be able to:

1. describe the structure and function of DNA; concept of gene, transcription and translation.
2. grasps the inheritance pattern of human traits/diseases and types of chromosomal abnormalities and their implications.
3. handle the methods and techniques used in human genetics.
4. comprehend the importance of genetic counselling.

Unit 1: Human Genome, Chromosomes and Abnormalities (09 Hours)

History of Human genetics; Concept of gene; Chromosomal structure and abnormalities, Cytogenetics, and Human Genome Project

Unit 2: DNA Structure and Function (09 Hours)

DNA Structure and Function, DNA Replication, repair and recombination, gene expression, coding and non-coding regions. Expression of genetic information: from Transcription to Translation - the relationship between genes and protein.

Unit 3: Patterns of Inheritance (09 Hours)

Mendelian inheritance (Autosomal and X linked); Co-dominance; Sex-linked inheritance; Multiple allelism; Dosage compensation, Single factor and multifactorial inheritance and Non-Mendelian inheritance

Unit 4: Methods in Human Genetics (09 Hours)

Pedigree analysis, methods of assessing chromosomal abnormalities (Banding techniques; Karyotyping; FISH); Sib-pair and Twin studies; Genotyping and Sequencing methods

Unit 5: Genetic Diagnosis and Counselling (09 Hours)

Prenatal diagnosis; Newborn screening; Genetic counseling

Practical (30 hours)

Project report based on data collection related to one mendelian disorder on the basis of brief field visits, in nearby areas.

References

1. Brown TA. (2007). *Genomes*. Garland Science.
2. Cummings MR (2011). *Human Heredity: Principles and Issues*. Brooks/Cole, Cengage Learning
3. Klug WS (2012). *Concepts of Genetics*. Pearson.
4. Lewis R. (2009). *Human Genetics: Concepts and Application*. The McGraw–Hill Companies, Inc.
5. Vogel F. and Motulsky A.G. (1996). *Human Genetics: Problems and Approaches*. Springer, 3rd revised edition.

Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting human genetic research. Process will involve lectures and presentations and report submission.

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords

Human genetics, DNA, chromosomal abnormalities, anthropology, sequencing

DISCIPLINE SPECIFIC CORE COURSE -11 (DSC-11)
Kinship and Polity

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Kinship and Polity	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course objective

This course seeks to impart basic anthropological knowledge on themes in the studies of kinship, Family and Marriage, and various political systems.

Learning Outcomes

The students will be able to:

- demonstrate understanding of key anthropological debates and approaches to kinship studies.
- differentiate between different kinds of marriage rules and family types.
- elucidate analysis of power in different forms of political systems.

Syllabus:

Unit 1 (10 Hours)

Approaches to the study of Kinship; Descent, Alliance and cultural Theories; Kinship Usages, Terminologies; Redefining Kinship

Unit 2 (11 Hours)

Marriage and Family : Problems of definition; Approaches to the study of Family; Domestic Group and Household

Unit 3 (12 Hours)

Descent and Political Systems; Approaches to the study of Political Anthropology; Power, Authority and Legitimacy; State and stateless societies

Unit 4 (12 Hours)

Nation, Nation State and Citizenship; Customary Laws; Social Movements

Practical (30 hours)

1. Collect and analyse genealogies of a person and find out the inter-generational changes in terms of age at marriage, education qualification, household, occupation and migration pattern.
2. Conduct an in-depth interview to find out the changing marriage practices and family types.
3. Case study of any current political instance/event in social media to understand how people imagine the state, and are involved in power relations

References

1. Fortes, Meyer, and Evans-Pritchard. (1950) (4th edition). *African Political Systems*. London: Oxford University Press
2. Harris, C. C. (1990). *Kinship. Concepts in social thought*. Minneapolis: University of Minnesota Press.
3. Karve, Irawati. (1968). *Kinship organization in India*. London: Asia Publ. House.
4. Lévi-Strauss, Claude. (1969). *The elementary structures of kinship*. Boston: Beacon Press
5. Shah, A.M (1998). *The Family in India: Critical Essays*. New Delhi : Orient Longman
6. Spencer, Jonathan (2007). *Anthropology, Politics, and the State: Democracy and Violence in South Asia*. University of Edinburgh: Cambridge University Press.
7. Stone, Linda and Diane E King. (2019). *Kinship and Gender: An Introduction* (6th edition). New York: Routledge.
8. Uberoi, Patricia (1994) *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
9. Vincent, Joan (ed.) (2002). *The anthropology of Politics: A reader in ethnography, theory and critique*. Blackwell publisher

Teaching Learning Process

Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords:

Kinship, Marriage, Family, Politics, Customary Law

DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12)
Archaeological Fieldwork (4-7 days)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Archaeological Fieldwork	04	02	Nil	02	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course objectives:

To expose students to different prehistoric sites of India.

Learning Outcomes: The students will be able to:

1. demonstrate the understanding of the lithic industry.
2. identify prehistoric tools in situ.
3. describe the stratigraphic context of the tools.

Syllabus:

Unit 1 Methods in Archaeological Anthropology: (07 Hours)

Distinction between exploration, expedition, field Survey and ethnoarchaeology

Unit 2: Geological Background of the Region (07 Hours)

Geomorphology, Geochronology, Topography, Flora and Fauna, Sedimentology

Unit 3: Understanding Culture (08 Hours)

Artifacts and tools, Tool Types, and technology of different cultural periods of prehistoric times

Unit 4: Interpretation of Culture (08 Hours)

Analysis of material, Drawing, Dating of artifacts and logic of inference

Practical (60 Hours)

1. Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool types with special reference to the technology and chronology:

Core Tool Types

Flake Tool Types

Blade Tool Types

2. The students are required to conduct an archaeological fieldwork in a selected region of India for a period nearly 7 days and submit a field report.

References

1. Bhattacharya, D.K (2006). *An outline of Indian Prehistory*. Palaka Prakashan Delhi.
2. Bhattacharya, D.K. (1979). *Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis*. Calcutta: K. P. Bagchi and Company
3. Inizan, M.L.; M. R. Ballinger; H. Roche and J. Tixier. (1999). *Technology and terminology of Knapped Stone*. Nanterre: CREP.
4. Oakley, K.P. (1972). *Man the Tool Maker*. London. Trustees of the British Museum of Natural History.
5. Renfrew Colin and Bahn Paul. (2012). *Archaeology: Theories, Methods and Practice*. New York: Thames & Hudson, 6th Edition.
6. Sankalia, H.D. (1982). *Stone Age Tools: Their Techniques, Names and Probable Functions*. Poona: Deccan College.
7. Whittaker, J.C. (2009). *Flintknapping: Making and Understanding Stone Tools*. Austin: University of Texas Press.

Teaching Learning Process

Classroom Presentations using digital methods

Practical classes

Seminars and presentations by students

Field visit to an archaeologically important site

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords

Prehistoric, Archaeological, stone tools, material culture and evolution

POOL OF DISCIPLINE SPECIFIC ELECTIVES

DISCIPLINE SPECIFIC ELECTIVE COURSE -5 (DSE-5)

Physiological Anthropology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Physiological Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To familiarise the student with the idea of homeostasis, physical performance, physiological adaptation and factors influencing adaptation.
2. To make them understand the relationship between physique and human body composition

Learning Outcomes

The students will be able to:

1. demonstrate understanding of the fundamentals of physiological anthropology.
2. to identify the physiological changes during performance and factors influencing adaptation with respect to environmental adaptation.
3. relate physique and human body composition on one hand and the importance of nutrition on the other.

Unit 1 (10 Hours)

Fundamentals of work physiology- homeostasis; metabolism and energy and systems; exercise, respiratory system and haemodynamics (blood pressure, pulse, rate, heart rate, and haematocrit).

Unit 2 (11 Hours)

Acute physiological adjustments during transition from resting homeostasis to sub-maximal and maximal exercise and physiological adaptations

Unit 3 (12 Hours)

Cardio-vascular and respiratory endurance, physical working capacity and physical fitness; Reproductive health, regulation of metabolism, growth and energy balance

Unit 4 (12 Hours)

Physical performance and environmental stress; inter-relationship between physique, body composition and nutrition

Practical (30 Hours)

1. Measure the cardiovascular functions -

Blood pressure

Heart rate

Pulse rate

2. Measure the Respiratory functions (Static and Dynamic lung functions)

3. Physical activity assessment

References

1. C. Bouchard, S.N Blair, W.L Haskell (Editors) (2014). *Physical Activity and Health*. 2nd Edition. Human Kinetics.
2. William D. McArdle, Frank I. Katch, Victor L. Katch (2014). *Exercise Physiology Energy, Nutrition and Human Performance*. Lippincott Williams & Wilkins.

Teaching Learning Process

Classroom teachings

Seminars and presentations

Practical classes

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords:

Exercise physiology, cardio-respiratory endurance, physical working capacity, fitness, environmental stress

DISCIPLINE SPECIFIC ELECTIVE COURSE -6 (DSE-6)
Gender and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Gender and Society	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

This course will expose the students to a fundamental understanding of gender and the related phenomena in historical and contemporary context. Using anthropological lens, the students will explore, interpret, analyse and deal with gender concerns in everyday life.

Learning Outcomes

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

1. elucidate the theories on the social construction of gender categories.
2. comprehend gender rights, gender justice, particularly in Indian context.
3. describe the contemporary gender issues in its various manifestations in India.

Unit 1 Anthropology of Gender (10 Hours)

Basic concepts, definitions, and terminologies. History and theoretical developments, approaches and orientations.

Unit 2. Gender, Sex and Sexualities (11 Hours)

Sex/Gender and sexuality. Gender identity and expressions, Embodiment and Bio-politics, Queer Anthropology

Unit 3. Gender in South Asia (12 Hours)

Gender narratives and performances, gender and development, Gender rights and gender justice, politics and activism, CEDAW

Unit 4. Intersectional Framework (12 Hours)

Gender, ethnicity, caste, disability and others

Practical (30 Hours)

The students shall prepare comprehensive project based on short fieldwork or from secondary sources on different dimensions of gender issues.

References

1. Aneja, Anu (2019) *Women's and Gender Studies in India: Crossings*. Routledge
2. Channa, Subhadra Mitra. (2013). *Gender in South Asia: Social Imagination and Constructed Realities*. Cambridge University Press.
3. de Beauvoir, Simone (2015). *The Second Sex*. Vintage Classics. Chicago.
4. Dube, Leela (Ed.), (2001). *Anthropological explorations in gender: Intersecting Fields*. New Delhi: Sage Publications.
5. Mascia-Lees E. Frances, Nancy Johnson Black (2017) *Gender and the Body*. Illinois. Waveland press.
6. Mehrotra, Nilika (2013). *Disability, Gender and State Policy: Exploring Margins*. Jaipur: Rawat Publications.
7. Ortner, Sherry B. (1996). *Making Gender: The Politics and Erotics of Culture*. Boston: Beacon

Teaching learning process

Lectures, Active participation of students in class debates and discussions, sharing of experiences and dialogues. Innovative fieldwork exercises and workshops, short documentaries on gender issues.

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords:

Gender and Sexuality, Feminism, Gender Identity, Gender Narratives, Gender Performances, Gender Rights and Gender Justice.

DISCIPLINE SPECIFIC ELECTIVE COURSE -7 (DSE-7)
Material Culture and Museology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Material Culture and Museology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course objective

1. To expose the students the community relationship to their surrounding through study of material culture.
2. To make them aware of the role of museums in heritage cultural preservation

Learning Outcomes

The students will be able to :

1. demonstrate the understanding of the social history of the community through the study of museum objects.
2. to deconstruct the biases in the writings of colonial accounts through the study of material culture.

Syllabus:

UNIT 1: Material Culture and Consumption (10 Hours)

Bodily adornment and social/symbolic categories; Material culture and social life of things

UNIT 2: Museums and Museology (12 Hours)

The Origins of the Museum; Architecture and the 'Museum Effect'; The Curator and the Exhibition: Assimilating and exoticizing; Interpreting Museum Texts

UNIT 3: Museums and Colonialism (11 Hours)

Exhibiting Sacred Art; Museums and Gender; Digital Museums, Digital Museology; Decolonising the Museum

UNIT 4: Museology and Conservation (12 Hours)

Techniques of conservation, Community Museums.

Practical (30 Hours)

1. The students are required to understand the structure and function of material culture pertaining to different social institutions and activities through specific drawing and their analyses.
2. Use of technology (such as audio-visual and digital) to enrich the museum experiences.
3. Undertake visit to different types of museums and prepare a brief report.

References

1. Appadurai, Arjun. (1986). *The Social life of things*. New York: Cambridge University Press
2. Gell, Alfred. (1998). *Art and Agency: An anthropology theory*. Clarendon Press
3. Ingold, Tim. (2002). *Companion Encyclopedia of Anthropology*. London: Routledge
4. Miller, Daniel. (1997). *Material Cultures: Why some things matter?* London: Routledge.
5. Marwah, I.S. and V.K. Srivastava. (1987). Khel gate and social structure: a study of their relationship and a note on the place of material culture in anthropology. *Indian Anthropologist*, 17 (2): 63-99

Teaching Learning Process

The students will be encouraged to review relevant literature to understand museum artefacts. Museum visits will be organized and the systemic review of material objects will be carried out.

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords:

Museum, Museology, Tribal arts, Artefacts

DISCIPLINE SPECIFIC ELECTIVE COURSE -8 (DSE-8)
Nutritional Anthropology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Nutritional Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

To understand human diet and nutrition from an explicitly anthropological perspective; augment the basic knowledge of nutrition with special reference to its evolutionary perspective by developing deeper insights of biocultural perspective in the contemporary food habits and dietary practices.

Learning Outcomes

The students will be able to:

1. demonstrate understanding of the importance of nutrition in lifestyle diseases,
2. identify nutritional transition, and eco-cultural zones
3. describe the emerging trends in lifestyle diseases due to nutritional abnormalities.

Syllabus:

UNIT1 Introduction to Nutritional Anthropology (12 Hours)

Basic principles, aim and objectives of nutritional anthropology, Macro- and micro-nutrients and their importance in health, Trace elements and their importance in human nutrition.

UNIT 2 The Evolutionary Background (12 Hours)

Palaeolithic diet, Evolution of diet.

UNIT 3 Biocultural diversity of food and nutrition (12 Hours)

Eco-cultural zones, diet and nutrition, culture and Food Diversity, dietary and nutritional transition and lifestyle, Undernutrition and malnutrition and Nutritional disorders.

UNIT 4 Nutritional Requirements (09 Hours)

Recommended dietary

PRACTICALS (30 Hours)

1. Anthropometric assessment of nutritional status: Somatometry (Height, weight, BMI, Body fat percentage, Circumferences)
2. Development of Food Frequency Questionnaire (FFQ)
3. Haemoglobin and glucose estimation
4. Qualitative and quantitative methods of nutritional assessment

Suggested Readings

1. Eaton, S. B., & Konner, M. (1985). Paleolithic nutrition: a consideration of its nature and current implications. *The New England Journal of Medicine*, 312(5):283-289.
2. Farb, P. & Armelagos, G. (1980). *Consuming Passions: The Anthropology of Eating*. Boston: Houghton Mifflin Co. Pp. 3-14.
3. Hunter, J. M. (1973). *Geophagy in Africa and in the United States: A Culture-Nutrition Hypothesis*. *Geographical Review*, 63:170-195.
4. Jenkins, M. (2002). *Burgerstein's Handbook of Nutrition: Micronutrients in the Prevention and Therapy of Disease*.
5. Leonard, W. R. (2002). Food for thought: dietary change was a driving force in human evolution. *Scientific American*, 287:106-112.
6. Peltó, G. H., Goodman, A. H., & Dufour, D. L. (2000). The biocultural perspective in nutritional anthropology. In: Goodman AH, Dufour DL, Peltó GH. (eds.) *Nutritional Anthropology: biocultural Perspectives on Food and Nutrition*. Mountain View, CA: Mayfield Publishing Co. Pp. 1-9.
7. Teaford, M. F., & Ungar, P. S. (2000). Diet and the evolution of the earliest human ancestors. *Proceedings of the National Academy of Sciences*, 97:13506–13511.

Teaching Learning Process

The students will be encouraged to prepare FFQs through questionnaires. Somatometric techniques will be used to assess the nutritional status.

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords

Nutritional Assessment, Micro and Macro-nutrients, Malnutrition, Lifestyle Diseases

SEMESTER-5

BSc. (Hons.) Anthropology

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13)

Anthropology of Health and Wellbeing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Anthropology of Health and Wellbeing	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To explore various dimensions of health and issues related to illness and disease.
2. To familiarize the students with various demographic measuring methods and their applications.
3. Aims to provide knowledge about the cultural dimensions of illness, disease, and health in Indian context.

Learning Outcomes

Students will be able to:

1. comprehend the application of the concept of health, illness, and disease.
2. handle basic demographic and medical anthropological methods to evaluate demographic and health assessment.
3. grasp, analyse and interpret health, illness, disease related issues and develop critical understanding.

Syllabus:

Unit-1: Introduction (10 Hours)

Anthropology and health; Medical Anthropology and its subfields; Approaches, health and its determinants, dimensions and indicators

Unit-2: Disease, Illness and Healing (11 Hours)

Concept of Disease and Illness; Experiential Health – Indian perspective: placebo, faith healing; Measuring Health: Morbidity and Mortality: Healing and Healers in Cross-Cultural Perspectives, Ethno-medicine

Unit-3: Mental Health and Wellbeing (12 Hours)

Culture and Mental Health, Ethno-psychiatry, Concept of wellbeing and quality of life; Happiness Life Index

Unit-4: Public Health and Anthropology (12 Hours)

National Health Policy, Health Care Programmes in India; Mother and Child Health: Women's Health, New-born's health, Family Planning; Endemics, Epidemics, and Outbreaks; Pandemics and Communicable diseases; Health and Environment

Practical (30 Hours)

Project on Health-related issues based on primary/secondary data collection through fieldwork/review of literature.

References

1. Farmer, Paul, Jim Yong Kim, Arthur Kleinman and Matthew Basilio (2013) *Reimagining Global Health*, University of California Press
2. Gaur, Mokshika and Soumendra. Patnaik (2011). Who is healthy among the Korwa?" Liminality in the experiential health of the displaced Korwa of Central India, *Medical Anthropology Quarterly*, Mar;25(1):85-102.
3. Hahn, Robert A. 1999. *Anthropology in Public Health. Bridging Differences in Culture and Society*. New York: Oxford University Press.
4. Helman, Cecil G. 1994. *Culture, Health, and Illness*. 3rd ed. Oxford.
5. Inhorn, Marcia C; Wentzell, Emily A (2012). *Medical Anthropology at the Intersections: Histories, Activisms and Futures*. Duke University Press Books
6. Mehrotra, Nilika & Mahima Nayar (2015). *Isliye dard hota hai: Women's Mental Health Issues in Poor Households of India*, *Psychology and Developing Societies*, vol. 27 no. 1 104-124.
7. Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.) (1997). *Reproductive Health in Developing Countries*. Washington, D.C.: National Academy Press.
8. Winkelman M (2008). *Culture and Health: Applying Medical Anthropology*. Jossey-Bass

Teaching Learning Process

The process of learning will involve acquisition of disciplinary knowledge and understanding of skills required for a researcher exploring health, illness, and disease. The process will involve lecture, class-room exercises, project-based learning, data collection and analysis, fieldwork and report preparation and presentation.

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords

Health, Illness, Disease, Health Policy, Health Dimensions

DISCIPLINE SPECIFIC CORE COURSE -14 (DSC-14)**Religion and Economy****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Religion and Economy	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objective

The objective of the paper is to understand about various religious life and the economic life in diverse society using a comparative framework.

Learning Outcomes

By studying the paper, the students will be able to:

1. demonstrate understanding of various dimensions of religion, the rituals activities, etc.
2. identify the economic activities among traditional societies.
3. analyze the factors of changes regarding religious and economic life spheres.

Syllabus:**Unit 1: (10 Hours)**

Concept and Meaning of Religion, Systems of Faith; distinction between Dharma and religion; Religious Symbols; Approaches to study religion: Types and forms of religious life.

Unit 2: (11 Hours)

Magic, religion and science; revivalism and conversions, religious pluralism and social harmony.

Unit 3: (12 Hours)

Concepts and Approaches; Reciprocity, Redistribution and Market: Ceremonial exchange, Gifts; Barter, Trade, Weekly Market, Money, Mela and Festivals.

Unit 4: (12 Hours)

Changes in Economic Patterns: Technology, Innovation, Trade; Traditional entrepreneurship/ Household and Cottage Industries; Temple economy and other institutions.

Practical (30 Hours)

1. Prepare a project on any social institutions (religion or economy) considering the socio-cultural aspects in our society.

2. Identify and review an ethnography/monograph revealing significant socio-cultural and economic imperative in the community.

References

1. Bielo, James. S. (2015). *Anthropology of Religion: The Basics*. Routledge Publishing.
2. Gottlieb, R. (2004). *This sacred earth: religion, nature, environment*. Routledge
3. Hann, Chris & Keith Hart. (2011). *Economic Anthropology: History, Ethnography, Critique*. Polity Press.
4. King, E. Francis. (2009). *Material Religion and Popular Culture*. Routledge
5. Lambek, Michel. (2008). *A reader in Anthropology of Religion*. Wiley Blackwell, UK
6. Madan, T.N. (2011). *India's Religions: Perspectives from Sociology and History*. Oxford University Press.
7. Malinowski, B.(1967) *Argonauts of the Western Pacific*. London: Routledge and Kegan Paul

Teaching Learning Process

Classroom teachings

Seminars, presentations and group discussion Practical classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords:

Religion, Symbols, Totemism, Exchange, Barter

DISCIPLINE SPECIFIC CORE COURSE -15 (DSC-15)
Village and City in India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Caste, Village and Cities in India	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

The students will be introduced to the problems associated with concept of peasant in India. The focus will be on the contemporary issues and challenges that confront the rural communities in India.

Learning Outcomes

The students will be able to:

1. demonstrate understanding of the problems and challenges relating to agrarian societies both in historical and contemporary perspectives.
2. describe the changing patterns of village life.
3. evaluate policy pertaining to agrarian reforms and migration.
4. identify remedial measures for city environmental problems.

Unit 1: (10 Hours)

Varna and *Jati*, Indological and empirical approaches, book-view and field-view, caste mobility, contemporary debates

Unit 2: (11 Hours)

Social Organization of an Indian village: Village studies in Anthropology. Institutions, economy and changes; Globalisation and the Indian village

Unit 3: (12 Hours)

Peasantry: Concept and approaches to the study of peasants. State Policy and Agrarian Reform, agrarian transformation, rural–urban migration

Unit 4: (12 Hours)

Emergence of city, study *in* and study *of* city, Folk-urban continuum, approaches and methodologies in urban anthropology; Urban Social Structure: problems and challenges

Practical (3 0 Hours)

1. Identification of a problem related to rural communities and peasant societies of Indian Villages. Preparation of a research design for a detailed study.
2. Field visits in different parts of the city to understand various facets of community life, with special reference to changing caste dynamics.
3. Visit a residential colony and study their urban neighbourhood relationship.

Suggested Readings

1. Dube S.C. (1955). *Indian Village*. London: Routledge and Kegan Paul Ltd
2. Fox. R. G. (1977). *Urban Anthropology: cities and their cultural Setting*. University of Michigan: Prentice Hall
3. Hannerz U. (1983). *Exploring the city inquires towards an urban anthropology*. New York: Columbia University Press.
4. Jodhka, Surinder S (ed.); Simpson, Edward (ed.). (2019). *India's villages in 21st century*. New Delhi: Oxford University Press.
5. Low, Setha. (2005). *Theorizing the City: The New Urban Anthropology Reader*. New Jersey: Rutgers University Press.
6. Shanin T. (1987). *Peasants and Peasantry*. New York: Blackwell.
7. Srinivas, M. N. (2000). *Caste: Its twentieth Century Avatar*. New Delhi: Penguin.

Teaching Learning Process

Lectures and Discussions

Seminars and Presentations

Assessment Methods:

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords:

Caste, Village, Rural, Urban, City, Slum, Agrarian, Folk-urban

POOL OF DISCIPLINE SPECIFIC ELECTIVES

DISCIPLINE SPECIFIC ELECTIVE COURSE -9 (DSE-9) Primate Biology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Primate Biology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

The objective of this paper is to enable the students to understand the evolutionary biology of various non-human primates. Their physical and anatomical metamorphosis will help the students to understand primate evolution too.

Course Learning Outcome:

The students will be able to:

1. demonstrate understanding of human evolution and origin.
2. comprehend the physical aspects that can be used for better understanding of early human migration.

Syllabus:

Unit 1(10 Hours)

History, aim and scope of Primate Biology and its importance in anthropology

Unit 2 (11 Hours)

Definition of primates, characteristic features, classification, primate radiation and primate locomotion

Unit3 (12 Hours)

Anatomical differences between Prosimians and Anthropoids, Old and New World monkeys, Great and Lesser apes and Humans

Unit 4 (12 Hours)

Human Evolution: Dryopithecus, Ramapithecus, Australopithecus, Homo habilis, Homo erectus, Homo sapiens, Neandertalensis, Homo sapiens sapiens

Practical (30 Hours)

Identify and draw the skull/crania of: Prosimians, Anthropoids, Old and New World monkeys, Lesser and greater apes and humans for comparisons with anatomical features.

References:

1. D. Swindler (2004). *Introduction to the primates*. Indian Overseas Press.
2. John Buettner-Janusch (1966). *Origins of Man: Physical Anthropology*. Willey Eastern Publication Ltd.
3. Pia Nystrom and Pamela Ashmore (2011). *The Life of Primates*. Prentice Hall India Learning Private Limited.
4. Russell, Tuttle. (2007). *The functional and Evolutionary Biology of Primates*. Aldine Transaction.
5. Winfried Henke and Ian Tattersall (2015). *Handbook of Palaeoanthropology*. Springer Berlin, Heidelberg.

Teaching Learning Process

Classroom teachings, Seminars, presentations and group discussion, Practical classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords: Non-human primates, primate radiation, primate locomotion

DISCIPLINE SPECIFIC ELECTIVE COURSE -10 (DSE-10)
Visual Anthropology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Visual Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

This course is designed to help students understand how anthropologists have used visual methods to produce anthropological knowledge; it will also help students learn to critically analyse visual media and produce visual images and films that are anthropologically informed.

Learning Outcomes

On completion, students will be able to:

1. demonstrate understanding of the inter-disciplinary nature of studying visuals in anthropology.
2. analyze visual and textual ethnographic representation in different theoretical traditions.
3. make anthropologically informed documentary films.

Syllabus:

Unit 1 Situating Visual Anthropology (10 Hours)

Historical and Contemporary Trajectories; Interdisciplinarity; Visual Anthropology and the Senses

Unit 2 Theory and Representation (11 Hours)

Social Theory of Communication and Ethnographic Semiotic; Theories of Representation; Politics and Poetics of Representation; Indigenous Filmmaking and Self Expression

Unit 3 Ethnographic Photography and Pictorial Media (12 Hours)

Photographic analyses; Images as writing; Found Images; Photography as tool of ethnographic observation; Indigenous Media

Unit 4 Ethnographic Films: Techniques and Ethics (12 Hours)

Ethnographic film as sensory experience; techniques of Ethnographic Film making; Ethical Issues

PRACTICAL(30 Hours)

1. Photo analysis: Analyze visual data from classical and contemporary ethnographies signifying how 'otherness' is constituted in different theoretical traditions.
2. Photo-elicitation and Ethno-photo essay
3. Auto-Ethnographic Digital Storytelling
4. Short ethnographic/documentary filmmaking and their anthropological evaluation.

REFERENCES

1. Banks, M and J. Ruby. (eds). (2011). *Made To Be Seen: Perspectives on the History of visual anthropology*. Chicago: University of Chicago Press.
2. Banks, M. (2001). *Visual Methods in Social Research*. London: Sage Press
3. El Guindi, Fadwa. (2015). 'Visual Anthropology: Essential Method and Theory'. In H.Russell Bernard and Clarence C. Gravlee (eds) *Handbooks of Methods in Cultural Anthropology*. Lanham: Rowman and Littlefield.
4. Hockings, Paul. (2003). *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter.
5. Lawrence, Andy. (2020). *Filmmaking for fieldwork: A practical handbook*. Manchester University Press
6. Pink, Sarah. (2010). *Doing Sensory Ethnography*. Sage Publications.
7. Worth, Sol and Larry P Gross. (1981). *Studying Visual Communication*. Philadelphia: University of Pennsylvania Press.

Teaching Learning Process

Lectures and Discussions

Fieldwork for filmmaking

Hands-on practice in the Visual Anthropology Lab

Seminars and Presentations

Assessment Methods:

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords: Representation, Ethnographic Film, Visual, Communication, Sensory

DISCIPLINE SPECIFIC ELECTIVE COURSE -11 (DSE-11)
European Prehistory

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
European Prehistory	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To introduce to students the evolutionary perspective of human prehistoric society in Europe with the help of archaeological cultural remains.
2. To familiarise the students with tool typology and its classification for the reconstruction of prehistoric societies.

Learning Outcomes

By studying this course, students will be able to:

1. describe the landscape of European archaeological sites and their relevance in studying prehistoric societies.
2. identify the tools, appreciate the tool typology, and classify it appropriately.

Syllabus:

Unit I (10 Hours)

Introduction to European Prehistory: Chronology and Terminology.

Unit II (11 Hours)

Lower Palaeolithic Culture of Europe: Somme Valley, Terra Amata, Le Vallonet, Monte Poggiollo, Atapuerca, Torallba -Ambrona

Unit III (12 Hours)

Middle Palaeolithic Culture of Europe: Le Moustier, Gorham Cave, Asprochaliko and Kiik Koba, Tata, La Micoque

Unit IV (12 Hours)

Upper Palaeolithic Culture of Europe: Different types of traditions. Cave Art

References:

1. Bhattacharya, D.K. (1977). *Palaeolithic Europe*. Netherland: Humanities press.

2. Champion Timothy, Clive Gamble, Stephen Shenan & Alasdair Whittle (2009) *Prehistoric Europe*, London: Routledge
3. Debenath, A., & Dibble, H. (1994). *Handbook of Paleolithic Typology. Volume one: Lower and Middle Paleolithic of Europe*. Philadelphia: University of Pennsylvania.
4. Fagan B. M. (2004). *People of the Earth: An Introduction to World Prehistory*. New Jersey: Pearson Education.
5. Gamble Clive. (1999). *The Paleolithic Societies of Europe*. Cambridge-. Cambridge University Press.
6. Hole, F., & Heizer, R. F. (1969). *An Introduction to Prehistoric Archaeology*. New York: Holt, Rinehart and Winston

Practical/Project work/Assignment (30 Hours)

- Identification of tools:
Chopper/chopping tools
Varieties of handaxes
Cleavers and its types
Side scrapers
End scrapers
Knives
Burins
Borers
Microliths
Bone tools
- Identification of various lithic technologies

Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting research in European archaeology. Process will involve lectures, assignments, class-room discussions, practical and appropriate inference of results and practical file preparation.

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords

Geochronology, European archaeology, tool culture in Europe

SEMESTER-VI
Bachelor of Science (Hons) Anthropology

DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16)
Human Population Genetics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Human Population Genetics	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To understand the basic tenets of human population genetics
2. To learn the concepts of evolutionary forces and their applications
3. To understand the role of human genetic variation in shaping current population structure

Learning Outcomes

The students will be able to:

- develop basic understanding of genetic principles of human populations
- understand the concept of polymorphisms and its applications in understanding genetic structure of human populations
- develop an idea of different types of evolutionary forces
- understand the role of genetic variations in studying human populations

Syllabus:

Unit-1 (10 Hours)

Landmarks in the history of population genetics, Concept of genetic polymorphism; haplotypes and haplogroups; transient, balanced polymorphisms; single locus versus multi-locus inheritance and population structure

Unit-2 (11 Hours)

Genotypic and allelic frequencies, assumptions of Hardy-Weinberg equilibrium, and its applications

Unit-3 (12 Hours)

Concept of Mutation, Natural Selection, Genetic drift, Gene flow, admixture and inbreeding

Unit-4(12 Hours)

Models explaining the maintenance of genetic polymorphism (Relationship between sickle cell and malaria, X-linked polymorphism and selection relaxation hypothesis)

Practical (30 Hours)

1. Blood group typing-ABO; MN and Rh (D) blood groups
2. Color Blindness
3. Blood Collection, sample transportation
4. Plasma and RBC separation and storage in field

References

1. Vogel F. and Motulsky A.G. (1996). Human Genetics: Problems and Approaches. Springer, 3rd revised edition.
2. Cooper DN and Kehrer-Sawatzki H. (2008). Handbook of Human Molecular Evolution. John Wiley & Sons, volume-2.
3. Lewis R. (2009). Human Genetics: Concepts and Applications 9th Edition. The McGraw–Hill Companies, Inc.
4. Patch C. (2005). Applied Genetics in Healthcare. Taylor & Francis Group
5. Templeton A. R. (2018). Human Population Genetics and Genomics. Academic Press.

Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting research in human population genetics. Process will involve lectures, assignments, class-room discussions, laboratory experiments and appropriate inference of results and practical file preparation.

Assessment Methods

Theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the laboratory-based experiments, inference of results and practical file preparation.

Keywords

human genetics, DNA, genetic structure, human evolution, natural selection, genetic drift

DISCIPLINE SPECIFIC CORE COURSE -17 (DSC-17)**Tribes of India****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Tribes of India	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

The course is designed to help students understand the contested and problematic nature of the term 'tribe' and its definitional attributes. It also seeks to elucidate pressing issues faced by the tribes in India by focus on the contemporary issues, challenges and crisis that confront the rural and tribal communities in India.

Learning Outcomes

At the end of the course, the student will be able to :

- comprehend the nature and concepts of tribe and indigenous communities in comparison to caste societies.
- understand critical issues, problems and challenges related to tribal societies both in historical and contemporary perspectives.
- understand the challenges of tribal development and associated solutions.

Syllabus:**Unit 1: On the concept of tribe (10 Hours)**

Concept and approaches to the study of tribes; classification, distribution and cosmogeny of tribes in India; Scheduled Tribes, *Adivasi* and Indigenous people; Particularly Vulnerable Tribal Groups, De notified communities

Unit 2: Tribes and institutions (11 Hours)

Kinship system, types of family, rules of marriage, tribal polity and governance, subsistence economy and tribal market, tribal religion: nature-man-spirit complex, Gender and Tribe

Unit 3: Issues in Tribal Development (12 Hours)

Problems of tribal communities in different parts of India; Displacement and Rehabilitation. Protest movements; Modernization, Globalization and Tribal Transformation

Unit 4: Tribes and Policy (12 Hours)

National Tribal Policy; Forest Rights, Food security, land acquisition, mining, tribal migrants

Practical (30 Hours)

The students shall prepare comprehensive project based on short fieldwork or from secondary sources on different dimensions of tribal life.

References:

1. Bailey, F.G. (1960). *Tribes, Caste and Nations*. Manchester University Press
2. Bhandari, J. S., and Subhadra Channa. (1997). *Tribes and government policies*. New Delhi: Cosmo Publications.
3. Channa, Subhadra Mitra. (2020). *Anthropological Perspectives on Indian Tribes*. New Delhi: Orient Blackswan Private Limited.
4. Chaudhury, Sukant K., and Patnaik, Soumendra Mohan. (2008.) *Indian Tribes and the Mainstream*. New Delhi. Rawat Publications.
5. Fürer-Haimendorf, Christoph von. (1985). *Tribal populations and cultures of the Indian subcontinent*. Handbook of Studies Oriental Leiden: E.J. Brill.
6. Miri, Mrinal. (2003). *Identity and the moral life*. New Delhi: Oxford University Press.
7. Vidyarthi, L.P.(2011 online). *The Maler : A study in Nature-Man -Spirit Complex of a Hill Tribe* (Bookland : Calcutta 1963) Cambridge University Press (Online)
8. Xa-xa, Virginius. (2008). *State, Society, And Tribes: Issues In Post-Colonial India*. New Delhi: Dorling Kindersley (India)

Teaching Learning Process

Lectures and Discussions
Seminars and Presentations

Assessment Methods:

Practical assignments/ project reports; theory, and practical examination at the end of term.

Keywords:

Scheduled Tribe, Caste, Tribal Development, Tribal Policy, Indigenous People

DISCIPLINE SPECIFIC CORE COURSE -18 (DSC-18)
Anthropological Fieldwork

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Anthropological Fieldwork	04	02	Nil	02	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course objective

To train students to apply the methods and techniques of fieldwork in actual field situation to understand social problem and lived realities in a tribal or a rural community.

Learning Outcomes

The students will be able to:

- apply the theoretical perspectives in actual field situation and systematically undertake a study on an anthropological problem.
- write a report based on the field data using qualitative and quantitative methods.

Syllabus:

UNIT 1. Identification of a community for fieldwork, collection of secondary information and preparation of field statements, designing the field study, identification and formulation of research tools, pre-testing and standardization of research tools. **(07 Hours)**

UNIT 2. Survey methods: formation and administration of household census to collect data on socio-economic and biological variables. **(07 Hours)**

UNIT 3. Ethnographic methods: Team Ethnography, rapport establishment, categories of respondents, sources of data, maintaining field diaries and field notes, ethical considerations **(08 Hours)**

UNIT 4. Collection of data on biological variables and their analyses. **(08 Hours)**

Practical (60 Hours)

Students are required to apply these techniques and methods in real social context to have variable experience and make sense of how to use them in research context.

Students will undertake fieldwork of 10-12 days to any rural or tribal area and explore significant dimensions of the community life involving anthropological techniques.

Students are required to submit a dissertation based on the fieldwork taking into account cultural and biological variables.

References:

1. Brewer, John David. 2000. *Ethnography: Understanding Social Research*. Open University Press.
2. O'Reilly, Karen. 2012. *Ethnographic Methods*. Routledge.
3. Patnaik, Soumendra M. *Doing Team Ethnography*. 2006 *The Eastern Anthropologist* 59 (3-4): 295-319.
4. Srivastava, Vinay Kumar. 2004. *Fieldwork and Methodology*. Oxford University Press. New Delhi
5. Madan, T. N., Beteille, André. 1975. *Encounter and Experience - Personal Accounts of Fieldwork*. Vikas Publishing House.

Teaching and Learning process:

Lectures and Discussions, Field visits, Presentations

Assessment methods: Viva voce examination based on submitted dissertation.

Keywords: Ethnography, Field study design, field research tools, report writing

POOL OF DISCIPLINE SPECIFIC ELECTIVES

DISCIPLINE SPECIFIC ELECTIVE COURSE -12 (DSE-12) **Research Methods in Anthropology**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Research Methods in Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To understand the process of designing an effective research study in anthropology
2. To learn the qualitative and quantitative methods used in anthropological research
3. To learn the appropriate ways of scientific writing

Learning Outcomes

The students will be able to:

- understand how to formulate research problem and able to frame it for the purpose of research
- use qualitative and quantitative methods used in anthropological research
- know the ways of scientific writing and sensitive to ethical issues such as intellectual honesty and plagiarism.

Syllabus:

Unit-1: Research Designs (09 Hours)

Types of Research Design- Exploratory, Description and Experimental, Formulation of research problem, hypothesis, review of literature and conceptual framework

Unit-2: Ethnographic research (09 Hours)

Ethnographic and survey research distinguished, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment, identification of representative categories of informants, maintenance of field diary and logbook

Unit-3: Tools and techniques of data collection (09 Hours)

Formulation of questionnaire, interview schedule and interview guide, types of Interview - structured, unstructured and semi-structured, observation and its types, participant observation, Focused Group Discussion, key informant interview; Case Study, life history and genealogy.

Unit-4: Ethics and Human Research (09 Hours)

Ethical issues in social science and human subject research.
Concepts, guidelines and practice

Issues of Plagiarism, conflicts of interest and publication ethics

Unit-5: Bio-Statistics and its Applications (09 Hours)

Types of variables, Measures of Central Tendency, Measures of Dispersion, Skewness and Kurtosis and Normal distribution; Concept of metanalysis.

Geospatial mapping and use of satellite data in anthropological research

Practical (30 Hours)

Project report based on data collection related to anthropological topic.

References

1. Madrigal L. 2010. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012. Zar JH. Biostatistical Analysis. Prentice Hall.
2. Bernard H.R. 2006 Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications.
3. Emerson RM, Fretz RI and Shaw L. 1995. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press.
4. Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.
5. Patnaik , Soumendra Mohan 2013 . Ethical Debate in Development Discourse in India : Towards Formulation of Universal Ethical Guidelines . Developmental Anthropology ; *Entwicklungsethnologie* Vol 21 no 1&2 Hamburg /Germany

Teaching Learning Process

The process of learning will involve acquisition of disciplinary knowledge and understanding of skills required for anthropological research. Process will involve lectures, project based learning, designing a research study, data collection with the help of fieldwork and report submission.

Assessment Methods

Theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the quality of the project report submitted by the student (i.e., involvement of the student in every aspect of the report preparation for example, development of tools for data collection, fieldwork, data entry, analyses and writing).

Keywords

Research, anthropology, ethnography, biostatistics, ethics

DISCIPLINE SPECIFIC ELECTIVE COURSE -13 (DSE-13)
Kinanthropology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Kinanthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To provide the applied knowledge of biological anthropology in an inter-disciplinary framework with respect to performance, exercise and nutrition.
2. The course equips theoretical & applied aspects of kinanthropology.

Learning Outcomes

The students will be able to:

- Learn the tools and techniques of kinanthropology that can help understanding growth, exercise, performance and nutrition.
- understand an integrated approach for use in the field of Physical Education, sport, recreation, rehabilitation and physiotherapy.

Unit I: History, Concept and Scope(10 Hours)

History and development of Kinanthropology. Basic concept and techniques. Scope and relevance

Unit II: Kinanthropology and other disciplines(11 Hours)

Relevance of kinanthropology in Physical education, sports, public health

Unit III: Tools & techniques in Kinanthropology (12 Hours)

Traditional & modern methods in Kinanthropology

Unit IV: Application of Kinanthropology (12 Hours)

Kinanthropometry, Growth, Exercise, Performance, Nutrition

Practical (30 Hours)

1. **Somatometric measurements:** Stature, Sitting Height, Body weight, Head length, Head Breadth, Head Circumference, Nasal height, Nasal breadth, Total Upper Extremity Length Size, Total Lower Extremity Length, Hand Grip Strength, Skinfold at Triceps, Skinfold at Biceps
2. **Indices:** Body mass index, Relative sitting height, Relative upper extremity length, Relative total lower extremity length, Nasal index, Cephalic index
3. Projects on topics related to kinanthropology. on current issues around innovative ideas.

References

1. Singh, S.P., & Mehta, P. (2009). Human Body Measurements: concepts and application. PHI Learning Pvt. Ltd.
2. Physical activity and Growth by RJ Shephard, 1982 (Mosby).
3. Singh I.P., & Bhasin, M. K. (Digital version 2008). Anthropometry. Kamla-Raj Enterprises.
4. Renson, R. (1989). From Physical Education to Kinanthropology: A Quest for Academic and Professional Identity. QUEST (41) 235-256.
5. Human Body Composition by Heymsfield, Lohman, Wang and Going. 1996 (Human Kinetics).
6. Human Body Composition by Heymsfield, Lohman, Wang and Going. 1996 (Human Kinetics).

Teaching Learning Process

Classroom teachings, Seminars and presentations, Practical classes, Workshop

Assessment Methods

Theory and practical examinations (including practical records)

Keywords: Kinanthropometry, physical fitness, sports, human growth, exercise

DISCIPLINE SPECIFIC ELECTIVE COURSE -14 (DSE-14)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Psychological Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objective

The course examines the cultural, evolutionary and psychological basis of human behaviour. It attempts to bring in the cultural basis of some of key psychological concepts like self, identity, emotion, and others that influences human cognition and behaviour and the psychological basis of cultural behaviour, it also looks at cultural aspects of Mental disorders.

Learning Outcomes

The course would enable the students to:

- understand the cultural, evolutionary and the psychological basis of the key concepts of mind, body and culture.
- comprehend the universals in human behaviour and how these universals are influenced by the culture and other factors.

Unit1. Concepts of Human Nature, Body, Brain, Mind and Culture. **(10 Hours)**

Foundations of human behaviour: cultural, evolutionary and psychological dimensions.

Unit 2: Culture and Personality Studies; Basic personality, Modal personality, National Character studies **(11 Hours)**

Unit 3: Concepts of Self, Identity, Emotions **(12 Hours)**

Unit 4: Psychiatric anthropology and mental wellbeing; Altered states of consciousness: spirit possession, shamanism and faith healing **(12 Hours)**

Practical (30 Hours)

1. Students are required to conduct interviews and assess the psychological profile of the respondents in given cultural context.

2. Exploration of issues pertaining to the idea of personhood, interpersonal relationship and cultural orientations in the life of the respondents.
3. A brief report is to be prepared on any specific topic having relevance to psychological anthropology.

Suggested Readings:

1. Imgham, J. M. (1996). *Psychological Anthropology Reconsidered*. Cambridge: Cambridge University Press.
2. Eller, J.D. (2019). *Psychological Anthropology for the 21st Century*. NY and London: Routledge
3. Shweder, Richard A. and Robert A. LeVine, eds. (1984). *Culture Theory: Essays on Mind, Self and Emotion*. Cambridge: Cambridge University.
4. Spiro, Melford E. (1987). *Culture and Human Nature: Theoretical Papers of Melford E. Spiro*. Benjamin Kilborne and L.L. Langness, eds. Chicago: University of Chicago Press.
5. Strauss, Claudia and Naomi Quinn (1997). *A Cognitive Theory of Cultural Meaning*. Cambridge: Cambridge University Press.
6. Nayar, Mahima. (2018). *Against all odds: Psychosocial distress and healing among women*. New Delhi: Sage Publications
7. Mathur, Nita. (2002). *Cultural rhythms in emotions, narratives and dance*. New Delhi: Munshiram Manoharlal

Teaching Learning Process

Lectures and Discussions, Seminars and Presentations

Assessment Methods:

As per University Rules

Keywords:

Emotions, Identity, Altered states of consciousness, personality, shaminism

DISCIPLINE SPECIFIC ELECTIVE COURSE -15 (DSE-15)
Post Holocene Cultural Adaptations of India and Europe

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Post Holocene Cultural Adaptations of India and Europe	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

- The course aims to understand the cultural adaptations of societies in India and Europe with the help of archaeological and cultural remains.

Learning Outcomes

- By studying this course, students will be able to understand the landscape of archaeological sites and their relevance in studying cultural adaptations in prehistoric societies in Europe and India.

Syllabus

Unit I (10 Hours)

Introduction to Holocene Epoch: Geo-chronology, climate change, fauna and flora

Unit II (11 Hours)

Mesolithic Culture of India at Bhimbhetka, Adamgarh, Bagor, Langhnaj and Sarai Nahar Rai.

Rock Art of India

Unit III (12 Hours)

Neolithic Culture of India at Burzahom

Evidences from Ganga Valley and Eastern India, Deccan Neolithic

Unit IV (12 Hours)

Mesolithic Culture of Europe: Different Traditions: Azilian, Maglamosean, Tardenosean

References:

- Bhattacharya, D.K. (1977). Palaeolithic Europe. Netherland: Humanities Press.

2. Hole, F., & Heizer, R. F. (1969). *An Introduction to Prehistoric Archaeology*. New York: Holt, Rinehart and Winston
3. Bailey, G. and P. Spikins (eds.). (2008). *Mesolithic Europe*. Cambridge-. Cambridge University Press.
4. Fagan B. M. (2004). *People of the Earth: An Introduction to World Prehistory*. New Jersey: Pearson Education.
5. Debenath, A., & Dibble, H. (1994). *Handbook of Paleolithic Typology*. Volume one: Lower and Middle Paleolithic of Europe. Philadelphia: University of Pennsylvania.
6. Champion Timothy, Clive Gamble, Stephen Shenan & Alasdair Whittle (2009) *Prehistoric Europe*, London: Routledge
7. Bhattacharya, D.K. (2006). *An Outline of Indian Prehistory*. Delhi: Palaka Prakashan.
8. Sankalia, H. D. (1977). *Prehistory of India*. Delhi: Munshiram Manoharlal.

Practical/ Assignment/Project Work (30 Hours)

The students are required to submit a comprehensive project report based on the state of art review of secondary literature on significant dimensions of post-holocene cultural adaptations in India and Europe.

Teaching Learning Process

Lectures and Discussions, Seminars and Presentations

Assessment Methods:

As per University Rules

Keywords: Prehistoric archaeology, palaeolithic culture, mesolithic culture