Learning Outcomes-based Curriculum Framework (LOCF)
Foreword

UGC has been taking several initiatives for quality improvement in higher education system in the country. Curriculum revision is one of the focus areas of these initiatives. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the higher educational system. The ever-evolving and fast-changing educational technology have posed various challenges as far as curriculum in the Higher Educational Institutions (HEIs) is concerned. The curriculum requires to be updated more often keeping in view the latest developments in the society and to address the society’s needs from time to time.

The Quality Mandate notified by UGC was discussed in the Conference of Vice-Chancellors and Directors of HEIs during 26-28th July, 2018; wherein it was inter-alia resolved to revise the curriculum based on Learning Outcome Curriculum Framework (LOCF).

Learning Outcome Curriculum Framework (LOCF) aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. Besides this, students will attain various 21st century skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self-directed learning etc. A note on LOCF for undergraduate education is available on the UGC website www.ugc.ac.in. It can serve as guiding documents for all Universities undertaking the task of curriculum revision and adoption of outcome based approach.

To facilitate the process of curriculum based on LOCF approach, UGC had constituted subject specific Expert Committees to develop model curriculum. I feel happy to present the model curriculum to all the HEIs. Universities may revise the curriculum as per their requirement based on this suggestive model within the overall frame work of Choice Based Credit System (CBCS) and LOCF.

I express my gratitude and appreciation for the efforts put in by the Chairperson/Member/Co-opted members/experts of the committees for developing model curriculum. I also take the opportunity to thank Prof. Bhushan Patwardhan, Vice-Chairman, UGC for providing guidance to carry forward this task. My sincere acknowledgement to Prof. Rajnish Jain, Secretary, UGC for all the Administrative support. I also acknowledge the work done by Dr. (Mrs.) Renu Batra, Additional Secretary, UGC for coordinating this important exercise.

All the esteemed Vice-Chancellors are requested to take necessary steps in consultation with the Statutory Authorities of the Universities to revise and implement the curriculum based on the learning outcome based approach to further improve the quality of higher education.

New Delhi
30th July, 2019

(Prof. D. P. Singh)
Chairman
University Grants Commission
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Preamble

The purpose of a Learning Outcome-based Curriculum Framework is to change the paradigm of higher education from a teacher-centric to learner-centric curriculum. It is hoped that this paradigmatic change will bring about a significant improvement in the quality of higher education and make the learners both competent and confident to face the challenges of a modern competitive world. The philosophy of this new curriculum framework is pragmatism, to realise that it is not enough for institutions of higher learning to produce good humans and responsible citizens of the country but also to produce employed graduates and postgraduates. After all, it is not prudent to expect an unemployed youth to cherish values like humanity and responsibility towards the nation; he/she first needs to have a productive employment to nourish such values. Hence, the new curriculum framework for Anthropology seeks to make higher education in India learner-centric so that our graduates and postgraduates not only have a more holistic understanding of their subject but also be able to better serve the humanity with dignity and honour, which can be expected only if they are able to secure productive employment after completing their higher education degrees.

What is worrisome is truly realising the purpose or this new curriculum framework, given the vast differences in the manpower and infrastructure resources of the higher educational institutions in India. If some of them are already over hundred years old and are burdened with their own baggages, some are just about a decade old and have not even found their moorings as yet. The sheer number of colleges and universities that have emerged during the past of couple of decades, often without adequate infrastructure, qualified teachers, decent salary or regular status of teachers, is a challenge for a regulating institution like the UGC which is mandated to maintain quality in higher educational institutions. The purpose may be greatly realised by conducting country-wide orientation to teachers of higher educational institutions, but each institution on its part needs to walk an extra mile for achieving a higher quality of education and better employability of their students.
1. Introduction to Anthropology

Anthropology poises itself as a discipline of infinite curiosity about human beings. As the study of humankind, it seeks to produce useful 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; 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 who dig deep into the earth to uncover the fossil remains or tools of people who lived long ago. Beginning with the earliest humans, who lived millions of years ago, anthropology traces human development from the beginning till the present. In fact, every human population, and not just the tribes and peasants, as is often made out, is of interest to anthropologists.

Anthropologists not only study all varieties of people, they also study all aspects of 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 of course concerned primarily with biological or physical characteristics of human populations; others are interested principally in what we call cultural or linguistic characteristics. There are also some who study the prehistoric cultures and still others who study the human languages in order to understand their culture and society.

2. Learning Outcome-based Approach to Curriculum Planning in Anthropology

The fundamental premise underlying the learning outcomes-based approach to curriculum planning is that higher education qualifications such as a Bachelor’s Degree programme in Anthropology is awarded on the basis of demonstrated achievement of outcomes (expressed in
terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of the undergraduates in Anthropology. The National Curriculum Framework for Undergraduate Studies in Anthropology, therefore, is an outcome-based framework. Learning outcomes specify what students completing a particular programme of study are expected to know and be able to do at the end of their programme of study. The learning outcomes indicate the knowledge, skills, attitudes and values that are required to enable the students to effectively participate in knowledge production and in the knowledge economy, improve national competitiveness in a globalized world and for equipping young people with skills relevant for global and national labour markets and enhancing the opportunities for social mobility.

2.1 Nature and Extent of the Undergraduate Programme in Anthropology

The National Curriculum Framework for Undergraduate Studies in Anthropology is an outcome-based framework based on the expected learning outcomes and academic standards that are expected to be demonstrated by the holder of a qualification. The key outcomes that help curriculum planning at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course-level Learning Outcomes.

2.2 Aims of Bachelor Degree Programme in Anthropology

The overall aims of the LOCF for Anthropology at UG level are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course-level learning outcomes that are expected to be demonstrated by a graduate;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate student should be capable of demonstrating on successful completion of study;
- maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate graduate mobility; and
- provide higher education institutions and their external examiners an important point of reference for setting and assessing standards.
3. Graduate Attributes in Anthropology

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. Such attributes include capabilities that help strengthen one’s abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country. The Attributes define the characteristics of a student's degree programme, and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme contexts in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the desirable attributes which a graduate should demonstrate will include the following:

- **Disciplinary Knowledge:** Demonstrate basic knowledge and understanding of one or more disciplines that form a part of the UG programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.

- **Communication Skills:** Express thoughts and ideas in writing and orally, communicate with others using appropriate media, confidently share one’s views and express herself/himself, demonstrate the ability to listen carefully, read and write analytically, and
present complex information in a clear and concise manner to different groups

- **Critical Thinking**: Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, evaluate practices, policies and theories by following scientific approach to knowledge development.

- **Problem Solving**: Demonstrate capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one’s learning to real life situations.

- **Analytical Reasoning**: Demonstrate the ability to evaluate the reliability and relevance of evidence, identify flaws in the arguments of others, draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

- **Research-related Skills**: Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, demonstrate the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.

- **Collaboration/Cooperation/Team work**: Demonstrate ability to work with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work as a member of a team.

- **Scientific Reasoning using Quantitative/Qualitative Data**: Demonstrate the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data.

- **Reflective Thinking**: Demonstrate sensibility to lived experiences.
• **Information/Digital Literacy**: Demonstrate capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.

• **Self-Directed Learning**: Demonstrate ability to identify appropriate resources required for a project, and manage a project through to completion.

• **Multicultural Competence**: Demonstrate knowledge of the values and beliefs of multiple cultures, effectively engage in a multicultural society, and interact respectfully with diverse groups.

• **Moral and Ethical Awareness/Reasoning**: Demonstrate the ability to identify ethical issues related to one’s work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.

• **Community Engagement**: Demonstrate responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civic affairs.

• **Leadership Readiness/Qualities**: Demonstrate capability for mapping out where one needs to go to “win” as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.

• **Lifelong Learning**: Demonstrate the ability to acquire knowledge and skills, including ‘learning how to learn’ that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.
4. Qualification Descriptors in Anthropology

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification. The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding and the skills and competencies that the holders of the qualification are expected to attain and demonstrate.

Qualification descriptors include a statement of outcomes, the achievement of which a student should be able to demonstrate at the end of the UG programme of study for the award of the qualification. These descriptors also indicate the national threshold academic standard for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning opportunities and assessment are expected to be designed to provide every student with the opportunity to achieve, and to demonstrate achievement of, the intended programme learning outcomes. The qualification descriptors reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the desirable outcomes which a graduate should be able to demonstrate are as follows:

The students who complete three years of full-time study of an undergraduate programme of study in Anthropology will be awarded a Bachelor’s Degree. Some of the desirable learning outcomes which a student should be able to demonstrate on completion of a Bachelor’s Degree will include the following:

- Demonstrate a fundamental or coherent understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects.
- Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments.
- Communicate the results of studies undertaken in an academic field accurately in a
range of different contexts using the main concepts, constructs and techniques of the subject(s).

- Apply one’s disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyse problems and issues and solve complex problems with well-defined solutions.
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

5. Programme Learning Outcomes for Graduates in Anthropology

The outcomes and attributes described in qualification descriptors are attained by learners through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which specify the intended outcomes from that programme of study which must be achieved for the award of a specific degree. The programme learning outcomes are aligned with the relevant qualification descriptors.

Programme learning outcomes are quite broad and are designed to capture the knowledge, skills, attitudes and values that are acquired through a programme of study. Programme learning outcomes will include disciplinary-area specific skills that a programme cultivates and generic skills, including transferable global skills and competencies, the achievement of which the students of specific programme of study should be able to demonstrate on completion of the UG programme of study for the award of the graduate degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. Programme learning outcomes outline the minimum essential learning required to successfully complete a programme of study. They also help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates/postgraduates of a given programme of study. A programme of study may be mono-disciplinary, multi-disciplinary or inter-disciplinary.
Some examples of desirable learning outcomes (disciplinary-area specific skills, generic skills and attributes) that an undergraduate student of Anthropology should be able to:

- Demonstrate a fundamental or coherent understanding of the academic field of Anthropology, its different branches and applications, and its linkages with related disciplinary areas/subjects; and (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public service.

- Demonstrate the ability to use the knowledge of Anthropology in formulating and tackling Anthropology-related problems and identifying and applying appropriate anthropological principles and methodologies to solve a wide range of problems associated with Anthropology.

- Plan and execute Anthropology-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software, and report accurately the findings of the experiment/field investigations.

- Demonstrate relevant generic skills and global competencies such as (i) problem-solving skills that are required to solve different types of Anthropology-related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Anthropology-related issues and problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences; (iv) ICT skills; and (v) personal skills such as the ability to work both independently and in a group.

- Demonstrate professional behaviour such as (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical behaviour such as fabricating, falsifying or misrepresenting data or to committing plagiarism; (ii) the ability to identify the potential ethical issues in work-related situations; and (iii) promoting safe learning and working environment.
6. Structure of BA/BSc Pass and Honours Courses in Anthropology

6.1 Credit Distribution for BA/BSc Honours in Anthropology

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Nature of Papers</th>
<th>Total No. of Papers</th>
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<th>Credit in Practical</th>
<th>Total Credits</th>
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<tr>
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<td>84</td>
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<tr>
<td>2</td>
<td>DSE (Discipline Specific Elective) papers</td>
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<td>4</td>
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<tr>
<td>3</td>
<td>GE (Generic Elective/Interdisciplinary) papers</td>
<td>04</td>
<td>4</td>
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<td>24</td>
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<tr>
<td>4</td>
<td>AEC (Ability Enhancement Course) papers</td>
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<td>5</td>
<td>SEC (Skill Enhancement Course) papers</td>
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6.2 Paper Distribution for BA/BSc Honours in Anthropology

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<th>SEC (2)</th>
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<th>GE (4)</th>
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<td>C-102</td>
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<td>C-202</td>
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6.3 Credit Distribution for BA/BSc Pass in Anthropology

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<th>Credit in Practical</th>
<th>Total Credits</th>
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<td>2</td>
<td>2</td>
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<td></td>
<td>SEC</td>
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6.4 Paper Distribution for BA/BSc Pass in Anthropology

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<th>SEC (2)</th>
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<td>C-103A</td>
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<td>C-203B</td>
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6.5 Year and Semester-wise Distribution of Papers and Credits and Specialisation Papers for Honours
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<th>Year</th>
<th>Semester</th>
<th>Code</th>
<th>Paper Code</th>
<th>Name of the Course/Paper</th>
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<td>Tribes and Peasants in India</td>
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<td>ANTH-C302</td>
<td>Human Ecology: Biological and Cultural Dimensions</td>
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14
6.6 Specialisation-wise Distribution of Honours Papers

<table>
<thead>
<tr>
<th>Group A</th>
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<tr>
<td><strong>Physical Anthropology</strong></td>
<td><strong>Social-Cultural Anthropology</strong></td>
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<td>DSE-1: Physiological Anthropology</td>
<td>DSE-6: Anthropology of Religion, Politics and Economy</td>
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<td>DSE-2: Sports and Nutritional Anthropology</td>
<td>DSE-7: Tribal Cultures of India</td>
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<td>DSE-3: Human Genetics</td>
<td>DSE-8: Indian Archaeology</td>
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<tr>
<td>DSE-4: Forensic Dermatoglyphics</td>
<td>DSE-9: Visual Anthropology</td>
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<tr>
<td>DSE-5: Palaeoanthropology</td>
<td>DSE-10: Fashion Anthropology</td>
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<tr>
<td>DSE-11: Anthropological Demography</td>
<td>DSE-12: Urban Anthropology</td>
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<tr>
<td>DSE-14: Dissertation &amp; Viva Voce</td>
<td>DSE-13: Anthropology of Health</td>
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<td>DSE-14: Dissertation &amp; Viva Voce</td>
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</table>

6.7 Course-level Learning Outcomes

The programme learning outcomes are attained by learners through the essential learnings acquired on completion of selected courses of study within a programme. The term ‘course’ is used to mean the individual courses/papers of study that make up the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Course-level learning outcomes will be aligned to programme learning outcomes. Course level learning outcomes are specific to a course of study within a given programme of study. All course-level learning outcomes will also be performance/outcome oriented. The achievement by students of course-level learning outcomes leads to the attainment of the programme learning outcomes. A course
map would indicate the linkage between course learning outcomes and each programme learning outcome, as shown in the following table with indicative learning outcomes.

<table>
<thead>
<tr>
<th>UG Course-level Learning Outcomes/Papers</th>
<th>1</th>
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6.8 Contents for BA/BSc Pass and Honours Papers in Anthropology

I. Core Course

First Year
I Semester
ANTH-C101 Introduction to Biological Anthropology
ANTH-C102 Introduction to Social-Cultural Anthropology
II Semester
ANTH-C201 Introduction to Archaeological Anthropology
ANTH-C202 Fundamentals of Human Origin & Evolution

Second Year
III Semester
ANTH-C301 Tribes and Peasants in India
ANTH-C302 Human Ecology: Biological & Cultural Dimensions
ANTH-C303 Biological Diversity in Human Populations
IV Semester
ANTH-C401 Theories of Culture and Society
ANTH-C402 Human Growth and Development
ANTH-C403 Research Methods

Third Year
V Semester
ANTH-C501 Fundamentals of Human Genetics
ANTH-C502 Anthropology of India
VI Semester
ANTH-C601 Forensic Anthropology
ANTH-C602 Anthropology in Practice

II. Elective Course

A. Discipline Specific Elective (DSE) Papers
DSE-1 Physiological Anthropology
DSE-2 Sports and Nutritional Anthropology
DSE-3 Human Genetics
DSE-4 Forensic Dermatoglyphics
DSE-5 Paleoanthropology
DSE-6 Anthropology of Religion, Politics and Economy
DSE-7 Tribal Cultures of India
DSE-8 Indian Archaeology
DSE-9 Visual Anthropology
DSE-10 Fashion Anthropology
DSE-11 Anthropological Demography
DSE-12 Urban Anthropology
DSE-13 Anthropology of Health
DSE-14 Dissertation/Project Work/Internship (in Semester VI and compulsory)

B. Generic Elective (GE)/Interdisciplinary Papers
GE-1 Museum and Cultural Resource Management
GE-2 Anthropology of Tribal Development
GE-3 Anthropology of Gender

Note: The papers listed above as DSE papers may also be offered to students of other departments as GE papers.

III. Ability Enhancement Course
   A. Ability Enhancement Compulsory Papers
   AEC-1 English/Hindi/MIL Communication
   AEC-2 Environmental Science
   B. Skill Enhancement Elective Papers
   SEC-1 Public Health and Epidemiology
   SEC-2 Business and Corporate Anthropology
   SEC-3 Media Anthropology
   SEC-4 Tourism Anthropology
Core Papers
ANTH-C101 Introduction to Biological Anthropology

Theory
Unit I: History and development of understanding human variation and evolutionary thought, theories of evolution, human variation and evolution in ancient times, theories of evolution: Lamarckism, Neo Lamarckism, Darwinism, Synthetic Theory, Mutation and Neo-Mutation theories.

Unit II: History of Physical Anthropology and development of Modern Biological Anthropology; aim, scope and relationship with allied disciplines; differences in modern and traditional approaches in Biological Anthropology.


Unit IV: Great divisions of humanity: comparative account of various racial classifications (Blumenbach, Hooton, Haddon, Deniker), paradigm shift in racial studies: from typological to populational model; UNESCO statement on race, recent understanding of human biological categories in the context of human genome research.

Practical
Somatometry
1. Maximum head length
2. Maximum head breadth
3. Minimum frontal breadth
4. Maximum bizygomatic breadth
5. Bigonial breadth
6. Nasal height
7. Nasal length
8. Nasal breadth
9. Physiognomic facial height
10. Morphological facial height
11. Physiognomic upper facial height
12. Morphological upper facial height
13. Head circumference
14. Stature
15. Sitting height
16. Body weight

Somatoscopy
1. Head form
2. Hair form
3. Facial form
4. Eye form
5. Nose form
6. Hair colour
7. Eye colour
8. Skin colour

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about various theories related to human evolution and variation.
2. They will learn about history of Physical Anthropology and how it is related to other disciplines.
3. They will also learn about the relationship between non-human and human primates.
4. From the practical component they will learn about how to measure and study various parts of the human body.

References

ANTH-C102 Introduction to Social-Cultural Anthropology

Theory

Unit I: Anthropological perspective and orientation, scope and relevance of Social Anthropology, relationship of Social Anthropology with other disciplines.
Unit II: Concepts of society and culture, status and role, social stratification, and civil society.
Unit III: Social-cultural institutions: family, marriage, kinship, religion.
Unit IV: Linguistic Anthropology: cultural setting of language, Sapir-Whorf hypothesis, cultural analysis of colour and kinship terminologies, lingua-franca and language, multilingualism and diglossia.

Practical

The practical will include the following techniques and methods in collection of data in Social Anthropology:
1. Observation
2. Interview
3. Questionnaire and Schedule
4. Case study
5. Life history

Learning Outcomes

The learning outcomes of this paper are:
1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about concepts of society, culture, social stratification, etc.
3. They will also learn about important institutions like family, marriage and kinship.
4. From the practical component they will learn how to follow up some of the commonly used techniques of data collection in Social-Cultural Anthropology.

References

ANTH-C201 Introduction to Archaeological Anthropology

**Theory**

Unit I: Introduction: definition and scope of archaeological anthropology, relationship with other branches of anthropology and allied disciplines, methods of studying archaeological anthropology.

Unit II: Methods of Estimation of Time and Reconstruction of the Past: absolute dating methods, relative dating methods, methods of climatic reconstruction: palynology, palaeontology, soil pH estimation.

Unit III: Geochronology of Pleistocene Epoch: Glacial and Interglacial Pluviation and Inter Pluviation, Different types of geoclimatic events.

Unit IV: Understanding Culture: technique of tool manufacturing and estimation of their relative efficiency, classification of tools, primary and combination fabrication techniques, typology and cultural nomenclature

**Practical**

Identification, interpretation and drawings of at least two artefacts from each tool type given below:

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Types
5. Neolithic Tool Types

**Learning Outcomes**

The learning outcomes of this paper are:

1. The students will learn about archaeological anthropology and its relationship with other sciences.
2. They will learn about how the past is reconstructed.
3. They will also learn about the method of understanding the prehistoric culture on the basis of archaeological finds.
4. From the practical component they will learn about identification and interpretation of prehistoric tools.
References


ANTH-C202 Fundamentals of Human Origin & Evolution

Theory
Unit I: Primate origins and radiation with special reference to Miocene hominoids: Ramapithecus, distribution, features and their phylogenetic relationships.
Unit II: Australopithecines: distribution, features and their phylogenetic relationships; appearance of genus Homo (Homo habilis) and related finds.
Unit III: Homo erectus from Asia, Europe and Africa: distribution, features and their phylogenetic status.
Unit IV: Origin of Homo sapiens: fossil evidences of Neanderthals and Archaic Homo sapiens sapiens and the process of hominisation.

Practical
Craniology (five normas)
Craniometry: Maximum cranial length Maximum cranial breadth
Maximum bizygomatic breadth Maximum frontal breadth
Minimum frontal breadth Nasal height
Nasal breadth Bi-mastoid breadth
Greatest occipital breadth upper facial height
Cranial index and Nasal index

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the origin of hominoid group in the primates.
2. They will learn about the origin, distribution and characteristics of extinct hominids and the process of hominization.
3. The components of the Practical paper will help students to understand how craniometric measurements and derived indices are useful in studying evolutionary changes in modern humans.
References


ANTH-C301 Tribes and Peasants in India

Theory
Unit I: Anthropological concepts of tribe: problems of nomenclature, definition and classification, features of tribes in India.
Unit II: Tribes and the wider world, history of tribal administration, Constitutional safeguards, issues of acculturation, assimilation and integration; impact of development schemes and programmes on tribal life.
Unit III: Anthropological concept of peasantry: concepts of peasantry, approaches to the study of peasants – economic, political and cultural.
Unit IV: Tribal and peasant movements in 20th century India.

Practical
Students are required to read and analyze any one of the ethnographies like the ones given below and prepare a report based upon it. The report should clearly link up the study with the concept of tribe/peasant and delineate clearly the following in the text:
1. Research questions/objectives of the study and their relevance.
2. Methods and techniques used in the study.
3. Key findings and their significance in the context of the objectives of the study.
4. Critical analysis of the finding on the basis of contemporary available resources.

Sample List of Ethnographies:
Learning Outcomes

The learning outcomes of this paper are:
1. The students will learn about the concepts of tribes, their classification and distribution.
2. They will learn about how tribes are linked with the wider world.
3. They will also learn about peasantry and how it is related to tribes.
4. From the practical component they will learn to read original ethnographies and extract relevant information from the same.

References


ANTH-C302 Human Ecology: Biological & Cultural Dimensions

Theory

Biological Dimensions


Unit II: Adaptation to various ecological stresses, ecological rules and their applicability to human populations.

Cultural Dimensions

Unit III: Culture as a tool of adaptation: various modes of human adaptation in hunting and food gathering, pastoralist, and shifting cultivation societies.

Unit IV: Ecological themes in state formation: ‘Neolithic revolution’ and Hydraulic civilization.

Practical

Biological Dimensions

Size and Shape Measurements

1. Biachromial breadth
2. Biilliac breadth
3. Leg length
4. Arm circumference
5. Waist circumference

Size and Shape Indices

1. Body Mass Index
2. Ponderal Index
3. Relative Sitting Height
4. Relative Upper Extremity Length
5. Relative Total Lower Extremity Length
Cultural Dimensions

Make a research design pertaining to any environmental problem and write a project report based on it.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about biological aspects of ecology and adaptation.
2. They will learn about cultural aspects of ecology and adaptation.
3. They will also learn about the relationship between ecology and state formation.
4. From the practical component they will learn about measurement of various parts of the human body and about preparing a research design on study of any environmental problem.

References


ANTH-C303 Biological Diversity in Human Populations

Theory

Unit I: Concept of biological variability: race, sources of genetic variation, structuring genetic variation, interpretation of human variation, dermatoglyphics, and polymorphism (Serological, Biochemical and DNA Markers).

Unit II: Human adaptability: adaptive mechanisms determining the types of adaptation.

Unit III: Appraisal of contribution of Risley, Guha, Eickstedt and Sarkar towards understanding ethnic elements in the Indian populations.

Unit IV: Genetic diversity among Indian Populations.

Practical

1. Determination of A1, A2, B, O; M N; and Rh (Test with five Anti-Rh sera) blood groups of at least 5 subjects.
2. Analysis and interpretation of finger ball pattern types, palmar main lines and pattern index for at least 5 subjects.
3. Finger print classification and development of chance prints and statistical treatment of the data collected (at least 5 Subjects).

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the use of various markers of biological variation.
2. They will learn about the mechanisms of human adaptability.
3. They will also learn about the contribution of some anthropologists towards understanding the population diversity in India.
4. From the practical component they will learn about the use of blood group antigens and dermatoglyphic traits in measuring biological diversity.

References


ANTH-C401 Theories of Culture and Society

Theory
Unit I: Evolutionary theory and colonialism, changing perspectives on evolutionism, diffusionism and culture area theories.
Unit II: Historical Particularism, Neo-evolutionism.
Unit III: Functionalism and Structural-functionalism.
Unit IV: Structuralism, symbolic interactionism and interpretative anthropology.

Practical
As a part of the practical following exercises will be undertaken by the students so as to enable them to connect the theories with things of everyday living.
1. Identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identify variables of a study.
3. Formulate a hypothesis.
5. Test s hypothesis.
6. Identify the universe and unit of study with justifications.
7. Choose an appropriate research technique and method in the context of theoretical framework.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the classical theories of culture like evolutionism, diffusionism and culture area.
2. They will learn about historical particularism and neo-evolutionism.
3. They will also learn about functionalism, structuralism and other more recent theories.
4. From the practical component they will learn about formulation of research questions and hypotheses, testing of hypotheses, etc.
References


ANTH-C402 Human Growth and Development

Theory
Unit I: Concept of human growth and development, differentiation and maturation, significance/applicability of growth studies.
Unit II: 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 catch-down growth), sex differences in growth curves, secular trend.
Unit III: Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and development, methods and techniques for studying growth.
Unit IV: Nutritional epidemiology: concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus; assessment of nutritional status.

Practical
1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc), assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age.
2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR).
3. Nutritional assessment through dietary pattern and anthropometric indices.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the concepts and indicators of human growth and development.
2. They will learn about pre-natal and post-natal growth.
3. They will also learn about various bio-cultural factors that influence growth.
4. From the practical component they will learn about how to assess growth, obesity and nutritional status.

References


ANTH-C403 Research Methods

Theory
Unit I: Definition and distinction between technique, method and methodology: review of literature, conceptual framework, formulation of research problem.
Unit II: Field work tradition in Anthropology: ethnographic approach, contribution of Malinowski, Boas and other pioneers like Haddon and Rivers.
Unit III: Tools and techniques of data collection: survey, questionnaire and interview schedule, observation, interview, case study.
Unit IV: Writing up: preface, chapterization and sub-headings, notes (endnotes and footnotes), bibliography and references, glossary, appendix.

Practical
1. Construction of tables and charts and their interpretation.
2. Observation: Direct, Indirect, Participant, Non-participant, Controlled
4. Case study and life history.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the similarities and differences between technique, method and methodology.
2. They will learn about fieldwork traditions in Anthropology.
3. They will also learn about tools and techniques of data collection.
4. From the practical component they will learn about how to construct tables, make observations and conduct interviews.

References


Lawrence, N.W. 2000. *Social Research Methods, Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.


ANTH-C501 Fundamentals of Human Genetics

Theory

Unit I. Essentials of Genetics: landmarks in the history of genetics, principles in human genetics, single locus (Mendelian) versus multilocus (quantitative/complex) inheritance, chromosome theory of inheritance (segregation and independent assortment).

Unit II: Mendelian inheritance (single factor and multifactorial inheritance, polygenic inheritance), non-Mendelian inheritance (multiple allelism, co-dominance, sex-linked, epistasis, penetrance and expressivity, Cytoplasmic inheritance).

Unit III: 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).

Unit IV: Population structure and admixture in human populations: random & non-random mating (positive and negative assortative mating), heritability, linkage disequilibrium, genetic markers utility of genetic markers in forensic, population and disease association studies.

Practical

1. Colour Blindness Test
2. Sickle cell trait identification
3. PTC tasting ability

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about genetics and the principles of human genetics.
2. They will learn about inheritance and the factors influencing inheritance.
3. They will also learn about the role of admixture in population structure.
4. From the practical component they will learn about blood grouping, identifying colour blindness and PTC tasters.

References
ANTH-C502 Anthropology of India
Theory
Unit I: Origin, history and development of Anthropology in India, geographical and linguistic elements in Indian population.
Unit II: Understanding the diversity of Indian society: varna, jati, caste, tribe, ashrama, purusartha.
Unit III: Basic concepts for understanding Indian society and culture: great tradition and little tradition, universalization and parochialization, sanskritization, dominant caste, tribe-caste continuum, nature-man-spirit complex.

Practical
1. Identify various traits/variables which can be used in racial classification and comment on their relevance.
3. Review a book on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
2. Explore the biological diversity of any population group considering a minimum of five genetic traits from secondary sources.
3. Highlight the contributions of any one Indian anthropologist.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about how anthropology originated and evolved in India.
2. They will learn about Indian society on the basis of some key concepts developed by various anthropologists and sociologists.
3. They will also learn about the contributions of some western anthropologists to understanding Indian society and culture.
4. From the practical component they will learn about diversities in Indian society on the basis of biological and cultural traits.
References
Guha, B.S. 1931. The racial attributes of people of India. In: *Census of India 1931*, vol I, Part III.
Guha, B.S. 1931. The racial attributes of people of India. In: *Census of India 1931*, vol I, Part III.

ANTH-C601 Forensic Anthropology
Theory
Unit I: Introduction to Forensic Anthropology: definition, brief history, scope, applications and integration of Forensic Anthropology.

Unit II: Basic Human Skeletal Biology: identification of human and non-human skeletal remains; ancestry, age, sex and stature estimation from bones; discovery and techniques for recovering skeletonized human remains.

Unit III: Personal identification: complete and partial identification, methods of identification in living persons: bite marks, tattoo marks, fingerprints, lip prints, nails, handwriting, deformities and others.

Unit IV: Serology: identification and individualization of bloodstain, urine, semen and saliva.

**Practical**

2. Identification of bloodstain, urine, semen and saliva.
3. Examination of fingerprints and handwriting.

**Learning Outcomes**

The learning outcomes of this paper are:

1. The students will learn about the aims and scope of forensic anthropology.
2. They will learn about identification of skeletal and non-skeletal human remains.
3. They will also learn about various methods of identifying living persons.
4. From the practical component they will learn about identification of individuals on the basis of bones, blood, urine, semen, saliva, fingerprint and handwriting.

**References**


ANTH-C602 Anthropology in Practice

Theory


Unit II: Role of Anthropology in Development: Anthropology and Public Policy, Community Development, Anthropology of NGOs, Management Anthropology, Cultural resource management.

Unit III: Constitutional Perspective and Human Rights: Constitutional Provisions, Human Rights including the rights of special category and marginal groups, protection and enforcement of human rights, national and state human rights commissions and other grievance redressal mechanisms; Emerging trends of human rights in respect of terrorism and environment.

Unit IV: Biosocial anthropology in practice: Human Development Index, Forensic Anthropology, crime and identification; biology and privacy.

Practical

1. The students will visit an NGO or corporate office or census office in the state capital and its adjoining areas and write principal observations on the same.
2. Online search of details on HDI across countries.
3. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Fashion / Human Rights / Ecotourism.
4. Online searching of articles and books on human rights violation by state and non-state actors.

Learning Outcomes

The learning outcomes of this paper are:
1. The students will learn about various applications of anthropological knowledge and techniques.
2. They will learn about the role of anthropology in development practices.
3. They will also learn about various constitutional provisions that protect human rights.

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4. From the practical component they will learn about how to prepare report on an NGO or a project on tourism.

References


Discipline Specific Elective Papers

DSE-1 Physiological Anthropology

**Theory**

Unit I: Fundamentals of work physiology: homeostasis, metabolism and energy and Systems, exercise, respiratory system and haemodynamics (blood pressure, pulse rate, heart rate and oxygen-transporting system, blood flow, Hb, hematocrit etc).

Unit II: Acute physiological adjustments during transition from resting homeostasis to sub-maximal and maximal exercise, chronic physiological adaptations to exercise training, age, sex and population variation in the physiological characteristics.

Unit III: Cardio-vascular and respiratory endurance, physical working capacity and physical fitness, evaluation of response and assessment, relationship of body measurements with cardio-vascular and respiratory functions, aerobic and anaerobic exercise training, health related fitness in gender and ethnic group.

Unit IV: Impact of smoking, alcohol, drug, pollution and occupation on cardio-respiratory Functions, physical performance and environmental stress, chronic diseases, malnutrition, lifestyle disease.

**Practical**

1. Cardiovascular function (Blood pressure, heart rate, pulse rate)
2. Respiratory function (Tidal volume, vital capacity, forced vital capacity, minute ventilation etc.)
3. Haemoglobin estimation
4. Step-test
5. Treadmill test

**Learning Outcomes**

The learning outcomes of this paper are:

1. The students will learn about the fundamentals of work physiology.
2. They will learn about physiological adjustments to various environmental stresses.
3. They will also learn about the influence of factors like smoking, drinking and pollution on physiological performance.
4. From the practical component they will learn about how to measure cardiovascular function, respiratory function, etc.

References
DSE-2 Sports and Nutritional Anthropology

Theory

Unit I: Anthropology of sports: physical fitness, component of physical fitness.
Unit II: Physical conditioning, training-techniques and physiological effects; environmental effects on physical performance: effect of heat stress, cold stress and high altitude on physiological response and performance.
Unit III: Body composition and athletes, sports selection and monitoring.
Unit IV: Human biological variability, health and nutrition; doping and performance, cultural constructions and physiologic implications of food across time, space and society; integrated bio-behavioural perspective towards food preference.

Practical

1. Assessment of daily nutrient intake
2. Evaluate association of nutritional status and physical performance
3. Demonstrate cultural perspective for preference of specific food of a population

Learning Outcomes

The learning outcomes of this paper are:
1. The students will learn about the anthropology of sports and physical conditioning of sports persons.
2. They will learn about body composition and sports selection.
3. They will also learn about human biological variability and its relationship with food.
4. From the practical component they will learn about how to assess nutrient intake and how it is related to physical performance.

References


DSE-3 Human Genetics

Theory

Unit I: Structure, function and inheritance of the human genome: gene, DNA structure and replication, DNA repair and recombination, gene expression, coding and non-coding region.

Unit II: Expression of genetic information: from transcription to translation, relationship between genes and protein, transcriptions: transcription and RNA processing, encoding genetic information, decoding the codons, the role of transfer RNAs.

Unit III: Methods of genetic study in humans: pedigree analysis and expressivity, chromosomal basis of genetic disorders (Karyotypes and identification of chromosome Variation, nucleic acid hybridization assays, cytogenetic mapping), genetic mapping (Microsatellite and other DNA polymorphisms), LOD score, sequencing strategies (PCR based Sanger sequencing to Exome sequencing), concept of non-mendelian inheritance and complex diseases.

Unit IV: Genomic diversity & human evolution: peopling of the Indian subcontinent: evidence from mtDNA and Y-chromosome, evolutionary genetics, molecular evolution, DNA sequence variation and human origins.

Practical

1. Blood Collection, transportation and storage in field
2. DNA Extraction from whole blood
3. DNA Quantification, Aliquoting and sample preparation
4. PCR and electrophoresis
5. Gel Documentation

Note: If a college or university does not have facilities for conducting the above practicals it may allow students to prepare a project report, based on secondary literature, on any one of the practical topics.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about human genes, their structure, replication and function.
2. They will learn about how genetic information is expressed.
3. They will also learn about the methods of studying human genes.
4. From the practical component they will learn about DNA extraction, quantification, gel documentation, etc.

References
DSE-4 Forensic Dermatoglyphics

Theory
Unit I: Introduction to dermatoglyphics: history and development, scope and applications.
Unit II: Formation of fingerprint ridges, pattern types and patterns area, classification of fingerprints- Henry Classification, Vucetich System, Single-Digit Classification.
Unit IV: Basis of fingerprint comparison: class characteristics and individual characteristics, determination of identity: fingerprint and palmprint recognition, automated fingerprint identification system.

Practical
1. Recording and Study of Finger and Palm Prints
2. Determination of palmar main line formula, Ridge count and indices
3. Comparison of Fingerprints and Palmprints on the basis of class and individual ridge characteristics
4. Development of latent fingerprints using different chemical and powder methods.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about dermatoglyphics, its scope and applications.
2. They will learn about various classifications and types of fingerprints.
3. They will also learn about how fingerprints are compared.
4. From the practical component they will learn about recording, determining and comparing fingerprints.

References


DSE-5 Paleoanthropology

Theory

Unit I: Dating methods, geological time scale, taphonomy and interpretation of the paleontological and archaeological records, taxonomic and chronological problems of fossils records.

Unit II: Primate speciation and extinctions: geological perspective, adaptive primate radiation, differential rate of somatic evolution.


Practical

1. Comparative primate osteology
2. Description and identification of the disarticulated skeleton of non-human primates
3. Identification and description of fossil casts
4. Excursion to a site for seven days for collection of fossil material and its report

Note: If a college or university does not have facilities for conducting the above practicals it may allow students to prepare a project report, based on secondary literature, on any one of the practical topics.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about geological time scale and dating methods.
2. They will learn about primate speciation and evolution.
3. They will also learn about primate and non-primate hominid behaviour.
4. From the practical component they will learn about identification and description of non-human primates, fossil casts, etc.
References


DSE-6 Anthropology of Religion, Politics and Economy

Theory

Unit I: Anthropological approaches to understanding religion: magic, animism, animatism, totemism, naturism; witchcraft and sorcery, Religious specialists: shaman, priests, mystics; overview of anthropological theories of religion, religion as the sacrality of ecological adaptation and socialness.

Unit II: Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neo-classical, substantivist, and neo-marxist approaches, various forms of exchange: barter, trade and market; forms of currencies, reciprocities: generalized, balanced and negative.

Unit III: Political institutions: concepts of power and authority, types of authority, state and stateless societies, law and justice in simple and complex societies, prospects for democracy and tolerance among and within the world’s diverse civilizations, meaning and sources of identity in complex contemporary societies, origins of modern politics, its institutions, and cultures, both Western and non-Western.

Unit IV: Interrelationship between religion, politics and economy, religious conversion and movements, emergence of new religious sects in the global order.

Practical

Case study of any one of the social institutions (religious, economic, or political).

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about anthropological approach to understanding religion, economy and politics of simple societies.

2. They will also learn about how religion, economy and politics interface with each other.

3. From the practical component they will learn how to conduct a case study of one of the religious, economic or political institutions of a given society.
References
DSE-7 Tribal Cultures of India

Theory

Unit I: Concepts of tribe and debates centering around the various concepts of tribe, general and specific characteristics of tribes, tribes in India: antiquity, historical, academic, administrative and anthropological importance, denotified tribes.

Unit II: Tribe-caste continuum, constitutional safeguard/provisions, gender and tribe, regional and linguistic distribution of tribes in India.

Unit III: Classification of tribes based on their economy, occupation and religion, racial elements among the tribes, Scheduled and non-scheduled categories of tribes.

Unit IV: Forest policies and tribes, migration and occupational shift, tribal arts and aesthetics, displacement, rehabilitation and social change, globalization among Indian tribes.

Practical

1. Distribution of Indian Tribes: Denotified & Nomadic Tribes, Vulnerable Tribes, Scheduled Tribes
2. Location of different tribes on the map of India
3. Write an annotated bibliography on any one tribe
4. Write an essay on the social structure of any one tribe of India

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various concepts of tribes and the importance of studying them.
2. They will learn about the difficulties of differentiating between tribe and caste in India.
3. They will also learn about classification of tribes based on religion, economy, occupation, race, etc.
4. From the practical component they will learn about distribution of various categories of tribes in India and how to write an annotated bibliography and social structure of one of them.

References


DSE-8 Indian Archaeology

Theory

Unit I: Understanding culture: technique of tool manufacturing and estimation of their relative efficiency, classification of tools: primary and combination fabrication techniques, typology and cultural nomenclature.

Unit II: Methods of climatic reconstruction: palynology, paleontology, soil pH estimation.

Unit III: Prehistoric India: Pleistocene chronology of India.

Unit IV: Character, distribution and interpretation of habitat and economy of:
   i. Lower Palaeolithic
   ii. Middle Palaeolithic
   iii. Upper Palaeolithic
   iv. Mesolithic culture
   v. Art, ritual and belief

Practical

1. Identification of tools:
   (a) Handaxe varieties, chopper/chopping tools
   (b) Cleaver varieties
   (c) Side scraper varieties
   (d) Knives
   (e) Burins
   (f) End scrapers
   (g) Borers
   (h) Microlithic tools
   (i) Bone tools

2. Identification of lithic technology

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about prehistoric culture through the technique of manufacturing tools.
2. They will learn about the methods of climatic reconstruction.
3. They will also learn about Pleistocene chronology of India.
4. From the practical component they will learn about identification of tools and lithic technology.

References


DSE-9 Visual Anthropology

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

Practical
This paper deals with analysis of visuals such as photographs and films pertaining to cultural practices dealing with institutions of religion, economy and politics. The students are required to do the following exercises:
1. Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera.
2. Analyze the visual data from classical ethnographies signifying how ‘otherness’ is constituted.
3. A gendered analysis of visuals produced during colonial and postcolonial times.
4. Hypertext and multimedia as analytic end points.
5. Collection, reporting and analysis of photo-ethnographic data.
6. Digital mirror: computer assisted exercises leading to production of ethnographic text.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about Visual Anthropology and its scope.
2. They will learn about the theories of representation in visual media.
3. They will also learn about ethnographic films and photography.
4. From the practical component they will learn about the techniques of making an ethnographic film.
References


DSE-10 Fashion Anthropology

Theory
Unit I: Introduction: fashion, consumption and Anthropology: from evolution to compassionate consumption, rise and fall of evolution in dress.
Unit II: Theoretical and ethnographic approaches to understanding fashion and consumer society, colonialism, dress and identity, colonialism, consumption and civilising fashion.
Unit III: Gender, fashion and consumption in different societies, application of fashion in understanding traditional and modern societies, role of religion in fashion.
Unit VI: Globalization and dress, leather-cosmetics relationships, relationship of motifs with embroidery, colour and designs among various tribes of India.

Practical
1. Identification of pattern-making, garment construction and colour dynamics.
2. Sewing and clothing.
3. Surface ornamentation, textile crafts and accessories design
4. Comparison of computer-aided design versus traditional designs

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about fashion and its relationship with anthropology.
2. They will learn about theoretical perspectives on understanding fashion and consumption.
3. They will also learn about the impact of globalisation on fashion and dress.
4. From the practical component they will learn about how to do pattern making, garment making and colour.

References


DSE-11 Anthropological Demography

Theory
Unit I: Demographic Anthropology: introduction, definition and basic concepts, relationship between demography, population studies and anthropology, importance of population studies in Anthropology.
Unit III: Tools of demographic data: measures of population composition, distribution and growth, measures of fertility, measures of mortality, measures of migration.
Unit IV: Population of India: sources of demographic data in India, growth of Indian population, demography of Indian tribal and non-tribal groups, anthropological determinants of population growth, impact of urbanization on the migration of tribal groups.

Practical
A student will collect and compile demographic data from different secondary sources on any given topic and a project report will be submitted for evaluation against two credits.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about demographic anthropology and its importance in anthropology.
2. They will learn about major theories of population.
3. They will also learn about the various sources of data in population studies.
4. From the practical component they will learn about how to collect demographic data from various sources and prepare a project report on the same.

References


DSE-12 Urban Anthropology

Theory

Unit I: Emergence of urban anthropology: origins of cities, role of urban anthropologist in urban planning and design.

Unit II: Rural-urban migration, caste, tribe and kinship in city, problems of urbanisation, poverty and social stratification in urban areas.

Unit III: Urban ethnography, urban community, urban natives vs migrants, urban ecology.

Unit IV: Methodology of urban anthropology, contemporary urban issues: suburbs, exurbs and urban decline, crime in urban setting.

Practical

1. Prepare a report on the problems of urban community in any city/town.
2. Photo-shoot any two inter-related aspects of city life, create captions and texts relating to urban anthropology.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about urban anthropology and the role of an urban anthropologist in planning and design of a city.
2. They will learn about how an urban society is formed.
3. They will also learn about the methodology of studying urban issues like slums and crimes.
4. From the practical component they will learn about studying, documenting and preparing a report on one of the problems of urban society.

References


DSE-13 Anthropology of Health

Theory
Unit I: Introduction and overview of the field of anthropology and health: competing perspectives on the study of anthropology of health, defining health, illness and disease in cross-cultural perspective, WHO’s definition of health.

Unit II: Morbidity, mortality and epidemiology: meaning, scope and methods, epidemiology of common communicable diseases: malaria, tuberculosis, leprosy, diabetes, cardiovascular disease and sexually transmitted diseases (STDs), HIV/AIDS.

Unit III: Women’s health, family planning and maternal and child health: reproductive life, nursing and early nurture, hyper-menstruation and its corollaries, population variation and its relation to health and disease.

Unit IV: Variations in health care systems: health promotion and health care delivery programmes, family welfare programmes, child health and nutrition programmes, reproductive health awareness, legal aspects of health care, medico-legal issues related to health administration, medical ethics, important issues in global health.

Practical
The practical component will include the following:
1. Mapping of major diseases in India
2. Listing of the symptoms of all the major diseases
2. Prevention and treatment of the same

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the relationship between anthropology and health.
2. They will learn about epidemiology of communicable diseases.
3. They will also learn about variation in healthcare systems in India.
4. From the practical component they will learn about how to map the diseases, identify the symptoms and take preventive or curative measures.
References


DSE-14 Dissertation/Project Work/Internship

[Student may opt for dissertation, project work or internship between 4th and 5th semesters but they shall be evaluated for this paper during the 6th semester. Supervisors may be allotted to each student on the completion of the 3rd semester itself.]

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about how to do fieldwork.
2. They will learn about use of various techniques of data collection.
3. They will learn about classification, interpretation and presentation of data.
4. They will also learn about writing a dissertation, selecting chapter headings and subheadings, writing references, footnotes, endnotes, etc.
Interdisciplinary/Generic Elective Course Papers

GE-1 Museum and Cultural Resource Management

Theory
Unit I: History and Development: definitions and objectives, history of museums in India, relationship between anthropology and museum.
Unit II: Museum collection, documentation and display: collection: purchase, gift, fieldwork, treasure trove, bequest, exchange, loan; documentation: need, methods of documentation; display: permanent exhibition, temporary exhibition, travelling exhibition.
Unit III: Museum storage, security and marketing: storage: need, various facilities for storage, security against theft, fire and other disaster; marketing: understanding its market, marketing and developing new audience.
Unit IV: Conservation: causes of decay and deterioration of museum objects, care, handling, packing, cleaning and repairing of museum objects, examples of preventive and curative conservation.

Practical
1. Documentation of five cultural items collected from surrounding communities
2. Methods of conservation of the above items
3. Account of a museum (on the basis of visit)

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about history of museums in India and the relationship between museums and anthropology.
2. They will learn about museum collection, documentation and display.
3. They will also learn about security, storage and marketing.
4. From the practical component they will learn about how to document, conserve and prepare a profile of a museum.
References


GE-2 Anthropology of Tribal Development

Theory

Unit I: Concepts of tribe, typologies and distribution of tribes in India.

Unit II: Colonial and post-colonial policies towards the tribes, constitutional safeguards for the Scheduled tribes in V and VI Schedule areas, TSPs, Draft National Tribal Policy of 2006.

Unit III: Economic aspects of the tribes: hunting & gathering, shifting cultivation, pastoralism and trade, and settled agriculture.

Unit IV: Problems of tribes: land alienation, displacement and rehabilitation, health and disease.

Practical

The students shall write two term papers on historical, economic, political or religious aspect of any two tribes of India.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about concepts and distribution of tribes in India.
2. They will learn about history of tribal policies from colonial to present times.
3. They will also learn about the varieties of their livelihoods.
4. From the practical component they will learn about how to prepare a term paper on any aspect of a tribe.

References


Elwin, V. 1960. Report of the Committee on Special and Multipurpose Tribal Blocks. New Delhi: Govt. of India.


GE-3 Anthropology of Gender

Theory

Unit I: Introduction: concept of gender, theorizing gender, social and biological theories of gender, psychoanalytical theories, literary theories, theory of gender performativity and Queer theory.

Unit II: Anthropology and gender: Anthropology and gender studies, Anthropology and feminism, Anthropological approach to gender studies, cultural construction of gender; socialization and gender: agents of socialization: parents, schools, peers; the role of nuclear and extended families in constructing/reproducing gender; gender socialization in patrilineal and matrilineal societies.

Unit III: Changing genders and recent changes in gender studies: masculinities, feminities and third/ fourth genders in worldwide perspective, gay and trans-sexuality; discourses concerning gender and sexual orientation; feminist movement and gender movement.


Practical

The students shall write a 3000 page report on any topic related to gender and assigned by the teacher concerned. The report may be based on secondary literature or fieldwork.

Learning Outcomes

1. The students will learn about the concepts and theories of gender.
2. They will learn about the relationship between gender and anthropology.
3. They will also learn about changing gender roles in societies.
4. From the practical component they will learn about collected gender data and writing a report on a given gender subject.

References


**Ability Enhancement Course Papers**

AEC-1 Environmental Science

AEC-2 English/Hindi/MIL Communication
Skill Enhancement Elective Course Papers

SEC-1 Public Health and Epidemiology
SEC-2 Business and Corporate Anthropology
SEC-3 Media Anthropology
SEC-4 Tourism Anthropology
SEC-1 Public Health and Epidemiology

Theory
Unit I: Principles of epidemiology in public health: overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events in specific populations, and strategies to control health problems
Unit II: Management of health care programmes and service organizations: techniques and procedures for monitoring achievement of a programme’s objectives, generating evidence of programme effectiveness, assessing impacts in public health settings, evaluating frameworks that lead to evidence-based decision-making in public health, organizational principles and practices including organizational theory, managerial role, managing groups, work design, and organization design at primary, secondary, and tertiary levels of healthcare.

Practical
Study a community health centre or hospital for 15 days and prepare a report on healthcare delivery systems practised by it.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about how a community health centre works and delivers healthcare to the people.
2. They will also learn how to document the healthcare delivery systems as they exist in actual situations.
3. From the practical component they will learn about collection of data on healthcare delivery and preparation of a report on the same.

References


SEC-2 Business and Corporate Anthropology

Theory
Unit I: Business and corporate Anthropology: history and subject matter, applied anthropology in industry, application of the ethnography in business management.
Unit II: Anthropology and consumer behaviour, globalization, international trade and anthropology, techniques for conducting fieldwork for business organizations.

Practical
The practical for this paper will be based on internship with one of the industries manufacturing food items for one month and preparation of detailed report on how the industry decides how much to produce, how it advertises and markets its product, how it offsets the losses, if any, etc.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the corporate and business world and what anthropology can do to understand this world better.
2. They will also learn about consumer behaviour, globalisation, and methods of conducting research in business world.
3. From the practical component the students will learn how an industry or business organisation functions, how it decides its priorities, how it links itself with the market and also prepare a detailed report on the same.

References
Denny, Rita M. Handbook of Anthropology in Business.
Tian, Robert Guang, Daming Zhu, Alfons van Marrewijk. Advanced reading in Business Anthropology.
SEC-3 Media Anthropology

Theory

Unit I: Introduction to Media Anthropology: its objectives and scope, history and evolution of media, technology and media, media and production of material object.

Unit II: Social sites of film and TV production, exigencies of commercial filmmaking, constraints of television production, journalism and advertising, indigenous media and cultural activism, social media and youths.

Practical

The practical component of this paper will include internship with a radio or television station for one month and prepare a detailed report on how the programmes are prepared, edited, advertised, and finally aired for public consumption.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about media anthropology and media technology.
2. They will also learn about film and TV production, journalism and advertising, and social media.
3. From the practical component they will learn how a radio or TV station actually functions, how the programmes are prepared, edited, advertised and finally broadcast or aired.

References


SEC-4 Tourism Anthropology

Theory
Unit I: Tourism: anthropological aspects, ethnographer as tourist, pilgrimage tourism, eco-tourism, adventure tourism, sports tourism, and food tourism.

Unit II: Anthropology of tourism management, tourism and promotion/protection of local culture and heritage, tourism and local economy, tourism and commodification of culture, Internet and tourism.

Practical
The practical component of this paper will include internship with one of the tourism and travel agencies or a detailed study of one touristic site and those who make a living out of that site.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about various types of tourism and how anthropologists look at them.
2. They will also learn about various aspects of tourism management, promotion of tourism, local culture and local economy.
3. From the practical component they will learn how tourism and travel agencies actually function, how they serve the tourists, and how they make a living not only for themselves but also for many engaged in subsidiary activities like providing transport, guide, etc.

References


7. Teaching - Learning Process

Every discipline and programme of study lends itself to systematic exposition and the ordered and structured acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and data, will constitute an important aspect of the teaching-learning process. Teaching methods may include lectures followed by Q&A session or group discussion, practical work, use of prescribed textbooks, electronic resources and other self-study materials, project work, which may be individual or team-based, activities devoted to subject-specific and interdisciplinary skills development, internship and visits to industrial or other research facilities etc.  

One of the reasons why the content of the various courses has been deliberately kept light is to allow teachers to spare enough time to check out if the students have understood what they have read on their own or what they have been taught in the class. There is usually little or no time for this under the semester system, as the semester system keeps everyone on their toes. Hence, the following steps for teaching-learning process are proposed here:

One, a teacher announces the topics of his/her lectures for the entire unit well in advance and also provides references and reading materials for each topic.

Two, if reading materials are not easily available a teacher may circulate the outline of his/her lecture through emails to his/her students and ask them to read the same when they come to class.

Three, a teacher lectures on the pre-determined topic for not longer than half an hour, highlighting the main points about the topic and highlighting the point(s) that may be discussed during the next half an hour.

Four, the second half of the class should be devoted to question-answer session. Where students are shy of asking questions, such as in Northeast Indian universities, roster of two/three students per class may be prepared for the question-answer session. This helps the students to prepare themselves mentally about the questions to be asked as well as the structure of the
questions to be asked. This may however not be an issue in universities where students ask questions in the class, but even in such cases a teacher should encourage everyone to ask questions rather than a few students asking questions all the time and a majority of them never asking any question. This care should be taken particularly in classes that are large, say about 100, where it is not easy to keep track of who are asking questions and who are not.

Five, if a teacher is not able to elicit any questions from the students who are scheduled to raise questions in a particular class, he/she should instead ask them questions and while doing so the questions must be related to the topic already decided for the class and the question should be asked to test their knowledge and not their ignorance. Encouraging the students to ask questions should be considered as one of the professional duties of a teacher for it is only through the questions they ask does a teacher get to know whether or not they have learnt what they are supposed to have learnt. Asking questions also helps students to learn better not just about the subject but also about communication skills which are equally important for successful career. But if a teacher is not in a position to answer the questions satisfactorily, which is quite natural sometimes, he/she should give the answer in the next class before starting a new topic scheduled for that day.

Six, the practice of conducting written tests on predetermined dates, which is the usual practice in most Indian universities today, may be discontinued because generally the students read for a couple of days prior to the test and forget about it soon after the test is over. Instead internal evaluation of students may be based partly or fully on the basis of their performance during the question-answer session.

Seven, where conducting written tests is unavoidable, it may be done without prior notice. Their performance at such tests is a better test of what they know than evaluating their performance at pre-announced tests, which only shows how much they have read during the past few days. Unannounced tests also compel the students to be more regular and attentive in their classes. However, the end-term examination may be held on pre-determined dates.

Eight, it may be remembered that there are basically two factors that influence teaching-learning process and they are reading habit and command in the medium of instruction. If they
are not in the habit of reading, which may be due to lack of opportunity or interest, learning becomes that much more difficult. But reading is not something the students most naturally prefer to do. Hence, it has to be incentivised by linking reading with the evaluation process of the university. Similarly, if a student has poor command in the medium of instruction a teacher he/she will not be able to learn as satisfactorily as the one with better command in the same. Therefore, it is suggested that every university should conduct tutorials for those students who lack reading habit and/or command in the medium of instruction. If the students are not empowered in this manner the dream of a learner-centric curriculum framework cannot be materialised. In order to make learning a meaningful and fruitful exercise enabling conditions must be created for the learners and that should be one of the priorities of every college or university of the twenty-first century India.

Finally, a word on the teachers whose role becomes even more important when education becomes learner-centric than when it is teacher-centric. Incidentally, they become teachers in colleges and universities without any training while even a mason or a barber cannot be what they are without training. Anyone who is appointed as a faculty member in any higher educational institution – whether public or private – must therefore be asked to undergo at least three months ‘training on how to teach, how to plan lectures, how to identify standard texts, how to communicate the same ideas in different ways, how to draw appropriate examples, how to make the classes interesting and enjoyable for students, how to evaluate students objectively, how to monitor the progress in their learning abilities, how to encourage students to read, write and speak correctly in the medium of instruction, how to use the ICT facilities to make the learning experience more rewarding, how to access Internet sources for reliable information, and so on and so forth. It is indeed not at all difficult to prepare a training manual for them if the UGC is serious about enhancing quality of higher education in India. The existing HRDCs may be mandated to facilitate this instead of routinely holding RCs and OCs that contribute precious little to improving the quality of teachers in our country today.
8. Assessment Methods

A variety of assessment methods that are appropriate within a given disciplinary area and a programme of study will be used. Priority will be accorded to formative assessment. Learning outcomes will be assessed using techniques such as the following: time-constrained examinations, closed-book and open-book tests, problem-based assignments, practical assignment laboratory reports, observation of practical skills, individual project reports (case-study reports), team project reports, oral presentations, including seminar presentation, viva voce interviews, computerised adaptive testing, peer and self-assessment, etc. For Core, DSE, GE, AEC and SEC courses the methods of assessment shall include the following:

i. Unscheduled Written Test
ii. Unscheduled Oral Test
iii. Unscheduled Open Book/Article Test
iv. Problem-solving skills test
v. Practical assignment
vi. Laboratory reports
vii. Observation of practical skills
viii. Individual project reports
ix. Group project reports
x. Term papers
xi. Seminar presentation
xii. Computer skills testing
xiii. Literature search skills
xiv. Brief report writing tests
xv. Anthropological GK tests (Name of the author, year of publication, title of the book, subject matter of the book, place of publication of book, name of journal editor, place of publication, current volume number, etc.)

xvi. Current events awareness
xvii. Debating skills tests on ethical issues like fabrication, falsification, misrepresentation of data, committing plagiarism, not respecting IPR, environmental sustainability, teamwork, etc.
xviii. Extempore speech on anthropological topics

9. Keywords

- Analytical reasoning
- Anthropology
- Archaeological Anthropology
- Assessment methods
- Bachelor’s degree
- Biological Anthropology
- Biological diversity
- Communication skills
- Community engagement
- Critical thinking
- Culture
- Curriculum framework
- Curriculum planning
- Demography
- Digital literacy
- Disciplinary knowledge
- Fashion Anthropology
- Forensic Anthropology
- Graduate attributes
- Health
- Human Ecology
- Human genetics
- Human growth
- Human Origin
- Leadership readiness
- Learning outcome
- Lifelong learning
- Moral awareness
- Multicultural competence
- Palaeoanthropology
- Problem solving
- Qualification descriptors
- Reflective thinking
- Scientific reasoning
- Self-directed learning
- Social-Cultural Anthropology
- Teaching-learning process
- Team work
- Undergraduate programme
- Urban Anthropology
- Visual Anthropology
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