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
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreward</td>
<td>1</td>
</tr>
<tr>
<td>Preamble</td>
<td>3</td>
</tr>
<tr>
<td>1. Introduction to Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>2. Learning Outcome-based Approach to Curriculum Planning in Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>2.1 Nature and Extent of the MA/MSc Programme in Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>2.2 Aims of Master’s Degree Programme in Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>3. Postgraduate Attributes in Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>4. Qualification Descriptors for MA/MSc in Anthropology</td>
<td>9</td>
</tr>
<tr>
<td>5. Programme Learning Outcomes for MA/MSc in Anthropology</td>
<td>10</td>
</tr>
<tr>
<td>6. Structure of MA/MSc in Anthropology</td>
<td>13</td>
</tr>
<tr>
<td>6.1 Credit Distribution for MA/MSc Course in Anthropology</td>
<td>13</td>
</tr>
<tr>
<td>6.2 Paper Distribution for PG Programme in Anthropology</td>
<td>13</td>
</tr>
<tr>
<td>6.3 Semester-wise Course/Paper and Credit Distribution</td>
<td>14</td>
</tr>
<tr>
<td>6.4 Specialisation Papers for PG Programme in Anthropology</td>
<td>15</td>
</tr>
<tr>
<td>6.5 Course-level Learning Outcomes</td>
<td>15</td>
</tr>
<tr>
<td>6.6 Contents for MA/MSc Papers</td>
<td>17</td>
</tr>
<tr>
<td>7. Teaching-Learning Process</td>
<td>102</td>
</tr>
<tr>
<td>8. Assessment Methods</td>
<td>105</td>
</tr>
<tr>
<td>9. Keywords</td>
<td>106</td>
</tr>
</tbody>
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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 a hundred years old and are burdened with their own baggage, 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 Master’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 postgraduates in Anthropology. The National Curriculum Framework for
Postgraduate 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 MA/MSc Programme in Anthropology
The National Curriculum Framework for Postgraduate Studies in Anthropology is an outcomes-based framework based on the expected learning outcomes and academic standards that are expected to be demonstrated by a postgraduate degree holder in Anthropology. The key outcomes that help curriculum planning at the postgraduate level include Postgraduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course-level Learning Outcomes.

2.2 Aims of Master’s Degree Programme in Anthropology
The overall aims of the LOCF for Anthropology at PG level are to:

- help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a Master’s degree;
- 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/postgraduate should be capable of demonstrating on successful completion of MA/MSc;
- maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate postgraduate mobility; and
- provide higher education institutions and their external examiners an important point of reference for setting and assessing standards.

3. Postgraduate Attributes in Anthropology
The postgraduate 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 postgraduate 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 university degree programme(s), 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 postgraduate 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 postgraduate student should demonstrate will include the following:

- **Disciplinary Knowledge**: Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of a 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 effectively 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, critically 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 logical flaws and holes in the arguments of others, analyse and synthesise data from a variety of sources, draw valid conclusions and support them with evidence and examples, and addressing 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 effectively and respectfully 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 efficiently 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, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

- **Reflective Thinking:** Demonstrate critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.

- **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 work independently, 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 and a global perspective, effectively engage in a multicultural society, interact respectfully with diverse groups.

- **Moral and Ethical Awareness/Reasoning:** Demonstrate the ability to embrace moral/ethical values in conducting one’s life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. 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 (for example a master’s degree). 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 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 postgraduate in Anthropology should be able to demonstrate are as follows:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study, including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues/theories in the field of study; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one’s specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.

- Demonstrate comprehensive knowledge about materials and methods, including professional literature relating to essential and advanced learning areas pertaining to the
chosen disciplinary area(s) and field of study, and techniques and skills required for identifying/solving problems and issues relating to the disciplinary area and field of study.

- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments.

- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.

- 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) of study.

- Address one’s own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.

- Apply one’s disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyse problems and issues and seek solutions to real-life problems.

- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

5. Programme Learning Outcomes for MA/MSc 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 programme of study for the award of the graduate/postgraduate 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 a postgraduate student of Anthropology should be able to:

- Demonstrate (i) a fundamental and systematic or coherent understanding of the academic field of Anthropology, its different branches and applications, and its linkages with related disciplinary areas/subjects; (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; (iii) skills in areas related to one’s specialisation within the disciplinary/subject area of Anthropology and current and emerging developments in the field of Anthropology.

- 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.

- Recognise the importance of qualitative as well as quantitative data and approaches/methods for fully comprehending the human society.

- Plan and execute Anthropology-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages, and report accurately the findings of the experiment/field investigations while relating the conclusions/findings to relevant theories of Anthropology.

- 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) analytical skills involving paying attention to detail and ability to construct logical arguments using correct technical language related to Anthropology; (v) ICT skills; (vi) 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 behavior such as fabricating, falsifying or misrepresenting data or to committing plagiarism; (ii) the ability to identify the potential ethical issues in work-related situations; (iii) appreciation of intellectual property, environmental and sustainability issues; and (iv) promoting safe learning and working environment.
6. Structure of MA/MSc Course in Anthropology

6.1 Credit Distribution for MA/MSc Course in Anthropology

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Nature of Papers</th>
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<th>Credit in Practical</th>
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<td>Core Course</td>
<td>12</td>
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<td>2</td>
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<td>24</td>
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<td>3</td>
<td>GE (Generic Elective/Interdisciplinary)</td>
<td>02</td>
<td>4</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>AEC (Ability Enhancement Course)</td>
<td>01</td>
<td>2</td>
<td>2</td>
<td>04</td>
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<td>5</td>
<td>SEC (Skill Enhancement Course)</td>
<td>01</td>
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*The dissertation paper, which is a Core paper, shall have 4 credits in Practical component.

6.2 Paper Distribution for PG Programme in Anthropology

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<th>Semester</th>
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<th>GE (2)</th>
<th>AEC (1)</th>
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<td>Communication Skills in Anthropology</td>
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<td></td>
<td>C-102</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>II</td>
<td>C-201</td>
<td>DSE-2</td>
<td>GE-1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>C-202</td>
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<td></td>
<td></td>
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<td></td>
<td>C-203</td>
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<tr>
<td>III</td>
<td>C-301</td>
<td>DSE-3</td>
<td>GE-2</td>
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<td>C-402</td>
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<td></td>
<td>C-403 (Dissertation based on at least 3 weeks-long fieldwork)</td>
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Note: For the MOOCs-based Compulsory Audit Course, simply “Satisfactory” or “Unsatisfactory” shall be mentioned.
### 6.3 Semester-wise Course/Paper and Credit Distribution

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<th>Year</th>
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<th>Code</th>
<th>Paper Code</th>
<th>Name of the Course/Paper</th>
<th>Credit Theory</th>
<th>Credit Practical</th>
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<td>CP</td>
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<td>Social-Cultural Anthropology</td>
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<td>AEC</td>
<td>AEC-1</td>
<td>Communication Skills in Anthropology</td>
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<td>2</td>
<td>4</td>
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<td></td>
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<td>Total Papers/Credit</td>
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<td></td>
<td>II</td>
<td>CP</td>
<td>ANTH-C201</td>
<td>Anthropological Methods &amp; Techniques</td>
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<td>6</td>
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<td></td>
<td>CP</td>
<td>ANTH-C202</td>
<td>Museum Studies</td>
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<td>2</td>
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<td></td>
<td>CP</td>
<td>ANTH-C203</td>
<td>Advanced Human Genetics</td>
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<td>One from the list</td>
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<td></td>
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<td>GE</td>
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### 6.4 Specialisation Papers for PG Programme in Anthropology

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<td>DSE-3: Development Anthropology</td>
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<td>DSE-14: Neuro-Anthropology</td>
<td>DSE-4: Fieldwork Methods &amp; Techniques</td>
<td>DSE-7: Principles and Methods in Prehistoric Archaeology</td>
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<td>DSE-16: Human Physiological Anthropology</td>
<td>DSE-10: Anthropology of Food</td>
<td>DSE-13: Pre and Protohistoric Archaeology of India</td>
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<td>DSE-17: Human Population Genetics</td>
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<td>DSE-18: Anthropology of Ageing</td>
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<td>DSE-19: Human Reproduction and Reproductive Health</td>
<td>DSE-21: Indian Diaspora</td>
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<td></td>
<td>DSE-20: Forensic Anthropology</td>
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### 6.5 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>PG Programme Outcomes/Papers</th>
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6.6 Contents for MA/MSc Courses in Anthropology

I. Core Papers

First Year
Semester I
ANTH-C101 Archaeological Anthropology
ANTH-C102 Biological Anthropology
ANTH-C103 Social-Cultural Anthropology
Semester II
ANTH-C201 Anthropological Methods & Techniques
ANTH-C202 Museum Studies
ANTH-C203 Human Genetics

Second Year
Semester III
ANTH-C301 Anthropological Theories
ANTH-C302 Human Ecology and Adaptation
ANTH-C303 Indian Anthropology
Semester IV
ANTH-C401 Demography and Biostatistics
ANTH-C402 Applied Anthropology
ANTH-C403 Dissertation and viva-voce

II. Discipline Specific Elective Papers

DSE-1 Prehistory of Europe
DSE-2 Medical Anthropology
DSE-3 Development Anthropology
DSE-4 Fieldwork Methods and Techniques
DSE-5 Human Biological Variation
DSE-6 Prehistory of Eastern and Northeastern India and Southeast Asia
DSE-7 Principles and Methods in Prehistoric Archaeology
DSE-8 Prehistory of Africa
DSE-9 Linguistic Anthropology
DSE-10 Anthropology of Food
DSE-11 Symbolic Anthropology
DSE-12 Molecular Anthropology
DSE-13 Pre and Protohistoric Archaeology of India
DSE-14 Neuro-Anthropology
DSE-15 Human Growth, Development and Nutrition
DSE-16 Human Physiological Anthropology
DSE-17 Human Population Genetics
DSE-18 Anthropology of Ageing
DSE-19 Human Reproduction and Reproductive Health
DSE-20 Forensic Anthropology
DSE-21 Indian Diaspora

**III. Generic/Interdisciplinary Course**

**IV. Ability Enhancement Course**

**V. Skill Enhancement Course**

SEC-1 Field Methodology
SEC-2 Anthropology of Social Impact Assessment
SEC-3 Documentation of Intangible Cultural Heritage
Core Papers

ANTH-C101 Archaeological Anthropology

Theory

Unit I: Introduction: Concept and scope of Archaeological Anthropology, relationship with other branches of Anthropology and other disciplines, methods of studying Archaeological Anthropology.


Unit III: Geochronology of Quaternary Period: Pleistocene and Holocene Epochs, Villafranchian stage, Glaciation and Interglaciation, Pluviation and Inter-Pluviation, Different types of Geo-climatic events, Relevance of studying Pleistocene Chronology in Archaeological Anthropology.

Unit IV: Prehistoric Culture: Three Age System and its modification, Techniques of tool manufacture: primary and combination fabrication techniques, and estimation of their relative efficiency; Typology: Classification of artefacts and tools (core tool, flake tool etc.) and probable functions, Earliest Evidence of Culture in the World: Konso, Olorgesailie, Olduvai Gorge, Pirro Nord, Dmanisi, Attirampakkam, Isampur, Kuliana.

Practical

Typo-technological analysis of prehistoric tools: identification, interpretation and drawings of the tool types

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 branches of anthropology and other related disciplines.
2. They will learn about the techniques of dating prehistoric finds.
3. They will also learn about geological timescale and cultural expressions of each epoch.
4. From the practical component they will learn about how to draw, identify and interpret prehistoric tools.

References


ANTH-C102 Biological Anthropology

Theory
Unit I: Aim, scope and development of Biological Anthropology; theories of evolution (Lamarckism, Darwinism, Synthetic theory); Evolution: microevolution and macroevolution, evidences for human evolution; classification and characteristics of primates, relationship of man to higher primates like chimpanzee, gibbon, orangutan and gorilla, primate behaviour.

Unit II: Cell division, chromosome structure and chromosomal aberrations; Mendel's principles of inheritance; concept of race, controversies on race, racial criteria and formation of races, racial classification of Indian population: Guha, Risley and Sarkar.

Unit III: Primate: emergence and evolution; distribution, classification and characteristics of living primates, comparative anatomy of man and non-human primates with special reference to skull, pelvis, dentition and long bones, erect posture and bipedalism, primate behaviour with special reference to rhesus monkeys, baboons, langurs and apes, evolution of brain and senses.


Practical
1. Identification, drawing and description of bones of human skeleton - skull, vertebrae, scapula, clavicle, humerus, radius, ulna, hip bone, femur, tibia and fibula.
3. Somatometric indices – body mass index, relative sitting height (cormic) index, cephalic index, and nasal index.
4. Somatoscopic observations: Skin colour, hair (colour, form and texture), eye (colour, eye fold and eye slit), nose (nasal root, nasal bridge, nasal septum, and nasal tip), lips and chin.

Learning Outcomes
1. The students will learn about various theories of evolution.
2. They will learn about classification of animal kingdom and the place of man in the same.
3. They will also learn about the concept of race.
4. From the practical component they will learn how to identify, draw and describe human bones, take somatometric measurements and make somatoscopic observations.

References


ANTH-C103 Social and Cultural Anthropology

Theory
Unit I: Origin and development of Social and Cultural Anthropology, relationship with other branches of Anthropology, relationship with other related disciplines like Sociology, Psychology and History.
Unit II: Basic Concepts Revisited: Society, social structure, social change; culture, cultural relativism, cultural change; socialisation, enculturation, acculturation.
Unit III: Social Institutions: Family, marriage, kinship and religion; moiety and phratry; clan and lineage; globalisation and changes in social institutions.
Unit IV: Social and Cultural Anthropology in India and Africa: comparative perspectives on their origin, growth, research priorities, and challenges to survival.

Practical
This paper shall include practical in the following methods and techniques of data collection in Social and Cultural Anthropology and preparation of report on how the same were utilised:

1. Observation
2. Interview
3. Questionnaire and Schedule
4. Case study
5. Genealogical Method
6. Content Analysis

Learning Outcomes
The expected learning outcomes of this paper are as follows:

1. The students will learn what is Social and Cultural Anthropology and how it is related to other branches of Anthropology like Physical Anthropology, Archaeological Anthropology and Linguistic Anthropology, besides knowing its relationship with other disciplines with Sociology, Psychology and History.
2. They will learn about the key concepts in Social and Cultural Anthropology like social structure, social change, culture, cultural change, socialisation, and the like.
3. The students will also learn about social institutions like family, marriage, kinship and religion.
4. The practical component will give the students some basic idea about how to collect data on the basis of some of the most widely methods and techniques in Social and Cultural Anthropology.

References
ANTH-C201 Anthropological Methods and Techniques

Theory

Unit I: Fieldwork and anthropology: fieldwork traditions in anthropology: British and American traditions; fieldwork in Indian Anthropology.

Unit II: Preparing for the field: selection of the locale, learning the language, formulation of research questions/hypotheses, research design.

Unit III: Methods and techniques of data collection in anthropological fieldwork: comparative method, observation – participant and non-participant, interview - structured and unstructured, interview guide, focused group discussion; genealogy, schedule and questionnaire, participatory rapid appraisal, key informants.

Unit IV: Analysis, interpretation and presentation of data: classification and analysis of field data, interpretation of data, presentation of data through case studies, tables, figures and charts; appendices.

Practical

The practical component for this paper will include a week-long fieldwork on a topic assigned by the teacher in charge and writing of a report on the same.

Learning Outcomes

1. The students will learn about fieldwork and its relationship with anthropology.
2. They will learn about preparing for fieldwork and selection of fieldsite.
3. They will also learn about various methods and techniques of data collection.
4. From the practical component they will learn about how to use the various methods and techniques of data collection and write a report on a given topic.

References

Srinivas, M.N. 1983. *The Observer and the Observed*. Faculty Lecture 1, Faculty of Arts and Social Sciences, University of Singapore.
ANTH-C202 Museum Studies

Theory

Unit I: History and Development: meanings, definitions and objectives; history of museums in India; types of museums: classified by collection (archaeology, ethnography), by who runs them (govt/private), by areas they serve (national, regional), by audience they serve (general public, educational institutions, specialists), by the way they exhibit their collection (traditional, open air, interactive); importance of anthropological museums, concept of New Museology.

Unit II: Acquisition, documentation and display: policies for collection, modes of acquisition; documentation: need and methods; display.

Unit III: Collection management: storage, conservation: causes of decay, preservation of organic and inorganic objects, preventive and curative conservation, security and disaster planning.

Unit IV: Theoretical issues: colonialism and museum, traditional museology to ‘New Museology’, ethical issues and repatriation, challenges and opportunities for museums in twenty first century.

Practical

1. Documentation of at least one specimen of each category of plant (wood, bamboo), fibre (cloth/linen), metal and animal.
   2. Conservation method for each of the above category of specimens.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the history and development of museums in India.
2. They will learn about acquisition, documentation and display of museum specimens.
3. They will also learn about storage and conservation.
4. From the practical component they will learn about how to document and conserve different categories of specimens.

References


ANTH-C203 Advanced Human Genetics

Theory

Unit I: Concept of gene, Watson-Crick model of DNA structure, types of RNA and their functions, genetic code, human DNA polymorphism, evidence of human evolution from mtDNA and Y-chromosomal DNA haplogroups, neutral theory and its reconciliation to synthetic theory.

Unit II: Methods of studying heredity, Mendelian inheritance in humans - autosomal and sex-linked genes, sex-controlled and limited genes, ABO, MN and Rh systems, sex determination, Lyon hypothesis.

Unit III: Laws of equilibrium and probability in human genetics: problems and solutions concerning dominant, recessive, sex-linked and sex-controlled traits; marriage patterns and their genetic consequences in human populations.

Unit IV: Concept of genetic variation, causes of genetic variation between and within human populations with special reference to the role mutation, selection, genetic drift, isolation and gene flow.

Practical

(a) Identification of mode of inheritance of a trait through construction and analysis of pedigree (Autosomal dominant and recessive traits, sex-linked traits- X-linked recessive, dominant and Y–linked traits).

(b) ABO and Rh blood groups typing of at least five individuals.

(c ) Calculation of gene frequency- ABO, MN and Rh blood groups.

(d) Testing of Hardy-Weinberg equilibrium on the basis of gene frequency.

(e) Dermatoglyphics: qualitative and quantitative analysis.

i. Finger Print

ii. Palmar Print

iii. Planter Print

(f) Online search of Mendelian traits through OMIM.

Learning Outcomes

1. The students will learn about origin and growth of human genetics.

2. They will learn about how offsprings inherit genetic traits from their parents.

3. They will also learn about dominant, recessive and sex-linked genes.
4. From the practical component they will learn about identification of mode of inheritance of a genetic trait, blood group typing, calculation of gene frequency, and analyse dermatoglyphic traits.

References
ANTH-C301 Anthropological Theories

Theory
Unit II: Precursors and conditions for the rise of functionalism: Emile Durkheim and Bronislaw Malinowski; historical particularism and cultural relativism: Franz Boas and A.L. Kroeber.
Unit III: The rise of structural-functionalism and the scientific approach to anthropological study: Radcliffe-Brown; modifications in structural-functionalism by Evans-Pritchard, Fred Eggan, Meyer Fortes, and Raymond Firth.
Unit IV: Mentalist approaches to culture: Structuralism: Claude Levi-Strauss and Edmund Leach; non-Marxist conflict theories of Louis Coser and Max Gluckman; Social Action: Max Weber and Talcott Parsons.

Practical
The course will have four class room seminars after the completion of each unit of the syllabus. Students will be required to write one assignment from each unit of the course.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the important classical theories of anthropology.
2. They will learn about later developments in classical theories.
3. From the practical component they will learn about how to present their understandings of various theories as well as their limitations.

References


ANTH-C302 Human Ecology and Adaptation

Theory
Unit I: Definition, objectives, approaches to the study of human and cultural ecology, variety of human ecosystem, environmental degradation and human health, stress and strain.
Unit II: Acclimatization, adaptation, homeostasis; human adaptation to heat, cold and high altitude; population variation in physiological responses to climatic stresses, body build and climatic adaptation.
Unit III: Nutritional requirements of humans: malnutrition, dietary and anthropometric assessment of nutritional status; homeostatic and genetic potential theories.
Unit IV: Infectious diseases: nature of infectious diseases, cultural evolution and diseases, human adaptability and diseases, co-evolution of people and diseases.

Practical
Anthropometry: definition of anthropology, static & dynamic anthropology, application of anthropology in design development.

Size and shape measurements:
1. Stature
2. Sitting Height
3. Body Weight
4. Total Upper Extremity Length
5. Total Lower Extremity Length
6. Nasal Breadth
7. Nasal Height

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
6. Nasal Index

Application of anthropology in the design of seats, furniture, clothing, consumer products, etc., percentiles, body segment data – length, weight, mass centre, etc.
Learning Outcomes

1. The students will learn about the conceptual aspects of human ecology and adaptation.
2. They will learn about nutritional requirements of human body.
3. They will also learn about how human body adapts to various ecological conditions.
4. From the practical component they will learn how to handle anthropometric instrument.

References


ANTH-C303 Indian Anthropology

Theory
Unit I: Origin and growth of Indian anthropology, Anthropology and colonial encounter, approaches to the study of Indian society and culture: Indological, archaeological, historical and anthropological.
Unit II: Castes in India: ritual, economic, social and political aspects; caste among non-Hindus (Muslims, Christians and Sikhs); caste mobility and adaptation.
Unit III: Tribes in India: Tribes in Indian civilization, tribes in colonial and postcolonial India, classification and distribution of tribes, denotified and nomadic tribes, vulnerable tribes, tribal movements in colonial and postcolonial India.

Practical
1. The students will critically evaluate the contribution of any one Indian anthropologist to understanding Indian society.
2. They will visit a nearby town/village and write an ethnographic report on what the people consider to be changing and the factors responsible for the same.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the origin and growth of Indian anthropology and about the various approaches to understanding Indian society and culture.
2. They will learn about the castes and tribes in India.
3. They will also learn about the contribution of Indian anthropologists to the evolution of Indian anthropology.
4. From the practical component they will learn in detail about the contribution of any one Indian anthropologist and how to prepare an ethnographic report on a village or town.

References


ANTH-C401 Demography and Biostatistics

Theory
Unit I: Introduction to demography and sources of demographic data, application of demographic studies in Anthropology, basic concepts and measures in demography: population studies, population composition, age and sex structure, social composition; India's population policy with special reference to family welfare policies; population change: fertility, mortality and migration.

Unit II: Population theories: Malthusian, Neo-Malthusian, Optimum theory, Logistic curve theory, Demographic Transition theory and Herbert's Spencer theory; nature and causes of migration, anthropological significance of migration, theories and models on migration (Lee's theory, Todaro's model, LFR model).

Unit III: Introduction to Biostatistics: definition, scope and importance of biostatistics, relationship between biostatistics and anthropology, sampling techniques, collection and classification of data.

Unit IV: Statistical analyses: measures of central tendency and dispersion, test of significance and confidence, chi-square, student's t-test, analysis of variance, correlation and regression.

Practical
Collection and analysis of some demographic characteristics of a specified population:
1. Preparation of schedules for collection of demographic data.
2. Preparation of flow chart and graphic presentation
3. Compilation and presentation of data on population studies:
   a. age composition
   b. sex composition
   c. age-sex ratio
   d. fertility measures
   e. mortality measures
4. Pictorial comparison of health indicators.

Biostatistics
1. Draw a research design on any problem related to the socio-demographic or biological anthropology fields.
2. Construct statistical tools like SPSS to analyse the data.
3. Make a bibliography of the research project and write a research report based on research design.
4. Indicate ethical and critical problems you are likely to face in conducting a research.

Learning Outcomes
1. The students will learn about basic concepts of demography and statistics.
2. They will learn about population structure and dynamics of population change.
3. They will also learn about the methods of collecting demographic data.
4. From the practical component they will learn about the use of some statistical softwares for analysis of demographic data.

References


ANTH-C402 Applied Anthropology

Theory

Unit I: Aim and scope of applied anthropology, action anthropology and development anthropology, role of anthropology in education, industry, tourism, design, media and fashion.

Unit II: Applied anthropology and culture change, planned change and development, impact of modernization, industrialization, urbanization on traditional societies.

Unit III: Policies and programmes for development, administration and development, role of anthropology in advocacy and development of vulnerable sections of society, poverty alleviation programmes, social equity and justice.

Unit IV: Application of anthropological knowledge to public health, medico-legal matters, sports, disputed paternity, and genetic counselling; documentation and preservation of folk and tribal cultural heritage.

Practical

1. The students will be asked to develop a project on application of anthropology in education/industry/fashion/design/media.

2. The students will be asked to review any one development project implemented recently and prepare a report on the same.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about applied anthropology and the various fields in which anthropological knowledge can be applied.

2. They will learn about application of anthropological knowledge in the field of development, modernisation, industrialisation, urbanisation, etc.

3. They will also learn about application of anthropological knowledge for the welfare and development of vulnerable groups of people.

4. From the practical component they will learn about how to prepare a project for development and how to review a development project.
References
ANTH-C403 Dissertation and Viva Voce

This paper shall include the following:

1. Fieldwork for a minimum period of three weeks at any place approved by the supervisor of the students. The fieldwork may be conducted in any one of the longish vacations.
2. Submission of one typed copy of the dissertation duly forwarded and recommended by the supervisor. It will include the list of questions asked and a glossary of local words.
3. Submission of one pdf copy of the dissertation in CD/DVD for onward submission to the examiners.
4. Submission of photocopy of the field diary consisting of ethnographic notes along with the dissertation.
5. Submission of at least 10 still photos of the field site, key informants, artefacts, etc. with proper captions, including the dates on which the photos were taken in the same CD/DVD.
6. The viva-voce should be held for a minimum of 20 minutes for each student.

For evaluation of this paper, one external expert for each field of specialisation must be invited. Such an expert may be sent soft copies of all the dissertations at least one week before the actual date of viva-voce examination.

The distribution of credits for evaluation of this paper shall be as follows:

1. Dissertation = 3 credits (to be graded by external expert)
2. Presentation = 3 credits (to be graded by faculty members of the department jointly)
3. Viva-Voce = 2 credits (to be graded by external expert)

Learning Outcomes

The learning outcomes of this important paper are many. For instance, they will learn to use various fieldwork methods and techniques to collect data which will not be possible without learning to build rapport with the people and without being able to communicate with them in a language they understand. They will also learn how to collate the data, draw tables or charts, interpret the data and draw appropriate generalisations from the same. They will also learn how to communicate how they have done their research, where they have done the research, what are the generalisations made and what are the implications of their findings. They will then learn how to give references that are complete, correct and consistent. Finally, they will learn how to defend their findings orally.
Discipline Specific Elective Papers

DSE-1 Prehistory of Europe

Theory

Unit I: Pleistocene events and Fossil Hominids: Pleistocene glaciations in Europe, glaciated and periglacial areas, outline on fossil hominids in Europe.

Unit II: Palaeolithic cultures: Lower Palaeolithic Cultures: Acheulian Cultures—typotechnology, habitat, environment, economy and distribution (evidences from South Western Europe–Terra Amata, Torralba Ambrona, Pech-de-l’Aze); Middle Palaeolithic/Mousterian Culture—typotechnology, habitat, environment, economy and distribution (evidences from Western and Central Europe); Upper Palaeolithic Cultures: Perigordian Culture; Chattelperronean Culture; Gravettian Culture; Aurignacian Culture; Solutrean Culture; Magdalenian Culture (with reference to typotechnology, habitat, environment; economy, society, religion); Upper Palaeolithic Art.

Unit III: Mesolithic cultures: Azilian culture, Tardenoisian culture, Maglemosian culture, Kitchen Midden Culture (with reference to climate changes, typotechnology, habitat, environment, economic activities, socio-religious features).

Unit IV: Neolithic cultures: evidence for domestication of plants and animals, subsistence, early farming practices, early farming economy, settlement and society.

Practical

1. A student has to prepare a report on any one site with hominid fossil evidence/a site of Acheulian or Mousterian culture with special reference to its discovery, recovery of archaeological relics and associated materials, stratigraphic context and absolute chronology, if any. The student is expected to make a critical overview.

2. A student has to prepare a report on any one site with upper palaeolithic art / mesolithic culture with reference to discovery, associated materials and chronology with suitable illustrations. The student is expected to make a critical overview.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about basic concepts and framework of prehistory of Europe.
2. They will learn about the discovery of fossil hominids, Palaeolithic and Mesolithic cultures.
3. They will also learn about the implication of domestication of plants and animals.
4. From the practical component they will learn about how to prepare a report on a prehistoric site with hominid fossil or Palaeolithic/Mesolithic culture.

References
DSE-2 Medical Anthropology

Theory
Unit I: Introduction: scope of medical anthropology, concepts of health, disease and illness; socio-cultural and environmental dimensions of health; occupational and life-style ailments, WHO and health.
Unit II: Ethno-medicine: meaning and scope, ethnomedical practices in India, traditional healers and their predicaments, ethno-psychiatry, normality and abnormality, culture-bound psychological disorders and cultural healing of psychological disorders.
Unit III: Medical pluralism in India: Ayurveda, Siddha, Unani, Naturopathy, Homeopathy and Allopathic medical practices, co-existence of different medical systems.
Unit IV: Application of Anthropology in medicine: application of anthropological knowledge in promoting healthcare in tribal and rural communities, programmed promotion and changing health behaviour.

Practical
The students shall conduct interviews of 10 individuals on what they do when they fall sick, who they go for consultation first and what medicines they take and prepare a 5000 word report interpreting the data collected from the interviewees.

Learning Outcomes
1. The students will learn about basic concepts about health, sickness and disease from anthropological perspectives.
2. They will learn about various ethnomedical practices in India.
3. They will also learn about medical pluralism in India.
4. From the practical component they will learn about collection of data and writing of report on how people respond to sickness or ill-health.

References


DSE-3 Development Anthropology

Theory
Unit I: Introduction: concept of development in anthropology, indices of development, development debate, development from below, culture and development, sustainable human development, sustainable development goals.
Unit II: Theories of development: Modernization theory, Dependency theory and World System theory.
Unit III: Applied, action and development anthropology, application of anthropological knowledge in planning and development, tribal development, tribal sub-plans and programmes – ITDPs, TRYSEM, IRDP, LAMPs.
Unit IV: Issues of development in India: Urbanization, Industrialization, Land Alienation, Displacement, Ethnicity,

Practical
The students will need to review any two tribal development projects and prepare a detailed report on the objectives, achievements, and failures of the projects concerned.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about development anthropology, development debates, and the relationship between culture and development.
2. They will learn about theories of development.
3. They will also learn about various tribal development plans and projects implemented in India.
4. From the practical component they will learn about how to review development projects and prepare reports on the same.

References


**DSE-4 Fieldwork Methods and Techniques**

**Theory**

Unit I: Fieldwork and anthropology: fieldwork traditions in anthropology: British and American traditions, fieldwork in Indian Anthropology.

Unit II: Preparing for the field: selection of the locale, learning the language, formulation of research questions/hypotheses, research design.

Unit III: Methods and techniques of data collection in anthropological fieldwork: comparative method, observation: participant and non-participant, interview: interview guide, focused group discussion; genealogy, schedule and questionnaire, participatory rapid appraisal, key informants.
Unit IV: Analysis, interpretation and presentation of data: classification and analysis of field data, interpretation of data, presentation of data through case studies, tables, figures and charts; appendices.

Practical
The practical component of this paper will involve going to the field, which may be the students’ own town or village, conduct fieldwork there for at least two weeks, collect data on a topic approved by the department, and prepare a report.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the importance of fieldwork in anthropology and major fieldwork traditions in anthropology.
2. They will learn about the steps to be taken before starting the fieldwork.
3. They will also learn about major methods and techniques of data collection.
4. From the practical component they will learn about presentation and interpretation of data and preparation of the report.

References


Srinivas, M.N. 1983. *The Observer and the Observed*. Faculty Lecture 1, Faculty of Arts and Social Sciences, University of Singapore.


DSE-5 Human Biological Variation

Theory

Unit I: History and development of human genetics; concept, scope and fields of human genetics; human genetics in relation to other sciences and medicine; Mendelian genetics in man: autosomal and sex-linked inheritance, dominant and recessive inheritance, penetrance and expressivity, extra nuclear inheritance, linkage, genetic interaction; population genetics - Hardy Weinberg Law, breeding population, selection; genetic polymorphism.

Unit II: Concept of genetic variation, causes of genetic variation between and within human populations with special reference to the role mutation, selection, genetic drift, isolation and gene flow; biological basis of human variation: mutation, selection, gene flow, genetic drift; morphological and genetic variation in man.

Unit III: Polymorphism: Red cell antigen (ABO, Rh, MNSs) and white cell antigen (HLA) Red Cell enzyme (G6PD and Haemoglobin), Serum Protein (HP), Quantitative trait loci: Concepts, Multifactorial and Polygenetic.

Unit IV: Chromosomes in man: identification and techniques of studying; cell mechanics and chromosomes: chromosomal aberrations: numerical and structural; methods of genetic analysis in localisation of genes on chromosome.

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
1. The students will learn about the basis of morphological classification of man.
2. They will learn about the biological basis of human variation.
3. They will also learn about the Hardy-Weinberg law and its importance.
4. From the practical component they will learn about somatometric measurements and somatoscopic observations.

References
DSE-6 Prehistory of Eastern and Northeastern India and South East Asia

Theory

Unit I: Palaeolithic cultures of Eastern India: (with special reference to the evidences of Lower, Middle and Upper Palaeolithic periods form the major sites of Bihar, Jharkhand, Bengal, and Odisha).

Unit II: Mesolithic and Neolithic cultures: Mesolithic culture of Eastern India (with special reference to the major sites from Bihar, Jharkhand, Bengal, Odisha). Neolithic Culture of Eastern India and North Eastern region (with special reference to Bihar, Jharkhand, Bengal, Odisha and North Eastern region).

Unit III: Pleistocene events in Southeast Asia: Land records of Early Human in South East Asia, Pleistocene Epoch in Southeast Asia, Stone tool industries of the Middle Pleistocene and Upper Pleistocene periods, Hoabinhian Techno-complex of the Southeast Asian main land.

Unit IV: Holocene events in Southeast Asia: Neolithic cultures on the Southeast Asia: evidences from Mainland and Island, evidence of culture contact between Eastern India and mainland Southeast Asia through Northeast India.

Practical

1. Laboratory study of Prehistoric Stone tools:
   Typo-technological study of major stone tools of the Palaeolithic, Mesolithic (Microliths) and Neolithic industries (Each student has to study the typology of the representative specimens of the major tool types mentioned below, with systematic drawings, metric analysis and descriptions):
   (i) Palaeolithic tools: Chopper, Handaxes, Cleaver, Scraper
   (ii) Microliths: Geometric Types, Lunate, Triangle, Trapeze, Non-Geometric Types - Blade, Burin, Borer/Awl
   (iii) Neolithic tools: Axe, Adze, Chisel, Ringstone/Perforated stone

2. A student has to go through any one excavation report relating to the regions under study and has to prepare a summary of the report.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the Palaeolithic cultures of eastern India.
2. They will learn about the Mesolithic and Neolithic cultures of eastern and Northeastern India.
3. They will also learn about Pleistocene and Holocene events in South Asia.
4. From the practical component they will learn about to draw, describe and do metric analysis of the prehistoric stone tools.

References
Jamir, Tiatoshi & Manzil Hazarika (eds). 2014. 50 Years after Daojali Hading: Emerging Perspectives in the Archaeology of Northeast India. Research India Press.

DSE-7 Principles and Methods in Prehistoric Archaeology

Theory
Unit I: Prehistoric Archaeology: meaning and scope of prehistoric archaeology, methods of study, archaeology and environment: geoarchaeology, archaeobotany and zooarchaeology; history of prehistoric archaeology in India.

Unit II: Environmental Archaeology: studying the landscape: glaciated landscapes, varves, rivers, cave sites, sediments and soils; reconstruction of environment on the basis of plant and animal remains.

Unit III: Formation processes in archaeology: archaeological site and its formation: basic categories of archaeological evidences; types of sites and their contexts, cultural formation processes and natural/environmental formation processes.

Unit IV: Field methods in archaeology: exploration: purpose and surveying equipment, methods of exploration: researching maps, ground reconnaissance, aerial reconnaissance, geophysical prospecting methods; excavation: meaning and objectives, instruments used in excavation, methods of excavation: Trial Trenching, Vertical Excavation, Horizontal Excavation; Excavation of Burial, Rock Shelter and Caves; application of Remote Sensing and Geographic Information System in Archaeology.

Practical

1. Researching maps (laboratory study for pre-excavation exploration): study of Government Geological and Topographic Surveys, Google earth images for identification of major geomorphic features, location of the charted and uncharted sites with their respective global positions such as Longitudes and Latitudes.

2. Researching maps: tracing and/or sketching the topographic maps for preparation of a provisional map of a study area with plotting of sites located or to be located in the same (A map of the area, topographic contours, and principal artifacts may be drawn.)

3. Drawings of Plan View and/or Section (Stratigraphy) View of an excavation trench.

Learning Outcomes

1. The students will learn the basic concepts, techniques and methods used in field archaeology.
2. They will understand the importance of formation processes and reconstructing the environment of archaeological sites.

3. They will also equip themselves with skill in undertaking fieldwork.

4. From the practical component they will learn how to research maps and draw Plan View and Section View of an excavation trench.

References


DSE-8 Prehistory of Africa

Theory
Unit II: Regional diversification: The ‘Middle Stone Age’ and the ‘Late Stone Age’ Cultures: evidence from Southern, Central, Eastern, West and North Africa and the Sahara, the Nile valley; Changing life styles and technology.
Unit III: The beginnings of permanent settlement: evidences from Nile valley, East Africa, the southern and central Sahara; overview of Africa 10,000 years ago.

Practical
1. A student has to prepare a report on an important Acheulian site/’middle stone age’ site/’late stone age’ in Africa with special reference to its discovery, recovery of archaeological relics and associated materials, stratigraphic context and absolute chronology, if any. The student is expected to make a critical overview.
2. A student has to prepare a report on the emergence of permanent settlement/food production in any one region of Africa with suitable illustrations. The student is expected to make a critical overview.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the concepts and frameworks of the prehistory of Africa.
2. They will learn about the discovery of the earliest hominids as well as earliest tool makers.
3. They will also learn about the beginnings of permanent settlements and early farmers.
4. From the practical component they will learn about prepare a report on a prehistoric site and make a critical review.
References


DSE-9 Linguistic Anthropology

Theory

Unit I: Nature, origin and characteristics of language; language and dialect, verbal and non-verbal communication, place of language in anthropology.

Unit II: Origin, scope and development of Linguistic Anthropology; its relationship with other branches of Anthropology; Linguistic Anthropology and Linguistics; language and culture.

Unit III: Social context of language use: sociolinguistics, linguistic and social inequalities, linguistic prejudices and stereotypes, power and solidarity relations in language, language and social stratification, language and ethnicity.

Unit IV: Linguistic Anthropology and language surveys; Linguistic Anthropology and Language Development; Crisis of Linguistic Anthropology in India and the world.

Practical

The students will conduct a survey on the use of a language by members of a speech community, taking respondents from both the sexes and from different walks of life and prepare a report on the same.

Learning Outcomes

The learning outcomes of this paper are:
1. The students will learn about what is language and what is its place in anthropology.
2. They will learn about Linguistic Anthropology and its relationship with other branches of anthropology.
3. They will also learn about how language makes sense only in its social context.
4. From the practical component they will learn about how to conduct a language survey and prepare a report on the same.

References


DSE-10 Anthropology of Food

Theory

Unit I: Introduction: Meaning of food, cuisine, and foodways; Approaches of studying food: structuralism, functionalism, symbolic-social analyses, making of gender, taste and status; Bio-cultural perspectives on nutrition; Concept of food security.

Unit II: Evolution: meat consumption and brain development, teeth: evolution and function, scavenging v/s hunting, and role of fire and tools; Archaeology of foodways: hunter-gatherers and foragers, food production and domestication, and food to feed ancient civilizations.

Unit III: Functions: Social functions of food, food and identity, food and gender, food and social class and caste, food and health, dietary taboos (sacred cows, prohibited pigs, Jewish dietary laws, cannibalism), and religious food (feasting, fasting).

Unit IV: Food as heritage: ethnic food, food and memory, making of national cuisines; globalization and modernization of food: European colonization (chocolate, potatoes, sugar), restaurant culture, slow food movement, localization and fast foods.

Practical

Perform the following activities:

1. Maintain a daily Food Log for 2-4 weeks; Analyse this from the perspective of culture and nutrition.

2. Describe a food memory preferably from your childhood; Place this food memory (by talking to parents, relatives, other members) in wider perspective – culturally, symbolically, socially, structurally etc. Specify the group for whom it has meaning, the context in which it is prepared, served and consumed.

3. Describe one ‘special’ (uncommon/ strange/ foreign) food, diet, or behaviour that you have come across. Pay attention to identification (group and space), availability, cultural and social contexts, and used for what/how.

4. Brief report (2-4 pages each) on 4 site visits (locations where food is produced, processed, consumed and displayed) - (a) any one production site like agricultural fields, kitchen gardens, markets etc., (b) any one processing site like kitchens, factories etc., (c) any one consumption site like restaurants, canteens, street food etc., and (d) any one display site like museum, films and ads, festivals, supermarket display case etc.
Learning Outcomes

This course will explore connections among food, culture, and society, in our ever globalizing world. As a result of this course students should be able to:

(a) Understand the concept of food cross-culturally (and reduce ethnocentrism) by critically looking at your own culture as well as other cultures.
(b) Possess a greater knowledge of the field of anthropology and how anthropologists approach the study of food.
(c) Improve understanding and writing skills through efficient synthesis of research data, and convey course concepts in a concise and clear manner to peers.

References


DSE-11 Symbolic Anthropology

Theory
Unit I: Basic concepts in Symbolism and Anthropology, problems of definition, religion and Symbolic Anthropology, Symbolism and kinship, symbolic capital.
Unit II: Classification, symbols and taboo, symbols in ritual, symbolism and neurosciences in Anthropology, symbols and environment, political symbolism.
Unit IV: Symbolism and the idea of everyday life, comparing symbolic analysis, symbols in visual analysis, critiques of symbolism.

Practical
1. Collect some symbols from the field, classify them and write their meanings in detail.
2. List common symbols used and the meanings people give them.
3. Write a report from field visits with detailed visual symbols.

Learning Outcomes
1. The student will learn about the basic ideas in Anthropological Symbolism.
2. The student will learn to identify, classify and find meanings in the symbols collected from the field.
3. They will also know something about the leading symbolic anthropologists.
4. From the practical component they will learn how to identify, classify, interpret the symbols and write a report on the basis of a fieldwork lasting for a week.

Suggested Readings


DSE-12 Molecular Anthropology

Theory

Unit I: Nature and scope of Molecular Anthropology, chemistry and topology of DNA, unique sequences, repetitive DNA, satellite DNA, C-value, genetic code and regulation, mutations damage, DNA repair mechanism.

Unit II: Concepts of RFLPs, VNTRs, STRs, SNPs, CNVs, mtDNA; cancer genetics and its management (breast cancer and colon cancer), molecular marker technology.


Unit IV: Molecular phylogenetics: history of molecular phylogenetics, applications to anthropology, phylogeny: phylogeography: Population structure and gene flow, forensic applications: identity and non-identity, paternity, gender determination, speciation and hybridization: Mitochondrial Eve versus Multiregional Hypothesis, macro-evolution and speciation, mtDNA, Y chromosome and peopling, migrations of modern humans, ancient DNA and Molecular Archaeology, various methods of mutation detection, contribution in linkage and association, human genome diversity initiation in global perspective with special reference to India.

Practical

The students shall collect biological samples (blood) and extract DNA from blood/saliva/ hair.

1. PCR amplification
2. Restriction enzyme digestion
3. Allele specific PCR.
4. Documentation of result in gel documentation system.
5. Use of common software in Molecular Anthropology- molecular data analysis using some important software for Molecular Anthropology data analysis like DISPAN, POPGENE, ARQUINE.
6. Phylogentic analysis (Dendogram).
Learning Outcomes

1. The students will learn about isolation of DNA from biological materials.
2. They will learn about how to analyse molecular data with the help of various softwares.
3. They will also learn about human genome and genetic defects.
4. From the practical component they will learn about collection of biological samples and extraction of DNA from the same.

References


Reece, R.J. 2004. *Analysis of Genes and Genomes*. John Wiley and Sons Ltd.


DSE-13 Pre and Protohistoric Archaeology of India

**Theory**

Unit I: Meaning of Pre and Protohistory: *Prehistoric India* - Pleistocene Chronology - A critical assessment with special reference to the Himalayan glaciation; *Palaeolithic cultures in India* - Lower Palaeolithic cultures: (evidences from Kashmir Valley and Peninsular India); Middle Palaeolithic culture in India: Upper *Palaeolithic cultures in India* (characteristic features, major tool types, distribution and interpretation of habitat (important regions and sites) and economy, chronology with stratigraphic evidences).

Unit II: Mesolithic Cultures and Rock Art of India: Mesolithic Cultures in India: characteristic features, distribution (important regions and sites), major tool types, habitat and economy, chronology; Rock art of India: characteristic features of Mesolithic rock art, distribution (important regions and sites), classification (engraving, painting etc), chronology, subsistence strategies, and reconstruction of society).

Unit III: Neolithic and Chalcolithic Cultures of India: Neolithic Cultures in India: characteristic features, distribution (important regions and sites), major tool and ceramic types, habitat and economy, chronology; Chalcolithic Cultures in India: characteristic features, distribution (important regions and sites), major ceramic types, habitat and economy, chronology

Unit IV: Harappan Civilization and Iron Age of India: Harappan Civilization: Meaning of civilization, distribution, salient features, chronology, origin and decline; Iron Age in India: characteristic features, distribution (important regions and sites) evidences of iron, ceramic remains, megalithic burial types, habitat and economy, chronology.

**Practical**

Identification of tools (drawing of at least one from each following categories)

(a) Chopper/chopping tools and hand axe varieties,
(b) Cleaver varieties
(c) Side and/or end scraper varieties
(d) Knives
(e) Borer
(f) Burins
(g) Microlithic tools
(h) Bone tools
(i) Neolithic ground and polished tools: axe, adze, chisel and ring stones

**Learning Outcomes**

The learning outcomes of this paper are:

1. The students will learn about Palaeolithic cultures of India.
2. They will learn about Mesolithic cultures and rock art of India.
3. They will also learn about Neolithic and Chalcolithic cultures of India.
4. From the practical component they will learn about how to identify and draw various prehistoric tools.

**References**


**DSE-14 Neuro-Anthropology**

**Theory**
Unit I: Encultured brain: basics of neuro-anthropology, nature of variation, evolution by natural selection.

Unit II: Overview of neural systems & their inter-connections, niche construction, primate social cognition, human evolution and the brain.

Unit III: Overcoming mind/body dualism: addiction and neuro-anthropology, ritual and emotion, war and dislocation: neuro-anthropological model of trauma, autism, theory of mind and religious development, cultural consonance, consciousness and depression.

Unit IV: Neurological and Anthropological methods, applied critical neuroscience, social and personal uses of neuroscience.

Practical
1. Case studies on human behaviour, capacities, skills, and variation.
2. Prepare a report on socio-cultural and biological perspective of human behaviour and inter-individual variation.
4. Class blog participation: Once every week, each student will be responsible for finding one source in the popular press that is related to the topic for that week and introducing a brief online discussion about what it says and why it is relevant.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about basics of an emerging discipline called Neuro-Anthropology.
2. They will learn about human evolution with special reference to brain.
3. They will also learn about methods of neuroscience and their applicability.
4. From the practical component they will learn about how to study human behaviour, skills, capacities, and variation in the same.

References
Embodied Learning. JRAI
Goldin & Merrick. 2012. Neuroscience or Neurobabble,
http://www.nature.com/neuro/journal/v15/n5/full/nn.3093.html
http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0017465


DSE-15 Human Growth, Development and Nutrition

Theory

Unit I: Definition and concepts of growth, differentiation, maturation and development; evolution of human growth: human lifespan development process, human life cycle; major stages of human growth and development: prenatal growth, postnatal growth and their characteristics.


Unit III: Segmental growth and development; analysis of human physique and body composition: Sheldon, Parnell, Heath-Carter methods of somatotyping; significance of age in growth studies; methods of assessing age-chronological age, dental age, skeletal age, secondary sex character age, morphological age, age-grouping; decimal age calendar.

Unit IV: Food and nutrients: nutritional status assessment and methods of evaluation; concept of balanced diet, nutritional epidemiology, impact of malnutrition under-nutrition and over-nutrition; body composition: methods of study, changes during growth, variation and covariates.

Practical

1. Nutritional anthropometry
2. Somatotyping: Heath-Carter method
3. Body composition: bone mass, body mass, percentage body fat (PBF), segmental fat, body age

Learning Outcomes

1. The students will learn about the concepts of growth, maturation and development.
2. They will learn about factors responsible for growth.
3. They will also learn about various methods of somatotyping.
4. From the practical component they will learn about measurement of nutritional level, somatotyping and body composition.

References
DSE-16 Human Physiological Anthropology

Theory
Unit I: Fundamentals of physiological anthropology: Cardio-vascular and respiratory endurance, haemodynamics and exercise (blood pressure, pulse rate, heart rate and oxygen-transporting system, blood flow, Hb, heamatocrit, etc.)

Unit II: Physical working capacity and physical fitness methodology: evaluation of response and adaptation of the body to stress of exercise; variations in respiratory functions with age, sex and environment; interrelationship of body measurements with respiratory functions; health and fitness.

Unit III: Impact of smoking, alcohol, air pollution and occupation on cardio-respiratory functions; physical performance and environmental stress: heat stress, cold stress and high altitude, chronic diseases, malnutrition; ageing and health related aspects of exercise.

Unit IV: Regulation of body weight: energy expenditure and physical activity; body composition: methods of assessment, environmental and genetic contribution to obesity, treatment and prevention and management; obesity and ethnicity; global prevalence and secular trends in obesity: regulation of body weight-energy expenditure and physical activity.

Practical
Students shall take following physiological measurements on five subjects:
1. Blood pressure
2. Heart rate/pulse rate
3. Minute ventilation
4. Respiratory rate
5. Tidal volume
6. Vital capacity/forced vital capacity
7. Timed Expiratory volumes
8. Maximal voluntary ventilation
9. Haemoglobin estimation

Learning Outcomes
1. The students will learn about physiological functions of man and his adaptability to his environment.

2. They will learn about how to measure and interpret physiological variables.

3. They will also learn about the impact of habits like smoking and drinking on cardio-respiratory functions.

4. From the practical component they will learn about taking measurements of various physiological functions.

References


DSE-17 Human Population Genetics

Theory

Unit I: Mendelian population, concept of Hardy-Weinberg equilibrium, testing equilibrium and measuring departure from it, application of H-W law in human population genetics, measurers of genetic diversity and tool used for phylogenetic analysis.

Unit II: Genetic polymorphism: basic concept of transient and balanced polymorphism, natural selection, Darwinian fitness, selection relaxation, selection leading to change in gene frequency, and selection leading to change in genetic equilibrium.

Unit III: Models explaining the maintenance of genetic polymorphism (relationship between sickle cell and malaria, other polymorphism and adaptation to malaria, X-linked polymorphism, selection due to infectious diseases and its association with blood groups and other polymorphism.

Unit IV: Haemoglobin polymorphism, thalassaemia and abnormalities of polypeptide chains, genetic isolates: formation and disintegration, mutation rate, dynamics of genetic drift, mutation, selection and gene flow/migration, consanguinity and inbreeding (definitions and concept), genetic consequences of inbreeding in human population, inbreeding coefficient and genetic load, magnitude of consanguineous marriages in India and the world.

Practical

Serology and other genetic traits

Genetic markers:

1. Serology: Students shall learn the following methods on five individuals:
   i. Blood typing-detection of ABO and Rh blood groups with standard method of testing.
   ii. Detection of secretion of antigens in saliva-ABH antigen secretion.

2. Taste sensitivity to PTC: Students shall learn the method of finding the threshold value in respect of ability of tasting PTC on five individuals.

3. Colour blindness.

Learning Outcomes
1. The students will learn about what constitutes a Mendelian population.
2. They will learn about genetic polymorphism and how it is explained by various theories.
3. They will also learn about genetic abnormalities in populations and the reasons thereof.
4. From the practical component they will learn about identification and interpretation of genetic markers on the basis of traditional anthropological methods.

References
DSE-18 Anthropology of Ageing

Theory

Unit I: Introduction to fundamentals of biological aging, anthropological perspectives of ageing, phenomenon of aging, chronological age, psychological age, sociological age, functional age, optimal aging, normal aging, pathological aging and successful aging.


Unit III: Intergenerational relationships, grandparenthood, life-course and life-course perspective of aging and ethnicity, aging and urbanization, aging in place, aging and gender, menopause, current living generations, challenges and rewards of intergenerational relationships.

Unit IV: Intergenerational programmes and community resources, societal attitudes toward old age, images of aging, combating ageism, stereotypes - is aging a sub-culture? Cognitive aging: fighting stereotypes & ageism in society, globalization and aging older people in families and households, ethnicity, care-giving and Alzheimer’s disease, care-giving to AIDS orphans.

Practical

The students shall prepare a research project, including a research design, of about 3000 words on biological or cultural aspects of ageing.

Learning Outcomes

1. The students will learn about the various perspectives of ageing.
2. They will learn about human longevity and its contributing factors.
3. They will also learn about intergenerational relationship and ageing.
4. From the practical component they will learn how to prepare a research project on any aspect of ageing in a given society.

References


DSE-19 Human Reproduction and Reproductive Health

Theory

Unit I: Reproductive Systems: Evolution of male and female gonads, embryological development of gonads, gonadal ducts and external genitalia; Wolffian duct structural organisation and function; Mullerian duct structural organisation and function; evolution of Mullerian duct and adaptations for pregnancy.

Unit II: Reproductive endocrinology, infertility: concept, prevalence, issues and challenges; outline of assisted reproductive technologies, factors affecting reproductive functions: genetic and non-genetic factors.

Unit III: Human reproductive ecology and energetics: definition, concept, variation in fertility, menstrual characteristics, menopause in the human species, and the roles of physiological, behavioural, and environmental factors in regulating reproductive output.

Unit IV: Male reproductive health and reproductive ecology, homeostatic imbalance.

Practical

The students shall prepare a project report of about 3000 words on any one aspect of reproductive health and the various bio-cultural challenges to the same.

Learning Outcomes

1. The students will learn about reproductive systems and reproductive endocrinology.
2. They will learn about reproductive ecology and energetics.
3. They will also learn about male reproductive health and reproductive ecology.
4. From the practical component they will learn how to prepare a project report on any one dimension of reproductive health of women or men.

References

Bribiescas, R. 2001. Reproductive Physiology of the Human Male. REHE.


DSE-20 Forensic Anthropology

Theory

Unit I: Definition, scope and importance of forensic anthropology, study of skeletal material: human and animal remains, study of bone fragments, attribution of sex, estimation of age and reconstruction of stature from the skeletal remains, and their medico-legal implications.

Unit II: Forensic odontology: tooth structure and growth, estimation of age in young and adults, population differences in size and morphology, bite marks, individualization of tooth pulp, establishment of partial and complete identity of skeletal material and dead bodies—morphometric techniques, personal identification of living persons, identification through somatometric and somatoscopic observations, nails, occupation marks, scars, tattoo marks and deformities; handwriting and mannerisms.

Unit III: Finger prints: identification of living and dead through partial and complete prints, classification of fingerprints for criminal investigation purposes, chance prints, various methods of latent print development.

Unit IV: Forensic Haemogenetics: pattern of blood splashes, identification of bloodstains and determination of species of origin, individualization of blood stains: determination of blood group, sex, age and racial origin from dried bloodstains, identification and individualization of body fluids like semen, saliva, urine etc.; DNA profiling and individualization: concept of sequence variations, STR, VNTRs, STR markers used in DNA finger printing, disputed parentage: role of anthropologic traits in solving such cases: forensic anthropologist as an expert witness under Section 45 of the Indian Evidence Act.

Practical

1. Study of human long bones and relevant measurements for estimation of stature. Estimation of age from skull, and determination of sex from skull and pelvic measurements.
2. Measurement and observations on living persons.
3. Recording and classification of fingerprints, development of chance prints by various methods. Comparison of questioned and suspected fingerprints.
4. Hair examination from various body sites and comparative analysis.
5. Identification of blood stains, determination of blood group from dried stains, and determination of origin (i.e., the species).
6. Identification of seminal, urine and saliva stains.

**Learning Outcomes**

1. The students will learn about forensic anthropology and its growing importance.
2. They will learn about forensic odontology.
3. They will also learn about identification on the basis of tooth, skeleton, finger prints, blood, etc.
4. From the practical component they will learn about identification on the basis of various biological materials like bones, finger prints, blood stains, hair, semen, urine, saliva, etc.

**References**


DSE-21 Indian Diaspora

Theory
Unit I: Concepts of diaspora: home, migration and diasporic imaginations; history and significance of diasporic studies in India.
Unit II: Theories of diaspora, methodology of diasporic studies, some pioneering studies on Indian diaspora.
Unit III: Southeast Asia and Indian diaspora, The Carribean Islands and Indian diaspora, Indian diaspora in Europe, America and the Gulf countries.
Unit IV: India and her diasporic peoples: India’s policy towards her diaspora, diasporic experiences about India, diaspora and its role in India’s trade and politics.

Practical
The practical component of the paper shall include the following:
1. Preparation of a term paper on any one of Indian diasporic societies.
2. Prepare a demographic profile of Indian diaspora across the world.
3. Prepare a profile of some of the best known Indian diasporic achievers.

Learning Outcomes
The students may be able to learn the following from this paper:
1. They will learn about the concept of diaspora and its related concepts.
2. They will learn something about the history and ethnicity of Indian diaspora across the world.
3. They will learn about how India as a nation looks at its diaspora and how the diasporic communities look at India.
4. From the practical component they will learn in depth about one of the Indian diasporic communities.

References


Skill Enhancing Course Papers

SEC-1 Field Methodology

Theory
Unit I: What is fieldwork? Importance of fieldwork in social science research, fieldwork and anthropology, selection of fieldwork site, selection of field guide and key informants, building rapport, learning the language.
Unit II: Fieldwork and Participant Observation, Genealogical Method, Case Study Method, Focussed Group Discussion and Participatory Rural Appraisal.

Practical
The practical component of this paper will include experiencing fieldwork situation for a fortnight and collecting data on any topic relevant to the field situation. It will also include a training in classification and tabulation of data, statistical treatment of data, drawing figures and flow charts, etc. and writing of report.

Learning Outcomes
The learning outcomes of this paper are:
1. The students will learn about the importance of fieldwork in social sciences in general and anthropology in particular.
2. They will learn about the steps to be taken before finalising the site of fieldwork.
3. They will also learn about participant observation and how to elicit the native’s point of view.
4. From the practical component they will learn how to conduct fieldwork, collect relevant data, classify them and prepare a report on the same.

References


SEC-2 Anthropology of Social Impact Assessment

Theory
Unit I: Social impact assessment: definition, history and approaches to SIA, environmental impact assessment and social impact assessment, development and SIA.
Unit II: Features of SIA: Inclusive development, equity and sustainability, stakeholder primacy, participatory planning, mitigation and monitoring.

Practical
The student will make a social impact assessment of any one development project by using relevant methods of data collection in the field for one week and write a report on the same.

Learning Outcomes
1. The students will learn about the concepts and approaches in SIA.
2. The students will learn how to conduct an SIA and write a report on the same.
3. The students will also have experience in conducting fieldwork.

References


SEC-3 Documenting Intangible Cultural Heritage (ICH)

Theory

Unit I: Definitions and meanings of heritage, types of heritage: cultural and natural, tangible and intangible, UNESCO and Intangible Cultural Heritage, outline of intangible cultural heritage of India.

Unit II: Research and documentation of ICH: why documentation, methods of documentation, asking key questions, involving community and informed consent, preparation of template for documentation, use of photography, videography, internet and multimedia technologies.

Practical

1. Write a report on the status of any one of the intangible cultural heritage of India.
2. Prepare a template for documenting an ICH around your locality and document the said ICH by following different methods.

Learning Outcomes

1. The students will learn about the concepts relating to ICH in India and outside.
2. The students will learn about the methods of documenting ICH.
3. From the practical component they will learn how to prepare a report on ICH and template for documenting the same.

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, 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:

a. Unscheduled Written Test
b. Unscheduled Oral Test
c. Unscheduled Open Book/Article Test
d. Problem-solving skills test
e. Practical assignment
f. Laboratory reports
g. Observation of practical skills
h. Individual project reports
i. Group project reports
j. Term papers
k. Seminar presentation
l. Computer skills testing
m. Literature review skills
n. Literature search skills
o. Brief report writing tests
p. Writing abstracts of published articles
q. 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.)
r. Current events awareness
s. Media awareness (mass, print and social)
t. Debating skills tests on ethical issues like fabrication, falsification, misrepresentation of data, committing plagiarism, not respecting IPR, environmental sustainability, teamwork, etc.

u. Extempore speech on anthropological topics like family, clan, lineage, moiety, phratry, etc.

v. Team work.

9. Keywords

- Ageing
- Analytical reasoning
- Anthropological methods
- Anthropology
- Anthropology of Food
- Applied Anthropology
- Archaeological Anthropology
- Assessment methods
- Biological Anthropology
- Biological variation
- Biostatistics
- Communication skills
- Communication skills
- Community engagement
- Critical thinking
- Curriculum framework
- Curriculum planning
- Demography
- Digital literacy
- Disciplinary knowledge
- Fieldwork
- Human genetics
- Human growth
- Leadership readiness
- Learning outcome
- Lifelong learning
- Linguistic Anthropology
- Master’s degree
- Medical Anthropology
- Molecular Anthropology
- Moral awareness
- Multicultural competence
- Museum studies
- Neuro-Anthropology
- Physiological Anthropology
- Population genetics
- Postgraduate attributes
- Postgraduate programme
- Prehistory
- Problem solving
- Qualification descriptors
- Reflective thinking
- Reproductive health
- Scientific reasoning
- Self-directed learning
- Social-Cultural Anthropology
- Symbolic Anthropology
- Teaching-learning process
- Team work
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