Postgraduate Syllabus in Anthropology

Under

Choice Based Credit System
PANJAB UNIVERSITY, CHANDIGARH
Outlines of Tests, Syllabi and Courses of reading for
Choice Based Credit System (CBCS) M.Sc. in Anthropology
under the framework of honours school system examination,
starting from Academic Session 2020-2021

PREAMBLE

The Department of Anthropology at Panjab University, Chandigarh, has established its academic excellence in the field of Anthropology ever since its inception in 1960 by Late Professor S.R.K. Chopra, F.N.A., as its founder head. The Department is well known for its researches in the fields of palaeoanthropology, epidemiology, forensic anthropology, human growth and development, medical anthropology, palaeoecology, twin studies, and socio-cultural anthropology. It has made notable discoveries of primate and other mammalian fossils from the Siwaliks. It has highly competent and efficient faculty whose work has been internationally recognized with many awards and honours. The faculty has published a number of articles in high impact factor journals such as Nature and The Lancet.

The department offers programs at undergraduate (B.Sc. Hons.) and postgraduate level (M.Sc. Hons.) under the framework of Honours School System. At the same time, the department offers full time Doctoral and Post-doctoral program in Anthropology. It also runs a one-year Diploma Course in Forensic Science and Criminology, which is not only useful for the students having interest in Forensics but also useful for practicing Lawyers and Police officials. These teaching programs at present are being availed by more than 210 students of whom about 45 are research scholars. The department is soon to venture on a special diploma course on Business Anthropology, for which necessary official procedure is being carried out.

The department is well equipped with proper infrastructure and laboratory facilities for teaching and research required in the various sub-fields of Anthropology, namely, Auxology, Dermatoglyphics, Forensic anthropology, Forensic podiatry, Molecular anthropology, Human osteology, Palaeoanthropology, Prehistoric Archaeology, Serology and Bio-chemical Anthropology, etc.

The Department has won accolades for its nationally acclaimed ‘Museum of Man’ which has a Living Primate Gallery, Human Evolution Fossil Gallery, Ethnographic
gallery and Pre-Proto historic Gallery. The Museum also displays life-size models based on the fossil material collected from the Siwaliks.

The department’s thrust’s lies in the extensive fieldwork tradition carried out at different levels in Bachelor’s as well as Master’s level for research in various subfields as per student’s choice. Regular fieldworks are also organised in the fields of Archaeology and palaeoanthropology.

The academic achievements of the Department includes support under UGC Assistance for strengthening of the Infrastructure of the Humanities and Social Science (ASIHSS) Programme in Anthropology for a period of five years i.e. 01-04-2005 – 31-03-2010. The Department has been granted FIST-DST (2010-2011) and is also a UGC Centre for Advanced Studies (CAS-I) in Anthropology (2011-2016). The department has recently been awarded CAS-II by UGC from April 2018 to March 2023 for the five years.

The faculty of the department has to its credit many research projects especially from different funding agencies such as Department of Science and Technology and UGC. Recently, our students have been placed in various government organizations and multi-national companies. A few of them are Anthropological Survey of India, Archaeological Survey of India, Tribal Development Department Himachal Pradesh, Government College, Baramula, Department of Forensic Sciences, Guru Ghasi Das Central University, Bilaspur, State Forensic Science laboratory, Punjab, Central Forensic Science laboratory, Chandigarh, Indira Gandhi National Centre for the Arts, New Delhi, Department of Anthropology, University of Delhi, PGIMER Chandigarh, CRRID, Chandigarh. And Companies such as CKS International, Google, Tata Elxsi, Human Factor International etc.

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COURSE STRUCTURE

M.Sc. IN ANTHROPOLOGY UNDER THE FRAMEWORK OF
HONOURS SCHOOL SYSTEM

‘The M. Sc. programme under the framework of Honours School System is a two-year course divided into four-semesters with a total of 80 credits. A student is required to complete 80 credits for the completion of the course and the award of degree.

Subjects offered in the M.Sc. Course is divided into three categories:

(i) ‘Core Course’ means a course that is Compulsory for a particular programme and offered by the Department, where the student is admitted.

(ii) ‘Discipline Specific Elective (DSE) Course’ means an optional course to be selected by a student out of such courses offered by the Department, where the student is admitted.

(iii) Skill Enhancement Courses (SEC) means an elective course which is taken by the students in the department other than where the student is admitted.

Credit Scheme

1. Core Courses (3 Credits) (11 papers)  \[ 11 \times 3 = 33 \]
   Core Courses practical (2 Credits)  \[ 11 \times 2 = 22 \]

   (11 papers)

   Dissertation (8 Credits)  \[ 1 \times 8 = 8 \]

2. Elective Courses (4 Credits) (8 papers)

   A.1. Discipline Specific Elective  \[ 4 \times 1 = 4 \]

   (4 papers)

   A.2. Discipline Specific Elective Practical  \[ 4 \times 1 = 4 \]

3. Skill Enhancement Courses (SEC)  \[ 3 \times 3 = 9 \]

Total Credits  \[ 80 \]
**Semester I (Credits = 20, Marks = 500)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
<th>Marks (Th. + Pr.)</th>
<th>Credits Total (Th. + Pr.)</th>
<th>Teaching hrs./week (3 hrs Teaching + 1 hr Tutorial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-C101</td>
<td>Archaeological Anthropology and Palaeoanthropology</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ANTH-C102</td>
<td>Biological Anthropology</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ANTH-C103</td>
<td>Social-Cultural Anthropology</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>DSE-2 OR</td>
<td>DSE-15 Medical Anthropology OR Human Growth, Development and Nutrition</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>2 (1+1)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>SEC-1</td>
<td>Field Methodology</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>3 (2+1)</td>
<td>4 hrs</td>
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**Semester II (Credits = 20, Marks = 500)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
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<th>Credits Total (Th. + Pr.)</th>
<th>Teaching hrs./week (3 hrs Teaching + 1 hr Tutorial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-C201</td>
<td>Anthropological Methods &amp; Techniques</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ANTH-C202</td>
<td>Museum Studies</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ANTH-C203</td>
<td>Human Genetics</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>DSE-12 OR</td>
<td>DSE-7 Urban Anthropology OR Prehistoric Archaeology and Palaeoanthropology-Concepts and Palaeolithic cultures</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>2 (1+1)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>SEC-2</td>
<td>Anthropology of SIA</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>3 (2+1)</td>
<td>4 hrs</td>
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### Semester III (Credits = 20, Marks = 500)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
<th>Marks (Th. + Pr.)</th>
<th>Credits Total (Th. + Pr.)</th>
<th>Teaching hrs./week (3 hrs Teaching + 1 hr Tutorial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-C301</td>
<td>Anthropological Theories</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
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<tr>
<td>ANTH-C302</td>
<td>Human Ecology and Adaptation</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ANTH-C303</td>
<td>Anthropology of India</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>DSE-5 OR</td>
<td>Human Biological Variation OR Symbolic Anthropology</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>2 (1+1)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>SEC-3</td>
<td>Documentation of intangible cultural heritage</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>3 (2+1)</td>
<td>4 hrs</td>
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### Semester IV (Credits = 20, Marks = 500)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
<th>Marks (Th. + Pr.)</th>
<th>Credits Total (Th. + Pr.)</th>
<th>Teaching hrs./week (3 hrs Teaching + 1 hr Tutorial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-C401</td>
<td>Demography and Biostatistics</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ANTH-C402</td>
<td>Applied Anthropology</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>5 (3+2)</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ANTH-C403</td>
<td>Dissertation and viva-voce</td>
<td>200</td>
<td>8</td>
<td>8 hrs</td>
</tr>
<tr>
<td>DSE-10 OR</td>
<td>Anthropology of Food OR Forensic Anthropology</td>
<td>75 (60+15) + 25 (20+5)</td>
<td>2 (1+1)</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>
EVALUATION

1. To qualify a Course, the student has to obtain minimum of 40% marks.
2. There shall be one Mid-Semester Examination of 20% Marks for Theory papers in each semester. End-semester examination will be of 80% of total marks.
MSc (Hons) I\textsuperscript{st} Year
Semester- I

ANTH-C101 Archaeological Anthropology and Palaeoanthropology

Theory

Total lecture: 60

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>Introduction to Prehistoric Archaeology: Concept and scope of Archaeological Anthropology, relationship with other branches of Anthropology and other disciplines, methods of studying Archaeological Anthropology. Introduction to Palaeoanthropology: Aims, objectives, problems, affinities with other disciplines and historical development of Palaeoanthropology. Fossils and their preservation and processes of fossilization</td>
</tr>
<tr>
<td>Unit III</td>
<td>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. Succession of life through ages with stress on Cenozoic Era. Archaeological site and its formation: basic categories of archaeological evidences; types of sites and their contexts, cultural formation processes and natural/environmental formation processes.</td>
</tr>
<tr>
<td>Unit IV</td>
<td>Prehistoric Culture: Techniques of tool manufacture: Typology: Classification of artefacts and tools (core tool, flake tool etc.) and probable functions. Introduction to Siwaliks- classification and importance</td>
</tr>
</tbody>
</table>
Practical
Total lectures: 60
Marks: 25 (20+5)
Credits: 2

Typo-technological analysis of prehistoric tools: identification, interpretation and drawings of the tool types
Drawing and understanding of the material culture and stone tools of Lower Palaeolithic Culture
How and where to look for fossils. Equipment and techniques for collection, washing & screening, field cataloguing, transportation, etc. of fossils.
Chemical and Mechanical techniques for the preparation of fossils with particular reference to primates
Note: Students will be taken for a paleoanthropological fieldwork for better understanding of collection of fossils.

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. The paper introduces the subject of palaeoanthropology to the beginners by providing conceptual palaeontological, geological and anthropological knowledge necessary to understand the subject of palaeoanthropology
5. The main aim of the paper is to sufficiently equip a student with fundamental concepts and techniques of palaeoanthropology so that he/she can understand and appreciate the advanced concepts of palaeoprimatology and human evolution
6. From the practical component they will learn about how to draw, identify and interpret prehistoric tools.

References


NOTE:
(i) 48 contact hours of teaching to be delivered exclusively by the Teacher as per the scheduled time table
(ii) 12 contact hours are for interaction, discussion, assignments and seminars (attended/delivered) by the student.

ANTH-C102 Biological Anthropology

Marks: 75 (60+15)
Credits: 3

Theory
Total lecture: 60

Unit I: Aim, scope and development of Biological Anthropology; theories of evolution (Larmarckism, 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.

**Unit IV:** Evolution of hominids: Australopithecinae, Homo erectus, Homo neanderthalensis, Homo sapiens (Cro-Magnan, Grimaldi, Chancelade).

### Practical

**Marks:** 25 (20+5)  
**Credits:** 2  
**Total Lectures:** 60

1. Identification, drawing and description of bones of human skeleton - skull, vertebrae, scapula, clavicle, humerus, radius, ulna, hip bone, femur, tibia and fibula.

2. Somatometry of Cranium and face and determination of Indices.

3. *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.

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


**NOTE:**

(i) 48 contact hours of teaching to be delivered exclusively by the Teacher as per the scheduled time table
(ii) 12 contact hours are for interaction, discussion, assignments and seminars (attended/delivered) by the student.
ANTH-C103 Social-Cultural Anthropology

**Theory**

**Total lectures: 60**

**Unit I**: Definition, 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; culture, cultural relativism, cultural change; enculturation, acculturation.

**Unit III**: Social Institutions: Family, marriage, kinship and religion; moiety and phratry; clan and lineage.

**Unit IV**: Social and Cultural Anthropology in India and Africa: comparative perspectives on their origin, growth, research priorities, and challenges to survival.

**Practical**

**Total Lectures: 60**

**Marks: 25 (20+5)**

**Credits: 2**

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

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DSE-2 Medical Anthropology

**Marks: 75 (60+15)**

**Credit-1**

**Total Lectures: 60**

**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.

**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**

**Marks: 25 (20+5)**

**Credit: 1**

**Total lectures: 60**

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


NOTE:

(i) 48 contact hours of teaching to be delivered exclusively by the Teacher as per the scheduled time table

(ii) 12 contact hours are for interaction, discussion, assignments and seminars (attended/delivered) by the student.
OR

DSE-15 Human Growth, Development and Nutrition

Marks: 75 (60+15)
Credit: 1

Total Lectures: 60

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: Analysis of human physique: Sheldon, Parnell, Heath-Carter methods of somatotyping; somatocart and somatotype plotting; somatotype dispersion index, somatotype dispersion distance, significance of age in growth studies; methods of assessing age - chronological 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.
Practical
Total Lectures: 60
Marks: 25 (20+5)
Credit: 1

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

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SEC-1 Field Methodology

Theory

Marks: 75 (60+15)

Total Lectures: 60

Credits: 2

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, Interview, Pile Sorting, Free Listing, Qualitative and Quantitative methods of data collection

Unit III: Genealogical Method, Case Study Method, Life History, Focussed Group Discussion

Unit IV: Participatory Rural Appraisal, Participatory Reflection and Action Method, Rapid Rural Analysis

Practical

Marks: 25 (20+5)

Total Lectures: 60

Credit: 1

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


NOTE:

(i) 48 contact hours of teaching to be delivered exclusively by the Teacher as per the scheduled time table
(ii) 12 contact hours are for interaction, discussion, assignments and seminars (attended/delivered) by the student.
Semester: II

ANTH-C201 Anthropological Methods and Techniques

**Theory**

Marks: 75 (60+15)  
Credits: 3

Total lectures: 60

**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**

Marks: 25 (20+5)  
Credits: 2

Total lectures: 60

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.


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ANTH-C202 Museum Studies
Marks: 75 (60+15)
Credits:3

Total lectures: 60

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
Marks: 25 (20+5)
Credits:2

Total lectures: 60

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

Postgraduate Syllabus in Anthropology under CBCS

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ANTH-C203 Human Genetics

Marks: 75 (60+15)
Theory
Credits: 3
Total lectures: 60

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
Marks: 25 (20+5)
Total lectures: 60
Credits: 2

(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


NOTE:

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**DSE-12 Urban Anthropology**

Marks: 75 (60+15)

Credit: 1

**Theory**

Total Lectures: 60

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

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

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

Unit IV: Methodology of urban anthropology, contemporary urban issues: suburbs, exurbs and urban decline, crime in urban setting.
Marks: 25 (20+5)
Credit: 1

Practical
Total Lectures: 60

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

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

Suggested Readings

NOTE:
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OR
DSE-7 Prehistoric Archaeology and Palaeoanthropology-Concepts and Palaeolithic cultures

Theory
Total Lectures: 60

Marks: 75 (60+15)
Credit: 1

Unit I: Introduction to hominoid and hominid evolution; Natural tools and man-made artifacts; Origin of techniques of Stone Age tools

Unit II: Material culture of early hominids- Olduwan Culture, Osteodontokeratic culture, Abbevillian Acheulian developments in Europe and allied developments in India (Didwana, Soan Valley, Hunsgi) (Lower Palaeolithic Culture).
Various trends in primate evolution – Evolution of bipedalism, Effective exploitation of the terrestrial habitat, Increasing brain size and complexity, Extensive manipulation of the natural objects and tool making Continental drift, food habits and alternative interpretation, etc.

Unit III: Material culture of Neanderthaloids-Levallois and Mousterian cultures in Europe and allied developments in India (Bhimbetka, Nevasa) (Middle Palaeolithic culture).

Unit IV: Field methods in archaeology: exploration: purpose and surveying equipment, methods of exploration: excavation: meaning and objectives, instruments used in excavation, methods of excavation: Trial Trenching, Vertical Excavation, Horizontal Excavation; Excavation of Burial, Rock Shelter and Caves;
Early primate evolution with emphasis on Siwalik primates
Practical
Total Lectures: 60 Marks: 25 (20+5) Credit:1

Understanding and drawings of Stone tools of Middle Palaeolithic culture, Upper palaeolithic culture, Mesolithic culture Microlithic Tool Types), Neolithic Tool Types
Moulding and casting of fossils
Methods of identification of fossils with particular reference to primates (casts). Dental morphology and taxonomy of selected fossil groups and their illustration, interpretation and reporting style.

Note: Students will be taken for an archaeological fieldwork/Museum visit for better understanding of stone tools.

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. The aim of the paper is to sufficiently equip a student with fundamental concepts and techniques of palaeoanthropology
5. They will understand the various trends in primate evolution and early primate evolution

References

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Craig B. Stanford, John S. Allen, and Susan C. Antôn: *Biological Anthropology*,


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SEC-2 Anthropology of SIA

Theory Marks: 75 (60+15)
Total Lectures: 60 Credits: 2

Unit I: Social impact assessment: definition, history and approaches to SIA.
Unit II: Environmental impact assessment and social impact assessment,
Unit III: Features of SIA: Inclusive development, equity and sustainability, stake holder primacy, participatory planning, mitigation and monitoring.
Unit IV: Development and SIA-Relationship and Applications in Social Science Research.

Practical Marks: 25 (20+5)
Total Lectures: 60 Credit: 1

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.
5. The students will learn how to conduct an SIA and write a report on the same.
6. The students will also have experience in conducting fieldwork.
References

NOTE:
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MSc (Hons) II\textsuperscript{nd} Year

Semester- III

ANTH-C301 Anthropological Theories

Marks: 75 (60+15)
Credits: 3

Theory
Total Lectures: 60


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
Total Lectures: 60

Marks: 25 (20+5)
Credits: 2

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


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ANTH-C302 Human Ecology and Adaptation

Theory
Total Lectures: 60

Marks: 75 (60+15)
Credits: 3

Unit I: Definition, objectives, approaches to the study of human and cultural ecology, variety of human ecosystem, Major types of Human Subsistence patterns, Human populations and resource distribution, Concept of ecological assessment.

Unit II: Acclimatization, adaptation, homeostasis; human adaptation to heat, cold and high altitude; population variation in physiological responses to climatic stresses, Human populations and the hydrologic cycles.

Unit III: Nutritional requirements of humans: malnutrition, dietary and anthropometric assessment of nutritional status; Nutrient cycling in ecosystem.

Unit IV: Infectious diseases: nature of infectious diseases, Dynamics of disease transmission, modes of disease transmission, major chronic diseases in modernized human population; pollution, general stress and chronic diseases; adiposity and chronic diseases.

Practical
Total Lectures: 60

Marks: 25 (20+5)
Credits: 2

Anthropometry: definition of anthropometry, static & dynamic anthropometry, application of anthropometry 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 anthropometry 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


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**ANTH-C303 Anthropology of India**

**Theory**

**Total Lectures:** 60  
**Marks:** 75 (60+15)  
**Credits:** 3

**Unit I:** Origin and growth of Indian anthropology, approaches to the study of Indian society: Indological, archaeological, historical and anthropological; key concepts in understanding Indian society: Great Tradition and Little Tradition, Sacred Complex, Universalization and Parochialization.
Unit II: Social Stratification and hierarchy: Caste in India: ritual, economic and social aspects; varna and jati; caste among non-Hindus (Muslims, Christians and Sikhs); caste mobility: Sanskritization and Westernization.

Unit III: Tribes in India: Tribes in Indian civilization, scheduling of tribe, tribe-caste continuum, classification and distribution of tribes, tribal movements.

Unit IV: Change and continuity in Indian society: family, kinship, gender, religion, technology and law.

Practical Marks: 25 (20+5)
Total Lectures: 60 Credits: 2

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 approaches to understanding Indian society.
2. They will learn about the key concepts used in understanding a caste society.
3. They will also learn about the tribes of India.
4. From the practical component they will learn in detail about the contribution of any one anthropologist and how to prepare an ethnographic report on a village or town.

References


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DSE-5 Human Biological Variation

**Theory**

**Marks:** 75 (60+15)  
**Total Lectures:** 60  
**Credit:** 1

**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, 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.

**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 Polygenic.

**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**

**Marks:** 25 (20+5)  
**Total Lectures:** 60  
**Credit:** 1

*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. Physiognomonic 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


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**OR**

**DSE-11 Symbolic Anthropology**

**Marks: 75 (60+15)**

**Theory**  
**Credit: 1**

**Total Lecture: 60**

**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 III:** Major symbolic anthropologists: Victor Turner, Mary Douglas, Clifford Geertz, Rodney Needham, Raymond Firth, Levi-Strauss, Abner Cohen, Peter Bourdieu, and Talal Asad.

**Unit IV:** Symbolism and the idea of everyday life, comparing symbolic analysis, symbols in visual analysis, critiques of symbolism.

**Practical**  
**Marks: 25 (20+5)**

**Total lectures: 60**  
**Credit: 1**

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


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### SEC-3 Documenting Intangible Cultural Heritage (ICH)

**Theory**

| Total Lectures: 60 | Marks: 75 (60+15) | Credits: 2 |

**Unit I:** Definitions and meanings of heritage, types of heritage: cultural and natural, tangible and intangible.

**Unit II:** UNESCO and Intangible Cultural Heritage, outline of intangible cultural heritage of India.

**Unit III:** Research and documentation of ICH: why documentation, asking key questions, involving community and informed consent, preparation of template for documentation.

**Unit IV:** Methods of documentation, use of photography, videography, internet and multimedia technologies.

**Practical**

| Total Lectures: 60 | Marks: 25 (20+5) | Credit: 1 |

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


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Semester IV

ANTH-C401 Demography and Biostatistics

Theory
Marks: 75 (60+15)
Total lectures: 60
Credits: 3

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.

Unit II: Population theories: Malthusian, Neo-Malthusian, Optimum 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, test of significance and confidence, chi-square, student's t-test.

Unit IV: Basic measurements of morbidity; Incidence and prevalence rates, Descriptive epidemiology, Analytical and Experimental Epidemiology, Epidemiological methods: Randomized trials, Cohort studies, Case-Control studies, Cross-Sectional studies, Crossover design, Methods used to estimate individual’s risk for a disease: Absolute Risk, Relative Risk, Odd Ratio.

Practical
Marks: 25 (20+5)
Total Lectures: 60
Credits: 2

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**

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**


Postgraduate Syllabus in Anthropology under CBCS


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ANTH-C402 Applied Anthropology

Theory
Total Lectures: 60

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: innovation, social acceptance, performance, integration, planned change and development, barriers and stimulants of culture change.

Unit III: Policies and programmes for development, administration and development, role of anthropology in advocacy and development of vulnerable sections of society; Acculturation and applied anthropology: The problems- Acculturation in Mexico, Melanesia, The problem at Bikini.

Unit IV: Application of anthropological knowledge to public health, medico-legal matters; Anthropological Practice in Business and Industry; Rapid Assessment Procedures (RAP), Participatory Rural Assessment (PRA), Participatory Action Research (PAR)

Practical
Total Lectures: 60

Marks: 25 (20+5)
Credits: 2

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
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ANTH-C403 Dissertation and Viva Voce

Marks: 200
Credit: 8

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.

**DSE-10 Anthropology of Food**

**Marks: 75 (60+15)**  
**Credit: 1**

**Theory**  
**Total Lectures: 60**

**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
Total Lectures: 60
Marks: 25 (20+5)
Credit: 1

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


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**OR**

**DSE-20 Forensic Anthropology**

**Theory**

Total Lectures:60

**Marks: 75 (60+15)**

**Credit:1**

**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

Total Lectures: 60

Marks: 25 (20+5)

Credit: 1

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 individuals 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


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