

UNIVERSITY OF DELHI

CNC-II/093/1(25)/2023-24/72

Dated: 21.06.2023

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 60-1/(60-1-6/-) dated 03.02.2023]

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

Add the following:

Syllabi of Semester-III of the following departments under Faculty of Science based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23.

FACULTY OF SCIENCE

DEPARTMENT OF ANTHROPOLOGY

BSC. (HONS.) ANTHROPOLOGY

**DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7)
Fundamentals of Human growth and development**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Fundamentals of Human growth and development - DSC-7	04	03	Nil	01	Passed 10+2 with Science	NIL

Learning objectives

- Students will be able to learn about various stages and environmental factors involved in human growth and development which help them in understanding growth monitoring of a child.
- They will understand the role played by balance diet in leading a healthy life.

Learning outcomes

By studying this course, students will be able to

- Differentiate the term- growth, maturation and development.
- Understand the basic principles of human growth and development
- Comprehend the significance of growth studies

Syllabus of DSC-7

Unit 1: Introduction to Human growth and development (6 hours)

Concept of human growth, development, differentiation and maturation. Evolutionary perspective of human growth (including living primates and fossil hominid ancestors)

Unit 2 : Stages and process involved in growth and development (9 hours)

Prenatal (conception till birth) and postnatal (birth till senescence) periods of growth, physical, cognitive and psycho-social development from conception through adulthood, patterns of normal growth curves, variation from normal growth (canalization, catch-up growth and catch-down growth), secular trend

Unit 3 : Factors and Methods related to growth and development (8 hours)

Bio-cultural factors (genetic, socio-cultural and ecological factors) influencing patterns of human growth and variation, methods and techniques to study growth, significance/ applicability of growth studies; Impact of life-changing health parameters on development of infants, children, adolescents and adults

Unit 4: Relevance of Nutrition in growth studies (7 hours)

Importance of Nutrition in various stages of growth and development, Balanced diet, Malnutrition, Assessment of Nutritional status

Unit 5: Role of body physique and composition in growth process (9 hours)

Human physique and body composition - models and techniques; bisexual and endogamous group differences; Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods

Unit 6: Adaptation in growth and development (6 hours)

Impact of bio-cultural adaptation to environmental stresses on human growth. Homeostasis and thermoregulation

Practical (30 Hours)

Somatometry:

Stature, Body weight, Mid upper arm circumference, Minimum waist circumference, Maximum hip circumference, Upper extremity length, Lower extremity length, Biacromial breadth, Bicristal breadth), Assessment of chronological age, Percentile, z-score, height for age, weight for age, BMI for age

Obesity assessment

General adiposity indices: BMI, body fat %, Conicity index,

Regional adiposity indices: WC, WHR, WHtR

Assessment of body composition with skinfold thickness and bioelectric impedance

References

Growth, maturation & physical activity (2004) Malina, Robert M; Bouchard, Claude, Bar-Or, Oded. Human Kinetics.

Human growth and development by Cameron Noel (2002). St. Louis, Academic Press.

Patterns of human growth by Bogin, Barry (1999). Cambridge University Press.

Human biology: An introduction to human evolution, variation, growth & adaptability by Harrison, GA; Tanner, JM; Pilbeam, DR; Baker PT (1988). Oxford, England, Oxford University Press.

Proceeding on Human Physical Growth and Maturation by eds. Johnson, FE, Roche, AF, Susanne, C, (1980). Plenum Publishing Corporation.

Applied body Composition Assessment (2009) Heyward, VH; Wagner DR. Human Kinetic.

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

ANTHROPOLOGICAL THEORIES

DISCIPLINE SPECIFIC CORE COURSE -8 (DSC-8) – Anthropological Theories

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Anthropological theories- DSC-8	04	03	Nil	01	Passed 12	NIL

Course Objective

- This is an introductory course on the main theoretical approaches which historically and traditionally guided anthropological research and understanding of society and culture.
- The course would involve theory as well as practical.
- The practical will skill the students to apply the approaches critically to study of actual social issues and problems.

Course Learning Outcomes

- The students will be able to explain the major theoretical paradigms in anthropology and link it with the social, political and economic contexts in which they have emerged.
- They should also be able to explain clearly how these ideas have contributed to the process, structure, pattern and search for meanings by human beings.

Syllabus of DSC-8

Unit 1 (15 Hours)

Anthropological Paradigms, Nature of Anthropological Knowledge, Interface with evolutionary theory and colonialism, changing perspectives on Evolutionism, Diffusionism and Culture area theories.

Unit 2 (10 Hours)

Durkheim and social integration, Functionalism and Structural-functionalism and British Social Anthropology; Culture and Psychology

Unit 3 (10 Hours)

Structuralism: Claude Levi-Strauss and Edmund Leach

Unit 4 (10 Hours)

Symbolic and Interpretative approaches; Decolonization and Antistructure, and Contemporary anthropology

Practical (30 Hours)

Practical would focus upon developing skills wherein following exercises will be undertaken by the students so as to enable them to connect the anthropological theories to the empirical world of living.

1. Identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identification of variables of a study.
3. Various types of hypothesis ; Formulation of hypothesis; hypothesis testing and exploratory research
4. Identification of universe and unit of study with justifications.
5. Choice of appropriate research technique and method in the context of theoretical framework. Data collection and analysis

References

- Applebaum H.A. (1987) Perspectives in Cultural Anthropology. Albany: State University of New York.
- Barnard A. (2000). History and Theory in Anthropology. Cambridge: Cambridge University.
- Bernard, H. R. (2017). Research methods in anthropology: Qualitative and quantitative approaches. Rowman & Littlefield.
- Mark Moberg (2013). Engaging Anthropological Theory : London and NY: Routledge McGee
- Pelto, P. J., & Pelto, G. H. (1978). Anthropological research: The structure of inquiry. Cambridge University Press.
- R.J. and Warms R.L. (1996) Anthropological Theories: An Introductory History.

Additional Readings

Geertz, Clifford. 1973. The Interpretation of Cultures. New York: Basic Books

Moore M. and Sanders T. (2006). Anthropology in Theory: Issues in Epistemology, Malden, MA: Blackwell Publishing.

Teaching Learning Process

The students will be encouraged to reflect and apply the ideas introduced to them. Case studies and ethnographies will be read and students will be taught to how to analyze the theoretical perspectives used therein. Wherever possible documentaries and short ethnographic movies will also be shown and discussed in the class

Keywords: Evolutionism, Diffusionism, Durkheim and social integration, Functionalism and Structural- functionalism and British Social Anthropology Durkheim and social integration, Functionalism and Structural-functionalism and British Social Anthropology, Symbolic and Interpretative approaches.

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

INDIAN PREHISTORY

DISCIPLINE SPECIFIC CORE COURSE -9 (DSC-9) – Indian Prehistory

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Indian Prehistory-DSC-9	04	03	Nil	01	Passed 12 th	NIL

Learning Objectives

The learning objectives of this course are as follows:

- The course aims to understand the evolutionary perspective of human prehistoric society in India with the help of archaeological cultural remains.
- To learn tool typology and its classification for the reconstruction of prehistoric societies.

Learning Outcomes

By studying this course, students will be able to:

- Understand the landscape of Indian archaeological sites and their relevance in studying prehistoric Indian societies.
- Identify the tools, appreciate the tool typology and classify it appropriately

Syllabus of DSC-9

Unit-1: Understanding culture (12 Hours)

Technique of tool manufacture and estimation of their relative efficiency; Classification of tools: primary and combination fabrication techniques; Typology and cultural nomenclature

Unit-2: Methods of climatic reconstruction (8 Hours)

palynology, paleontology, soil pH estimation.

Unit-3: Prehistoric India (10 Hours)

Pleistocene chronology of India: A critical assessment

Unit-4: Character, distribution and interpretation of habitat and economy of (15 Hours)

Lower Palaeolithic; Middle Palaeolithic; Upper Palaeolithic; Mesolithic culture; Art, ritual and belief

Practical (30 Hours)

Identification of tools:

- (a) Handaxe varieties, chopper/chopping tools
- (b) Cleaver varieties
- (c) Side scraper varieties
- (d) Knives
- (e) Burins

Identification of lithic technology:

- (f) End scrapers
- (g) Borers
- (h) Microlithic tools
- (i) Bone tools

References

Renfrew Colin and Bahn Paul, *Archaeology: Theories, Methods and Practice*. New York: Thames & Hudson, 6th Edition, 2012.

Fagan Brian M. and Nadia Durrani, *In the Beginning: An Introduction to Archaeology*, London: Routledge, 14th Edition 2014.

Chakrabarti, Dilip K. *India - An Archaeological History: Paleolithic Beginnings to Early History*. Oxford: Oxford University Press, 2009.

Additional Resources:

Allchin, Bridget and Allchin, Raymond F. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, 2003.

Odell, G.H. *Stone Tools: Theoretical Insights into Human Prehistory*, New York: Plenum press, 1996.

Moloney and Shott, M.J. *Lithic Analysis at the Millennium*, New York: Routledge, 2016.

Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting research in Indian archaeology. Process will involve lectures,

assignments, class-room discussions, practicals and appropriate inference of results and practical file preparation.

Keywords: Geochronology, India archaeology, Cave paintings

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