DEPARTMENT OF ANTHROPOLOGY

CBCS – PART I
Honours Course

Month	SEMESTER-I		
	ANTACOR 01T & ANTACOR01P INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY	**ANTACOR 02T & ANTACOR02P INTRODUCTION TO SOCIAL-CULTURAL ANTHROPOLOGY**	**Class Teaching hours**
JULY	**Unit I**: Biological Anthropology: Meaning, aim and Scope; Its approaches: Biocultural, comparative and evolutionary. **Unit II**: Theories of organic evolution. **Unit III**: Primates in relation to human evolution: **Unit IV:** Human Skeletal anatomy and functional morphology of bones as parts of total skeleton:	**Unit I: a) Fundamentals of Social-Cultural Anthropology**: Meaning & Definition, Aim & Scope, Social- Cultural Anthropology, Distinctiveness (Holism, Cultural Relativism, Cross Cultural Perspective, Anthropological Comparison);	12*2
	PRACTICAL **Unit 1**. Identification of Human cranium- its different normas- *norma verticalis; norma lateralis; norma occipitalis; norma basalis; norma frontalis;* **Unit II**: Anthroposcopy: Assessment of Skin Colour: exposed (forehead) and unexposed (inner surface of the upper arm).	**PRACTICAL** **a) Prepare a Project Report on of the following (1 Credit / project) (To be submitted with signature of individual Mentor/Supervisor)** i) Writing **ONE CASE STUDY** on any one of the following events from one family (happened within last one year): Birth, Marriage, Death, Thread Ceremony, Household ritual (e.g. Pujas/ brotos, religious ritual and festival of other communities).	12*2
AUG	**Unit I**: Application of concepts of adaptation and evolution in Biological anthropology; **Unit II**: Lamarckism, **Unit III**: 1. Primates: Definition, General characteristics, Evolutionary trends. **Unit IV:** relevance of studying human anatomy as a part of anthropology,	**Unit I:** Concepts of the major subfields: Economic Anthropology, Political Anthropology, Anthropology of Religion, Anthropology of Education, Psychological Anthropology, Rural & Urban Anthropology, Medical Anthropology, Ecological Anthropology, Cognitive Anthropology, Interpretative anthropology, visual Anthropology. **b) Relationship with major subjects of Social Sciences**: History, Political Science, Sociology, Geography, Education, Economics, Folklore. **Unit II: Concepts of society and Culture** (Brief notes on meaning, definition and salient features) a) Society, Group, Community, Social Institution, Social Unit, Social Association, Social Fact, Socialization, Social System (Social Structure & Social function), Status and Role; Social Action; Social Conflict; Social Stratification, and Civil Society.	12*2
	PRACTICAL **Unit 1**. Identification of Frontal bone, Parietal bone, Temporal bone, Occipital bone	**PRACTICAL** **a) Prepare a Project Report on of the following (1 Credit / project) (To be submitted with signature of individual Mentor/Supervisor)**	12*2

	Unit II: Head Hair: form, colour, texture, quantity, whorl (number and type), hair limit.	i) Writing **ONE CASE STUDY** on any one of the following events from one family (happened within last one year): Birth, Marriage, Death, Thread Ceremony, Household ritual (e.g. Pujas/ brotos, religious ritual and festival of other communities).	
SEP	**Unit I**: Different branches and fields of study. **Unit II**: Neo-Lamarckism, **Unit III**: 2. Classification of living primates up to family level with example (Simpson); concepts of strepsirrhini and haplorrhini. **Unit IV:** classification of bones, their anatomical positions and functions.	**Unit II:** b) Culture: Definition & Concepts by E.B. Tylor, L. White, A. Kroeber, N.K. Bose, C. Geertz.; Attributes of Culture: Learned, Shared, Transmitted, Adaptive, Symbolic, Dynamic; Norms, Values, Enculturation, material Culture, Culture Element, Culture Trait, Trait Complex, Overt & Covert, Diffusion, Acculturation, Ethos & Eidos, Ethnocentrism, Culture Universal, World View.	12*2
	PRACTICAL **Unit 1**. Identification of Maxilla bone, Zygomatic bone, Sphenoid bone, Mandible (anatomical position, side and sex determination, where applicable). **Unit II**: Anthroposcopy: Facial Hair: Beard and Moustache.	**PRACTICAL** **a) Prepare a Project Report on of the following (1 Credit / project) (To be submitted with signature of individual Mentor/Supervisor)** i) Writing **ONE CASE STUDY** on any one of the following events from one family (happened within last one year): Birth, Marriage, Death, Thread Ceremony, Household ritual (e.g. Pujas/ brotos, religious ritual and festival of other communities).	12*2
OCT	**Unit I**: Relationship of biological anthropology with: medical and health science, life science, earth science and environmental science. **Unit II**: Darwinism, **Unit III**: 3. Anatomical and behavioural characteristics of great apes (Gibbon, Orang Utan, Chimpanzee, Gorilla). **Unit IV:** classification of bones, their anatomical positions and functions.	**Unit III: Family, Marriage, Kinship system & Other aspects of Social Organization**: **a) Family**: Definition, Types, Structure & Function, Changes due to Industrialization & Urbanization (with special reference to Indian Context).	6*2
	PRACTICAL **Unit 1**. Sex determination of human skull. **Unit II**: Anthroposcopy: Nose: depression of the nasal root, height of the nasal bridge, nasal profile, tip of the nose, inclination of the septum, nasal wings.	**PRACTICAL** ii) Drawing **ONE GENEALOGICAL CHART** (with kinship terminology) of one family (Minimum up to 3 generations). iii) Preparation of a **SCHEDULE / QUESTIONNAIRE** on any one of the following: a) Census Schedule (General Demography, Economy) **b) Village / Hamlet / Urban Locality Description.**	6*2
NOV	**Unit I**: Revision and preparation for examinations. **Unit II**: Synthetic theory, Mutation theory. **Unit III**: 4. Significance of studying non-human primate in Biological Anthropology. **Unit IV:** classification of bones, their anatomical positions and functions.	**Unit III: b) Marriage**. Definition, Type, Preferential & Prescribed forms of marriage, Functions of Marriage, Universality of Marriage, Ways of acquiring mates in tribal society, Forms of Marital transaction (Dowry, Bride price, Gift), Post Marital Residence, Divorce & Remarriage. **c) Kinship**:: Definition, Structure of Kinship (Murdock) Function of Kins in everyday life and Ceremonial occasion, Kinship behaviour: Avoidance, Joking, Couvade, Teknonymy, Kinship system: Hawaiian, Eskimo, Sudanese, Iroquis, Crow- Omaha, Bengali Kinship system; Descent : Types & Functions: Unilateral, Bilateral & Double descent **d) Other Concepts** : Tribe, Moiety, Phratry, Lineage, Clan.	12*2
	PRACTICAL **Unit 1**. Identification of Femur, Tibia, fibula, Humerus, Radius, Ulna **Unit II**: Ear: size, shape, Ear	**PRACTICAL** ii) Drawing **ONE GENEALOGICAL CHART** (with kinship terminology) of one family (Minimum up to 3 generations). iii) Preparation of a **SCHEDULE / QUESTIONNAIRE** on	12*2

	lobe: size, form and attachment, hypertrichosis of Ear.	any one of the following: a) Census Schedule (General Demography, Economy) **b) Village / Hamlet / Urban Locality Description.**	
DEC	**Unit I**: Tutorial **Unit II**: Preparation for exams. **Unit III**: Preparation for exams. **Unit IV:** Tutorial.	**Unit IV: Fieldwork in Anthropology:** Meaning of Fieldwork in different branches of Anthropology. Importance of fieldwork in Anthropology, Historical Genesis of Anthropological fieldwork. Research Strategies: Synchronic & Diachronic, Etic vs Emic. Deductive vs. Inductive, Qualitative vs Quantitative.	6*2
	PRACTICAL Practice and Preparation for Exams	**PRACTICAL** ii) Drawing **ONE GENEALOGICAL CHART** (with kinship terminology) of one family (Minimum up to 3 generations). iii) Preparation of a **SCHEDULE / QUESTIONNAIRE** on any one of the following: a) Census Schedule (General Demography, Economy) **b) Village / Hamlet / Urban Locality Description.**	6*2

Month	**SEMESTER-II**		
	ANTACOR 03T & ANTACOR03P ARCHAEOLOGICAL ANTHROPOLOGY	**ANTACOR 04T & ANTACOR04P** **INTRODUCTION TO SOCIAL-CULTURAL ANTHROPOLOGY**	**Class Teaching hours**
JAN	**Unit I: Introduction to Archaeological anthropology** Definition and Scope of Archaeological Anthropology, Relationship with other disciplines - history, anthropology and other natural sciences. Prehistory: Definition, aim, scope, concept of periodization. Definition of Tool, Artifact, Industry, Assemblage; A brief introduction to different cultural stages in pre-history and Protohistory.	**Unit I:** **Unit-I:** Oligocene Anthropoids: Parapithecus, Aegyptopithecus; Primate origins and radiation with special reference to Miocene hominoids: Dryopithecus, Sivapithecus, distribution, features and their phylogenetic relationships.	12*2
	PRACTICAL Identification of Typo-technological attributes, cultural ages, probable functions, method of hafting and Drawing of the tool types	**PRACTICAL** **UNIT I.** Identification of extant anthropoid skulls with reference to features relevant to Hominid evolution (Gorilla, Chimpanzee, Orang utan and Gibbon).	12*2
FEB	**Unit I:** Methods of study: Ideas of site survey and excavation, Different Methods of exploration/site survey; different stages of excavation, pre-excavation stage, actual stages of digging up of archaeological site, Trial trench, horizontal and vertical excavation, differences between excavation and exploration. **Unit II:** Methods of Estimation of time in archaeology Concept of chronology in Prehistory, Relative and Absolute dating methods, Following dating methods are to be studied based on the points: Discovery, first use, datable material, basic principle, precautions, method of sample collection, advantages and disadvantages, specific examples, Relative methods of dating: Stratigraphy, Typo-technological analysis, FUN estimation, Absolute methods of dating: C14, K/Ar,	**Unit-II:** Australopithecines: distribution and types, features and their phylogenetic relationships. Appearance of genus Homo (Homo habilis) and related finds.	12*2

	Dendrochronology, TL. Differences between Absolute and Relative dating methods.		
	PRACTICAL Identification of Typo-technological attributes, cultural ages, probable functions, method of hafting and Drawing of the tool types.	**PRACTICAL** **UNIT I.** Identification of extant anthropoid skulls with reference to features relevant to Hominid evolution (Gorilla, Chimpanzee, Orang utan and Gibbon).	12*2
MAR	**Unit III:** Paleoenvironment Concept of geochronology, Geological Time scale: eras, periods, epochs, Environmental background of Quaternary period, Basal Pleistocene, Villafranchian, Causes of ice age, Climatic fluctuations of Pleistocene period in Europe, Africa and India, Glacial and Pluvial zones, Evidences of Pleistocene period for reconstruction of paleoenvironment: Moraine, Glacio-fluvial deposits, River terraces, U shaped valley, Loess, Gravel and silt deposition, Importance of paleoenvironmental srudy on paleoanthropology and prehistory, Holocene period; climatic stabilization.	**Unit-III:** Homo erectus from Asia, Europe and Africa: Distribution, features and their phylogenetic status.	6*2
	PRACTICAL Identification of Typo-technological attributes, cultural ages, probable functions, method of hafting and Drawing of the tool types.	**PRACTICAL** **UNIT I.** Identification of extant anthropoid skulls with reference to features relevant to Hominid evolution (Gorilla, Chimpanzee, Orang utan and Gibbon).	6*2
APR	**Unit IV**: Typo-technological Study of Stone tools: Concept of tool types, primary and combination fabrication technology, Basic concept of stone tool manufacturing technology and estimation of their relative efficiency, basic ideas about identification of core and flake tools.	**Unit-IV:** The origin of Homo sapiens: Fossil evidences of Neanderthals :Classic Neandertals (La-Chapelle-Aux – saints), Progressive Neandertals (Tabun); Archaic Homo sapiens.	12*2
	PRACTICAL Identification of Typo-technological attributes, cultural ages, probable functions, method of hafting and Drawing of the tool types.	**PRACTICAL** **UNIT II.** Identification of extinct anthropoid remains: Parapithecus mandible, Dryopithecus mandibular fragment, Australopithecus africanus, One typical specimen of H. habilis, H. erectus (Java and Peking man), Neanderthal (La-Chapple-aux-saints), H. sapiens (Cro-Magnon)	12*2
MAY	**Unit V**: World prehistory: (With reference to paleoenvironments and fossil evidences) Africa: The earliest Paleolithic assemblages of Africa- Oldowan, Acheulian; Middle Stone Age, Later Stone Age. Europe: Acheulian, Levalloisean, Middle and Upper Paleolithic Culture, Mesolithic Culture. Prehistoric art (home and cave art).	**Unit-V:** Origin of modern humans (Homo sapiens sapiens): Cro-Magnon, Grimaldi, Chancelade : Distribution and features and their phylogenetic status.	12*2
	PRACTICAL Identification of Typo-technological attributes, cultural ages, probable functions, method of hafting and Drawing of the tool types.	**PRACTICAL** **UNIT II.** Identification of extinct anthropoid remains: Parapithecus mandible, Dryopithecus mandibular fragment, Australopithecus africanus, One typical specimen of H. habilis, H. erectus (Java and Peking man), Neanderthal (La-Chapple-aux-saints), H. sapiens (Cro-Magnon)	12*2

JUN	**Unit V** India and South East Asia: The earliest Paleolithic assemblages, Acheulian, Middle Paleolithic Culture, Upper Paleolithic and Microblade assemblages.	**Unit-VI:** Hominization process, Bio-cultural evolution of Man.	6*2
	PRACTICAL Identification of Typo-technological attributes, cultural ages, probable functions, method of hafting and Drawing of the tool types.	**PRACTICAL** **UNIT II.** Identification of extinct anthropoid remains: Parapithecus mandible, Dryopithecus mandibular fragment, Australopithecus africanus, One typical specimen of H. habilis, H. erectus (Java and Peking man), Neanderthal (La-Chapple-aux-saints), H. sapiens (Cro-Magnon)	6*2

General Course

	SEMESTER-I	
Month	**ANTGCOR01T & ANTGCOR01P** INTRODUCTION TO ANTHROPOLOGY	**Class Teaching hours**
July	Unit – I: Introducing Anthropology: Definitions, aims and scope & branches.	12
	PRACTICAL Basic ideas about identification of stone tools (diifferences between naturally flaked objects and stone tools on the basis of location, direction and number of flake scars, shape); Assessment of Skin Colour: exposed (forehead) and unexposed (inner surface of the upper arm). Head Hair: form, texture, whorl (number and type).	12
August	The Anthropological Perspective: Holism, Comparative Theme, Relativism, Fieldwork & Participant Observation.	12
	PRACTICAL core and flake tools (identification of cortex, flake scar, ripple mark, striking platform, point of impact, positive and negative bulb of percussion, drawing of linear diagram). Nose: depression of the nasal root, height of the nasal bridge, nasal profile, tip of the nose, inclination of the nasal septum, nasal wings.	12
September	Unit – II: Archaeological Anthropology: Definitions, Aims & Scope, sub-fields: Environmental archaeology, experimental archaeology, ethno-archaeology, Geo-archaeology, Conjunctive approach.	12
	PRACTICAL core and flake tools (identification of cortex, flake scar, ripple mark, striking platform, point of impact, positive and negative bulb of percussion, drawing of linear diagram). Ear: Lobe attachment, hypertrichosis of Ear.	12
October	Unit - III: Biological Anthropology: Definitions, Subject matter, Aims & Scope,	6

	PRACTICAL **Project work**: Preparation of a generalised census schedule and applying it on at least 10 families in any nearby locality (family composition, SES: occupation and education); A comprehensive brief report on this study to be prepared by the student and submit.	6
November	Sub-fields: Palaeoanthropology, Primatology, Human Genetics, Adaptation & Variations, Human Growth, Forensic Anthropology	12
	PRACTICAL **Project work**: Preparation of a generalised census schedule and applying it on at least 10 families in any nearby locality (family composition, SES: occupation and education); A comprehensive brief report on this study to be prepared by the student and submit.	12
December	UnitVI: Social Cultural Anthropology: Definitions, Subject matter, Aim &Scope, Ethnography & Ethnology, Relationship with economics, political science, sociology, history..	6
	PRACTICAL **Revision**	6

	SEMESTER-II	
Month	**ANTGCOR02T & ANTGCOR2P** Physiology and Biochemistry	**Class Teaching hours**
January	Archaeological Anthropology: Prehistory - Definition, aims, scope, concept of periodization,	6
	PRACTICAL **Archaeological Anthropology**: Procedure of drawing tools, drawing and labelling of typo-technological features, cultural age, **Biological Anthropology**: Human Anatomy - Identification of human skull. **Social Cultural Anthropology**: Learning the technique and collection of genealogical data,	6
February	Concept of culture in prehistory: definition of tool, artifact, industry, assemblage; A brief introduction to different cultural stages in pre-history and proto-history, Tool technology and typology.	12
	PRACTICAL Probable use and method of hafting of tools (Core tools: Hand axe, cleaver and chopper). Identification of human skull bones: frontal, parietal, temporal, occipital, zygomatic, maxilla, mandible, sphenoid. Preparation of a typical genealogical diagram and table (including analysis: occupational and educational status) of one's own family (at least three generations). A report to be prepared and submitted.	12
March	Biological Anthropology: Human morphology, External morphological features with evolutionary significance. Skeleton morphology:	12
	PRACTICAL (Flake tools: Scraper, point, blade) (Bone tools: Harpoons, Baton, spear thrower) (Microliths: Bladelet, fluted core, lunate) (Polished tools: celt, ring stone). Identification of Human post-cranial bones: Scapula, Clavicle, Humerus, Radius, Ulna, Pelvis, Femur, Tibia, Fibula (anatomical position and side determination, where applicable).	12

	Contd…Preparation of a typical genealogical diagram and table (including analysis: occupational and educational status) of one's own family (at least three generations). A report to be prepared and submitted.	
April	Definition and functions of human skeleton, names and anatomical position of human bones; modification of human skeleton due to assumption of erect posture, human dentition: different types of teeth, their basic structure and functions, dental formula.	12
	PRACTICAL (Flake tools: Scraper, point, blade) (Bone tools: Harpoons, Baton, spear thrower) (Microliths: Bladelet, fluted core, lunate) (Polished tools: celt, ring stone) Skull and pelvic girdle should be studied in the perspective of sex differences. Identification of Human permanent teeth.	12
May	Social Cultural Anthropology: Social Unit and Institution: Basic concept- Family, marriage, kinship, clan, *Gotra*, Phratry, moiety, lineage, community, group, tribe, caste , society and culture, social organization and social structure, civilization	12
	PRACTICAL Practice of drawing tools, Revision of bone identifications.	12
June	Revision and Preparation for Exams	6
	PRACTICAL	6

CBCS – PART II
Honours Course

Month	**SEMESTER-III**			
	ANTACOR05T & ANTACOR05P: TRIBES AND PEASANTS IN INDIA	**ANTACOR06T & ANTACOR06P: HUMAN ECOLOGY: BIOLOGICAL & CULTURAL DIMENSIONS**	**ANTACOR07T & ANTACOR07P: BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS**	**Class Teaching hours**
JULY	UNIT 1: Anthropological concept of tribes i. General traditional concept of tribes (Meaning and Criteria) a. Tribe as pre-political and pre-contract society b. Tribe in the evolutionary scheme of social type c. Tribe as the primitive society (primitivism vis-à-vis tribalism) ii. Definition of tribe iii. Features of tribes a. Economic features	Unit I: Defining environment and ecology; Component of ecosystem, Energy flow, Basic concepts of abiotic and biotic ecology.	Unit I: Concepts of Biological Variability; Sources of genetic variability, Crossing over and Recombination, codominance, multiple alleles, variable expressivity and penetrance, modifying genes; Mutation (brief concepts).	12*3

	b. Political features c. Social cultural features iv. Indian tribes a. Indian tribes and their habitat – Regional Distribution b. Demographic profile of Indian tribe c. Economic, linguistic and ethnic classification			
	PRACTICAL: Reading of Ethnography: Students are required to read and analyse any two of the ethnographic monographs (as listed below) and prepare a review report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text. 1. Research questions/objectives of the study and their relevance. 2. Theoretical schema. 3. Methods and techniques used in the study. 4. Key findings and their significance in the context of the objectives of the study. 5. Critical analysis of the finding on the basis of contemporary available resources.	**PRACTICAL: Anthropometry:** 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. Morphological facial height 10. Morphological upper facial height 11. Head circumference 12. Mid-upper arm circumference 13. Calf circumference 14. Stature 15. Sitting height 16. Body weight	**PRACTICAL:** 1. Craniometric Measurements (Skull & Mandible) (Direct measurements on at least 3 human skulls) i) Linear: Maximum Cranial Length, Maximum Cranial Breadth, Morphological Facial Height, Bi-zygomatic diameter, Bi-gonial diameter, Nasal Length, Nasal Breadth, Orbital Height, Orbital Breadth, Least Frontal Breadth, Mandibular Length, Bi-condylar diameter. ii) Indices: Cranial Index, Morphological Facial Index, Nasal index, Jugo-Frontal Index.	12*3
AUG	UNIT 2: Tribes and wider world i. The history of tribal administration a. Traditional political organization of the Santals, the Garos, the Todas, the Chenchus ii. Constitutional safeguards for the Indian tribes iii. Draft National Tribal Policy iv. Issues of acculturation assimilation and integration v. Impact of development schemes and programmes on tribal life	Unit II: Ecological rules and their applicability to human populations, Distinctiveness of human ecology, Approaches to studying human ecology: Evolutionary ecology and Biological human ecology.	Unit II. Hardy-Weinberg law: Concept and statements; Sources of Genetic Variation;	12*3
	PRACTICAL: Reading of Ethnography: Students are required to read and analyse any two of the ethnographic monographs (as listed below) and prepare a review report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text. 1. Research questions/objectives of the study and their relevance. 2. Theoretical schema. 3.	**PRACTICAL: Anthropometry:** 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. Morphological facial height 10. Morphological upper facial height 11. Head circumference 12. Mid-upper arm circumference 13. Calf circumference 14.	**PRACTICAL:** 1. Craniometric Measurements iii) Chord: Frontal Chord, Parietal Chord, Occipital Chord. iv) Arc: Frontal Arc, Parietal Arc, Occipital Arc. v) Angular: Frontal profile angle, Nasal profile angle, Alveolar profile angle, Frontal-, Bregma- and Lambda angles of schwalbe.	12*3

	Methods and techniques used in the study. 4. Key findings and their significance in the context of the objectives of the study. 5. Critical analysis of the finding on the basis of contemporary available resources.	Stature 15. Sitting height 16. Body weight		
SEP	Unit 3: Anthropological study of Peasants i. The concept of peasantry (definition and type) ii. Approaches to the study of peasants – economic, political and cultural. iii. Characteristics of Indian village: social organization; economy iv. Tradition and changes in Indian villages v. Caste and peasantry in India: origin history and present situation. vi. Changes in traditional caste system in India.	Unit III: Concepts of acclimatization, adaptation and adaptability; Adaptation to various ecological stressors: Temperature, Altitude and Nutrition; Impacts of urbanization and industrialization on humans.	Unit III: Concept of Race; Conventional classification of major human races of the world; Racial classification of Indian population on the basis of different racial elements by Risley, Guha, and Sarkar (broad groups only), UNESCO statement on Race;	12*3
	PRACTICAL: Reading of Ethnography: Students are required to read and analyse any two of the ethnographic monographs (as listed below) and prepare a review report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text. 1. Research questions/objectives of the study and their relevance. 2. Theoretical schema. 3. Methods and techniques used in the study. 4. Key findings and their significance in the context of the objectives of the study. 5. Critical analysis of the finding on the basis of contemporary available resources.	**PRACTICAL: Anthropometry:** 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. Morphological facial height 10. Morphological upper facial height 11. Head circumference 12. Mid-upper arm circumference 13. Calf circumference 14. Stature 15. Sitting height 16. Body weight	**PRACTICAL:** 2. Determination ABO and Rh(D) blood groups of ten subjects by direct slide method.	12*3
OCT	Unit 3: Anthropological study of Peasants iv. Tradition and changes in Indian villages v. Caste and peasantry in India: origin history and present situation.	Unit IV: Culture as a tool of adaptation; Human adaptive strategies in pre-state societies: Hunting and gathering, Pastoralism iii. Shifting cultivation	Unit IV: Modern concepts of population, Cliner distribution of traits; Intra and inter-population variation. health and epidemiology; Bio-cultural factors influencing disease pattern and nutritional status of population; Evolution of Human diet.	6*3
	PRACTICAL: Reading of Ethnography: Students are required to read and analyse any two of the ethnographic monographs (as listed below) and prepare a review report based upon	**PRACTICAL: Anthropometry:** 1. Maximum head length 2. Maximum head breadth 3. Minimum frontal breadth 4. Maximum bizygomatic breadth 5. Bigonial	**PRACTICAL:** 3. Dermatoglyphics (on 6 subjects) i) Finger dermatoglyphics: Identification of finger pattern types –Arch (Plain and Tented), Loop (Ulnar and Radial),	6*3

	it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text. 1. Research questions/objectives of the study and their relevance. 2. Theoretical schema. 3. Methods and techniques used in the study. 4. Key findings and their significance in the context of the objectives of the study. 5. Critical analysis of the finding on the basis of contemporary available resources.	breadth 6. Nasal height 7. Nasal length 8. Nasal breadth 9. Morphological facial height 10. Morphological upper facial height 11. Head circumference 12. Mid-upper arm circumference 13. Calf circumference 14. Stature 15. Sitting height 16. Body weight	Whorl (True, Twin loop, Lateral pocket loop, Central pocket loop), calculation of Pattern Intensity index. ii) Palmar dermatoglyphics: Identification of a,b,c, d, t triradii,Ttracing ofA, B, C, D Main Line, Main Line Formula, atd angle.	
NOV	Unit 3: Anthropological study of Peasants vi. Changes in traditional caste system in India. Unit 4: Ethnicity in India i. Concepts and meaning of ethnicity	Unit V: Cultural ecology: Julian Steward's concept and application of the cultural ecological method; Ecological Anthropology; Ethno-ecology.	Unit V: Demographic Anthropology; Sources of demographic data, Concepts of Population, Fundamental demographic measures and their significance in population dynamics: fertility, Mortality and migration, fertility and mortality rates. Factors responsible for demographic variation.	12*3
	PRACTICAL: Reading of Ethnography: Students are required to read and analyse any two of the ethnographic monographs (as listed below) and prepare a review report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text. 1. Research questions/objectives of the study and their relevance. 2. Theoretical schema. 3. Methods and techniques used in the study. 4. Key findings and their significance in the context of the objectives of the study. 5. Critical analysis of the finding on the basis of contemporary available resources.	**PRACTICAL: Indices:** Body Mass Index, Ponderal Index, Relative Sitting Height. (Analysis of the collected data by using basic Statistics: mean, median, mode, standard deviation and standard error).	**PRACTICAL:** 4. Construction and drawing of a population pyramid from secondary data and learning to interpret different types of population pyramids.	12*3
DEC	Unit 4: Ethnicity in India ii. Tribal and peasant movements in colonial and post-colonial India	Unit VI: Ecological themes of state formation: i. Neolithic revolution, ii. Hydraulic theory; Agriculture and peasantry; Industrial civilization and growth of urban societies.	Unit V: Factors responsible for demographic variation.	6*3
	PRACTICAL: Reading of Ethnography: Students are required to read and analyse any	**PRACTICAL: Indices:** Body Mass Index, Ponderal Index, Relative	**PRACTICAL:** 3. Dermatoglyphics (Analysis of the collected data by using basic Statistics:	6*3

	two of the ethnographic monographs (as listed below) and prepare a review report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text. 1. Research questions/objectives of the study and their relevance. 2. Theoretical schema. 3. Methods and techniques used in the study. 4. Key findings and their significance in the context of the objectives of the study. 5. Critical analysis of the finding on the basis of contemporary available resources.	Sitting Height. (Analysis of the collected data by using basic Statistics: mean, median, mode, standard deviation and standard error).	mean, median, mode, standard deviation and standard error).	

Month	**SEMESTER-IV**			
	ANTACOR08T & ANTACOR08P: THEORIES OF CULTURE AND SOCIETY	**ANTACOR09T & ANTACOR09P: HUMAN GROWTH AND DEVELOPMENT**	**ANTACOR10T & ANTACOR10P: RESEARCH METHODS**	**Class Teaching hours**
JAN	UNIT I: Theory: What is it? How to frame a theory? The Boundaries of theory; Importance of studying theory in Social Sciences at large and Social-Cultural Anthropology in particular,	**Unit I:** Concepts of human growth, development and maturation; Cellular processes: hyperplasia, hypertrophy and accretion;	**Unit I**: Research Design 1. Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis, 2. Sampling, tools and techniques of data collection, data analysis and reporting, guiding ideals and critical evaluation of major approaches in research methods, 3. Qualitative research and quantitative research, their relationship and uses in anthropology	12*3
	PRACTICAL: 1. Teachers will give them two to five core texts relating to the above-mentioned theories in ANTACOR08T (can be compilation of different texts as well) to be studied. Students will make presentations based on such studies and based on discussion during the presentation and submit a research proposal including the suitable methodology for the work to be taken up.	**PRACTICAL:** 1. Calculation of z–scores of height and weight from a secondary data set. 2. Assessment of children‘s nutritional status from the secondary data set. 3. Determination of nutritional status by BMI and MUAC from the data set (at least 20 subjects). 4. Skinfold measurements: biceps, triceps, medial calf; Estimation of body composition by skinfold thicknesses (the same 20 subjects). (Analysis	**PRACTICAL:** 1. Project proposal writing-statement of the problem, hypothesis and objectives, study design, proposed analyses and expected outcomes and utility, Preparation of schedule and questionnaire 2. Calculation of statistical measures as mentioned in Unit V, ANTACOR10T by software. 3. Learning to use a modern library and internet information, net-searching, use of INFLIBNET etc.	12*3

	2. Collect data (field data or secondary data), analyse them and write a report of a minimum of 2000 words).	of the collected data by using basic Statistics: mean, median, mode, standard deviation and standard error).		
FEB	UNIT I: Theory: Nineteenth Century Evolutionism: E.B. Tylor and L.H. Morgan. Neo-Evolutionism: L White; Multilinear Evolution: Julian Steward.	**Unit II:** Methods of studying human growth and development: cross sectional, longitudinal, mixed and linked longitudinal.	**Unit II**: Field work tradition in Anthropology 1. Theoretical approaches a. Cultural relativism, ethnocentrism, etic and emic perspectives, comparative and historical methods, inductive and deductive approach b. techniques of rapport establishment; identification of representative categories of informants, maintenance of field diary and logbook	12*3
	PRACTICAL: 1. Teachers will give them two to five core texts relating to the above-mentioned theories in ANTACOR08T (can be compilation of different texts as well) to be studied. Students will make presentations based on such studies and based on discussion during the presentation and submit a research proposal including the suitable methodology for the work to be taken up. 2. Collect data (field data or secondary data), analyse them and write a report of a minimum of 2000 words).	**PRACTICAL:** 1. Calculation of z–scores of height and weight from a secondary data set. 2. Assessment of children's nutritional status from the secondary data set. 3. Determination of nutritional status by BMI and MUAC from the data set (at least 20 subjects). 4. Skinfold measurements: biceps, triceps, medial calf; Estimation of body composition by skinfold thicknesses (the same 20 subjects). (Analysis of the collected data by using basic Statistics: mean, median, mode, standard deviation and standard error).	**PRACTICAL:** 1. Project proposal writing-statement of the problem, hypothesis and objectives, study design, proposed analyses and expected outcomes and utility, Preparation of schedule and questionnaire 2. Calculation of statistical measures as mentioned in Unit V, ANTACOR10T by software. 3. Learning to use a modern library and internet information, net-searching, use of INFLIBNET etc.	12*3
MAR	UNIT II Cultural Relativism, Historical particularism: Franz Boas. Structural Approaches:	**Unit III:** Stages of growth: Prenatal and Post natal period of growth (general characteristics), growth spurt, Scammon's curves of systemic growth; chronological age and biological age.	**Unit III**: Tools and techniques of data collection 1. Survey vs. ethnography 2. Construction of different field tools a. Technical aspects of preparing questionnaire and interview schedule b. Standardization of validity, sensitivity and reliability factors of the applicable tools c. Observation - Direct, Indirect, Participant, Non-participant, Controlled d. Interview - Structured and unstructured, Focussed Group Discussion, key informant interview	6*3

			e. Case Study and life history f. Genealogy and its application	
	PRACTICAL: 1. Teachers will give them two to five core texts relating to the above-mentioned theories in ANTACOR08T (can be compilation of different texts as well) to be studied. Students will make presentations based on such studies and based on discussion during the presentation and submit a research proposal including the suitable methodology for the work to be taken up. 2. Collect data (field data or secondary data), analyse them and write a report of a minimum of 2000 words).	**PRACTICAL:** 1. Calculation of z–scores of height and weight from a secondary data set. 2. Assessment of children's nutritional status from the secondary data set. 3. Determination of nutritional status by BMI and MUAC from the data set (at least 20 subjects). 4. Skinfold measurements: biceps, triceps, medial calf; Estimation of body composition by skinfold thicknesses (the same 20 subjects). (Analysis of the collected data by using basic Statistics: mean, median, mode, standard deviation and standard error).	**PRACTICAL:** 1. Project proposal writing-statement of the problem, hypothesis and objectives, study design, proposed analyses and expected outcomes and utility, Preparation of schedule and questionnaire 2. Calculation of statistical measures as mentioned in Unit V, ANTACOR10T by software. 3. Learning to use a modern library and internet information, net-searching, use of INFLIBNET etc.	6*3
APR	UNIT II Durkheim's Social Fact; Functionalism – B. Malinowski; Structural-functionalism -A. R. Radcliffe-Brown; Structuralism –Claude Levi- Strauss	**Unit IV:** Distance and velocity growth curves: their features and significance. Growth reference, growth standard, growth chart, Variation in normal growth curve (concepts of canalization, Catch –up growth).	**Unit IV:** Ethics of Research 1. Identify, define, and analyse ethical issues in the context of human subject research 2. Iimportance of consent, privacy and confidentiality in research	12*3
	PRACTICAL: 1. Teachers will give them two to five core texts relating to the above-mentioned theories in ANTACOR08T (can be compilation of different texts as well) to be studied. Students will make presentations based on such studies and based on discussion during the presentation and submit a research proposal including the suitable methodology for the work to be taken up. 2. Collect data (field data or secondary data), analyse them and write a report of a minimum of 2000 words).	**PRACTICAL:** 1. Calculation of z–scores of height and weight from a secondary data set. 2. Assessment of children's nutritional status from the secondary data set. 3. Determination of nutritional status by BMI and MUAC from the data set (at least 20 subjects). 4. Skinfold measurements: biceps, triceps, medial calf; Estimation of body composition by skinfold thicknesses (the same 20 subjects). (Analysis of the collected data by using basic Statistics: mean, median, mode, standard deviation and standard error).	**PRACTICAL:** 1. Project proposal writing-statement of the problem, hypothesis and objectives, study design, proposed analyses and expected outcomes and utility, Preparation of schedule and questionnaire 2. Calculation of statistical measures as mentioned in Unit V, ANTACOR10T by software. 3. Learning to use a modern library and internet information, net-searching, use of INFLIBNET etc.	12*3
MAY	UNIT III Cultural materialism (Marvin Harris); Symbolic and Interpretative approach: Clifford Geertz's Thick description.	**Unit V:** Growth and Nutritional Status: Growth retardation and faltering: low birth weight, stunting, wasting and underweight in children, concept of z-score statistic, MAM and SAM in children, Kwashiorkor,	**Unit V**: Analysis and Writing Up 1. Chapterization, preparing a text for submission and publication, concepts of preface, notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography	12*3

		Marasmus; Biocultural understanding of human growth: factors affecting human growth. Anthropometric assessment of malnutrition in adults (BMI and MUAC).	(annotated) and references cited, review and index 2. Introduction of software for data analysis.	
	PRACTICAL: 1. Teachers will give them two to five core texts relating to the above-mentioned theories in ANTACOR08T (can be compilation of different texts as well) to be studied. Students will make presentations based on such studies and based on discussion during the presentation and submit a research proposal including the suitable methodology for the work to be taken up. 2. Collect data (field data or secondary data), analyse them and write a report of a minimum of 2000 words).	**PRACTICAL:** 1. Calculation of z–scores of height and weight from a secondary data set. 2. Assessment of children's nutritional status from the secondary data set. 3. Determination of nutritional status by BMI and MUAC from the data set (at least 20 subjects). 4. Skinfold measurements: biceps, triceps, medial calf; Estimation of body composition by skinfold thicknesses (the same 20 subjects). (Analysis of the collected data by using basic Statistics: mean, median, mode, standard deviation and standard error).	**PRACTICAL:** 1. Project proposal writing-statement of the problem, hypothesis and objectives, study design, proposed analyses and expected outcomes and utility, Preparation of schedule and questionnaire 2. Calculation of statistical measures as mentioned in Unit V, ANTACOR10T by software. 3. Learning to use a modern library and internet information, net-searching, use of INFLIBNET etc.	12*3
JUN	UNIT III Cultural materialism (Marvin Harris); Symbolic and Interpretative approach: Clifford Geertz's Thick description.	**Unit VI:** Concepts of body composition- brief introduction of models and techniques).	**Unit VI:** Bio-Statistics 1. Nature of data, Quantitative and Qualitative; Discrete and Continuous variables, Tabulation of Data, Frequency distribution, Class interval and Class limit, Cumulative and relative frequencies, Graphical representations, Data distribution: normal and others, z-distriution; measurements of Central tendency (Arithmetic Mean, Median, Mode) and Dispersion (Range, Variance, SD and SE of Mean), test of significance (Chi-square and students' t-test); 2. Correlation, Basic linear regression model.	6*3
	PRACTICAL: 1. Teachers will give them two to five core texts relating to the above-mentioned theories in ANTACOR08T (can be compilation of different texts as well) to be studied. Students will make presentations based on such studies and based on discussion during the presentation and submit a research proposal including the suitable methodology for the work to be taken up.	**PRACTICAL:** 1. Calculation of z–scores of height and weight from a secondary data set. 2. Assessment of children's nutritional status from the secondary data set. 3. Determination of nutritional status by BMI and MUAC from the data set (at least 20 subjects). 4. Skinfold measurements: biceps, triceps, medial calf; Estimation of body composition by skinfold thicknesses (the same 20 subjects). (Analysis	**PRACTICAL:** 1. Project proposal writing-statement of the problem, hypothesis and objectives, study design, proposed analyses and expected outcomes and utility, Preparation of schedule and questionnaire 2. Calculation of statistical measures as mentioned in Unit V, ANTACOR10T by software. 3. Learning to use a modern library and internet information, net-searching, use of INFLIBNET etc.	6*3

	2. Collect data (field data or secondary data), analyse them and write a report of a minimum of 2000 words).	of the collected data by using basic Statistics: mean, median, mode, standard deviation and standard error).		

General Course

	SEMESTER-III	
Month	**ANTGCOR03T & ANTGCOR03P: Applications of Anthropology**	**Class Teaching hours**
July	**Archaeological anthropology**: Brief idea about cultural resource management, concept of heritage (tangible and intangible), Museums: types and objectives, preservation of cultural heritage of India: different extant organisations operating in India, specific laws and regulations for cultural heritage preservation in India.	12
	PRACTICAL: Anthropometry: (minimum 10 subjects) a) On head and face: i) Maximum head length ii) Maximum head breadth iii) Least frontal breadth iv) Maximum Bizygomatic breadth v) Bigonial breadth vi) Nasal length vii) Nasal breadth viii) Nasal depth ix) Morphological facial height	12
August	**Archaeological anthropology**: Brief idea about cultural resource management, concept of heritage (tangible and intangible), Museums: types and objectives, preservation of cultural heritage of India: different extant organisations operating in India, specific laws and regulations for cultural heritage preservation in India.	12
	PRACTICAL: Anthropometry: (minimum 10 subjects) a) On head and face: i) Maximum head length ii) Maximum head breadth iii) Least frontal breadth iv) Maximum Bizygomatic breadth v) Bigonial breadth vi) Nasal length vii) Nasal breadth viii) Nasal depth ix) Morphological facial height	12
September	**Biological anthropology**: Application of concepts and methods of biological anthropology in human growth and nutrition, health, forensic anthropology, genetic counselling, population biology and population genetics.	12
	PRACTICAL: Anthropometry: (minimum 10 subjects) b) On trunk and limbs i) Height vertex; ii) Sitting height vertex; iii) Hand length; iv) Hand breadth; v) Foot length; vi) Foot breadth; vii) Body weight	12
October	**Biological anthropology**: Application of concepts and methods of biological anthropology in human growth and nutrition, health, forensic anthropology, genetic counselling, population biology and population genetics.	6
	PRACTICAL: Anthropometry: (minimum 10 subjects) b) On trunk and limbs i) Height vertex; ii) Sitting height vertex; iii) Hand length; iv) Hand breadth; v) Foot length; vi) Foot breadth; vii) Body weight	6
November	**Social-cultural anthropology**: Applied, Action and Development Anthropology: definition, meaning, distinct features and historical development. Problems related to land, forest, occupation, education and health of the indigenous communities in India; constitutional safeguards for SC, ST and OBC.	12
	PRACTICAL: Anthropometry: (minimum 10 subjects) c) Indices: i) Cephalic index ii) Nasal index iii) Morphological facial index iv) Jugo-frontal index	12
December	**Social-cultural anthropology**: Applied, Action and Development Anthropology: definition, meaning, distinct features and historical development. Problems related to land, forest, occupation, education and health of the indigenous communities in India; constitutional safeguards for SC, ST and OBC.	6

	PRACTICAL: Anthropometry: (minimum 10 subjects) c) Indices: i) Cephalic index ii) Nasal index iii) Morphological facial index iv) Jugo-frontal index	6

	SEMESTER-IV	
Month	**ANTGCOR04T & ANTGCOR04P: RESEARCH METHODS**	**Class Teaching hours**
January	Research Design (Introduction) 4. Sampling, tools and techniques of data collection, data analysis and reporting, guiding ideals and critical evaluation of major approaches in research methods	12
	PRACTICAL: Fieldwork (Duration: 5-6 days, excluding journey period) Each student should undertake compulsory field training on any community in any village or locality (tribal or multi caste village). Before proceeding to field work, at-least 10 class hours should be arranged for theoretical preparation and methodological issues on fieldwork.	12
February	Research Design (Introduction) 5. Basic tenets of qualitative research and quantitative research and their relationship Observation - Direct, Indirect, Participant, Non-participant, Controlled Interview - Structured and unstructured, Focused Group Discussion, key informant interview Case Study and life history Genealogy and its application	12
	PRACTICAL: Fieldwork (Duration: 5-6 days, excluding journey period) Each student should undertake compulsory field training on any community in any village or locality (tribal or multi caste village). Before proceeding to field work, at-least 10 class hours should be arranged for theoretical preparation and methodological issues on fieldwork.	12
March	Observation - Direct, Indirect, Participant, Non-participant, Controlled Interview - Structured and unstructured, Focused Group Discussion, key informant interview Case Study and life history Genealogy and its application	6
	PRACTICAL: Fieldwork (Duration: 5-6 days, excluding journey period) Each student should undertake compulsory field training on any community in any village or locality (tribal or multi caste village). Before proceeding to field work, at-least 10 class hours should be arranged for theoretical preparation and methodological issues on fieldwork.	6
April	Statistics for Anthropology 1. Types of variables, presentation and summarization of data (tabulation and illustration)	12
	PRACTICAL: Fieldwork (Duration: 5-6 days, excluding journey period) Each student should undertake compulsory field training on any community in any village or locality (tribal or multi caste village). Before proceeding to field work, at-least 10 class hours should be arranged for theoretical preparation and methodological issues on fieldwork.	12
May	Statistics for Anthropology 2. Descriptive statistics- Measurers of Central Tendency, Measure of Variation, Skewness and Kurtosis, Variance and standard deviation, Normal and binomial distribution	12
	PRACTICAL: Fieldwork (Duration: 5-6 days, excluding journey period) Each student should undertake compulsory field training on any community in any village or locality (tribal or multi caste village). Before proceeding to field work, at-least 10 class hours should be arranged for theoretical preparation and methodological issues on fieldwork.	12
June	Revision and Preparation for Exams	6

	PRACTICAL: Fieldwork (Duration: 5-6 days, excluding journey period) Each student should undertake compulsory field training on any community in any village or locality (tribal or multi caste village). Before proceeding to field work, at-least 10 class hours should be arranged for theoretical preparation and methodological issues on fieldwork.	6

Skill Enhancement Courses (SEC)

	SEMESTER-III	
Month	**ANTSSEC01M: PUBLIC HEALTH AND EPIDEMIOLOGY**	**Class Teaching hours**
July	**Unit I**: **Principles of Epidemiology in Public Health**: Definitions and scopes of Public Health and Epidemiology; Social-cultural determinants, policies, and practices associated with public health; Cultural, social, behavioural, psychological and economic factors that influence health and illness	5
August	**Unit I**: **Principles of Epidemiology in Public Health**: Definitions and scopes of Public Health and Epidemiology; Social-cultural determinants, policies, and practices associated with public health; Cultural, social, behavioural, psychological and economic factors that influence health and illness	5
September	**Unit II: Health and Culture**: Bio-medical versus naturalistic approaches; limitations of modern health promotion and health care delivery programmes: family planning, child health and nutrition, immunization; Application of concepts of culture in epidemiology and public health, Cultural epidemiology.	5
October	**Unit II: Health and Culture**: Bio-medical versus naturalistic approaches; limitations of modern health promotion and health care delivery programmes: family planning, child health and nutrition, immunization; Application of concepts of culture in epidemiology and public health, Cultural epidemiology.	5
November	**Unit III: Epidemiology of disease:** understanding etiology of communicable and non-communicable diseases: Malaria, STD, HIV/AIDS, Diabetes, Cancer, Cardiovascular diseases, Mental and emotional disorders; determining change in trend over time: prevalence and incidence; implementation of control measures;	5
December	**Unit III: Epidemiology of disease:** understanding etiology of communicable and non-communicable diseases: Malaria, STD, HIV/AIDS, Diabetes, Cancer, Cardiovascular diseases, Mental and emotional disorders; determining change in trend over time: prevalence and incidence; implementation of control measures;	5

	SEMESTER-IV	
Month	**ANTSSEC02M: TOURISM ANTHROPOLOGY**	**Class Teaching hours**
January	**Unit I**: Concept of Tourism Anthropology - aspects and prospects, anthropological issues and theoretical concerns, tourist as ethnographer; pilgrimage and Authenticity Issues	5

February	**Unit II**: Past and present of tourism anthropology, Interconnections between tourism history and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys and tourism	5
March	**Unit III**: Implications of tourism as a major mechanism of cross-cultural interaction; tourism and the commodification of culture, culture change, Globalization, Tourism and Terrorism	5
April	**Unit III**: Implications of tourism as a major mechanism of cross-cultural interaction; tourism and the commodification of culture, culture change, Globalization, Tourism and Terrorism	5
May	**Unit IV:** New Directions in the Anthropology of Tourism: applied aspects of anthropology in tourism development and planning, Ecotourism and sustainable development, role of museums and other branches of the cultural industries (including music, art, and food) in tourism economies.	5
June	**Unit IV:** New Directions in the Anthropology of Tourism: applied aspects of anthropology in tourism development and planning, Ecotourism and sustainable development, role of museums and other branches of the cultural industries (including music, art, and food) in tourism economies.	5

PART III
Honours

HONOURS	NUMBER OF LECTURES	JULY-SEPTEMBER	OCTOBER -DECEMBER	TEST EXAMIATION	JANUARY-MARCH	UNIVERSITY FINAL EXAMINATION
PAPER –V (THEORY)	60	**GROUP A:** I (i) Human Genetics, (ii) Methods of Human Genetics; II. Human genetic polymorphism; III. Chromosomal disorder; IV. Population genetics	**GROUP A:** V. Sources of variability; VI. Concept of environment, ecology and adaptation; VII. Human Growth; VIII. Applied Biological Anthropology		**GROUP A:** VIII. Applied Biological Anthropology...contd	
	60	**GROUP B:** Development of Post Pleistocene Cultures: I. Mesolithic Culture; II. Neolithic Culture and Emergence of Village Farming Way of Life	**GROUP B:** Development of Post Pleistocene Cultures: III. Chalcolithic Culture Of India; IV. Beginning of Iron Age & Second Urbanization			
PAPER –VI (THEORY)	60	**GROUP A:** I. Indian Anthropology; II. Tribe; III. Caste System; IV. Social Change	**GROUP A:** V. Theoretical Explanations Of Culture; VI. Tribal Movement in India; VII. Applied Anthropology		**GROUP A:** VII. Applied Anthropology...contd	
	60	**GROUP B:** I. Anthropological Fieldwork; II. Bio-Statistics	**GROUP B:...contd...** I. Anthropological Fieldwork; II. Bio-Statistics			
PAPER –VII (PRACTICAL)	120	I. Anthropometry; II. Dermatoglyphics; III. Blood	IV. Fieldwork: Biological / Physical Anthropology			

		Grouping; PTC tasting ability, Colour vision test; Karyotyping Methods; Blood Pressure				
PAPER –VIII (PRACTICAL)	120	**GROUP A:** Fieldwork: Archaeological Anthropology;	**GROUP B:** Fieldwork: Social Cultural Anthropology			

PART III
General

GENERAL	NUMBER OF LECTURES	JULY-SEPTEMBER	OCTOBER –DECEMBER	TEST EXAMIATION	JANUARY-MARCH	UNIVERSITY FINAL EXAMINATION
PART III **PAPER – IV GROUP A (THEORY)**	60	A. Biological anthropology: 1. Polymorphic traits in man; 2. Human Growth and development; 3. Health and Nutrition; B. Archaeological anthropology: 1. Prehistoric primitive continuum; 2. Cultural continuity;	C. Social-Cultural Anthropology: 1. Study of material culture and social organization of one hunting-gathering (Birhor), pastoral (Toda), Shifting cultivator (Garo), intensive agriculturist Santal) and artisan tribe (Mahali); 2. Aspects of political system; 3. Aspects of religion; 4. Village Studies; 5. Medical Anthropology			
PAPER – IV GROUP B (PRACTICAL)	60	A. Biological Anthropology: Colour vision test (by Ishihara chart) (minimum 10 subjects) ABO and Rh(D) blood grouping technique (slide method). Blood pressure measurement (using sphygmomanometer) (minimum 10 subjects) Assessment of health and nutritional status based on Body Mass Index, MUAC. B. Prehistory: Evolution of primary tools; C. Social-Cultural Anthropology: Project Work	A. Biological Anthropology: Colour vision test (by Ishihara chart) (minimum 10 subjects) ABO and Rh(D) blood grouping technique (slide method). Blood pressure measurement (using sphygmomanometer) (minimum 10 subjects) Assessment of health and nutritional status based on Body Mass Index, MUAC. B. Prehistory: Evolution of primary tools; C. Social-Cultural Anthropology: Project Work...contd			