

**RAJEEV GANDHI GOVT. POST GRADUATE COLLEGE,  
AMBIKAPUR, SURGUJA (CG), INDIA**



**Learning Outcomes based Curriculum Framework  
FOR  
UNDERGRADUATE PROGRAMME  
B.A. (ANTHROPOLOGY)  
SEMESTER SYSTEM  
SESSION 2023-2024**



## DEPARTMENT OF ANTHROPOLOGY

### VISION

The vision of the Anthropology Department is to provide in proficiency both in depth understanding of principles and concept of Anthropology, theoretical and experimental Anthropology. The Department aims to enhance the students' knowledge in basic and applied Anthropology. To inculcate aptitude for a research career in academia by introducing advanced ideas and techniques that are applicable while emphasizing the underlying concepts of Anthropology.

### MISSION

- To impart quality education in Anthropology such that they aim to become Scientists in reputed Research Organisations. To make the students effectively disseminate their knowledge in Anthropology to coming generations..
- Develop the capacity and know-how to apply principles/laws of Anthropology to solve the problems. The ability to do and interpret the data obtained in experiments. To become a center of excellence and extend research facilities.
- Apply the Anthropology knowledge for sustainable development useful for society. Assume responsibility and always practice ethical principles. To function effectively as individual as well as in a team.

## B.A. Anthropology (CBCS OLD COURSE)

Course Code	Course Type	Course (Paper/Subjects)	Credits	Contact Hours Per Week			EoSE Duration (Hrs.)	
				L	T	P	Thy	P
<b>FIRST SEMESTER</b>								
ANTH 101	CBCS	FUNDAMENTALS OF ANTHROPOLOGY	4	4	4	00	4	00
<b>SECOND SEMESTER</b>								
ANTH201	CBCS	FUNDAMENTAL OF PHYSICAL/ BIOLOGICAL ANTHROPOLOGY	4	4	4	00	4	00
ANTH111	CBCS	PRACTICAL IN OSTEOLOGY AND CRANIOMETRY	2	2	00	2	00	2
<b>THIRD SEMESTER</b>								
ANTH301	CBCS	ARCHAEOLOGICAL ANTHROPOLOGY	4	4	4	00	4	00
<b>FOURTH SEMESTER</b>								
ANTH401	CBCS	TRIBAL ANTHROPOLOGY	4	4	4	00	4	00
ANTH211	CBCS	PRACTICAL IN MATERIAL CULTURE AND RESEARCH TOOLS	2	2	00	2	00	2
<b>FIFTH SEMESTER</b>								
ANTH501	CBCS	FUNDAMENTALS OF HUMAN GENETICS AND HUMAN GROWTH	4	4	4	00	4	00
<b>SIXTH SEMESTER</b>								
ANTH601	CBCS	THEORIES IN SOCIAL CULTURAL ANTHROPOLOGY	4	4	4	00	4	00
ANTH311	CBCS	PRACTICAL IN SOMATOMETRY, GENETIC TRAIT AND STATISTICS	2	2	00	2	00	2

## PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

<b>PEO 1</b>	<p>Professional Skill Development</p> <p>To provide professional training and skill development to students in anthropology, related disciplines and nurture them to become responsible persons in the society.</p>
<b>PEO 2</b>	<p>Core Competency Development</p> <p>To augment their core-competencies and knowledge levels in science, humanities and inter-disciplinary areas by imparting education of high standards and advanced research technique.</p>
<b>PEO 3</b>	<p>Innovative Curriculum of Global Relevance</p> <p>To upgrade the curriculum periodically based on scientific advancements, innovations and societal relevance, so as to cater to the shifting global demands.</p>
<b>PEO 4</b>	<p>Environmental Sensitivity and Sustainability</p> <p>To infuse environmental sensitivity in students through academic activities and hence equip them with technical skills and scientific knowledge required to protect and safeguard the environment for a sustainable future.</p>
<b>PEO 5</b>	<p>Ethical Principles and Holistic Development</p> <p>To promote ethical values and focus on the holistic development of students to become proficient, skilled, competent and socially responsible people.</p>
<b>PEO 6</b>	<p>Accessibility and Academic Excellence</p> <p>To provide an accessible learning environment of excellence and equal opportunity to students, enabling them to develop their creativity, critical thinking, and leadership and employability skills.</p>

## PROGRAMME OUTCOMES (POs)

<b>PO 1</b>	<p>Disciplinary and inter-disciplinary knowledge for capacity building Students will acquire improved knowledge of the laws governing nature through classroom teaching and experimenting in the laboratories. They will develop a sense of interdisciplinary approach to identify and resolve issues through project, seminars, field work, internships and industrial visits.</p>
<b>PO 2</b>	<p>Skills for effective and efficient communication Students will be able to improve and enhance their communication skills such as reading, writing, listening and speaking. This will help them to express their ideas clearly and effectively and subsequently empower them to become agents of social change and hence pave the way for betterment of the society at large.</p>
<b>PO 3</b>	<p>Sense of inquiry and problem-solving skills Students will demonstrate the core competencies of their discipline through analytical reasoning, problem solving and research related skills, cooperation, team work, scientific reasoning and thinking that would make them emerge as entrepreneurs or administrative personnel.</p>
<b>PO 4</b>	<p>Skills to impact society Students will develop leadership, team spirit and other skills which will help them to identify, approach and analyze the existing societal problems with an eye to look beyond gender, age, caste, creed or nationality and work for the emancipation and empowerment of humanity.</p>
<b>PO 5</b>	<p>Energy, Ethics and Environment They will be able to involve themselves in framing policies and develop scientific temper to harness energy and work on alternate resources. They will be aware of the environmental issues and imbibe the spirit of ethical values in establishing a self-sustained environment for a healthy society.</p>
<b>PO 6</b>	<p>Self-directed and lifelong learning Through digital literacy, students will engage in self-paced and curious learning with limitless knowledge acquisition and hence develop motivation for a sustained lifelong learning capability. Students will accumulate knowledge by continuous learning and leverage the past knowledge seamlessly to solve the problems in the future.</p>
<b>PO 7</b>	<p>National and international priorities preferences and perspectives Students will be able to prioritize national and global issues with an aim to build a nation and an integrated world through contributions that imbibe the spirit of multicultural competency, creative thinking, critical analysis, political awareness and the much-needed international policies.</p>

### PROGRAMME SPECIFIC OUTCOMES (PSOs)

<b>PSO 1</b>	Acquire scientific temper leading to critical thinking and research motivation in Anthropology and its allied areas.
<b>PSO 2</b>	Gain knowledge and the skills to measure some of the properties of solid materials and understand the underlying principles governing the dynamics of rigid bodies.
<b>PSO 3</b>	Gain knowledge and the skills to measure some of the properties of solid materials and understand the underlying principles governing the dynamics of rigid bodies.
<b>PSO 4</b>	Design and construct electronic circuits with computer interfacing for sophisticated analysis of material behavior and properties.
<b>PSO 5</b>	Comprehend algebraic concepts and advanced mathematical tools involved in the interpretation of various physical properties of materials.
<b>PSO 6</b>	Attain the required skills to interpret the Anthropology behind the phenomena occurring in nature and surroundings and hence apply them to enhance our life style.
<b>PSO 7</b>	Develop essential logical and analytical skills to approach a problem both quantitatively and qualitatively.

## Graduate Attributes In Anthropology

The postgraduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a postgraduate through studies at the higher education institution (HEI) such as a college or university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country. The Attributes define the characteristics of a student's university degree programmes, and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme reference in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student is marvelous. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The postgraduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and Upbuild. Some of the desirable attributes which a postgraduate student should Upbuild will include the following :-

- **Disciplinary Knowledge:** Upbuild comprehensive knowledge and understanding of one or more disciplines that form a part of a programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.
- **Communication Skills:** Express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, confidently share one's views and express herself/himself, Upbuild the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical Thinking:** Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem Solving:** Upbuild capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.

- **Analytical Reasoning:** Upbuild the ability to evaluate the reliability and relevance of evidence, identify logical flaws and holes in the arguments of others, analyse and synthesise data from a variety of sources, draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research Skills:** Upbuild a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, Upbuild the ability to recognise cause-and-effect relationships, define problems, formulate hypothesis, test hypothesis, analyse, interpret and draw conclusions from data, establish hypothesis, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.
- **Collaboration/Cooperation/Team work:** Upbuild ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific Reasoning using Quantitative/Qualitative Data:** Upbuild the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective Thinking:** Upbuild critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **Information/Digital Literacy:** Upbuild capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.
- **Self-Directed Learning:** Upbuild ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural Competence:** Upbuild knowledge of the values and beliefs of multiple cultures and a global perspective, effectively engage in a multicultural society, interact respectfully with diverse groups.
- **Moral and Ethical Awareness/Reasoning:** Demonstrate the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Upbuild the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.



- **Community Engagement:** Upbuild responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civil affairs.
- **Leadership Readiness/Qualities:** Upbuild capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong Learning:** Upbuild the ability to holistic knowledge and skills, including 'learning how to learn' that are mandatory for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

## Qualification descriptors for a UG programs in Anthropology

The qualification descriptors for B.A. (anthropology). The graduates should be able to:

- Demonstrate (i) a fundamental/systematic or coherent understanding of the academic field of Anthropology, its different learning areas like physical anthropology, social anthropology, archaeology, forensic anthropology, molecular genetics, ecological anthropology, medical anthropology, urban anthropology, tribal development, applied anthropology etc. ;

(ii) procedural knowledge that creates different types of professionals related to different areas of study in Anthropology outlined above, including research and development, teaching and government and public service;

(iii) skills in areas related to specialization area relating the subfields and current developments in the academic field of Anthropology.

- Use knowledge, understanding and skills required for identifying problems and issues relating to Anthropology, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources from various Anthropology laboratories of the world, and their application, analysis and evaluation using methodologies as appropriate to Anthropology for formulating new theories and concepts.

- Communicate the results of studies undertaken accurately in a range of different contexts using the main concepts, constructs and techniques of Anthropology. Develop communication abilities to present these results in technical as well as popular science meetings organized in various universities and other private organizations.

- Ability to meet one's own learning needs, drawing on a range of current research and development work and professional materials, and interaction with other physicists around the world.

- Apply one's knowledge of Anthropology and theoretical and laboratory skills to new/unfamiliar contexts to identify and analyse problems and issues and solve complex problems in Anthropology and related areas with well-defined solutions.

- Demonstrate Anthropology-related technological skills that are relevant to Anthropology-related job trades and employment opportunities.

## **The Programme learning outcomes relating to B.A. Course in Anthropology:**

The student graduating with the Degree for B.A. (anthropology). The graduates should be able to:

- Acquire

(i) a fundamental/systematic or coherent understanding of the academic field of Anthropology, its different learning areas and applications in basic Anthropology like Anthropology, its different learning areas like physical anthropology, social anthropology, archaeology, forensic anthropology, molecular genetics, ecological anthropology, medical anthropology, urban anthropology, tribal development, applied anthropology etc (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public service; (iii) skills in areas related to one's specialization area within the disciplinary/subject area of Anthropology and current and emerging developments in the field of Anthropology.

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

- Recognize the importance of statistical modeling simulation and computing, and the role of approximation and statistical approaches to describing the anthropological world.

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

- Demonstrate relevant generic skills and global competencies such as (i) problem-solving skills that are required to solve different types of Anthropology-related problems with well-defined solutions, and tackle open-ended problems that belong to the disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Anthropology-related issues and problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences of technical or popular nature; (iv) analytical skills involving paying attention to detail and ability to construct logical arguments using correct technical language related to Anthropology and ability to translate them with popular language when needed; (v) ICT skills; (vi) personal skills such as the ability to work both independently and in a group.

- Demonstrate professional behavior such as (i) being objective, unbiased and truthful in all aspects

The B.A. Anthropology programme is a three-year course divided into six semesters. The syllabus and schemes of examination are detailed herewith.



<b>B.A. ANTHROPOLOGY - FIRST SEMESTER</b>			
<b>COURSE CODE: MSA101</b>		<b>COURSE TYPE: CCC</b>	
<b>COURSE TITLE: FUNDAMENTALS OF ANTHROPOLOGY</b>			
<b>CREDIT: THEORY:</b>	<b>PRACTICAL:</b>	<b>HOURS: THEORY:</b>	<b>PRACTICAL:</b>
<b>6</b>	<b>0</b>	<b>90</b>	<b>00</b>
<b>MARKS:75 THEORY:</b>	<b>PRACTICAL:</b>	<b>MARKS THEORY:</b>	<b>PRACTICAL:</b>
<b>OBJECTIVE:</b>			
The most prominent feature of Anthropology as a holistic discipline, is to study man, culture and society. This has implications in the interrelationships of the branches of Anthropology and other sciences and with theory, methodology and applications of Anthropology. Even in the new areas of Anthropology the holistic perspective offers a new approach to look at issues which are relevant to human welfare.			
<b>Scheme of marks:</b>			
5. <b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 8 questions to be asked carrying 1 marks each. 8X 1= 8			
6. <b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked Carrying 2 marks each (word limit- 70-100 words) 3X 2= 6			
7. <b>SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked Carrying 4 marks each (word limit- 200-250 words) 3X 4= 12.			
8. <b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 8 marks each (word limit-500-600 words) 3X 8=24.			
<b>UNIT-1/ 22Hours</b>	Meaning and scope of anthropology. History of anthropology. Branch of anthropology – (A) Socio-cultural anthropology (B) Physical biological anthropology (C) Archaeological anthropolo (D) Linguistic anthropology		
<b>UNIT-2/ 23Hours</b>	Relationship Of Anthropology With Otherdiscipline: Life Sciences, Medical Sciences, Social Sciences: History, Economics, Sociology,Psychology, Political Sciences.		
<b>UNIT-3/ 22Hours</b>	Foundation Of Biological Anthropology (A) Human Evolution With Respect O Hominid Fossil (B) Human Variation: Types And Cause (C) Human Genetics: Concept, Scope And Branches (D) Human Growth And Development : Definition, Scope, Method And Factor Affecting Human Growth And Development.		
<b>UNIT-4/ 23Hours</b>	Fundamental In Social Cultural Anthropology (A) Culture, Society, Community, Group, Institution (B) Human Institution:- Family:- Definition, Type And Its Function. Marriage:- Definition, Type And Its Function. Kinship:- Definition, Type And Its Function. Religion:- Theories Of The Origin Of Religion (C) Basic Techniques Of Data Collection		
<b>UNIT-5</b>	Fundamentals In Archaeological Anthropology (A) Tool Typology And Technology: Palaeolithic,Mesolithic & Neolithic (B) Cultural Evolution: Broad Outline Of Cultures Stone To Metal Age (C) Dating Techniques In Archaeology		

**SUGGESTED READINGS:**

27. Beattie, J. (1966). *Other Cultures*. London: Taylor and Francis.
28. Beattie, John. (2004). *Other cultures: Aims methods and achievement in social Anthropology*. London: Routledge.
29. Berreman, G. D. (1965). *The study of caste ranking in India*. Berkeley, Calif: Center for South Asia Studies, Institute of International Studies, University of California, Berkeley.
30. Béteille, A. (1983). *Equality and Inequality: Theory and practice*. Delhi: Bombay.
31. Delaney, Carol.(2011). *Investigating culture; an experimental introduction to Anthropology*. UK: John Willey & Sons.
32. Dube, S.C. (1993). *Understanding Change: Anthropological and Sociological Perspectives*. New Delhi: Vikas Publishing House.
33. Dube, S.C. (2011). *India's changing villages*. New York: Routledge.
34. Dumont, L. (1966). *Homo hierarchicus: Essai sur le système des castes*. Paris: Gallimard.
35. Eller, J.D. (2007). *Introducing Anthropology of Religion*. New York: Routledge Publication.
36. Ember, Carol.R. (2008). *Anthropology 12th ed. South Asia*: Pearsonson.
37. Ember, C.R. and M.Ember. (1981). *Cultural Anthropology*. New Jersey: Prentice-Hall.
38. Ferraro, G. and Andreatta, S. (2008). *Cultural Anthropology: An Applied Perspective*. USA: Wardsworth Cengage Learning.
39. Fox, R. (1967). *Kinship and Marriage: An Anthropological Perspective*. Harmondsworth: Penguin Books.
40. Ghurye, G. S. (1970). *Caste and class in India*. Bombay: Popular Book Depot.
41. Gupta, D. (2000). *Interrogating caste: Understanding hierarchy and difference in Indian society*. New Delhi [u.a.: Penguin Books.
42. Gupta, D. (2012). *Social stratification*. New Delhi, India: Oxford University Press.
43. Keesing, Felix. (1958). *Cultural Anthropology*. New York: Rinehart
44. Kuper, A. (1988). *Culture: The Invention of Primitive Society: Transformation of an Illusion*. London: Routledge.
45. Kuper, A. (1999). *Culture: The Anthropologist's Account*. London: Harvard University Press.
46. Leach, E. R. (1961). *Rethinking Anthropology*. London: The Athlone Press.
47. Leach, E.R. 1986. *Social Anthropology*. Glasgow: Fontana Press
48. Levi-Strauss, C (1963). *Structural Anthropology*. New York: Basic Books
49. Malinowski, B (1965). *A Scientific Theory of Culture: And Other Essays*. University of North Carolina Press.
50. Mann, R. S. (1984). *Anthropological and Sociological Theory*. Jaipur: Rawat
51. Polanyi, Karl, Joseph E. Stiglitz, and Fred L. Block. (2001). *The great transformation: the political and economic origins of our time*. Boston: Beacon press.
52. प्रफुल्लरंजनझा, दीपशिखाबरनवालएवंराजकिशोरझा (2000). मानव-शास्त्रभाग-I (सामाजिकमानव-शास्त्र). पियूषपब्लिकेशन.



<b>B.A. ANTHROPOLOGY - SECOND SEMESTER</b>			
<b>COURSE CODE: MSA101</b>		<b>COURSE TYPE: CCC</b>	
<b>COURSE TITLE: FUNDAMENTALS OF PHYSICAL/BIOLOGICAL ANTHROPOLOGY</b>			
<b>CREDIT:</b>		<b>HOURS:</b>	
<b>THEORY:</b>	<b>PRACTICAL:</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<b>6</b>	<b>0</b>	<b>90</b>	<b>00</b>
<b>MARKS: 75</b>		<b>MARKS</b>	
<b>THEORY:</b>	<b>PRACTICAL:</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<b>Scheme of marks:</b>			
<ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 8 questions to be asked carrying 1 marks each. 8X 1= 8</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked Carrying 2 marks each (word limit- 70-100 words) 3X 2= 6</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b>3 questions to be asked Carrying 4 marks each (word limit-200-250 words) 3X 4= 12.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 8 marks each (word limit-500-600 words) 3X 8=24.</li> </ol>			
<b>UNIT-1/ 22Hours</b>	Meaning , Scope, History Of Physical Anthropology & Its Applied Aspect. Theories Of Organic Evolution: Lamarkism, Neo-Lamarkism, Darwinism, Neo- Darwinism & Synthetic Theory Of Evolution.		
<b>UNIT-2/ 23Hours</b>	Position Of Man In Animal Kingdom, Classification Of Living Primates, Comparative Anatomy Of Man And Apes ( With Special Reference To Skull, Pelvis, Dentition And Long Bones).		
<b>UNIT-3/ 22Hours</b>	Fossils evidence of human evolution: Ramapithecus , Australopithecus, Pithecanthropus, Sinanthropus, Neanderthal, Cromagnun, Grignaldi, Chancelade Man.		
<b>UNIT-4/ 23Hours</b>	Concept Of Race: Race formation and criteria of racial classification, UNESCO statement, racial element in india, major races of the world		
<b>UNIT-5</b>	Human Genetics:- A. Structure Of Chromosome, DNA & RNA. B. Mendelian Principal C. Types Of Inheritance In Human		



18. Turnbaugh, N A., Jurmain, R., Igoe, L.K and Neison, H. (2002). *Understanding Physical Anthropology and Archaeology*. Wadsworth Group, Canada.
19. Lsisker, G.W. (1976). *Physical Anthropology*, Holt, Rinehart & Winston Inc.
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21. Relethford, J. H. (1996). *Fundamentals of Biological Anthropology*, (Third Ed). Me Graw-Hill.
22. Montague, A. (1964). The concept of race. In A. Montague (ed.), *The concept of race* (pp.12-28). New York: Collier Books. US.
23. Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). *Genetics, evolution, and man* (pp. 231-258). California: San Francisco WH Freeman. USA.
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25. Le Gros Clark, W. E. (1949). *History of the primates: An Introduction to the study of Fossil Man*. London: Trust of the British Museum. UK.
26. Harrison, Geoffrey Ainsworth. (2004). *Human biology : an introduction to human evolution, variation, growth, and adaptability*. New York: Oxford University Press. US.
27. Harrison, Geoffrey Ainsworth. & Boyce, Anthony J. (1975). **The structure of human populations**. London: Oxford Clarendon press. UK.
28. Stibbe, E. P., & Smart, W. A. M. (1938). *An Introduction to physical anthropology*. London: Arnold. UK.
29. Sarkar, S. S. (1954). *The aboriginal races of India*. Calcutta : Bookland Limited. India.
30. Simpson, G. G. (1949). *The meaning of evolution*. Oxford And IBH Publishing Co.; Calcutta. India.
31. Sinnott, E. W., Dunn, L. C., & Dobzhansky, T. (1950). *Principles of genetics*. Principles of genetics., (4th ed). New York: McGraw-Hill. US.
32. Weiss, K.M.& Ballonoff, P.A. (1977). *Demographic genetics*. Stroudsburg, Pa.: Dowden, Hutchinson & Ross ; New York : Distributed by Halsted Press. US.
33. Williams, B. J. (1979). *Evolution and human origins: an introduction to physical anthropology*. HarperCollins Publishers. India.
34. Fletcher, H. L., Hickey, G. I., & Hickey, G. I. (2013). *Genetics*. New York, NY: Garland Science. US.

## B.A. ANTHROPOLOGY - SECOND SEMESTER

### PRACTICAL IN OSTEOLOGY AND CRANIOMETRY

#### COURSE OUTCOME

After completing the course the students will able to demonstrate:-

CO 1. A comprehensive Knowledge of human skeletal bones ,sketching and labeling of various normas of skull and other bones.

CO 2. A capacity to compare and contrast to taking craniometric measurement in different land mark and indices.

<b>B.A. ANTHROPOLOGY - SECOND SEMESTER</b>	
<b>COURSE CODE: MSA101</b>	<b>COURSE TYPE: CCC</b>
<b>PRACTICAL IN OSTEOLOGY AND CRANIOMETRY</b>	

#### Mapping of PO CO

CO   PO	PO-01	PO-02	PO-03	PO-04	PO-05	PO-06	PO-07	PO-08
CO-01	✓							
CO-02		✓						

**B.A. ANTHROPOLOGY SECOND SEMESTER**

**COURSE CODE:MSA 111**

**COURSE TYPE: CCC**

**COURSE TITLE:  
PRACTICAL IN OSTEOLOGY, SOMATOSCOPY & SOMATOMETRY**

**CREDIT: 4  
THEORY:  
PRACTICAL:  
00**

**HOURS:  
THEORY:**

**PRACTICAL:  
90**

**MARKS:  
THEORY:  
PRACTICAL:  
70+30**

**MARKS  
THEORY:**

**PRACTICAL:**

**Unit I Identification Of Bones Of Human Skeleton. Sketching And Labeling  
Of Various Norma Of Skull, Overview Of Pectoral And Pelvis Girdles,  
Femur And Humerus Bones.**



ANTHROPOLOGY - THIRD SEMESTER			
COURSE CODE: MSA101		COURSE TYPE: CCC	
COURSE TITLE: ARCHAEOLOGICAL ANTHROPOLOGY			
<b>CREDIT:</b> <b>THEORY:</b> 6	<b>PRACTICAL:</b> 0	<b>HOURS:</b> <b>THEORY:</b> 90	<b>PRACTICAL:</b> 00
<b>MARKS: 75</b> <b>THEORY:</b>	<b>PRACTICAL:</b>	<b>MARKS</b> <b>THEORY:</b>	<b>PRACTICAL:</b>
<b>Scheme of marks:</b>			
<ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 8 questions to be asked carrying 1 marks each. 8X 1= 8</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked Carrying 2 marks each (word limit- 70-100 words) 3X 2= 6</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b>3 questions to be asked Carrying 4 marks each (word limit- 200-250 words) 3X 4= 12.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 8 marks each (word limit-500-600 words) 3X 8=24</li> </ol>			
<b>UNIT-1/ 22Hours</b>	Meaning and Scope of Archeological Anthropology, Branches of Archaeology; Classical Archaeology, Historical Archaeology, Prehistoric Archaeology and Protohistoric Archaeology. Anthropology as Archaeology. Differences between the Old world and new world Archaeological Traditions. Absolute and Relative Dating.		
<b>UNIT-2/ 23Hour</b>	UNIT 2- Geological time scale: Great Ice Age, Stratigraphy and Other evidences of Ice age : River Terraces, Moraines etc. Pluvial and Inter-Pluvials. Stone Age Tools: Types and Technology		
<b>UNIT-3/ 22Hours</b>	UNIT 3-Age of Paleolithic Savagery: European lower Paleolithic Period : Stone tools and cultures. Indian lower Paleolithic Period : Sohan culture and Madrasian culture. European Middle Paleolithic Period : tools and culture; flake tool complex in India. European Upper Paleolithic Period : tools and culture, main Characteristics of the European Paleolithic Home and Cave art and its Significance.		
<b>UNIT-4/ 23Hours</b>	Mesolithic Complex in North Europe. Mesolithic Complex in Western Europe. Mesolithic Culture in India. Chief feature of Neolithic Revolution. Neolithic complex in India.		
<b>UNIT-5</b>	Metal Age: Copper, Bronze and Iron Age. Urban revolution : general features Indus valley civilization: main features, town planning, economic activities, origin and decay		

35. Turnbaugh, N A., Jurmain, R., Igoe, L.K and Neison, H. (2002). *Understanding Physical Anthropology and Archaeology*. Wadsworth Group, Canada.
36. Lsisker, G.W. (1976). *Physical Anthropology*, Holt, Rinehart & Winston Inc.
37. Ember, Ember and Peregrine (2003). *Anthropology*. Prentice Hall Inc.
38. Relethford, J. H. (1996). *Fundamentals of Biological Anthropology*, (Third Ed). Me Graw-Hill.
39. Montague, A. (1964). The concept of race. In A. Montague (ed.), *The concept of race* (pp.12-28). New York: Collier Books. US.
40. Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). *Genetics, evolution, and man* (pp. 231-258). California: San Francisco WH Freeman. USA.
41. Buettner-Janusch, J. (1966). *Origins of man: physical anthropology*. New York: John Wiley & Sons. US.
42. Le Gros Clark, W. E. (1949). *History of the primates: An Introduction to the study of Fossil Man*. London: Trust of the British Museum. UK.
43. Harrison, Geoffrey Ainsworth. (2004). *Human biology : an introduction to human evolution, variation, growth, and adaptability*. New York: Oxford University Press. US.
44. Harrison, Geoffrey Ainsworth. & Boyce, Anthony J. (1975). **The structure of human populations**. London: Oxford Clarendon press. UK.
45. Stibbe, E. P., & Smart, W. A. M. (1938). *An Introduction to physical anthropology*. London: Arnold. UK.
46. Sarkar, S. S. (1954). *The aboriginal races of India*. Calcutta : Bookland Limited. India.
47. Simpson, G. G. (1949). *The meaning of evolution*. Oxford And IBH Publishing Co.; Calcutta. India.
48. Sinnott, E. W., Dunn, L. C., & Dobzhansky, T. (1950). *Principles of genetics*. Principles of genetics., (4th ed). New York: McGraw-Hill. US.
49. Weiss, K.M.& Ballonoff, P.A. (1977). *Demographic genetics*. Stroudsburg, Pa.: Dowden, Hutchinson & Ross ; New York : Distributed by Halsted Press. US.
50. Williams, B. J. (1979). *Evolution and human origins: an introduction to physical anthropology*. HarperCollins Publishers. India.
51. Fletcher, H. L., Hickey, G. I., & Hickey, G. I. (2013). *Genetics*. New York, NY: Garland Science. US.



ANTHROPOLOGY - FOURTH SEMESTER			
COURSE CODE: MSA101		COURSE TYPE: CCC	
COURSE TITLE: TRIBAL CULTURE OF INDIA			
CREDIT: THEORY:		HOURS: THEORY:	
PRACTICAL		PRACTICAL:	
MARKS: 75 THEORY:		MARKS THEORY:	
PRACTICAL:		PRACTICAL:	
<b>Scheme of marks:</b>			
<ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 8 questions to be asked carrying 1 marks each. 8X 1= 8</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked Carrying 2 marks each (word limit- 70-100 words) 3X 2= 6</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b>3 questions to be asked Carrying 4 marks each (word limit- 200-250 words) 3X 4= 12.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 8 marks each (word limit-500-600 words) 3X 8=24.</li> </ol>			
<b>UNIT-1/ 22Hours</b>	Define tribe and schedule tribe. Geographical distribution of Indian tribes and their racial and linguistic classification. Contribution of anthropology in the study of Indian tribes. Sacred complex, universalisation and parochialisation, sanskritinisation, westernization, dominant caste. Tribes and caste, different between S.C. & S.T. Particularly vunrebale tribe group (PVTGS) of Chhattisgarh ( kamaar, birhor, hill korwa, abujhmariya, baiga)		
<b>UNIT-2/ 23Hours</b>	Primitive economy:- Satges of triba economy : hunting, food gathering, fishing, shifting and settled agriculture. Concept of property and ownership in tribal societies Problems of Tribal people: land alienations, indebtedness, bonded labour, indebtedness, shifting cultivation, irrigation, unemployment. Agriculture labour, forest and tribals New economic anthropology: exchange- gift, barter, trade, ceremonial exchange and market economy		
<b>UNIT-3/ 22Hours</b>	The problems of culture contact : problem due to urbanization and industrilisation, regionalism Tribal religion: origin and function, animism, totemism. Concept and practices of magic and witchcraft, shamanism, head hunting.		
<b>UNIT-4/ 23Hours</b>	Political organization of Indian tribes: distinction between state and stateless society, law in primitive society. Social organization of Indian tribe: matriarchal and patriarchal family, lineage and clan, ways of acquiring mates in tribal societies. Youth dormitories: type, organization and function.		
<b>UNIT-5</b>	Tribal development: history of tribal development, the constitutional safeguard for schedule tribes. Tribal problems: isolation, migration, acculturation, detribalization. Policies, plans and programme of Tribal development and their implementation. Tribal revolt in india.		



52. Turnbaugh, N A., Jurmain, R., Igoe, L.K and Neison, H. (2002). *Understanding Physical Anthropology and Archaeology*. Wadsworth Group, Canada.
53. Lsisker, G.W. (1976). *Physical Anthropology*, Holt, Rinehart & Winston Inc.
54. Ember, Ember and Peregrine (2003). *Anthropology*. Prentice Hall Inc.
55. Relethford, J. H. (1996). *Fundamentals of Biological Anthropology*, (Third Ed). Me Graw-Hill.
56. Montague, A. (1964). The concept of race. In A. Montague (ed.), *The concept of race* (pp.12-28). New York: Collier Books. US.
57. Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). *Genetics, evolution, and man* (pp. 231-258). California: San Francisco WH Freeman. USA.
58. Buettner-Janusch, J. (1966). *Origins of man: physical anthropology*. New York: John Wiley & Sons. US.
59. Le Gros Clark, W. E. (1949). *History of the primates: An Introduction to the study of Fossil Man*. London: Trust of the British Museum. UK.
60. Harrison, Geoffrey Ainsworth. (2004). *Human biology : an introduction to human evolution, variation, growth, and adaptability*. New York: Oxford University Press. US.
61. Harrison, Geoffrey Ainsworth. & Boyce, Anthony J. (1975). **The structure of human populations**. London: Oxford Clarendon press. UK.
62. Stibbe, E. P., & Smart, W. A. M. (1938). *An Introduction to physical anthropology*. London: Arnold. UK.
63. Sarkar, S. S. (1954). *The aboriginal races of India*. Calcutta : Bookland Limited. India.
64. Simpson, G. G. (1949). *The meaning of evolution*. Oxford And IBH Publishing Co.; Calcutta. India.
65. Sinnott, E. W., Dunn, L. C., & Dobzhansky, T. (1950). *Principles of genetics*. Principles of genetics., (4th ed). New York: McGraw-Hill. US.
66. Weiss, K.M.& Ballonoff, P.A. (1977). *Demographic genetics*. Stroudsburg, Pa.: Dowden, Hutchinson & Ross ; New York : Distributed by Halsted Press. US.
67. Williams, B. J. (1979). *Evolution and human origins: an introduction to physical anthropology*. HarperCollins Publishers. India.
68. Fletcher, H. L., Hickey, G. I., & Hickey, G. I. (2013). *Genetics*. New York, NY: Garland Science. US.



<b>BA ANTHROPOLOGY - FOURTH SEMESTER</b>	
<b>COURSE CODE:</b>	<b>COURSE TYPE: DSC</b>
<b>COURSE TITLE:</b> <b>PRACTICAL IN MATERIAL CULTURE AND RESEARCH TOOL</b>	
<b>CREDIT:</b> <b>THEORY:</b> <b>PRACTICAL:0</b>	<b>HOURS:30</b> <b>THEORY:</b> <b>PRACTICAL:</b>
<b>30 Ho urs</b>	<b>Practical</b>  1. Identification of tools: (a) Handaxe varieties, chopper/chopping tools (b) Cleaver varieties (c) Side scraper varieties (d) Knives (e) Burins (f) End scrapers (g) Borers (h) Microlithic tools (i) Bone tools  2. Reseach technology:- interview, questionnaire, observation, schedule



<b>B.A. ANTHROPOLOGY – FIFTH SEMESTER</b>			
<b>COURSE CODE: MSA101</b>		<b>COURSE TYPE: CCC</b>	
<b>COURSE TITLE:</b>			
<b>FUNDAMENTALS OF HUMAN GENETICS AND HUMAN GROWTH</b>			
<b>CREDIT:</b>		<b>HOURS:</b>	
<b>THEORY:</b>	<b>PRACTICAL:</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<b>6</b>	<b>0</b>	<b>90</b>	<b>00</b>
<b>MARKS: 75</b>		<b>MARKS</b>	
<b>THEORY:</b>	<b>PRACTICAL:</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<b>OBJECTIVE:</b>			
<p>The most prominent feature of Anthropology as a holistic discipline, is to study man, culture and society. This has implications in the interrelationships of the branches of Anthropology and other sciences and with theory, methodology and applications of Anthropology. Even in the new areas of Anthropology the holistic perspective offers a new approach to look at issues which are relevant to human welfare.</p>			
<b>Scheme of marks:</b>			
<ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 8 questions to be asked carrying 1 marks each. 8X 1= 8</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked Carrying 2 marks each (word limit- 70-100 words) 3X 2= 6</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b>3 questions to be asked Carrying 4 marks each (word limit-200-250 words) 3X 4= 12.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 8 marks each (word limit-500-600 words) 3X 8=24.</li> </ol>			
<b>UNIT-1/ 22Hours</b>	Human genetics; aims and scope, cell division: mitosis and meosis, mendelism, chromosome: normal and abnormal, gene, concept of dna & rna, types of inheritance: autosomal (dominant & recessive), sex linked inheritance.		
<b>UNIT-2/ 23Hours</b>	Concept of race, formation of racial group, criteria for racial classification, racial element in india, major stok of the world and their broad sub divion.		
<b>UNIT-3/ 22Hours</b>	Type of twins and their importance in genetic investigation. Inheritance of ABO blood group, PTC, colour blindness and dermatoglyphics, genetic counseling, eugenics, population genetics.		
<b>UNIT-4/ 23Hours</b>	Definition and scope of human growth, method of studyinghuman growth and development, ageing, nutritional requirement of normal growth. Common nutritional disorder ( protein, fat, carbohydratesminerals, vitamins)		
<b>UNIT-5</b>	Ecology: definition and scope. Varieties of human ecosystem. Environmental population. Definition, nature and biological demography, demographicalprofiles: fertility, mortality, morbidity.		

69. Turnbaugh, N A., Jurmain, R., Igoe, L.K and Neison, H. (2002). *Understanding Physical Anthropology and Archaeology*. Wadsworth Group, Canada.
70. Lsisker, G.W. (1976). *Physical Anthropology*, Holt, Rinehart & Winston Inc.
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72. Relethford, J. H. (1996). *Fundamentals of Biological Anthropology*, (Third Ed). Me Graw-Hill.
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74. Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). *Genetics, evolution, and man* (pp. 231-258). California: San Francisco WH Freeman. USA.
75. Buettner-Janusch, J. (1966). *Origins of man: physical anthropology*. New York: John Wiley & Sons. US.
76. Le Gros Clark, W. E. (1949). *History of the primates: An Introduction to the study of Fossil Man*. London: Trust of the British Museum. UK.
77. Harrison, Geoffrey Ainsworth. (2004). *Human biology : an introduction to human evolution, variation, growth, and adaptability*. New York: Oxford University Press. US.
78. Harrison, Geoffrey Ainsworth. & Boyce, Anthony J. (1975). **The structure of human populations**. London: Oxford Clarendon press. UK.
79. Stibbe, E. P., & Smart, W. A. M. (1938). *An Introduction to physical anthropology*. London: Arnold. UK.
80. Sarkar, S. S. (1954). *The aboriginal races of India*. Calcutta : Bookland Limited. India.
81. Simpson, G. G. (1949). *The meaning of evolution*. Oxford And IBH Publishing Co.; Calcutta. India.
82. Sinnott, E. W., Dunn, L. C., & Dobzhansky, T. (1950). *Principles of genetics*. Principles of genetics., (4th ed). New York: McGraw-Hill. US.
83. Weiss, K.M.& Ballonoff, P.A. (1977). *Demographic genetics*. Stroudsburg, Pa.: Dowden, Hutchinson & Ross ; New York : Distributed by Halsted Press. US.
84. Williams, B. J. (1979). *Evolution and human origins: an introduction to physical anthropology*. HarperCollins Publishers. India.
85. Fletcher, H. L., Hickey, G. I., & Hickey, G. I. (2013). *Genetics*. New York, NY: Garland Science. US.



<b>ANTHROPOLOGY - SIX SEMESTER</b>			
<b>COURSE CODE: MSA101</b>		<b>COURSE TYPE: CCC</b>	
<b>COURSE TITLE: THEORIES IN SOCIAL CULTURAL ANTHROPOLOGY</b>			
<b>CREDIT:</b>		<b>HOURS:</b>	
<b>THEORY:</b>	<b>PRACTICAL:</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<b>6</b>	<b>0</b>	<b>90</b>	<b>00</b>
<b>MARKS:</b>		<b>MARKS</b>	
<b>THEORY:</b>	<b>PRACTICAL:</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<b>Scheme of marks:</b>			
<ol style="list-style-type: none"> <li>1. <b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 8 questions to be asked carrying 1 marks each. 8X 1= 8</li> <li>2. <b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked Carrying 2 marks each (word limit- 70-100 words) 3X 2= 6</li> <li>3. <b>SHORT ANSWER TYPE QUESTIONS-</b>3 questions to be asked Carrying 4 marks each (word limit-200-250 words) 3X 4= 12.</li> <li>4. <b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 8 marks each (word limit-500-600 words) 3X 8=24</li> </ol>			
<b>UNIT-1/ 22Hou</b>	The contribution made by the following anthropologists to social- cultural anthropology: E.Durkheim, F. Boas, R.Redsfied, A.L.Kroeber, S.C.Dubey, M.N.Sriniwas, L.P.Vidyarthi		
<b>UNIT-2/ 23Hours</b>	Evolution: Biological and cultural evolutionism, classical evolutionism ; E.B.Tylor, L.H.Morgan. Neo- Evolutionism; L.White, Gorden Childe Cultural trait, culture complex, culture area, culture focus Diffusion of culture: british diffusionist, german- Austrian diffusionist (kulture krieze) American diffusionist (culture area)		
<b>UNIT-3/ 22Hours</b>	Function and structure: functionalism (malinowoski) and structure-functionalism(redcliffe brown), structuralism(levi strauss)		
<b>UNIT-4/ 23Hours</b>	Personality: basic personality and model personality. culture pattern: configurationlism(ruth benedict) anthropological character of national character		
<b>UNIT-5</b>	Field work tradition in anthropology, major tools of research; schedule, questionnaire, observation, interview, case study genealogical method. The main bases of anthropological methods; historical method, comparative method and functional method.		



86. Turnbaugh, N A., Jurmain, R., Igoe, L.K and Neison, H. (2002). *Understanding Physical Anthropology and Archaeology*. Wadsworth Group, Canada.
87. Lsisker, G.W. (1976). *Physical Anthropology*, Holt, Rinehart & Winston Inc.
88. Ember, Ember and Peregrine (2003). *Anthropology*. Prentice Hall Inc.
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91. Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). *Genetics, evolution, and man* (pp. 231-258). California: San Francisco WH Freeman. USA.
92. Buettner-Janusch, J. (1966). *Origins of man: physical anthropology*. New York: John Wiley & Sons. US.
93. Le Gros Clark, W. E. (1949). *History of the primates: An Introduction to the study of Fossil Man*. London: Trust of the British Museum. UK.
94. Harrison, Geoffrey Ainsworth. (2004). *Human biology : an introduction to human evolution, variation, growth, and adaptability*. New York: Oxford University Press. US.
95. Harrison, Geoffrey Ainsworth. & Boyce, Anthony J. (1975). **The structure of human populations**. London: Oxford Clarendon press. UK.
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97. Sarkar, S. S. (1954). *The aboriginal races of India*. Calcutta : Bookland Limited. India.
98. Simpson, G. G. (1949). *The meaning of evolution*. Oxford And IBH Publishing Co.; Calcutta. India.
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101. Williams, B. J. (1979). *Evolution and human origins: an introduction to physical anthropology*. HarperCollins Publishers. India.
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**B.A. ANTHROPOLOGY SIX SEMESTER**

**COURSE CODE:MSA 111**

**COURSE TYPE: CCC**

**COURSE TITLE:**

**PRACTICAL IN SOMATOMETRY, GENETIC TRAIT AND STATISTICS**

**CREDIT: 3**  
**THEORY:**  
**PRACTICAL:**  
**00**

**HOURS:**  
**THEORY:**

**PRACTICAL:**

**90**

**MARKS:**  
**THEORY:**  
**PRACTICAL:**  
**70+30**

**MARKS**  
**THEORY:**

**PRACTICAL:**

**PART – I : SOMATOMETRY**

**Indices :**

- (i) Cephalic Index; (ii) Nasal Index; (iii) Ear Index;
- (iv) Physiognomic Facial Index; (v) Morphological Facial Index.

**Measurement on Body :**

- (i) Height Vertex; (ii) Height Tragus; (iii) supraSternale Height
- (iv) Bi-acromial Breadth; (v) Bi-illioicristal Breadth;
- (vi) Tibiale Height (vii) upper extremity length
- (viii) Sitting Height (ix) Height Dactylion;
- (x) body weight

**Indices :**

- (i) Length Breadth index of Hand;
- (ii) Length Breadth index of Foot; (iii) Relative Sitting Height Index.

**Head and face Measurements :**

- (i) Morphological upper Facial Length; (ii) Physiognomic upper Facial Length;
- (iii) Morphological Facial Length; (iv) Bizygomatic Breadth;
- (v) Maximum Head Length; (vi) Maximum Head Breadth
- (vii) Nasal Length; (viii) Nasal Breadth;

**Indices :**

- (i) Cephalic Index; (ii) Nasal Index; (iii) facial Index;

**PART- II : genetic trait:**

Abo blood group colour blindness, ptc tase sensitivity, dermatoglyphics, method of taking and palm prints and their analysis

**PART- III : statistics: Mean, median, standard deviation, X2-test**