

## Programme Outcome (PO), Programme Specific Outcome (PSO) and Course Outcome (CO)

### Department of Anthropology Government General Degree College, Singur

#### 1. Programme outcome

Name of the programme	Year of introduction	Status of implementation in CBCS curriculum (yes/no)
B.Sc. (Honors) in Anthropology	2017-18	Yes

#### **Programme outcome:**

The programme of B.Sc. (Honors) in Anthropology encompasses total six Semesters, two Semesters (SEM) in each session. SEM-I consists of Core Course / CC -1 and CC - 2. SEM-II consists of CC-3 and CC-4. SEM-III consists of CC-5, CC-6, CC-7 and Skill Enhancement Elective / SEC -1. SEM-IV consists of CC-8, CC-9, CC-10 and SEC -2. SEM-V consists of CC-11, CC-12, DSE -1 and DSE -2 and, SEM-VI consists of CC-13, CC-14, DSE -3 and DSE -4.

Throughout SEM-I and II, the students will be equipped with the knowledge of the core branches of anthropology namely Biological, Social-cultural and Archaeological anthropology. They will introduce with two basic human entities - biological and social-cultural. The biological entity of human being will be perceived in terms of both dimensions namely time and space. The analysis of time dimension through studying fossil evidences (Paleoanthropology) will enable the students to understand the evolution of man from its very beginning up to the emergence of modern man (*Homo sapiens sapiens*) and the space dimension will explain the concept, causes and consequences of biological variations among human groups. Simultaneously, the students will be enabled to understand the concept of society and social, culture and cultural. They will grasp the knowledge on such extra-somatic entities and qualities of human from again two dimensions – the time and space, the first one will help them to understand the evolution of society and culture while the later one will enable them to understand the variations in present days. Here comes the importance of studying archaeological anthropology that will provide them the knowledge on prehistoric climate, geological time scale and geochronology – which is essential to understand the evolution and variation of those two basic entities of human.

After the completion of SEM-III the students will have the potent to clarify the role of environment (both the natural and social) on human biological and social-cultural aspects. They will have the knowledge about various types of community like tribe and peasant, the basics of genetic and linguistic variability in populations, and will have the concept and significance of studying demography that is crucial to analyzing numerous biological and social-cultural issues. From this semester they will be introduced with Skill Enhancement Elective (SEC) course to have the knowledge on applicative aspects of anthropology in wider spectrum.

The curriculum of SEM-IV, V and VI aims to introduce the theories, contemporary trends and their applications in finding and engineering biological and social problems, and related sustainability through having knowledge on conceptual base and suitable application of respective research methodologies as well. Moreover these Semesters provide the opportunity to relate concept of those theories and research methodologies based on empirical data collected through fieldwork and/or based on secondary sources through practical classes. The framing of SEM-VI contains a dissertation, the training for which is being conducted throughout previous Semesters, that enables students to find social problems/issues, formulate research question, collect first hand data and interpret accordingly. Similarly they will grasp the practicability and applicability of anthropology in genetics, forensic, food and nutritional and so on with due courses of Core papers, DSE and SEC.

In sum, all the conceptual knowledge has supplemented by suitable practical courses under the programme of B.Sc. (Honors) in Anthropology that introduce and enrich knowledge about human from all possible angles in the backdrop of time and space. It interprets man's existence in connection to biological evolution and variation, all interrelated and interdependent aspects of society and culture in terms of holism, comparative method and participant observation, and helps to develop qualities to study mankind applying the disciplinary knowledge.

In recent era, the global expansion of academic and applied perspectives of anthropology may be considered as the enormous applicability of all of its branches in almost all spheres of mankind and vice versa. Now a days, the interested students of anthropology have the chance to serve as officials and/or fieldworkers related to developmental offices, as need assessor and/or consultant in various government and non-government developmental projects, national policies, tourism industry, management industry, health, sports, sustainability, and resource management; can perform as social worker in individual or organizational level; can expand activities in academics and research oriented field; in forensic, prehistoric, primatology and

paleoanthropological investigation; can serve in the field of genetic disorder related counseling, demography, biological variation and so on.

## 2. Programme Specific Outcome (PSO) and Course Outcome (CO)

Name of the programme	Year of introduction	Status of implementation in CBCS curriculum (yes/no)
B.Sc. (Honors) in Anthropology	2017-18	Yes

Sl. No.	Course Code	Core Course	Programme Specific Outcome	Course Outcome
1	CC-1	Introduction to Biological Anthropology	It aims to introduce the basic concept about the - aim, scope, branches, history and development of biological anthropology; human variation and evolution; principles and theories of evolution; features and significance of studying non-human primates; and concept of race and racism.	<p>1.1 It focuses on the aim, scope, branches, history and development of biological anthropology, and its relationship with allied disciplines.</p> <p>1.2 This portion covers the history and development of understanding human variation and evolutionary thoughts, and principles of evolution.</p> <p>1.3 It describes the classification, characteristics and distribution of living non-human primates in relation to human evolution.</p> <p>1.4 It extends discussion on emergence of the concept of race, its historical development, racism and classification of race.</p> <p>Practical course will help to collect and measure basic Somatometric and Somatoscopic variables.</p>
2	CC-2	Introduction to Socio-cultural Anthropology	It provides knowledge on the scope and relevance social anthropology; concept about the basic aspects of society and culture; social structure and organization (family, marriage and kinship); theory and practice of ethnographic fieldwork and concerned methods.	<p>2.1 This portion introduces the scope and relevance of social anthropology, its relationship with other disciplines.</p> <p>2.2 It covers the concepts and aspects of society and culture, social stratification and civil society.</p> <p>2.3 This part provides the concept and aspects of social fact, social conflict, social system, social structure and social organization namely, family, marriage and kinship.</p>

				<p>2.4 It introduces the issues of theory and practice of ethnographic fieldwork, survey research, comparative and historical methods.</p> <p>Through the practical course the students are trained to make sense of applying basic methods and techniques of data collection like observation, interview, questionnaire and schedule, case study and life history in social-cultural field.</p>
3	CC-3	Archaeological Anthropology	It will help to accumulate knowledge about basic concept, methods and scope of archaeological anthropology; dating methods; geochronology of Pleistocene epoch; concept of culture from archaeological point of view; technique and classification of tools; and earliest evidence of culture in the world.	<p>3.1 This portion introduces the concept and scope of archaeological anthropology, its relation with other disciplines, and the methods of studying archaeological anthropology.</p> <p>3.2 It describes the concept and types of dating methods, and extends discussion on the process of dating ancient remains.</p> <p>3.3 This unit provides basic knowledge on geochronology of Pleistocene Epoch and its events.</p> <p>3.4 It elaborates the process of understanding and classifying culture and cultural nomenclature through studying and classifying the techniques of tool manufacture, their probable function and relative efficacy.</p> <p>3.5 It extends discussion on Earliest Evidence of Culture in the World through studying a few sites like Olduvai Gorge, Sohan, Attirampakkam and Isampur.</p> <p>During practical class the students will learn about the identification and interpretation of prehistoric tools through drawing and typotechnological analysis of those tools.</p>
4	CC-4	Fundamentals of Human Origin & Evolution	This paper attempts to make understand the distribution, features and phylogenetic position of Oligocene and Miocene hominoids, Australopithecines, Homo habilis, Homo erectus,	<p>4.1 It includes origin, distribution, features and phylogenetic relationships of Oligocene and</p>

			<p>Neanderthals and Archaic Homo sapiens to understand human evolution; distribution, features and phylogenetic position of Homo sapiens sapiens.</p>	<p>Miocene hominoids. 4.2 It covers the distribution, features and phylogenetic relationships of Australopithecines and Homo habilis. 4.3 It provides the discussion on distribution, features and phylogenetic position of Homo erectus. 4.4 The origin of Homo sapiens has been illustrated in this portion. 4.5 It includes the origin, distribution and features of <i>Homo sapiens sapiens</i>.  The practical course aims to enable students to understand and measure basic Craniometric and Osteometric features of man and their significance; and to identify the fossils of family hominidae.</p>
5	CC-5	Tribes and Peasants in India	<p>It deals with the concept, features and problems of tribes, the history of tribal administration, policies and developmental schemes, and Constitutional safeguards of Indian tribes. The students will be enriched by learning the concept and features of Village, peasantry, approaches of studying peasants, ethnicity and identity issues.</p>	<p>5.1 This unit provides basic concept of tribe, problems of nomenclature, definition and classification, and features of tribes in India. 5.2 It covers the history of tribal administration, Constitutional safeguards, National Tribal Policy, issues of acculturation, assimilation and integration, and impact of developmental schemes and programme on tribal life. 5.3 It extends knowledge on the anthropological concept of village, peasantry, approaches of studying peasants, features of Indian village, and scope of village study in anthropology. 5.4 It covers ethnicity and identity issues through studying various tribal and peasant movements.  Through the practical course students will learn to read ethnography to frame research questions, objectives, theoretical schema, methodology, and to develop critical analysis of the</p>

				finding.
6	CC-6	Human Ecology: Biological & Cultural dimensions	This paper will enable students in grasping knowledge about ecology, adaptation and bio-cultural adaptation to environmental stresses, acclimatization, homeostasis, impact of urbanization and industrialization on man, analyzing culture as a tool of adaptation and ecological themes of state formation.	<p>6.1 It introduces the concept and definition of ecology, adaptation, acclimatization, homeostasis, biotic and abiotic component.</p> <p>6.2 It includes the issue of bio-cultural adaptation to environmental stresses, ecological rules and their applicability among human beings.</p> <p>6.3 It provides knowledge on the impact of urbanization and industrialization on Man.</p> <p>6.4 It helps to perceive Culture as a tool of adaptation through studying various modes of human adaptation in pre-state societies.</p> <p>6.5 It provides knowledge on ecological themes of state formation.</p> <p>6.6 It covers the domain of agriculture and peasantry, industrial civilization and growth of urban societies.</p> <p>Gradual proceeding of practical course will teach and encourage students to deal with size and shape measurements of human body in one hand and to analyze environmental acclimatization/adaptation from bio-social perspective on the other.</p>
7	CC-7	Genetic and Linguistic Variability in Human Populations	After going through this paper the students will be benefitted by developing concept about genetic variability and variation, genetic polymorphism, bio-cultural factors on the backdrop of diseases, nutritional status and ageing; linguistic classification of Indian population; and demographic perspectives in relation to anthropology.	<p>7.1 This unit provides the concept of genetic variability, Hardy-Weinberg law, sources of genetic variation, structuring genetic variation, interpretation of human variation and genetic polymorphism.</p> <p>7.2 It covers the linguistic classification of Indian population.</p> <p>7.3 This part extends the knowledge on the role of bio-cultural factors influencing the diseases and nutritional status, and also discusses about the evolution of human diet and biological</p>

				<p>perspectives of ageing process. 7.4</p> <p>It focuses on the demographic perspectives through studying demography, anthropological demography, demographic events, sources of demographic data, demographic transition, and inbreeding and consanguinity.</p> <p>Throughout practical classes they will learn finger pattern, genetic counseling and collecting demographic data from secondary sources.</p>
	CC-8	Theories of Culture and Society	<p>This paper deals with the emergence of anthropology and classical theories, emergence of fieldwork tradition, Durkheim and social integration, functionalism, structural-functionalism, culture and personality, structuralism, and symbolic and interpretative approach.</p>	<p>8.1</p> <p>It concentrates on the discussion on emergence of anthropology and anthropological theories of 19th and 20th Century.</p> <p>8.2</p> <p>This part extends knowledge on the Emergence of fieldwork tradition in anthropology.</p> <p>8.3</p> <p>It discusses about Durkheim and his idea on social integration, and concept of functionalism, structural-functionalism and British Social Anthropology.</p> <p>8.4</p> <p>It introduces the concept and contribution of Culture-Personality School.</p> <p>8.5</p> <p>It provides knowledge on Structuralism.</p> <p>8.6</p> <p>This unit helps to understand the symbolic and interpretative approach.</p> <p>Through the practical ability of the students in connecting the theories with everyday living is developed by applying suitable methodology.</p>
	CC-9	Human Growth and Development	<p>Concept of human growth, development, differentiation, maturation, bio-cultural factors of growth and variation, methods and techniques of studying growth, applicability of growth studies, and human nutrition are developed by learning this portion.</p>	<p>9.1</p> <p>It covers the concept of human growth, development, differentiation and maturation.</p> <p>9.2</p> <p>It extends the knowledge of prenatal and postnatal growth, pattern of normal growth curves, catch-up growth and catch-down growth, ethnic and gender</p>

				<p>differences in human growth curves.</p> <p>9.3</p> <p>This part aims to enhance knowledge on Bio-cultural factors influencing patterns of growth and variation, methods and techniques to study growth, and applicability of growth studies.</p> <p>9.4</p> <p>This unit provides detailed knowledge on Human nutrition, nutrients, malnutrition including obesity.</p> <p>Students learn to assess the nutritional status of subjects by using anthropometric measurements through the concerned practical course.</p>
	CC-10	Research Methodology	An overall knowledge on research designing in the field of social science, approaches and strategies, methods and techniques of data collection, ethics and politics of social research, and bio-statistics and its application in such research is developed after completion of this paper.	<p>10.1</p> <p>This unit aims to provide an in-depth knowledge on the steps of research designing, data collection and report writing in one hand, and enriches the concept of major approaches in research methods on the other.</p> <p>10.2</p> <p>It discusses the field work tradition in anthropology. Further it provides concept of survey, ethnographic approach, cultural relativism, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment, categories of informants and field notes.</p> <p>10.3</p> <p>This portion includes the concept, utility and applicability of tools and techniques of data collection, relationship of survey with ethnographic method, construction and consequences of questionnaire and interview schedule, concept, types and application of observation and interview, case study and life history, genealogy technique.</p> <p>10.4</p> <p>It covers the ethics and politics of research through identifying and analyzing ethical issues in the context of human subject research, conducting ethical review of</p>

				<p>research, understanding ethical importance of consent, privacy and confidentiality, and discussing issues of academic fraud and plagiarism.</p> <p>10.5 This part deals with the data analysis in qualitative and quantitative mode and writing up that extends towards includes chapterization and publication.</p> <p>10.6 This unit helps to enhance knowledge about bio-statistics through developing concept of statistics, sampling, types of data, types of tests, correlation and regression analysis.</p> <p>Through the practical classes the students learn to frame any social or bio-social problem, to apply those methods and techniques of data collection on that problem and to write project report.</p>
8	CC-11	Human Genetics	It provides detailed knowledge on essentials of genetics; mechanism for dynamics in gene frequency like mutation, selection, genetic drift and so on; genetic markers and genetic counseling to build students' expertise in applying genetic markers in forensic, population and disease association studies, and in genetic counseling.	<p>11.1 This portion provides an in-depth knowledge on the essentials of genetics that includes types of inheritance, chromosome theory of inheritance, multiple-allelism, sex controlled and sex limited traits, penetrance and expressivity.</p> <p>11.2 Ecological Genetics, concept and types of Polymorphism, and models explaining the maintenance of genetic polymorphism are illustrated throughout the unit.</p> <p>11.3 After going through this unit the students can extend their knowledge on mechanism for dynamics in gene frequency, mutation, selection, genetic drift, gene flow, and inbreeding.</p> <p>11.4 It will develop knowledge about Population structure and admixture in human populations, heritability, genetic markers and its utility in forensic, population and disease association studies.</p> <p>11.5 This part emphasizes on the concept, aim and scope and</p>

				<p>methods of Genetic Counseling with examples.</p> <p>The students are facilitated to grow ability to test blood group typing, Color Blindness and PTC tasting ability through practical classes.</p>
CC-12	Anthropology in Practice	<p>This core paper containing the domains of academic, action, applied and development anthropology helps to obtain knowledge essentially needed to understand the contemporary trends of social-cultural anthropology and thus is potential to apply in understanding social reality and social engineering. The students can extend their understanding about the role of anthropology in development from different perspectives. The discussion on constitutional perspective and fundamental human rights have also strengthens the sense of harmony. Knowledge on bio-social elements of human and its application in development enriches conceptual framework.</p>	<p>12.1 This part provides basic knowledge of concept, structure and activities of academic anthropology, applied anthropology, action anthropology and development anthropology.</p> <p>12.2 This portion takes care about expanding knowledge on the application of anthropology in development through studying role of anthropology in public policy, need assessment and community development, social and economic sustainability, cultural resource management and so on.</p> <p>12.3 It deals with the future trends in anthropology like anthropology of tourism, anthropology in census, and visual anthropology.</p> <p>12.4 The students will learn about the constitutional perspective and fundamental human rights and duties and their protection and enforcement, constitutional provisions, of human rights, harmony and conflict, are related Commissions.</p> <p>12.5 This unit covers the bio-social elements of human development at national and international level, application of conceptual framework of forensic anthropology.</p> <p>The practical class promotes visiting a NGO or corporate office or census office in locality. It encourages writing project on constitutional provisions or evaluation of any development project/report and writing project on demographic profile on Religious Tourism / Tribal Tourism / Health Tourism / Ecotourism / Human Rights from</p>	

				secondary data.
9	CC-13	Forensic Anthropology	Here the students are benefitted by advancing their knowledge of forensic anthropology and its applications in various fields. Basic human skeletal biology, identification of human and non-human skeletal remains is studied to determine ancestry, age, sex, stature. Methods of somatometry, somatoscopy and occupational marks are studied for human's personal identification, complete and partial identification, and serology and forensic odontology help in identification and individualization	<p>13.1 Here the students will be introduced to forensic anthropology through studying its definition, brief history, scope, applications and integration.</p> <p>13.2 This part extends knowledge on the basic human skeletal biology, identification of human and non-human skeletal remains, age, sex and stature estimation from bones, discovery and techniques of recovering skeletonized human remains.</p> <p>13.3 Personal Identification, Methods of Identification in Living Persons is discussed thoroughly in this portion.</p> <p>13.4 This unit introduces the concept, components and application of Serology.</p> <p>13.5 The students are facilitated to understand individualization through studying forensic odontology, facial reconstruction, and DNA profiling.</p> <p>Training on calculating Somatometric indices and Somatoscopic observation on living persons, Examination of Fingerprints and calculation of Pattern Intensity Index (PII), Main lines formula (A, B, C, D) and value of atd-angle, as well as a, b, c, d, t triradii are provided through practical class for better understanding.</p>
10	CC-14	Indian Anthropology	<p>The units under this paper help in a thorough understanding about the origin, history and development of anthropology in India; approaches to the studying Indian society, culture and civilization through indological, historical, and anthropological approaches. It extends Understanding the base of diversity of Indian social structure.</p> <p>Contextually it focuses on the contribution of some renowned Indian anthropologists and basic concepts emerged from village studies. Problems of exploitation and deprivation of scheduled caste/tribe and other backward classes are discussed</p>	<p>14.1 The Origin, history and development of Anthropology in India, approaches to the studying Indian society, culture and civilization are thoroughly discussed in this section.</p> <p>14.2 This unit deals with Understanding the diversity of Indian social structure.</p> <p>14.3 It aims to provide knowledge on</p>

			<p>further followed by studying the contribution of Ambedkar.</p>	<p>basic concepts emerged from village studies, impact of culture-contact, urbanization and industrialization on tribal and rural population.</p> <p>14.4</p> <p>This part extends discussion on the problems of exploitation and deprivation of scheduled caste and tribe and other backward classes, and on the contribution of Ambedkar.</p> <p>14.5</p> <p>Here the students will learn about the contribution of some renowned Indian anthropologists.</p> <p>Exploring the biological diversity of any population to study its genetic traits, Reviewing contributions of any one Indian anthropologist, and Reviewing a book/edited volume on Indian social structure such as caste, religion, tribe or rural population supplements the conceptual framework of students which is encouraged during practical class.</p>
11	SEC-1	Public Health and Epidemiology Or Visual Anthropology	<p><b>Public Health and Epidemiology</b> It offers discussion on principles of epidemiology, public health, statistical methods for health science, environmental health and its impact on human health and vice verse.</p>	<p><b>Public Health and Epidemiology</b> 1.1 This unit aims to enrich students by providing knowledge on principles of Epidemiology in Public Health, its methods to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events, and strategies to control health problems.</p> <p>1.2 The detail of Statistical Methods for Health Science is elaborated under this section.</p> <p>1.3 This portion deals with the Effects of biological, chemical, and physical agents in environment on health, ecological model of population health, current legal framework, policies, and practices associated with environmental health.</p> <p>1.4 It provides knowledge on psychological, behavioural, and</p>

			<p><b>Visual Anthropology</b> It provides concept of visual anthropology, visual culture, ethno-photography, ethnographic films and mass media.</p>	<p>social issues in public health, behavioural science theory and methods to understanding and resolving public health problems, and the psycho-social-cultural attitudes towards disease and patient.</p> <p><b>Visual Anthropology</b> 1.1 It Introduces the basics of visual anthropology, visual culture, photographic and digital media. 1.2 This unit illustrates the domain of anthropology and images through studying ethnophotography and ethnographic films and mass media and concerned theories. 1.3 Early Ethnographic Photography is discussed thoroughly under this section. 1.4 This unit provides in-depth account on Ethnographic Films: and its Theoretical issues.</p>
15	SEC-2	Media Anthropology Or Tourism Anthropology	<p><b>Media Anthropology</b> The course of Media Anthropology aims to accumulate knowledge on theoretical foundations of media anthropology, concept and features of audiences, consumption and identity formation, social-cultural and material life of mass media production like film and television, social sites of film and television production, commercialization behind filmmaking, producing reality through journalism and advertising in connection to everyday life, social transformations and indigenous media.</p>	<p><b>Media Anthropology</b> 2.1 The students will be introduced with the theoretical foundations of media anthropology through this part. 2.2 This unit illustrates about the audiences, consumption and identity formation through studying aspects of cinema; television and the cultural politics. 2.3 It deals with the account of cultural work of mass media production. 2.4 This part concentrates on the social sites of film and television Production. 2.5 It extends understanding the aspects of producing reality especially of journalism and advertising. 2.6 This unit aims to provide depth on small media including indigenous media and cultural activism.</p>

			<p><b>Tourism Anthropology</b>          With due course the students are introduced and develop knowledge on concept, aspects and prospects, history, interconnections between tourism and the rise of the socio-cultural study of tourism. They learn about the global and local factors of tourism, connections and consequences of tourism in globalization, dynamicity and Terrorism. They also learn about the applied aspects of anthropology in tourism development and planning.</p>	<p><b>Tourism Anthropology</b>          2.1          This unit aims to make students understand the aspects, prospects, anthropological issues and theoretical concerns of Tourism.          2.2          Interconnections between tourism history and the rise of the socio-cultural study of tourism including reasons of migration are described under this section.          2.3          It attempts to illustrate the global and local political economy of contemporary tourism, explore dynamic relationships between heritage-making, revival and preservation projects, role of museums and cultural industries, tourism and global mobility, ecotourism and sustainable development.          2.4          New directions in the anthropology of tourism, and its applied aspects in tourism development and planning are thoroughly discussed under this unit.</p>
16	DSE-1	Sports and Nutritional Anthropology Or Human Genetics	<p><b>Sports and Nutritional Anthropology</b>          It develops the concept of Anthropology of sports, its relation to physical fitness, environmental effects on physical performance, somatotyping and human physique, and factors of biological variability.</p>	<p><b>Sports and Nutritional Anthropology</b>          1.1          This unit introduces the physical fitness, component of physical fitness under anthropology of sports.          1.2          It elaborates the environmental effects on physical performance like effect of heat and cold stress, and altitude on physiological response and performance.          1.3          It extends the issue of somatotyping and human physique, body composition and athletes.          1.4          This portion enhances students' depth in understanding Human biological variability, health and nutrition, performance, cultural constructions, and physiologic and bio-behavioural implications of food.</p>

			<p><b>Human Genetics</b>  The students get the scope to enrich and develop the knowledge on Structure, Function and Inheritance of the human genome, Expression of genetic information, relationship between genes and protein, transcription and RNA processing, encoding genetic information, decoding the codons, role of transfer RNAs, base of Genomic Variation, Methods of Genetic Study in Human, and factors of Genomic Diversity and Human Evolution in this portion.</p>	<p>Through conducting the practical class students grow capability to assess nutritional status through anthropometric measurements, its relation with physical performance and demonstrate cultural perspective behind food intake.</p> <p><b>Human Genetics</b></p> <p>1.1  Here the students are supposed to enrich knowledge about the structure, function and inheritance of the human genome, process of replication, DNA repair and recombination and gene expression.</p> <p>1.2  It deals with the Expression of genetic information, relationship between genes and protein, transcription and RNA processing, encoding genetic information, and decoding the codons.</p> <p>1.3  The issues of Genomic Variation and genotype-phenotype correlations are discussed under this portion.</p> <p>1.4  This part concentrates on the methods of genetic study in human that includes twin study, pedigree and family method, chromosomal aberrations, concept of non-mendelian inheritance and complex diseases.</p> <p>1.5  This unit covers the issues of genomic diversity and human evolution with special reference to India, evidence from mtDNA and Y-chromosome, evolutionary genetics, Molecular evolution; DNA sequence variation and human origins.</p> <p>Simultaneous practical course provides the training of DNA Extraction from tissue, and DNA Quantification, Aliquoting and sample preparation.</p>
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17	DSE-2	Paleoanthropology Or Tribal Cultures of India	<p><b>Paleoanthropology</b> Paleoanthropology aims to accumulate in-depth knowledge in on dating methods, geological time scale, taphonomy, interpretation of the paleontological and archaeological records, taxonomic and chronological problems of fossils records. Simultaneously it develops the concept of primatology, speciation and extinctions. This knowledge enhances the understanding of evolutionary biology from the origins and evolution of stone age technology, its impact on hominization to the emergence of modern human.</p> <p><b>Tribal Cultures of India</b> Concept, features, distribution and problems of tribes, scheduled tribes, Primitive Tribal Group (PTG) and Particularly Vulnerable Tribal Group (PVTG) in India in terms of geography, economy and linguistic family; Tribe-caste continuum, and consequent Developmental projects concerned to tribal displacements and rehabilitation, and tribal movement in terms of identity is discussed thoroughly in this paper. Various policies of development along with Constitutional safe guards/provisions for the tribes helps to promote an in-depth knowledge about the nature, life, suffering and way out of tribes in India.</p>	<p><b>Paleoanthropology</b> 2.1 It helps to promote in-depth knowledge on dating methods, taphonomy and interpretation of the paleontological and archaeological records, taxonomic and chronological problems of fossils records.</p> <p>2.2 The concept of Primate, speciation and extinctions are illustrated here.</p> <p>2.3 This unit focuses on the origins and evolution of stone age technology and its impact on hominization, and origin of human from fossilized and cultural evidences of early hominid thoroughly.</p> <p>2.4 This unit depicts the primate and non-primate models for early hominid behaviour, and hominization process.</p> <p>The practical course helps to clarify the theoretical base containing description and identification of the disarticulated skeleton of non-human primates, and identification and description of fossil casts.</p> <p><b>Tribal Cultures of India</b> 2.1 This part aims to enrich knowledge on the Concept and characteristics of tribes, Scheduled tribes, Primitive Tribal Group, Particularly Vulnerable Tribal Group and Denotified tribes.</p> <p>2.2 Distribution of Tribes in India in terms of Geographic, Economic and Linguistic distribution is elaborated under this portion.</p> <p>2.3 This unit entirely focuses on the Tribe-caste continuum, Gender and Tribe, Problems of tribes in India, and Developmental projects related to tribes.</p> <p>2.4 It deals with the Tribal movement in terms of cultural identity</p>
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				<p>language.</p> <p>2.5</p> <p>This portion helps to extend knowledge on the Constitutional safe guards, Forest policies, Grant-in-Aids, role of NGOs and Voluntary organizations.</p> <p>Pointing out the geographic, economic and linguistic distribution, distribution of PVTGs, STs of Indian tribes on map at first and secondly, writing the social structure of any Indian tribe from secondary sources under practical course offers clarification of ideas and encourage the students to concentrate on the issues of tribes from various angles.</p>
19	DSE-3	Anthropology of Health Or Indian Archaeology	<p><b>Anthropology of Health</b></p> <p>Concept of health, illness and disease Cross-Cultural Perspective, Overview of the Field of Anthropology and Health, dimensions of studying health, Measuring Health through studying Morbidity, Mortality, and Epidemiology, dimensions of mental health associated with specific socio-cultural and environmental contexts are discussed here. The students accumulate knowledge about Health Care System(s) from Comparative, Biomedical and Traditional Perspectives. They learn about the Healers in Cross-Cultural Perspectives. They also become conscious about the Health related Human Rights.</p>	<p><b>Anthropology of Health</b></p> <p>3.1</p> <p>This unit Introduces the field of health anthropology within the context of anthropology, concept of health, illness, and disease in cross-cultural perspective, and different dimension of studying health.</p> <p>3.2</p> <p>This portion encourages students to understand Measuring Health through studying Morbidity, Mortality, and Epidemiology.</p> <p>3.3</p> <p>It covers the issues of women's health, sex, family planning, maternal-infant health, population variation and its relation to health and disease.</p> <p>3.4</p> <p>This part helps students to understand the concept and issues of chronic disease, injury, stress, and mental health, mental disorders and related phenomena, diseases associated with specific socio-cultural and environmental contexts.</p> <p>3.5</p> <p>This unit describes the variations in health care systems from comparative perspective, biomedical and traditional health care system, and various health</p>

			<p><b>Indian Archaeology</b>  This portion provides an in-depth understanding of culture of prehistoric period which needs understanding methods of climatic reconstruction, which has described here as well. Obtained knowledge of culture and its classification helps to understand Prehistoric culture of India which has covered also in this paper.</p>	<p>related awareness and welfare programmes.  3.6  The concept, features, types and consequences of Healing and Healers in Cross-Cultural Perspectives is depicted under this unit.  3.7  This portion deals with the issues of Health and Human Rights, International health organization and NGOs.</p> <p>The practical course enables them to make schedule on health or demography, calculate rate and ratio of various demographic events from secondary data in one hand, and to assess health status of tribal or ethnic group using first hand data on the other.</p> <p><b>Indian Archaeology</b>  3.1  Here the students are facilitated with better understanding about the process of understanding culture through studying the technique of tool manufacture and estimation of their efficiency, classification of tools, and cultural nomenclature.  3.2  This unit helps to understand the methods of climatic reconstruction.  3.3  This section extends knowledge about prehistoric India with special emphasis on its pleistocene chronology.  3.4  The character, distribution and interpretation of habitat and economy of palaeolithic, mesolithic and neolithic culture India is thoroughly discussed under this unit.</p> <p>This theoretical orientation has supplemented by Identification of prehistoric tools along with the knowledge of Tool-making techniques through the practical class.</p>
20	DSE-4	Anthropological	<p><b>Anthropological Demography</b>  Along with providing the essential knowledge on</p>	<p><b>Anthropological Demography</b>  4.1</p>

	Demography Or Dissertation	<p>demographic anthropology, theories related to population, tools of collecting demographic data, and measures of population composition, distribution and growth, fertility, mortality and migration, this paper helps to enhance knowledge of those dimensions in Indian context. Further they learn about various types of National policies.</p> <p><b>Dissertation</b> This paper aims to provide a thorough training to the students on the process of conducting fieldwork from social-cultural anthropological perspective by using conventional anthropological research methods and field techniques, and writing ethnographic report.</p>	<p>It illustrates the concept of demography, relationship between demography and anthropology, importance of demography in anthropological studies.</p> <p>4.2 It covers the population theories, biological theory of population and theory of demographic transition.</p> <p>4.3 This unit includes the concept of tools of demographic data, measures of population composition, distribution and growth, measures of fertility, mortality and migration.</p> <p>4.4 This part provides knowledge about the population and sources of demographic data of India, growth of Indian population, anthropological determinants of population growth and impact of urbanization on the migration of tribal groups.</p> <p>4.5 It introduces various types of National policies prevailed in India.</p> <p>The practical course has been designed to build up students' skill in collecting and compiling demographic data and to write report on any topic.</p> <p><b>Dissertation</b> Dissertation will help students to sensitize the everyday life of any cultural group/community by which they can connect, clarify, verify and apply their conceptual and theoretical knowledge through conducting fieldwork for several days. It enriches their theoretical and methodological orientation in dealing and interpreting any social-cultural issue.</p>
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