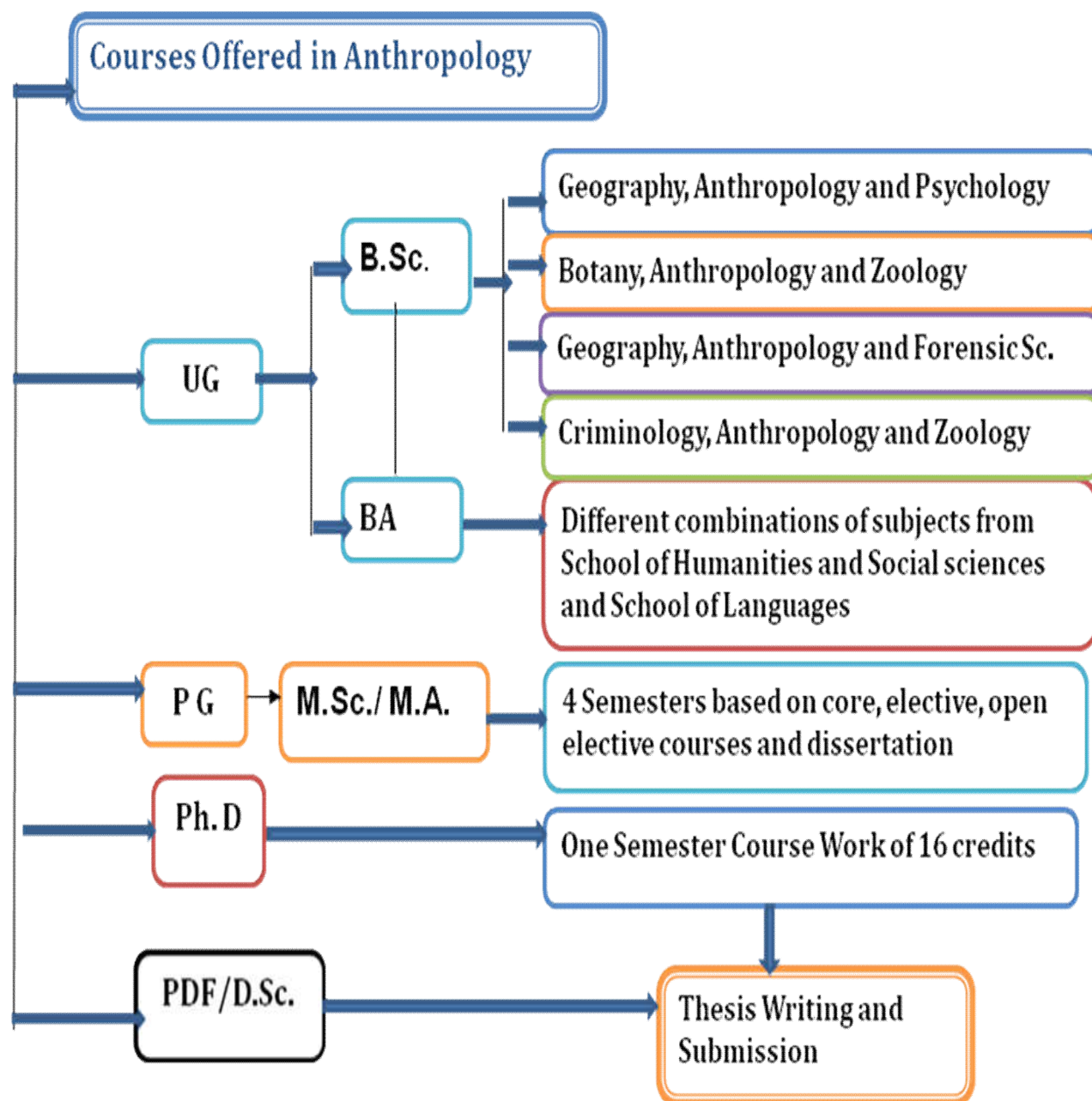
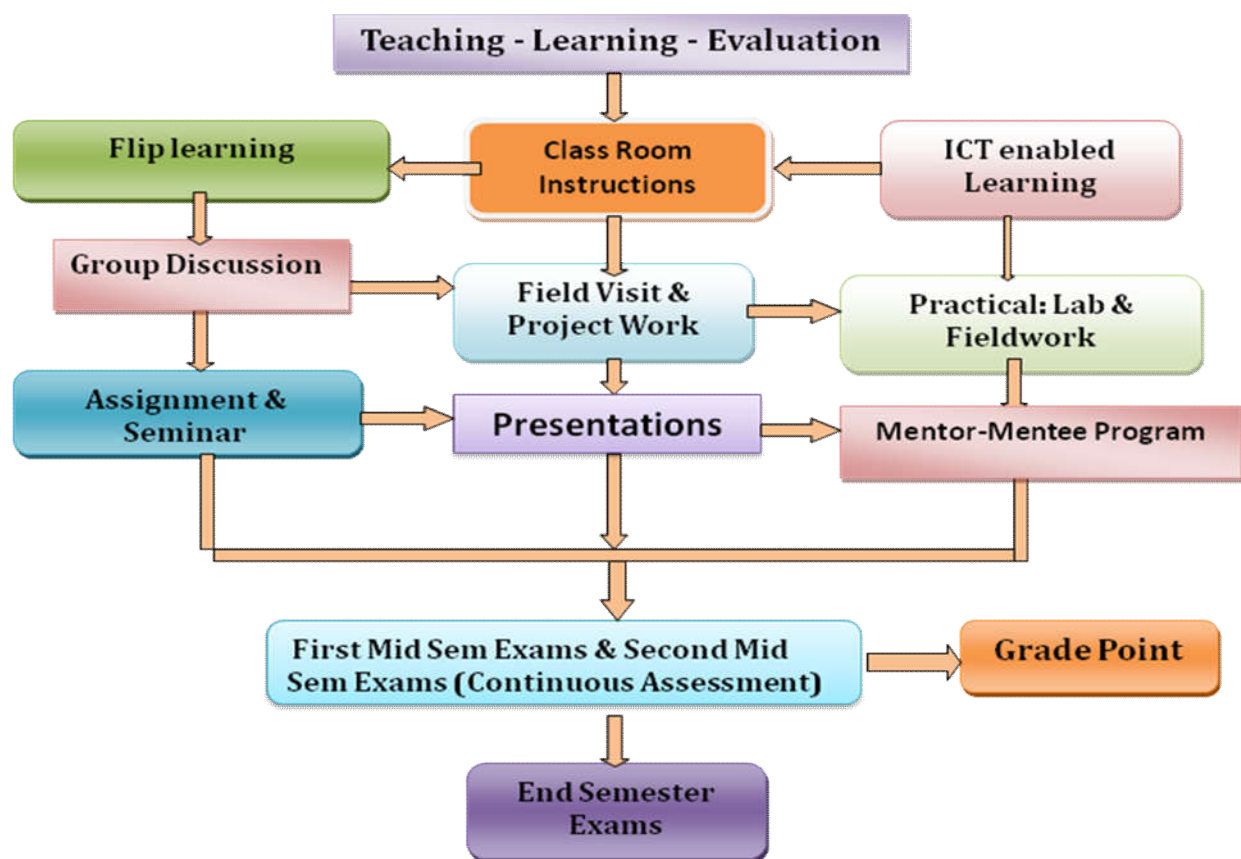


2. Teaching-Learning and Evaluation

2.1. CBCS System in Teaching-Learning

The university currently has Choice Based Credit System (CBCS) in the all the teaching programme and evaluation system. In this system, there are 2 Mid Semester Exams of 20 marks and one End Semester of 60 marks in each course/paper, conducted as per the scheduled prescribed by the Dean of Academic Affairs of the University.



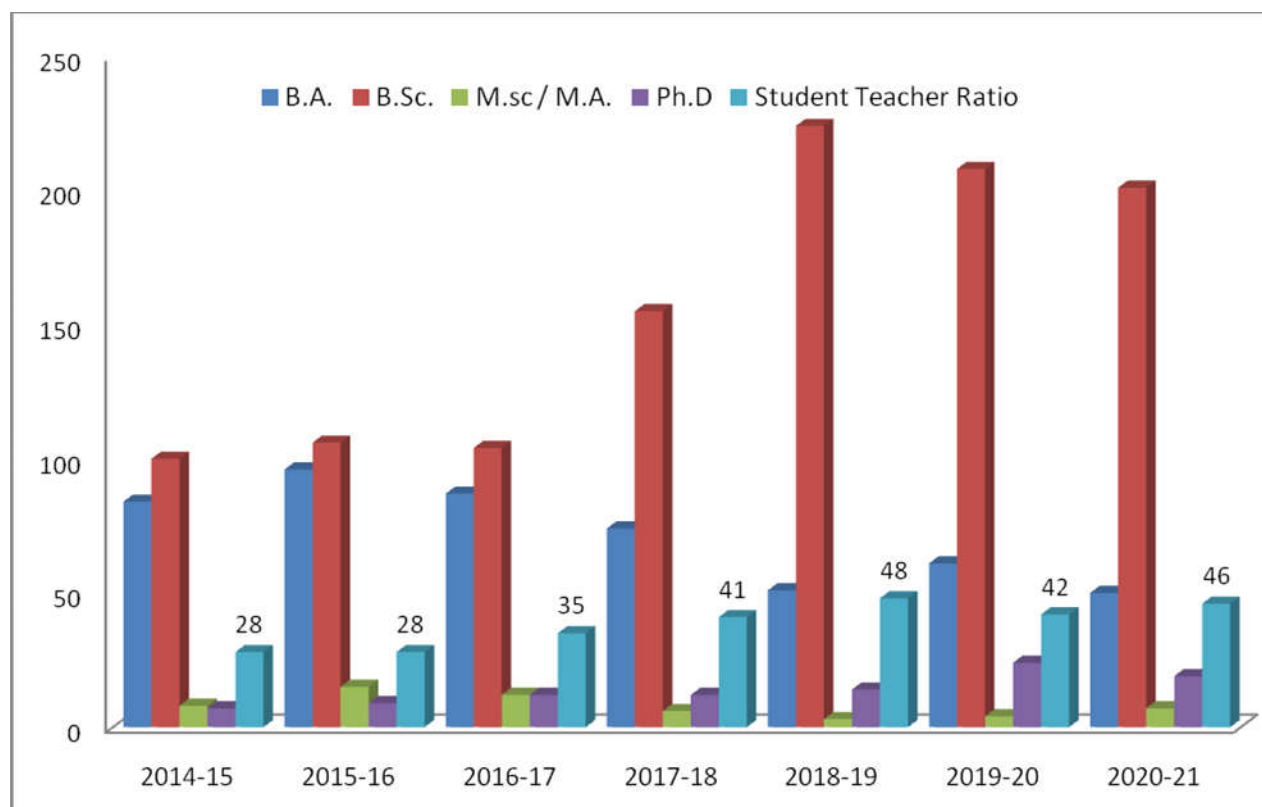


2.2. Student Intake (2014-2021)

Number of students registered in various programmes from 2014-15 to 2020-21

Academic Session	Student Intake & Strength	B.A.	B.Sc.	M.sc / M.A.	Ph.D	Student Teacher Ratio
2014-15	Intake (I Sem)	36	37	06	01	
	Total strength (All Semesters)	84	100	08	07	28
2015-16	Intake (I Sem)	36	39	09	02	
	Total strength (All Semesters)	96	106	15	09	28
2016-17	Intake (I Sem)	28	43	03	03	
	Total strength (All Semesters)	87	104	12	12	35
2017-18	Intake (I Sem)	23	83	03	03	
	Total strength (All Semesters)	74	155	06	12	41
2018-19	Intake (I Sem)	19	76	03	06	

	Total strength (All Semesters)	51	224	03	14	48
2019-20	Intake (I Sem)	26	71	04	05	
	Total strength (All Semesters)	61	208	04	24	42
2020-21	Intake (I Sem)	22	65	03	02	
	Total strength (All Semesters)	50	201	07	21	46



2.3. Class Room Instructions

Class room instructions had been given to the students through face- to- face interactions. For Ph.D. course work, Post-graduate and undergraduate (B. Sc. and B.A.) students both theory and practical classes were conducted in the department. However, for the B.Sc. undergraduate course, the theory classes were conducted in the New Science Lecture Complex while practical classes were conducted in the department itself. This trend had been going on until the end of 2019 and the beginning of 2020. However, due to the outbreak of COVID-19 in December 2019 and subsequent mass lockdown starting from 25th March 2020, the on-going practice of offline instruction had been shifted to online mode of instruction with the help of different online

platforms like google classroom, zoom, cisco webex, google-meet etc. This online mode of instructions, learning and continuous assessments are still going on for the undergraduate and post-graduate students. However, the students in these courses have been given freedom to physically and voluntarily come to the department and consult their respective coordinators regarding any issues in their studies whenever they felt the need. The department is open for the Ph.D. students at present. They are giving their presence in the department and pursuing the research works.

2.4. Group Discussions

Group discussions have been part of the teaching-learning process in this department since many years. The undergraduate and post-graduate students are divided into small groups and each group would be given a topic from the syllabus during the course of a unit or at the end of it and they are allowed to have an active and healthy discussion about the topic. Group discussions among the students are being conducted on a regular basis.

2.5. Flip learning

The department also emphasizes on the practice of flip-learning. Every student in the undergraduate and post-graduate courses is given opportunity to present their views in any of the topic relevant to their on-going curriculum and the teachers listen to their views. This practice has helped the students to open up and build up the confidence to express their opinion in the public platform as well as enhance the deeper understanding of the subject matter.

2.6. Mentor-Mentee Program

Mentor- Mentee program is another such practice which has been continued since the past many years in the department. In this, all the undergraduate and post graduate students are equally divided into groups and each group is assigned a mentor who is always a faculty in the department. So that in case of any kind of problem related to his/her academics or accommodation, he or she can directly consult the mentor and the same would be ready to help in any way possible.

2.7. Seminars/ webinars

Seminars and webinars are conducted from time to time as part of the teaching-learning process in this department every year. In these, students get the exposure to new ideas and concepts of

different subject experts and their contemporaries from international and national level. Besides, these also provide the platforms for sharing innovative ideas and build up healthy debate and discussion for the overall personality development of every student.

S. No	Activities conducted as part of teaching-learning process in the department
1	National Seminar on Horizons of Tribal Development, funded by Tribal Research and training Institute, Govt. of Madhya Pradesh, M.P., 29-30 March 2016
2	National Seminar on Anthropological Perspectives Contemporary Issues and Challenges, funded by Indira Gandhi Rashtriya Manav Sangrahalaya, 15-16 July, 2016
3	National Seminar on Holistic Anthropological Approach for Tribal Health, Perception and Realization, funded by Tribal Research and Training Institute, Govt. of Madhya Pradesh, M.P., 2-3 February, 2017
4	MHRDs GIAN course on “Race and Caste in Comparative Perspective: Theories and Outcomes from USA and India”, Dr. Harisingh Gour University, Sagar, (M.P.), December 22-28, 2017.
5	National Seminar on Status of Education in Schedule Tribes: Problems and Challenges, Dr. Harisingh Gour Vishwavidyalaya, Sagar, January 12-14, 2018 financially assisted by Tribal Research and Training Institute, Govt. of Madhya Pradesh, Bhopal.
6.	Invited lecture of Prof. P.C. Joshi. On 15 th July 2018 Foundation Day.
7	National Seminar on Tribal Traditional Knowledge: Science Phase: II, Jan 4-6, 2019. Doctor Hari Singh Gour Vishwavidyalaya, Sagar, Madhya Pradesh, sponsored by Anthropological Survey of India, Ministry of Culture
8	MHRD’s GIAN course on “Emergence and Evolution of Environmentalism in a cross-cultural Perspective: A Comparative Study of US and India”, Dr. Harisingh Gour University, Sagar, (M.P.), April 22-27, 2019.
9	MHRDs GIAN course obesity and longevity: New Paradigm of Population translation Nov 13-18, 2017

2.8. ICT enabled Learning

Information, Communication and Technology (ICT) is being used by the department for, learning and evaluation process. The use of ICT can be said to be doubled after the transition of the offline education system to online mode. ICT had supported, enhanced, and optimized the delivery of information to the students and made it possible to continue with teaching-learning and evaluation process even when the world was at a standstill. Many different e-contents are being used in the department for the enhancement of their knowledge like MOOCS, SWAYAM Prabha, E-PG Pathshala etc for the enhancement of knowledge of the students in both UG and PG levels.

2.9. Provision for Special-abled and Slow learner students

The department has shown concern and given extra attention to the students who are specially-abled and slow in learning. From the department one Specially-abled student had successfully completed her doctorate and post-doctorate degree. Besides, students who are slow in learning

are given special attention and extra time of one to one mentoring by the respective course coordinators in order to give an overall understanding of the concepts being taught in the class.

2.10.1. Laboratories

a. Cytogenetics Laboratory

Cytogenetics is the study of the structure of chromosome material. Chromosomes are genetic structures of cells containing DNA and therefore they carry inherited traits. Cytogenetics describes the chromosome structure and identifies the abnormalities related to disease. The scope of cytogenetics includes several technologies; Fluorescence in situ hybridization (FISH), comparative genomic hybridization (CGH), and multicolor FISH etc. Several innovations are described of which single copy FISH (imaging of nucleic acids in living cells) and nanotechnology-based FISH are most important.

The science of Anthropology which deals with the study of genetical composition of isolated population is known as Anthropological genetics. This lab has following instruments to teach cytogenetics:

1. Gel Electrophoresis (used to separated the piece of DNA and to analyse polymerase chain reaction),
2. Centrifugation (used to separate a mixture of two different miscible liquid),
3. Vibrator
4. Blood analyzes
5. Microscope
6. Electronic balance etc.

The related concepts of cytogenetics are included in the syllabus of B. Sc. fifth semester and M.Sc. third semester to make students knowledgeable about the same and applied their anthropological knowledge to diagnose/ trace via pedigree analysis and solve the biological/ genetical problems in different groups.

b. Dermatoglyphic Laboratory

The word dermatoglyphics comes from two Greek words and refers to the friction ridge formations which appear on the palms of the hands and soles of the feet. Dermatoglyphics is the scientific study of finger palm and sole prints. The term was coined by Dr. Harold Cummins. All primates have ridged patterns on their palmar and plantar surfaces for better and easy grip. The dermatoglyphic patterns of dermal ridges that constitute human fingerprint are formed during early intrauterine life, between the 7th and 21st week of gestation and are fully formed at about

seven months of foetus development. It is unique and it will not change throughout the life of an individual.

The department have separate lab for dermatoglyphics practical. The students of B.A. / B.Sc. fifth semester and M.A./M.sc. third semester learns about the different pattern of finger, palm and sole print by using *Ink Method* here. They analyse the digit patterns namely as plain arch (PA), tented arch (TA), ulnar loop (UL), spiral whorl (SW), plain whorl (PW), double loop (DL) and central pocket whorl (CPW), total finger ridge count (TFRC) and ATD angles and also measure different types of Indices like Pattern Intensity Index, Dankmeijer's Index and Furuhashi Index.

The objectives of studying dermatoglyphic are to present variations within and between populations and could be used for estimating the genetic distances between populations. Dermatoglyphics explore the links between dermatoglyphics and diseases or congenital abnormalities in fact; dermatoglyphs are used as easily accessible tool to assess genetically determined diseases. In spite of that dermatoglyphs is essential part of forensic anthropology also.

c. Serology Laboratory

Serology is the science of measuring antibody or antigen in body fluids. Serology as science began in 1900 when Karl Landsteiner identified red blood cell as A, B and O. Serologic tests are blood tests that look for antibodies in your blood. Antigen is a substance that provokes a response from the immune system which affects people includes: bacteria, fungi, viruses etc. The immune system defends against antigens by producing antibodies. These antibodies are particles that attach to the antigens and deactivate them. Antibodies are diverse. So, there are various tests for detecting the presence of different types of antibodies. These include:

- An agglutination assay shows whether antibodies exposed to certain antigens will cause particle clumping.
- A precipitation test shows whether the antigens are similar by measuring for the presence of antibody in body fluids.
- The Western blot test identifies the presence of antimicrobial antibodies in your blood by their reaction with target antigens.

There is separate Serology Laboratory in the department is fulfill the requirement of the syllabus and teach to students especially in B. A. / B. Sc. fifth semester as well as PG students. Here

students learn about different types of blood group, haemoglobin estimation and many more. Our department makes students to become familiar with the concept of serology, its scope and application.

d. Audio-visual resources

The department has an audio-visual lab with an aim to preserve and document the life ways of studied communities. It has rich collection of images gathered during the fieldwork conducted in remote and urban, tribal and non-tribal areas of India as part of post-graduation programme. The Audio-visual lab of the department holds a sizeable collection of visual materials in the various fields of anthropology in the form of raw videos, DVDs, images, etc. The collection of images and videos primarily intends to support the teaching and research purpose within the department especially Visual Anthropology. The collection contains both classical and contemporary ethnographic data which is used as visual encyclopedia of the human behavior and culture. In addition to this, the lab has few videos on the how to conduct ethnographic fieldwork which has proven helpful to the UG and PG students. The lab also features projectors, cameras, audio recorders, and televisions to aid in the teaching-learning process and fieldwork.

e. Anthropometry Laboratory

Anthropometry is the study of the measurement of the human body in terms of the dimensions of bone, muscle, and adipose (fat) tissue. The field of anthropometry divided into four subfield namely as Osteometry, Craniometry, Sometometry and Sometoscopy; encompasses a variety of human body measurements and observation viz. skull measurements, Sex and age determination, Weight, stature (standing height), recumbent length, skinfold thicknesses, circumferences, head, nose and hair form, eye colour etc. There are various instruments viz. 1 (Anthropometer rod, 2 weighing machine, 3 sliding and 4 spreading calliper, 5 cubic craniophore, 6 osteometric board, 7 measuring tape, 8 skinfold calliper, 9 goniometer etc.) and 10 charts (skin/hair colour) used to estimate these anthropometric measurements.

The anthropometry lab is used to teach courses at both the undergraduate and post-graduate levels on human Anthropometry. Ongoing faculty and student research are focused on the documentation and analyses of human variation, growth and nutrition by using these anthropometric measurements.

Anthropometry is used to age, sex, and race individual identification. Osteometry is also used in the identification of human remains. The individual's height can be estimated. Facial features can also be determined by studying the skull. A person's ethnicity and heritage can also be determined according to particular anthropometric characteristics. These are the various application of Anthropometry which is also used to teach the students through our vast syllabus and make students trained in anthropometry by providing knowledge about standard anthropometric measurement procedure.

2.10.2. Fieldwork

Training and rigorous fieldwork is essential part of PG syllabus which includes residing in the field for a minimum of 21 days. This tradition of fieldwork has been going on ever since 1991. In this, the students are given first-hand training of how to interact with the local communities and also teach them the use of the techniques like rapport establishment, observation, interviews, case studies, genealogies, note taking etc. Besides, they are given an opportunity to learn when and how to use audio-visual aids by keeping ethical guidelines in mind. Most of the time, the fieldwork is being conducted among the different tribal communities dwelling all across India. For example, the department had conducted fieldwork among the Indigenous communities and also among the Gaddis of Knagara Valley, Himachal Pradesh or the Tharus of Uttarakhand, the Adamanese & Jarawas dwelling in the Andaman Islands, the Rongmei Naga Tribes of Manipur, which situates in the extreme North-Eastern parts of India and also among Baiga & Bhariya PVTGs of Madhya Pradesh. Besides, fieldworks had been conducted among the non-tribal communities also namely BPL/Slum Communities and Assamese population. The details of the fieldworks conducted so far are as follows:

S. No.	Session	Field area	Population studied	Field-supervisor (Faculty Member)
1	1991-92	Pachmarhi and Chindwara	Bharia and Gond	R. Choube
2	1992-93	Kangara Valley (H. P.)	Indigenous Population	P.K. Shrivastva
3	1993-94	Vidisha (W.B.)	Munda	P.K. Shrivastva
4	1994-95	Assam & Meghalaya	Asamese population	H. N. Pateria
5	1995-96	Jammu	Rural Population	Mr. S.N. Chaturvedi
6	1996-97	Agra, Dehradun & Shimla	Bhoksa	R. Jharia
7	1997-98	Andaman & Nicobar Island	Nicobarese&Onge	A.N. Sharma

8	1998-99	Midanapur (W.B.)	Munda and Lodha	K.K.N. Sharma
9	1999-2000	Dehradun	Bhoksa	R. Purkait
10	2000-01	Udaipur (Rajasthan)	Bhil	K.K.N. Sharma
11	2001-02	Vidisha (W.B.)	Munda	K. Saini
12	2002-03	Korea (Chhattisgarh)	Cherwa, Gond	K.K.N. Sharma & S.N. Chaturvedi
13	2003-04	Andaman & Nicobar Island	Great Andamanese and Jarawas	A.N. Sharma
14	2004-05	Dindori, M.P. (Baigachak)	Baiga, Gound and ..	R.K. Gautam
15	2005-06	Midanapur (W.B.)	Lodha	K. Saini
16	2006-07	Nilgiri Hills & Minicoy Islands	Todas& Aborigines of Minicoy	A.N.Sharma
17	2007-08	Nainital (UK)	Rajput	R.K.Gautam
18	2008-09	Hamirpur, (H.P.)	Indigenous Population of H.P.	R. Purkait
19	2009-10	NaiTihri&Rishikesh (UK)	Bhoksa	K.K.N. Sharma
20	2010-11	Bhopal (M.P.)	BPL/Slum Communities	K. Saini
20	2011-12	Chhindwara (M.P.)	Mawasi	A.N. Sharma
21	2012-13	Chhindwara (M.P.)	Bharis (Patalkot)	R.K. Gautam
22	2013-14	Betul, (M.P.)	Korku&Gond	K.K.N. Sharma
23	2014-15	Baikhunthpur (Korea), (C.G.)	Gond	K.K.N. Sharma
24	2015-16	Khatima (Rudrapur), Uttrakhand	Tharu	Dr. SarvendraYadav
25	2016-17	Imphal, Manipur	Rongmei Nagas	Dr. A. Bijayasundari Devi
26	2017-18	Kangada, Himachal Pradesh	Gaddis	Dr. Sonia Kaushal
27	2018-19	Lucknow, U.P.	Shia Muslims	Dr. SarvendraYadav
28	2019-20	Due to lockdown & Pandemic, field work training had been avoided.	Dissertations were submitted on different issues	Prof. A. N. Sharma Prof. K.K.N. Sharma Prof. Rajesh Gautam Dr. Sonia Kaushal Dr. A. Bijayasundari Dr. Sarvendra Yadav

2.11. Field visits and Projects

Students of undergraduates are given the opportunity to pick any of the topic or social issues of their choice relevant to the subject for preparing a dissertation. For this, the undergraduate students in both B.Sc. and B.A. courses are equally divided into groups and assign a faculty for each group as a supervisor. The supervisor supervises the students and prepares them for the

field visit from before. This includes helping each student under his/her supervision to choose a topic of interest and the area of study and assists them for a thorough literature review relevant to the topic assigned. Following this, each student would prepare appropriate research tools in the form of questionnaire or interview schedule. Then, the students are made aware about the field protocols specially the ethical guidelines properly. After this the supervisor along with the students move out for field visits to the study area. The field visit does not involve overnight stay, however, it is considered completed only when the students have gathered enough information on their respective topics. Following this, each student writes a dissertation on the basis of the data they have collected from the field. A copy of this dissertation is submitted to the department by every student. One-day field trip of any site of anthropological interest was organized regularly with the students of UG/ PG & Ph. D. The sites visited are Bhimbetaka, Aapchand Cave, Aran etc.

Projects are another section of the syllabus which is mandatorily done by the undergraduate and post-graduate students. B.Sc. and B.A. students are asked to prepare projects on the traditional material cultures of different communities. Besides, post-graduate students also need to submit projects by visiting different types of museum in the university itself or outside the university and write on the way artefacts are being displayed and the techniques of preservation, conservation and restoration of different tangible and intangible artefacts.

2.12. Evaluations

2.12. 1. Presentations

As a part of the evaluation process, every undergraduate and post-graduate student has to compulsorily make presentation based on the field dissertation they have prepared, in-front of a panel. This panel consists of an external/s from other department/s, and also the head and all the faculties of this department. All the undergraduate, post-graduate and doctoral students are encouraged to be part of this presentation. The presentations are made with or without power points according to the convenience of the student presenting. This is usually followed by questions, comments and discussions with the panel and all the students are also given opportunities to ask questions to clarify their doubts. Similarly the doctoral students pursuing course work have to make presentations on the basis of review work. The evaluation process is the same as described above.

2.12.2. Assignments

Assignments are part of the continuous assessments for the undergraduate and post-graduate students. From the starting of the syllabus of any of the course, students are given assignments, relevant to the unit. Therefore, assessments of the students' performance are being carried out all through the semesters. Each student submits this assignment in written form to his/her course coordinator. Since, there are five units in each course; the student submits five assignments altogether until the end of the semester and marks are given accordingly. Another method which is also practiced in the department is – each student is given a topic from the syllabus by the

respective course coordinator and the student has to submit the assignment which carries maximum marks of 20. Therefore, the assignment is evaluated accordingly. Flip- learning mode of teaching- learning is used by some of the course coordinators. They use Google-classroom for the purpose. Each student has submitted assignment on Google-classroom as per schedule for each unit.

2.12.3. Exams

The evaluation of the student is done through three main phases namely First Mid Semester Exams, Second Mid Semester Exams (Internal Assessment) and the End Semester Exams. This Scheme of Examination is the standard form of evaluation under CBS System approved as in Ordinance 22A. In this the First Mid Semester Examination is of 20 Marks, the Second Mid Semester Examination which is also called as Continuous Internal Assessment is also of 20 Marks. This continuous assessment includes classroom activities like presentations, assignments, quizzes or group discussions. Previously i.e., before the outbreak of the Covid-19 pandemic, second mid examination used to be in the pattern of 15+5 = 20. This means the continuous assessments were done for only 15 marks and 5 marks are reserved for attendance only. The following is the detail of how the 5 marks for attendance are assigned:

*5 marks assigned for attendance. The marks for attendance shall be awarded as follows:

i.	75% and below	: 00 Marks
ii.	>75% and upto 80%	: 01 Marks
iii.	>80% and upto 85%	: 02 Marks
iv.	>85% and upto 90%	: 03 Marks
v.	>90% and upto 95%	: 04 Marks
vi.	>95%	: 05 Marks

The question papers for the End-Semester Examinations are of 3 (Three) hours duration and are set as such to comprise the following sections:

- (i) Section A: shall have 10 (Ten) Objective Type Questions of 1 (one) Mark each. All questions in this Section shall be compulsory (Total 10 Marks)
- (ii) Section B: shall have 6 (Six) Short Answer Questions (SAQs) of 5 (Five) Marks each, out of which the examinee shall be required to attempt any (four) questions; (Total 20 Marks)
- (iii) Section C: shall have 5 (Five) Essay/Long Answer Questions (LAQs) of 10 marks each. Out of which the examinee shall be required to attempt any three questions (Total 30 Marks)

Since the University follows Choice Based Credit System (CBCS) and CCA, the question paper for midterm and internal assessment examination of a course are set by the faculty member who is teaching that course and that he/she shall also be the evaluator.

The End Semester question paper is set in such a manner that 50% of papers of core courses are set and evaluated by external examiners. However, the theory papers for the end semester examination of the last semester of any program shall be set internally.

End Semester Exam during COVID-19

During the COVID-19 pandemic, the main pattern of the exam remains the same except they were conducted online or in blended mode. Therefore, the End Semester Examination is of 60 Marks and the questions are asked to be set by faculties from other universities much prior to the examination and after receiving the questions, these are again moderated by the senior faculties from the respective departments from this university. Therefore, this final question is being uploaded in the Integrated University Management System (IUMS) Portal. Therefore, on the scheduled date and time of the exam, the students download the questions and write their answers. Following this, each student who has given the exam upload their answer sheets on the same IUMS portal within the given time. This system of evaluation is called Blended mode since both online and offline mode have to be used to provide a standardised grading system to promote or transit the students from one grade or semester to another.