



BHARTIYA SIKSHA BOARD

ANTHROPOLOGY

SYLLABUS (2026–27)

CLASS XI

SUBJECT CODE: 153

**Time: 3 Hrs.
(Theory)**

Total Marks: 80

1. RATIONALE

In an increasingly interconnected and multicultural world, understanding human biocultural differences and similarities is more critical than ever. An anthropological approach will provide the perspective and tools to navigate this complexity, promoting empathy, scientific temper, and a critical perspective on one's own and other cultures that are constantly shaping human life. This course equips students with a scientific understanding of human origins, adaptive ways of human life, a respectful appreciation for cultural diversity, and a deep insight into the unity and diversity of Indian society. By integrating the Indian Knowledge System, it grounds learning in indigenous intellectual traditions, making the subject more relatable and profound for the Indian learner.

2. AIMS AND OBJECTIVES

The anthropology curriculum for the secondary level is designed to:

- Foster an understanding of the fundamental concepts, scope, and branches of anthropology.
- Provide learners with the ability to understand the biological principles of human origin, evolution, genetics, and variation.
- Enable students to trace the broad outlines of prehistoric cultures and the development of tool technology.
- Foster the ability to analyse key social institutions such as family, marriage, kinship, and religion from a cross-cultural perspective.
- Provide an understanding of ethnic, linguistic, and cultural diversity in Bharat, with special reference to tribal populations.
- Foster appreciation of the contributions of Indian Knowledge Systems in understanding society and human life.

3. COURSE STRUCTURE

ANTHROPOLOGY

The Class XI course has two parts: Part A is theory (80 Marks), and Part B is practical/project Work (20 Marks)

Module/Chapter	Details/Description	No. of Hours	Marks Weightage	Periods
Unit 1: Introducing Anthropology		86	50	103
Ch-1 Introduction	<ul style="list-style-type: none"> • Meaning, Scope, and Development. • Branches (Biological, Social/Cultural, Archaeological, Linguistic, Applied). • Relationship with other disciplines (Social, Biological, health, environmental and sports sciences.) 	19	10	23
Ch-2 Human Biology	<ul style="list-style-type: none"> ● Cell Structure and Function ● Cell Cycle and Division: Mitosis, Meiosis. ● Brief explanation of body systems (Skeletal, Cardiovascular, Respiratory, digestive, nervous and endocrine) ● Human Population Growth 	29	15	34

Ch-3 Primatology	<ul style="list-style-type: none"> ● Definition. ● Classificatory System and ● Characteristics Features of different non-human Primates. ● Primate Evolution (Dryopithecus, Sivapithecus) 	19	10	23
Ch-4 Human Origins and Evolution	<ul style="list-style-type: none"> • Biological Context (Theories of Evolution) • Biological and Cultural Factors in Human Evolution. • Fossil evidence (Early hominin to Homo sapiens sapiens). 	19	15	23
Unit 2: Pre-history and Social Institutions		84	30	101
Ch-5 Society and Culture	<ul style="list-style-type: none"> ● Different perspectives on Society and Culture, ● Community and Crowd ● Cultural relativity; Enculturation ● Social Structure(s): Ethnicity, Gender, Class, Nationalism 	19	10	23

Ch-6 Social Institutions	<ul style="list-style-type: none"> ● Concept of Social Institution ● Marriage, ● Family and Kinship, ● Economy ● Politics ● Religion 	25	10	29
Ch-7 Pre-history	<ul style="list-style-type: none"> • Prehistoric Cultures: Major Tool Typology and Technology (Paleolithic to Chalcolithic) 	24	10	29
Ch-8 Practical	<ul style="list-style-type: none"> ● Somatoscopy ● Anthropometry: Height, Weight, Sitting Height, Head Length, Head Breadth and Mid-Arm Circumference. <p>Instruction-</p> <p>Each student has to prepare practical record. They must observe Somatoscopy like- Skin color, Hair, etc. as well as they must measure human body using Anthropometer rod, sliding caliper and spreading caliper and metric tape.</p>	16		20
Ch-8 Project Work (Choose Anyone)	<ul style="list-style-type: none"> • Case Study of a Local Festival. • Report of Museum Visit. • Study of a Local Craft/Vocation. 			

	<ul style="list-style-type: none"> • Interview an Elder (Oral history). <p>Any other topic related to biological factors or social/cultural practices</p> <p><i>Project report to be submitted</i></p> <p>Instruction-</p> <p>Each student must conduct either practical, or they must submit project report.</p>			
	PART-A (Theory)		80	80
	Project Work		20	
	Grand Total		100	

4. DETAILED COURSE CONTENT

ANTHROPOLOGY

Chapter 1 – Introduction to Anthropology: Explain the meaning, scope, and development of anthropology as a discipline. Describe the major branches of anthropology, including biological, social/cultural, archaeological, linguistic, and applied anthropology. Analyse the relationship of anthropology with other disciplines such as social sciences, biological sciences, health sciences, environmental studies, and sports sciences.

Chapter 2 – Human Biology: Describe the structure and function of cells. Explain the process of cell cycle and division, including mitosis and meiosis. Analyse the basic functioning of major human body systems such as skeletal, cardiovascular, respiratory, digestive, nervous, and endocrine systems. Interpret patterns of human population growth.

Chapter 3 – Primatology: Define primatology and explain its scope. Classify different non-human primates and describe their characteristic features. Analyse the evolutionary significance of primates with reference to Dryopithecus and Sivapithecus.

Chapter 4 – Human Origins and Evolution: Explain the biological context of human evolution with reference to major evolutionary theories. Analyse the role of biological and cultural factors in human evolution. Interpret fossil evidence from early hominins to Homo sapiens sapiens.

Chapter 5 – Society and Culture: Explain different perspectives on society and culture. Distinguish between community and crowd. Analyse the concepts of cultural relativity and enculturation. Examine social structures such as ethnicity, gender, class, and nationalism.

Chapter 6 – Social Institutions: Explain the concept of social institutions and their role in society. Analyse key institutions such as marriage, family, kinship, economy, politics, and religion.

Chapter 7 – Prehistory: Explain prehistoric cultures and classify major tool types and technologies from the Paleolithic to Chalcolithic periods. Analyse the evolution of tool technology and its significance in human development.

Chapter 8 – Practical and Project Work: Describe the methods of somatoscopy and anthropometry. Apply techniques to observe physical traits such as skin colour and hair. Measure human body dimensions using anthropometric tools and interpret the data collected. Conduct field-based studies such as local festivals, crafts, or oral histories. Analyse social and cultural practices through observation and interaction. Prepare and present a structured project report based on empirical findings.

5. PEDAGOGICAL APPROACH

The teaching–learning process shall emphasise inquiry-based and experiential learning. Utilise fieldwork, observation, case studies, and audio-visual tools to facilitate understanding. Promote project-based and collaborative activities. Integrate real-life examples from diverse cultures and communities. Incorporate perspectives on diversity, inclusion, and sustainability in learning.

6. ASSESSMENT PHILOSOPHY

Assessment shall be competency-based and continuous, focusing on conceptual clarity. Evaluate analytical and critical thinking abilities. Assess the application of anthropological concepts in real-life contexts. Emphasise observation, fieldwork, and data interpretation skills. Include project work and practical-based assessment.

7. EXPECTED LEARNING OUTCOMES

By the end of Class XI, learners will be able to understand human evolution and biological diversity. Apply anthropological concepts to interpret social and cultural practices. Demonstrate sensitivity towards cultural diversity and social inclusion. Use observation and basic fieldwork techniques for anthropological analysis. Engage with local communities and cultural contexts. Interpret human behaviour and social patterns using anthropological perspectives.