

SRI RAM VIDYAPEETH

DEPARTMENT OF ANTHROPOLOGY

REVISED SYLLABUS for M.A. / M.Sc. PART- I – ANTHROPOLOGY (2013 – 2014).

Anthropology: Nature of the subject -

Anthropology is the holistic science of mankind. It is a discipline of infinite curiosity about human beings. It is an interdisciplinary field and has four major branches: Cultural/ Social Anthropology, Biological Anthropology, Archaeological Anthropology and Linguistic Anthropology. Owing to the nature of human existence and activity, Anthropology studies Human beings from biological as well as social-cultural perspectives. As a result, Anthropology draws heavily from various branches of Science such as Biology, Evolution, Genetics, Molecular Biology, Geology as well as from various social sciences such as Sociology, Political Science, Economics etc. and has developed its own unique holistic perspective to study the human endeavors. Anthropology has always drawn people from various disciplines. These scholars were instrumental in the enrichment of Anthropology. Anthropology therefore is termed as a discipline that is 'most scientific of the Social Sciences and most humanistic among the sciences'.

Humans are distinguished by possession of 'Culture' – which is super-organic in nature. Possession of culture leads to a special kind of learned behavior. Human beings are carriers of culture. Culture comprises of acquired behavior and thoughts of individuals within a society, as well as of the intellectual, artistic and social ideas and institutions which the members of the society profess and to which they strive to conform. Thus culture is dynamic.

Anthropology differs from other disciplines concerned with humans. Anthropology is broader in scope. Anthropology is concerned explicitly and directly with - all varieties of people throughout the world, and people of all periods. Traditionally anthropologists concentrated on non-Western cultures. Now the anthropologists work in their own as well as other complex societies. Holistic approach to the study of human beings is another distinguishing feature of the discipline. Anthropological curiosity focuses on the typical characteristics of human groups and how to understand and explain them. Cultural anthropology is concerned with universals and variation in culture in the past and present. The concept of culture is central to anthropology. To an anthropologist, culture refers to the customary ways of thinking and behaving of a particular population or society. The culture of a social group includes – its language, religious beliefs, food preferences, music, work habits, gender roles, child-rearing practices, house construction, and many other learned behaviors and ideas that have come to be widely shared or customary among the group.

Biological anthropology is a branch of science that deals with the adaptations, variability, and human evolution to know the origin of man and type of people in the past based on the evidence of fossil remains. Biological anthropology attempts to classify early form of man, the physical differences between the races of the species Homo sapiens, human genetics, modes of physiological adaptations and reaction to different physical environment. Paleo-anthropology, Human genetics, Primate-ology and Applied Biological Anthropology are major branches of Biological anthropology. The department of Anthropology aims to impart comprehensive theoretical and practical knowledge of these branches.

M.A./ M.Sc. in Anthropology -

Given this nature and the demand of the discipline, the department admits students with bachelor's degree from Science, Medicine, Social Sciences/Arts/ Commerce streams. Further, our syllabus has various courses which traditionally fall under the faculty of Science as well as faculty of Social Sciences. This enables students to get a balanced knowledge base of Anthropology and its holistic perspective. In some Indian universities, Anthropology departments are placed in the faculty of Natural Sciences while in some others, anthropology departments are placed under Social Science faculty. Despite this, most of the departments offer a combined M.A. / M.Sc. degree in Anthropology. Offering M.A./ M.Sc. degrees in Anthropology is a universally adopted pattern all over the world.

Since last 49 years, the students are awarded M.A. / M.Sc. Degrees in Anthropology. At present the department of Anthropology, Sri Ram Vidyapeeth imparts theoretical as well as practical training in three sub-disciplines of Anthropology; viz. Social Cultural Anthropology, Biological Anthropology and Archaeological Anthropology to M.A. / M.Sc. students.

After completion of the course, students work in diverse fields. Some work in NGOs which have focus on Development and Social as well as Biological dimensions of Health. Students often continue higher studies and choose to do Ph.D. in Anthropology. For doctoral research, they avail various scholarships from National organizations such as - UGC, ICSSR, CSIR, ICMR, AnSI. Scholarships from various international organizations are also available. The students are eligible for scholarships from CSIR and ICMR because they have a M.Sc. degree in Anthropology and they choose to work in intersecting fields of Science and Social Sciences. It may be noted that to become a professional Anthropologist, any student of the discipline needs knowledge drawn from Science as well Social Sciences and Humanities.

The Approach -

Students coming from Science/ Medical/ Engineering/ Architecture background need to understand the basics of Social Sciences and students from Social Sciences/ Humanities/ Arts/ Commerce need to understand the basics of Biology and allied sciences.

Ethnographic fieldwork is a characteristic feature of Anthropology and an essential component of teaching in Anthropology. Besides theory courses, there are essential practical courses related to Biological Anthropology, Cultural /Social Anthropology and Social Research Methods, in the regular Master's course. Hence, the number of basic introductory and compulsory courses has gone up. Considering this wide spectra of courses, the department strongly advocates to adopt Science Pattern of - 25 credits for each semester. Hence, the total number of credits will be 100.

Taking into consideration, the background of the students, the nature, scope and demand of the subject, the proposed structure provides to offer foundation courses during Semester - I and Semester - II.

During Semester – III and Semester - IV, Dissertation – (part –I) and (part – II) respectively, will be compulsory. Apart from these compulsory papers (one in each Semester – III and Semester - IV), the students have the freedom to select - 5 courses during Semester III, and - 5 courses during Semester IV.

SEMESTER I

All courses in Semester I - are core courses and are compulsory

Courses	Credits
AN 101: Social and Cultural Anthropology	04
AN 102: Biological Anthropology	04
AN 103: Archaeological Anthropology	04
AN 104: Social Research Methods	05
AN 105: Indian Anthropology	04
AN 106: Biological Anthropology Practical – I (Osteology and Osteometry)	04
Total Credits -	25

SEMESTER II

All courses in Semester II - are core courses and are compulsory.

Courses	Credits
AN 201: Anthropological Thought	04
AN 202: Comparative Anatomy & Human Evolution	04
AN 203: Indian Anthropologists	04
AN 204: Survey Research Methods Practical	04
AN 205: Biological Anthropology Practical - II (Somatometry and Dermatoglyphics)	04
AN 206: Ethnographic Field-work	05
Total Credits -	25

These foundation courses further lead the students to select subjects belonging to various specialized groups such as – Social and Cultural Anthropology/ Development Anthropology/ Research Methods in Social Sciences/ Biological Anthropology/ Medical Anthropology.

SEMESTER - I

Courses –

1. AN – 101: Social and Cultural Anthropology –04 Credits Course.

Approach –

An in-depth understanding about anthropology, the concept of culture, related theories, terms, configuration of culture, organization of culture and society constitute the frame of the course.

This course aims at understanding the linkages of the subject with other subject areas within and outside anthropology.

At the end of the course, the students are expected to be able to understand – the disciplinary identity, scope and limitations of Social and Cultural Anthropology; major concepts and related terms; the concept of culture and various approaches applied in the study of culture; the organization of culture in different spheres; inter-linkages between different spheres; maintenance of comprehensive pattern of culture.

Syllabus -

PART - I

Unit 1: Introduction

Anthropology – Nature of the subject.

Historical development of the discipline. Sub-disciplines within Anthropology. Inter relations within sub-disciplines. Relation with disciplines outside anthropology - History, Sociology, Psychology, Economics, Social Work, Biology, Geology, Holistic approach, Scientific and Humanistic perspectives. Features of Cultural Anthropology.

Unit 2: Culture, Society & Civilization

Biological pre-requisites for adaptation of Culture. Concept of Culture. Definitions of Culture, Society and Civilization. Relation between individual, society, culture and civilization. Introduction to key concepts: Cultural Relativism, Ethnocentrism, 'Etic' and 'Emic', World-view, Enculturation, acculturation, cultural diffusion, ethnography, ethnology.

Culture – A system of Symbols. Language and Culture. Environment and Culture.

Unit 3: Configuration of Culture

Descriptive and explanatory models of culture; Attributes and Paradoxes of culture; Culture as a Process and Pattern; Approaches to the study of cultural Idealism and cultural Materialism Material and Non-Material aspects of Culture.

PART - II

Unit 4- Society and Social Organization–

Concept of Tribe; Concept of organization of society; Forms of social organization: family, lineage, clan, Moiety, Phratry, tribe. Family Concept, definitions and universality of the institution of family; Family household, domestic group and division of labor in the groups; Typology - Conjugal-natal, consanguine-al, nuclear, joint, extended, patri potestal, matri-potestal; Residence – Ambi-local, amita-local, parti-local, matri-local, avuncu-local, neo-local, bi-local, viri-local, uxori-local; Functions of family- Social, economic, religious and educative.

Marriage

Definition, significance, universality; theory of incest taboo; Significance and functions of marriage as a cultural institution; Marriage type - monogamy, polygamy – (polyandry, polygyny), hypo-gamy, hyper-gamy, endogamy, exogamy; Preferential, prescriptive,

proscriptive and open systems of marriage; Levirate, Sororate, cross-cousin marriage, uncle-niece marriage, extended affinal marriage; Dowry, Bride Price and bride-wealth, Age at marriage, marriage distance; Divorce, widowhood, remarriage.

Kinship

Concept of Kinship, Definition of kin, affine group and kindred; Kin –Consanguineal, affinal, agnatic; bilateral, fictive; Kin-group–Kindred, Unilateral, bilateral, aplitic, uterine, patri-lateral, matri-lateral; Principle and types of Descent – Unilateral, bilateral, double, patri-sib / matri-sib, Patri-clan / matri-clan, patriarchy / matriarchy; affiliation & complimentary affiliation; Kinship Terminology - Classificatory & Descriptive; Terms of reference & Terms of address; Kinship Behavior – Joking behavior and avoidance behavior; Kinship obligations; Kinship Classification - Eskimo, Omaha, Hawaiian, Crow; Kinship and caste, Kinship and community.

Unit 5: Economic Organization

Definition and significance; Primitive, peasant and modern economy; Property Access rights, ownership and inheritance Individual and collective property, Principles of production, distribution and consumption, Production Resources, division of labor and technology; Distribution - Reciprocity and exchange; Gift, trade, barter, currency and market economy; Consumption - Normal and conspicuous consumption; Subsistence, surplus and prestige economy, Kula Ring and Potlatch; Hunting-gathering, pastoral, agricultural and industrial economic organization; Economic change and economic adaptation.

Unit 6: Political Organization

Definition and significance; order within and between societies; Concept of authority, power, rank, leadership, legitimacy and control; Types of political organizations - egalitarian, non-egalitarian, decentralized and centralized; Egalitarian –Decentralized: band, tribe, kinship, age-grade and association; Non-egalitarian- Centralized: Big Man-ship, chiefdom, rank-societies, state, nation-state; Justice, jurisprudence, law, and social control; customary and codified law; primitive law; Dispute resolution, conflict, coercion and consensus models for settlement of disputes; Informal means of social control – pressure, satire, gossip, religion and magic, role expectations; reward-punishment mechanism, etc.; Formal means - legal, judicial institutions; punitive, enforcing institutions;

Unit 7: Religious Organization

Definition, significance and aspects; Anthropological approaches to study of religion: evolutionary, psychological, functional; Symbol, idol, deity, rites and rituals; Sacred and

profane; sacred complex; Religious beliefs and mythology; Religion and life-cycle; Atheism, monotheism, polytheism. Forms of religion - Animism, animatism, manaism, bongaism, fetishism, totemic; Magic - Black and white, contagious, defensive, destructive, imitative, sympathetic; Magico-religious functionaries: Priest, shaman, medicine-man, sorcerer, witch; Distinction between magic and religion. Functions of magic and religion; Religious change: Sanskritization, religious conversion, religious adaptation.

The course assessment would be based on the following:

1. Assignments.
2. Seminars / viva voce/ presentations.
3. Semester end exam.

102: Biological Anthropology –

04 Credits Course.

Approach –

This course aims at introducing the students to the basics of biological anthropology, its historical background, how it evolved as a science, its important branches, scope and applications to the welfare of mankind. It provides a background canvas in understanding the story of human evolution focusing mainly on the basic principles and processes involved in human evolution. Historical development of evolutionary thought and the existing theories on human evolution will be dealt with in detail. At the end of the course the students are expected to:

Know the basics of biological anthropology, its main branches, scope and applications to the welfare of mankind.

Comprehend the physical development in human evolution and variation thereby
Understand the major theories, processes and the principles involved in its operation
Understand Use of biological anthropological knowledge like human biology, humangenetics, epidemiology, susceptibility to various diseases etc.

Syllabus -

Unit 1: Introduction to Biological Anthropology

Introduction, Nature and Scope, Branches of Biological Anthropology, Bio-cultural Perspective in evolutionary processes, Applied aspects of Biological Anthropology

Unit 2: Theories of Evolution

Theories of evolution: Lamarckism, Darwinism, Neo – Darwinism, Synthetic theory of evolution. Evidences of Evolution: Morphological, Embryological, Paleontological, geological, histological evidences.

Unit 3: Biological Basis of Life, Heredity and Evolution

Cell, Cell structure, Chromosomes, DNA: Structure, Replication, Protein Synthesis, Cell Divisions: Mitosis and Meiosis, Evolutionary significance of Meiosis, Mendel's Laws of inheritance: Segregation, Dominant and Recessive traits, Independent Assortment Importance of Genetics in Evolution and Biological Anthropology.

Unit 4: Dimensions of Evolution

Evolution as a two stage process: Production of and redistribution of Variation
Microevolution: Factors that produce and distribute variation: Mutation, Recombination, Migration, Drift and Natural Selection. Macroevolution: Adaptation, Adaptive radiation, Convergence and Parallelism, Generalised and Specialized traits, Modes of Evolutionary changes: Gradualism Vs. Punctuated Equilibrium, Mosaic Evolution.

Unit 5 - Human Variation

Bio-cultural Evolution of Humans. Multiregional Vs. out of Africa theories of Modern Human origins. Phenotypic and Genotypic variation, Distribution of Human Variation Historical overview of concept of Race, Criteria of Racial Classification, Genetic aspects of race mixture. Racism, UNESCO Statement on Race.

103: Archaeological Anthropology – 04 Credits Course.

Approach –

The course aims to provide knowledge of the archaeological basis of anthropology and understanding of Prehistoric and Proto-historic human cultures. The course is helpful to acquaint the students with foundations in archaeological anthropology. Archaeology its relation with other subjects and its interdisciplinary approach in studying human evolution as well as culture of ancient man. The course also covers stone tool typology and technology and also dating of past, archaeological evidences and their interpretations. On the basis of foundation course in Archaeological anthropology, this course briefly deals with Paleolithic, Mesolithic and Neolithic Cultures from Europe, Africa and mainly from Indian subcontinent. The course also covers the Cultural evolution and their impact on human skeleton. The 'course gives an idea of archaeological evidences and their interpretation with reference to particular human

culture and skeletal biological details from that human group. Thus course not only covers cultural evolution but also provides biological setup of the population.

At the end of course students are expected to be able to:

Be conversant with the basic terminologies, branches, sub-fields of archaeological anthropology and their interrelationship, scope and historical development. recall the geological time scale, environment, stratigraphy and their characteristics detail the types of available dating methods, their advantages, disadvantages and their implications to archaeological data describe the tool making technology, raw materials used, tool types and functions in an evolutionary perspective survey the cultural chronology of Palaeolithic, Mesolithic, Neolithic, Chalcolithic, Megalithic and Iron age periods and their special features recognize the early food producers and their varied activities place the archaeological evidences in the context of human migration Identify the salient features of Indus valley period, its people and activities.

Syllabus –

Unit 1: Introduction to Archaeology

Archaeology, Relation of Archaeology with Sciences, Social Sciences and Anthropology Major Branches, Prehistory, Proto-history and Ethno-Archaeology. Geological and Archaeological Time scales and their relevance in interpreting human evolution Geological framework Tertiary, Quaternary, Pleistocene and Holocene. Ice Ages: Pleistocene, Glacial and Interglacial Periods, Pluvial and Inter-pluvial periods, Causes of Ice Ages, Sea level changes. Chronology as a concept, Fossils and Fossilization, Osseous material and their importance, Fossil bones and teeth.

Unit 2: Dating Methods, Tool Typology and Technology

Relative and Absolute Dating River terraces, Stratigraphic dating, Palynology, Radiocarbon dating, Potassium Argon dating, Thermo-luminescence, Dendro-chronology, Archaeo-magnetism etc. Cultural Chronology, The three Age system, Stone/ Copper/ Bronze/ Iron Age (Paleolithic, Mesolithic and Neolithic period) Stone tool typology: Pebble tools – Chopper, chopping tools, Bi-faces – Hand-axe, Cleaver; Scrapers, Blades, Microliths, Grinding stones, Ring stones Techniques: Percussion, Block on Block, Stone hammer, Cylinder Hammer, Clactonian, Levalloisian, Blade, Grinding and Polishing Artifacts Typology/ Pottery and Other evidences Identification and Interpretation of stone tools and fossils.

Unit 3: Paleolithic Cultures

Lower Paleolithic Culture: Africa - Oldowan, Europe: Acheulian, Abivillian, Levalloisian, Clactonian, India: Sohn, Madrasian, Middle Paleolithic Culture: Africa, Mousterian,

Indian Upper Paleolithic Culture: Europe – Aurignacian Solutrean, Magdalenian
Cultures of India Cultural and Biological evidences of Paleolithic Cultures of India,
characteristic features of Paleolithic cultures, Paleolithic Art in India

Unit 4: Mesolithic and Neolithic Cultures

Azilian, Tardenoisian, Kitchen Midden Culture Jericho and Jarmo culture Langhanaj,
Bagor, Adamgarh, Burzhom Northern/ Eastern and South Indian Neolithic.
Characteristic features of Mesolithic and Neolithic cultures. Cultural and Biological
evidences of Mesolithic and Neolithic cultures.

Unit 5: Indus valley civilization, Chalcolithic and Megalithic Cultures

Distribution, Period, Characteristics, causes of decline, people and culture of Indus
valley Civilization. Chalcolithic culture and the characters Megalithic cultures, Menhir/
Dolmen, Cist and Cairn Human fossils from Indian subcontinent: Rama-pithecus,
Narmada Man and Homo sapiens Skeletal changes, and Cultural features of different
phases with reference to important Indian sites

104: Social Research Methods - 05 Credits Course.

Approach –

The course aims at providing a basic understanding of the nature and procedure of
scientific research as practiced in social sciences. It discusses the qualitative and
quantitative methods, various types of research designs, and the tools and techniques
of data collection involved in each type.

The course also provides an understanding of the ethnographic method of field
investigations in social and cultural anthropology. It discusses the field-work tradition in
anthropology, the peculiarities of an ethnographic research design, and the tools and
techniques of field documentation. It also takes a brief review of Sample survey as
quantitative research method. It introduces the students to the ethnographic
documentation of the tribes all over the world.

At the end of the course the students are expected to be able to:

- a) Understand the peculiarities and problems associated with a scientific social
research.
- b) Clearly distinguish between various types of research design.
- c) Understand various tools of data collection
- d) Analyze data by using appropriate qualitative as well as quantitative techniques of
analysis.
- e) Distinguish between the ethnographic method and the other methods of social
research with reference

to the basic approach, field setting, tools and techniques of documentation, analysis, etc.

f) Prepare an ethnographic research design.

g) Get insight into the rapport establishment techniques.

h) Acquire the approach of participant enquiry.

Syllabus -

PART - I: Scientific Social Research

Unit 1: Science and Scientific Research

Science as an approach and system of knowledge; Science - essence and characteristics; Objectivity, validity and testability; Relation between science, theory and fact; Inductive and deductive aspects of scientific research; Natural science and social science: a comparison; Issues of value, subjectivity and inter-subjective objectivity in social science; Epistemological and ethical issues and problems of experimentation in social research.

Unit 2: Research Design

Steps in research design: Review of literature; conceptual framework; Formulation of research problem. Formulation of hypothesis; Tools and techniques of data collection; Determination of the mode of analysis and reporting.

Unit 3: Survey Method and Sampling Techniques

Introduction to Survey Research Method Survey research: Origin and History Planning a survey research; Concept and significance of sampling; Principles of probability and Normality Curve; Probability and non-probability sampling;

PART - II: Ethnography

Unit 4: Ethnographic Approach in Anthropology

Field work tradition in Anthropology Contribution of Malinowski, Boas and other pioneers; Cultural relativism, ethnocentrism, etic and emic perspectives; Concept of participant enquiry; Ethnography as a holistic documentation of culture;

Unit 5: Ethnographic Research Design

Ethnography as a qualitative research; Choice of tools and techniques of data collection, Interview - Structured and unstructured; Free flowing open ended; Group interview and key informant-interview Observation - Participant, and non-participant.

Genealogy - technique and application; Social census - Construction of household-schedule; Variables involved;

Unit 6: Collection & Analysis of Ethnographic Data

Academic, psychological and practical preparation for ethnographic fieldwork; Techniques of rapport establishment; Identification of representative categories of informants; Recording of data journal, diary and logbook; Organization and contextual interpretation of data; Writing and presentation of an Ethnographic report.

Unit 7: Case Study Method

- Case study as a distinctive approach in research;
- Case examples, case histories and life history and other sources of data for building a case study;
- Extended case study.

Unit 8: Introduction to Qualitative and Quantitative Analyses

(This introductory unit emphasizes on understanding the concept of qualitative and quantitative analyses.)

Relevance of statistical techniques in social research, Approach of Qualitative data analyses, Context based analysis, Grounded Theory Approach, Thematic Analysis Introduction to packages for qualitative data analysis, Approach of Quantitative data analysis, Numerical and quantifiable data: introduction and concept, Comparison of quantitative and qualitative approaches and use in social science research.

The course assessment would be based on the following:

1. Mid Semester examination
2. Term papers, tutorials, assignments
3. Seminars, viva voce
4. Semester end examination.

105: Indian Anthropology- 04 Credits Course.

Approach –

The course aims at introduction of India – in perspective. It gives an insight into the features of the Orthodox Pattern, the Heterodox Challenge and the Hindu Synthesis. In addition to this, major concepts in Indian Anthropology will be introduced. This course would provide a comprehensive understanding of the Indian Social Organization such

as caste system, Indian family, marriage and kinship. Social Stratification and issues related to weaker sections in India Society have been focused upon in this course.

At the end of the course, the students are expected to understand –

- geographical, demographic and cultural profile of India;
- the orthodox pattern of the Indian Society and Hindu Synthesis;
- the heterodox challenge from other religion;
- major concepts in Indian anthropology – social stratification and weaker sections in Indian society;
- the caste as an unit, as a system and as a structural and cultural phenomena;
- the basic pattern and ideal of family in Indian society;
- the concept and the Indo-logical & Anthropological significance of marriage;

Syllabus –

PART - I

Unit 1: India in perspective

Personal Characteristics. Geographical background and regions. Cultural response to geographical conditions. Demographic profile. Races of India. (Risley's classification) Language families and dialects. Indus Valley Civilization.

Unit2- The Orthodox Pattern

The Vedic paradigm. The ritual paradigm of Brahmins. The heterodox challenge of Jainism, Buddhism, and Charvaka philosophies.

Unit 3- The Hindu synthesis

The six systems of philosophy: Karma, Rin and rebirth; Four stages of life: Four ashrams Purushartha: Dharma, Artha, Kama, Moksha

Unit 4 - Introduction to major concepts in Indian Anthropology

Little tradition and Great tradition; Universalisation, Parochialisation; Sacred Complex, Nature-Man-Spirit complex; Dominant caste, Tribe - Caste continuum; Sanskritisation, Westernization; Village studies.

PART - II

Unit 5- Caste system

Varna System and Jati Irawati Karve: Caste, Caste Cluster. Theories of origin of Caste Ritual Purity, ritual pollution and logic of hierarchy Caste& village society — Jajmani and

Balutedari system. Caste and its relation with family, marriage and kinship. Principle of reciprocity, based on the caste system. Caste groups - as cultural and occupational categories. Caste groups - as political and voluntary associations. Indian society as a closed system

Unit 6- Indian Family, Marriage and Kinship

Structure and Nature of – Joint family, Extended family. Emerging trends, Change, functional and dysfunctional aspects of change, Change - in intra-family relations, Forces of change. Extended kin groups- Affinal and Consanguineous. Marriage- social, ritualistic, and symbolic aspects. Changing patterns of marriage alliance, Divorce. Changing kinship relations.

Unit 7- Social Stratification in India

Meaning and approaches to the study of social stratification. Social stratification and weaker sections in the society. Exploitation and deprivation of SCs/STs/OBCs. The course assessment would be based on the following:

1. Mid Semester exam
2. Term papers / tutorials / assignments
3. Seminars / viva voce / presentations
4. Semester end exam

106: Biological Anthropology Practical –
(Osteology, Osteometry and Odontometry)

04 – Credits Course.

Approach –

The aim of this practical course is to provide knowledge of Human Anatomy, Skeleton and Dental system; including Important landmarks on bones. Students are taught about the scientific methods and techniques of measurements on skeleton and dentition. This knowledge is helpful to understand evolutionary changes in skeleton system as well as occupational stress, sex-wise differences, community differences on the skeleton and on human dentition. The course covers Osteology, Osteometry and Odontometry.

At the end of the course the students are expected to understand:

- the skeletal system of Man and variations
- know the structural set up of our body and its functional performance
- know the evolutionary trend and morphological change in the skeletal system and
- know the metrical parameter and their importance.

Syllabus -

Unit 1: Osteology

Importance of studying human skeletal system in anthropology Anatomical terminology: Planes of reference and directional terms, general bone features Structure and function of skeletal system. Classification: Axial and appendicular skeleton Directional terms and planes Skull (Different Normae) and mandible , individual bones of skull, understanding concepts of skull, cranium, calvarium Long bones and side Identification Vertebral column and girdles (Pelvis, Scapula & Clavicle). Age and sex differences , Pathological and occupational stress markers on various bones of the body

Unit 2: Craniometry

Craniometry and Osteometry: Use and Importance. Introduction to the Instruments

Selected measurements on skull - Cranial length, Cranial breadth, Cranial arc, Cranial circumference, Upper facial height, External bi-orbital diameter, Nasal height, Nasal breadth, Bi—maxillary breadth, Bi-zygomatic breadth, Bi-mastoid breadth, Bigonial breadth, Mandibular Length, Mandibular height, Calculation of Indices based on the above measurements: Cranial Index, Nasal Index, Kollmann's Upper facial index.

Unit 3: Osteometry

Selected measurements on Humerus: Maximum length, Breadth of distal epiphysis, Circumference in the middle, Least girth of shaft. Calculation of Indices based on the above measurements: Robusticity or caliber index. Selected Measurements on Femur: Maximum length, Physiological length, Transverse diameter of middle of shaft, Saggital Diameter of middle of Shaft Calculation of Indices based on the above measurements: Robisticity index Selected Measurements on Scapula: Maximum length or anatomical breadth, Maximum breadth or Anatomical length, Length of cranial border, Length of axillary border Calculation of Indices based on the above measurements: Scapular index. Selected measurements on Clavicle: Maximum length, Girth in the middle. Calculation of Indices based on the above measurements: caliber index

Unit 4: Odontometry

Classification and Identification of teeth. Measurements on dentition. Mesio-Distal, Bucco-Lingual measurements. Calculation of Indices based on the above measurements: Crown area, Crown index, Crown Module.

SEMESTER - II

Courses –

201: Anthropological Thought – 04 Credits Course.

Approach –

This course reviews historical development of anthropological theories from its beginning to the present. The students will be introduced to different schools of thoughts in Social and Cultural Anthropology. This course summarizes and critically examines the evolution of anthropological thought. At the end of the course, the students are expected to understand -

- the basic theories proposed by different schools;
- the historical development of anthropologic theories from its beginning to the present;
- Relative merits and criticism about various theories.

Syllabus -

Unit 1: Historical Processes of Culture

Evolutionism The evolutionary perspective in ethnology and its sources; Uni-linear evolutionism; Multi-linear evolutionism; Neo-evolutionism; Merits and weaknesses of evolutionary school of thought. Diffusionism Diffusion of cultural traits; British school of diffusion and the Pan-Egyptian theory; German school of diffusion and concept of 'trait complexes'; American school of diffusion: Concepts of 'culture-area' and 'age-area'; Merits and weaknesses of diffusionism. Historical Particularism Historical Particularism as a methodological approach Theoretical implications of Historical Particularism Contribution by Franz Boas; Contributions and limitations of Historical Particularism;

Unit 2: Materialist Perspective on Culture

Cultural Materialism: The approach of Cultural Materialism; Contributions of Marvin Harris and Leslie White; Relation of Materialism with Evolutionism Critique on Cultural Materialism.

Unit 3 - Structure-Functionalism

Structure-functionalism as a reaction to the doctrines of 'Evolution-Diffusion' and 'Historical Particularism'; Functionalism of Malinowski, Merton & Parsons; Structure-functionalism of Radcliffe Brown; Distinction between structural and functional emphases; Structure-functionalism as an analytical approach; Methodological

implications of Structure-functionalism; Contribution and limitations of Structure-functionalism.

Unit 4 - Structuralism

Structuralism as a perspective; Place of structuralism in the anthropological theory; Contributions of Claude Levi-Strauss and Edmund Leach; Structuralist interpretation of social system; Structuralist interpretation of Kinship; Structuralist interpretation of Mythology and Totem-ism; Critique on Structuralism.

Unit 5: Culture and Personality School

Margaret Mead Ruth Benedict` Abram Kardiner Alice Cora-Du-Bois Ralph Linton

Unit 6 - Other Classical Theoretical Approaches

Parsonian ideas of social-cultural system; Robert Redfield and his contribution Social Anthropology as an approach: Evans-Prichard;

The course assessment would be based on the following:

1. Mid Semester exam
2. Term papers / tutorials / assignments
3. Seminars / viva voce /presentations
4. Semester end exam

202: Comparative Anatomy and Human Evolution – 04 Credits Course.

Approach –

Evolution as a process had also brought about series of anatomical changes on all forms of life. Modern man is but a product of this process. Man's attempts in piecing together his past has yielded useful sequences in explaining hominid evolution. This course would focus these transition stages from the earliest to the present.

At the end of the course Students are expected to:

- Identify the characteristic features of the earliest Hominids.
- Explain the various transitional stages in human evolution.
- Comprehend the evolutionary processes leading to erect posture and bipedal locomotion in man
- Know the impact of environment on adaptation during human evolution based on the fossilized
- material and variation thereof

- theoretical developments in theories of human evolution in the light of latest fossil findings
- Understand the critiques on theories of human evolution and usefulness in present day situation.

Syllabus -

Unit 1: Man's Place among the Primates

Nomenclature, Taxonomic position of man, Characteristic features of Order Primata

Unit 2: Primate Classification and Distribution

Emergence, Distribution and classification of Primates Prosimii and Anthropoidia: New world Monkeys and Old world monkeys Hylobatidae, Pongidae and Hominidae Primate Behavior

Unit 3: Trends in Hominid Evolution

Trends: Terrestriality, Bipedalism, Changes in dentition, Encephalisation, Culture Major Anatomical changes in human body Changes in Skull, Mandible and Dentition; Vertebral Column, Pelvis, Hands, Legs and feet;

Unit 4: Evolution of other Systems

Evidence from the Brain and Sense Organs Erect posture and Bipedalism Molecular evidence: Morris Goodman, Sarich and Wilson Evolution of chin.

Unit 5: Hominid Precursors and Early Hominids

Phylo-genetic position of Dryopithecines, Rama-pithecus and Shiva-pithecus Sahelanthro-pustchadensis, Orrorintugensis, Ardipithecusramidus, Australopithecus baharelgazali, Australopithecus anamensis, Australopithecus africanus, Australopithecus afarensis, Australopithecus robustus, Australopithecus boisei; Australopithecus sediba

Homo habilis; Homo erectus, Homo ergaster, variants of Homo erectus Hominid Phylogeny: current knowledge and debates.

Unit 6: Homo sapiens neanderthalensis

Salient Features; Conservative and Progressive type; Phylogenetic position Causes of extinction

Unit 7: Homo sapiens: Early modern humans

Homo heidelbergensis, Homo floresiensis, archaic humans, Narmada man Cro-Magnon; Grimaldi; Chancelade Homo sapiens idaltu

203 - Indian Anthropologists – 04 Credits Course.

Approach –

This course would focus upon – The contribution by Indian Anthropologists; The contribution of Social Reformers and Thinkers, to the Indian Society and Culture. Development of Indian Anthropology. At the end of the course, the students are expected to understand about -

- the contribution by Indian Anthropologists,
- the contribution by Social Reformers and Thinkers.
- the development of Indian Anthropology.

Syllabus -

Unit 1 - Contribution by Indian Anthropologists -

M.N. Srinivas, G.S. Ghurye, N. K. Bose, D. N. Majumdar, S. C. Dube, L. P. Vidyarthi,

Unit 2 - Contribution by Indian Anthropologists – (continued)-

Iravati Karve, S. S. Sarkar, B. S. Guha, S. C. Roy, Verrier Elvin.

Unit 3 - Contribution of Social Reformers and Thinkers, to Indian Society and Culture –

Mahatma Jotiba Phule, Dr. B. R. Ambedkar, Savitribai Phule, Shahu Maharaj, Raja Ram Mohan Roy.

Unit 4 - Development of Anthropology in India -

Phases of development: from establishment of Asiatic Society to Modern phase. Development of Biological Anthropology in India.

204: Survey Research Methods Practical – 04 Credits Course.

Approach –

In semester I the students have already learnt the fundamentals of the qualitative and quantitative research methodology in the course - Scientific Social Research. Besides, they have acquired theoretical and practical understanding of Ethnographic Research Method, which is a classical qualitative method in Anthropology. The aim of this

practical course is to train students by actually designing and implementing a small project in Survey Research Method, which is primarily a quantitative method.

Syllabus -

Unit 1: Introduction to Survey Research Method

Difference between survey and other research methods. Strength and weaknesses of Survey research. Application of surveys in social research. Survey Flow chart

Assignment 1: Write a note on Survey Research

Assignment 2: Explain the process of survey research with a flow

Unit 2: Formulation of the Survey Project Topics appropriate for survey research
Identification and Selection of a Problem Review of literature Concept Mapping
Research questions and Objectives Definition of Variables Developing a time Line

Assignment 3: Selection and formulation of research topic for project.

Assignment 4: Develop time line for the project.

Assignment 5: Develop concept mapping on selected text.

Unit 3: Tools of Data Collection

Questionnaires and Interview Schedule – Do's and Don'ts while construction of Questionnaire and Interview Schedule Structured, unstructured interview Schedule Open-ended, Close-ended Questions Pilot testing Scale and Measurement Nominal, Ordinal, Interval and Ratio scales Brief Overview: IQ test, ability aptitude test, personality test/scales, motivation tests /scales, values and interest scales. Attitude Scales: Thurston, Likert and Gutman attitude Scales Assignment 6: Write a note on questionnaire and interview schedule Assignment 7: Construct a questionnaire / interview schedule on the pre-determined project Assignment 8: Construct Likert's scale on the given topic.

Unit 4: Sampling and Sampling Designs

The idea and advantage of sampling Concepts: population, sample, sampling unit, finite and infinite populations, sampling frame, sampling designs Probability and Non-Probability Sampling: Probability Sampling: Simple Random Samples, Systematic Random Samples, Stratified sample, cluster samples Non-Probability Sampling: Convenience Sampling, Purposive Sampling and Quota sampling Sample Size Estimation, accuracy, bias and precision

Assignment 9: Write a note on Sampling

Assignment 10: Draw stratified random sample from the target group

Unit 5: Preparation for Data Collection

Planning the data collection. Selecting the appropriate target group. Obtaining access to target group. Implementation of data collection plan

Assignment 11: Pre-test the Questionnaire/interview schedule and prepare report and finalize the same

Assignment 12: Modify interview schedule

Assignment 13: Administer interview schedule? Questionnaire to target group as per plan

Unit 6: Data Processing Coding Schemes Rules and Coding Code book construction, Editing and Cleaning of Data

Assignment 14: Prepare code book

Assignment 15: Code the data from filled-in interview schedule/ Questionnaire.

Unit 7: Data Analysis

Variable and types of variables: Nominal, Scale and Numeric Relevance of statistical techniques in social research Frequency distributions: Univariate and Bivariate cross tabulations Graphical presentation of data: line, bar and pie charts, histogram Measures of central tendency: mean, median and mode Measures of dispersion: mean deviation, standard deviation, variance.

Unit 8: Introduction of Statistical analysis using Computers: SPSS

Overview of the software Data coding and preparation of SPSS code sheet Data entry and data cleaning, refining of the codes Deriving tables, various measures and indices Graphical presentation of data Computation of central tendency and dispersion Statistical tests of significance, hypothesis testing Concept of statistical tests χ^2 test and t-test Computations and interpretation of tests

Assignment 16: Enter the coded data

Assignment 17: Derive frequency / percentages and cross tables

Assignment 18: Present Data Graphically

Unit 9: Report writing

Developing outline for a scientific report Summarizing the survey results for sub-groups on demographic data Summarizing the survey results for the whole group Providing an answer to the research problem

Assignment 19: Write a Scientific Project Report.

The course assessment would be based on the following:

- Mid Semester examination
- Term papers, tutorials, assignments
- Seminars, viva voce, presentation.
- Semester end examination

205: Biological Anthropology Practical - II - 04 Credits Course.
(Somatometry, Dermatoglyphics,) –
Approach –

This practical course provides knowledge of Scientific method and Techniques of Measurements on living individual measurement which is useful to get an idea of Nutritional status of Individual, age, sex and comparative community differences. Dermatoglyphics, Somatoscopic traits are also included in this course to study the Population Variation and their Inheritance. Applications of Anthropometry such as Ergonomics, Forensic Anthropology etc will also be touched upon in the course.

At the end of the course Students are expected to:

- Understand the importance and use of Somatometry, somatoscopy and dermatoglyphics
- for - Biometric variation and Medico-legal aspects
- Master the techniques of Somatometry and fingerprints
- Appreciate the traditional use of these techniques
- Understand the use and applications of these techniques for growth and nutrition studies,
- population variation and forensic anthropology for
- Traditional use for Racial classification,
- Criminal detection,
- To develop man machine relationship,
- Use of work force in industries like textile, tool making etc.

Syllabus -

Unit 1: Somatometry: Somatometry Use, Scope and Importance Introduction to the Instruments Different landmarks and their locations.

Unit 2: Selected measurements on Head

Maximum head length, Head breadth, Head circumference, Morphological upper facial height, Physiognomic upper facial height, Nasal height, Nasal breadth, Mouth breadth, Bigonial breadth.

Unit 3: Selected measurements on rest of the body

Height vertex, Sitting height, Height acromion, Height illicristale, Bi-Illiocristal diameter, Total arm length, Total leg length, Biacromial diameter, Chest circumference, Waist circumference, Hip circumference, Upper arm circumference, Weight, Skin fold thickness, Bicep, Triceps, Sub-scapular. Calculation of Indices based on the above measurements.

Unit 4: Somatoscopy

General Introduction, Use and Scope of Somatoscopy Hair color, eye color, skin color. Hair type and pattern. Hair whorl: number and direction. Ear-lobe: attached, non-attached, Tongue rolling and folding. Handedness, Hand clasping. Digital formula. In-bite, over-bite, bite to bite.

Unit 6: Dermatoglyphics

Relevance in Anthropological studies. Techniques: printing and finger, palm, pattern identification. Basic Classificatory Systems: Galton, Henry. Indices –Pattern intensity index, Furuhata's index, Dankmeijer's Index, Main Line Formula.

206 - Ethnographic Fieldwork – 05 Credits Course.

Approach –

This course aims at exposing the students to the field situation in tribal setting for training in the ethnographic method of field research. The fieldwork will be arranged and conducted by the Department in a suitable tribal area. The duration of ethnographic fieldwork will be minimum 15 days. The fieldwork should be carried out by the entire batch of students as a team-work. However, each student will be given an individual topic for conducting ethnographic fieldwork. After the fieldwork the students would undertake the analysis and report writing under the guidance of the assigned faculty members.

Topics for Ethnographic Field-work –

Topics which require ethnographic method, for data collection, should be assigned to the students.

Hence, topics from Biological Anthropology should not be considered for ethnographic fieldwork.

Faculty members will finalize the topics to be assigned to the students from the following list which illustrates certain important/ major topics which should be considered with priority. Some of these topics may be divided or combined in accordance to the circumstances and needs.

- Identity, History, Folklore; - Settlement Pattern; - Cultural Ecology; - Material Culture;
- Life Cycle; - Marriage, Family & Kinship; - Economic Organization; - Political Organization;
- Religious Organization; - Inter & Intra Community Relations; - Status of Women;
- Ethno-medical System; - Ethnography of Food; - Food in Socio-Cultural Context;
- Ethno-physiology; - Child Rearing Practices; - Response to Family Welfare Program;
- Awareness & Utilization of Health Care Services – (ICDS and other Special Programs);
- Education, Aspirations & Mobility; - Impact of Communication & Transportation;
- Development Programs; - Socio-Economic Survey;.

Brief Outline of the Process – Compilation of Primary Data: Diary and log-book, Field notes – Interviews - Transcript of informal interviews, Interviews with informants and key informants, Focused group interviews. Case narratives and case studies. Field notes - Observations. Genealogy, Census. Compilation of secondary data. Organizing the data - Data to be organized according to major themes and sub-themes. Analysis and discussion of the data; Final Report.

At the end of the course, the students are expected to understand about -

- Preparation for ethnographic field-work;
- Preparation of tools necessary for data collection;
- Rapport establishment;
- Techniques necessary for data collection;
- Compilation, organization and analysis of data;
- Interpretation of data and report writing;.