



# **SRI RAM VIDYAPEETH**

## **THREE-YEAR HONOURS & GENERAL DEGREE COURSES OF STUDIES**

### **Part I Paper I Paper IA**

#### **BIOLOGICAL ANTHROPOLOGY**

##### **Module 1 BIOANTA**

##### **Introduction to Biological Anthropology**

Anthropology: its definition; definition of biological anthropology --- its areas and applications, history of development, Relationship of biological anthropology with other sciences and allied fields: medical and health sciences, environmental sciences, earth sciences and life sciences.

##### **The biological basis of inheritance (I)**

##### **a) Cell – the unit of life**

- i) Structure and function of animal (**eukaryotic**) cells.
- ii) The cell cycle: cell division – **meiosis** and its significance; the **interphase**.
- iii) **Gametogenesis** – spermatogenesis and oogenesis (in detail)
- iv) **Fertilization** and development of **foetus** in first, second and third **trimesters** (a brief outline of the processes)
- v) Embryonic stem cell (a brief outline)

##### **Human Morphology**

- a) **Human skeletal anatomy** and functional morphology of bones as part of the total skeleton, functions, classification of bones; anatomical positions, articulations of bones and their functions.
- b) **Cranial osteology**: the human cranium – its different views (vertical, frontal, lateral, occipital, and basal views). [for these 'views', only salient features and their evolutionary significance, if any, to be known].
- c) **Human dentition** (basic structural features) and dental formula (deciduous and permanent), evolutionary significance (brief outline)

#### **ARCHAEOLOGICAL ANTHROPOLOGY**

##### **Module 2 ARCANTA: INTRODUCTION, BASIC CONCEPT, THEORY AND METHODS**

##### **Basic concept / definition of the terms palaeoanthropology, archaeology and prehistory:**

Relation between these two fields – past and present debates, their aim and scope, interesting fields of research. Relevance of palaeoanthropology and archaeology in anthropology, with special emphasis on prehistory. The British & American school of thought.

**A brief history of archaeology, with special emphasis on prehistoric studies:** Outlines of the antiquarian stage, Three Age Paradigm, descriptive phase, New archaeology, post processual archaeology are to be mentioned). The concept of culture in archaeology- brief Economic & Social reconstruction from archaeological data – social archaeology, economic prehistory.

**Methods of studying prehistoric archaeology:** Conjunctive approach, Environmental archaeology, Ethno archaeology, Experimental archaeology, Primate ethology. (One specific example of works done by using these methods should be given).

### **Paper IB**

#### **ARCHAEOLOGICAL ANTHROPOLOGY**

##### **Module 3 ARCANTA: FIELD ARCHAEOLOGY, PALAEO ENVIRONMENT AND CHRONOLOGY**

**Field Archaeology:** Ideas of site survey and excavation. Different methods of exploration/site survey. GIS method Differences with excavation. Advantages and disadvantages of these two methodologies in different situations. (1 example to be given.) Different methods of excavation (pre-excavation stage, actual phase of digging up, recording of data, collection of different types of data, preservation of data, post excavational analysis and publishing of report; with examples.

##### **(Seminars on actual & hypothetical situations)**

**The concept of time---dating techniques:** The concept of chronology, Relevance of dating in archaeology. Absolute & relative methods of dating; physical and chemical methods of dating. Following methods to be briefly discussed (on the

following points: Discovery, first use, datable materials, basic principles, formula, precautions, advantages & disadvantages, percentage of error. Specific examples to be cited).

Absolute methods –C14, TL, K/Ar, Dendrochronology, archaeomagnetism, obsidian hydration. Relative methods- Stratigraphy & river terraces, Typo-technology, FUN estimation, Stylistic, (mainly for ceramics).

**[Seminar] Environment, Biome, Culture:** Environmental background of Quaternary- Concept / definition (brief outline): of Quaternary, climatic fluctuations of Pleistocene in Europe, Africa & India—their probable causes, different types of evidences, stability of Holocene. The interlinkage of biome, habitat and culture—the process of biological evolution vis-a-vis cultural development—with reference to adaptation with the environment.

### **SOCIAL AND CULTURAL ANTHROPOLOGY**

#### **Module 4 SCANTA: INTRODUCTION TO ANTHROPOLOGY**

The Holistic Nature of Anthropology as a discipline and integration of the anthropological subdisciplines; The aim and scope of social and cultural anthropology; The relationship of Social and / or Cultural Anthropology with other disciplines: History, Law, Philosophy, Psychology, Political Science, Economics, Sociology, Cultural Studies (each semester giving emphasis on two consecutive ones, substituted by the next two in the next semester).

**Introduction to Culture and Society: Concepts / Definitions and types (in brief ) Society:** Society (different concepts of society)

□ Group, Community, Social Structure, Social Organization, Social System, Social Institution, Social Process/Interaction, Integration, Status, Role, Social Network, Social Capital, Social Control, Age Grading, Social Stratification, Conflict, Tribe, Indigenous People, Peasant,

**Culture:** culture (features and structure)

□ Cultural Universals, Enculturation, Pattern Of Culture, Civilization Including Folk-Urban Continuum, Worldview/Ideology, Cognition, Symbol,

□ Magic, Folklore, Myth, Art, Personhood, Communication, Humour, Music, Dance, Gender, Self/Identity, Health, Education, Life-Cycle (Rites-De-Passage) and Liminality, Cultural Capital, Violence, Feud and War, Peace, Diaspora, Postcoloniality and Globalization.

### **Paper II:**

#### **Paper II A**

### **BIOLOGICAL ANTHROPOLOGY**

#### **Module 5 BIOANTA**

##### **Skeletal morphology**

a) **Post-cranial osteology:** vertebral column, pectoral girdle, thoracic cage, pelvic girdle, upper and lower extremity bones.

b) Identification of sex from adult skull and pelvis.

c) External **morphological features of man** in relation to evolution.

d) Concepts and facts regarding **skeletal modifications** as a consequence of evolution; erect bipedalism, brain development (outlines), and grips.

##### **Theories of evolution and fundamentals of systematics**

a) **Theories of evolution:** Lamarckism, Neo-Lamarckism, Darwinism, Neo- Darwinism and Modern synthetic theory.

b) Fundamental **principles of systematics and classification** of living creatures; definition of species and speciation; taxonomic position of man in the animal kingdom.

### **SOCIAL AND CULTURAL ANTHROPOLOGY**

#### **Module 6 SCANTA: SOME BASIC CONCEPTS (WITH FEW ILLUSTRATIONS):**

**Kinship:** Concepts of Kinship: Exogamy and Endogamy. Principles of Descent - types and functions. Unilineal, Bilateral and Double Descent, Descent Groups. Kinship Terminology and Typology; Gift.

**Marriage** - Definitions, Types and Functions of Marriage Systems; Alliance and Descent; Regulation of Marriage - Incest Prohibition, Preferential, Prescriptive, Proscriptive, Levirate, Sororate; Systems. Types and Forms of Marital transactions, like Dowry, Bride-price, Presentation. Post-marital residence, Issues of Same-Sex Marriages,

**Family** - Definition and Typology of Family, Domestic Groups. Basic structures and functions.

**Economic System:** Production, Exchange (reciprocity, redistribution and market) and Consumption in Small-scale, Complex and Industrial Societies. Subsistence Strategies: Hunting and Gathering, Horticulture, Pastoralism, Shifting Cultivation, Agriculture and Peasants, Informal Economy, Poverty, Sustainable Livelihood and Sustainable Development.

**Political System:** Political Institutions in Bands, Tribes (Segmentary Lineage Systems), Chiefdoms, State, Colonial Systems and Modern Nation-State; Power, Ethnicity and Colonialism,

### **Practical Paper IIB**

#### **Module 7 PANTA**

##### **Part – I : Paper – II-B. Human Morphology**

##### **Section..I. Human skeletal morphology**

a. Identification of human skull bones: (frontal, parietal, temporal, occipital, maxilla, zygomatic, ethmoid, sphenoid, mandible). Sides to be identified for the paired bones.

b. Identification of human post-cranial bones : Vertebral column (atlas, axis, typical cervical, thoracic, lumbar, sacrum), sternum, clavicle, scapula, humerus, radius, ulna, innominate, femur, tibia, fibula. Sides to be identified for the paired bones.

c. Identification of sex from skull and pelvis.

d. Identification of human deciduous and permanent teeth.

### **Section – II. External morphology (Anthroposcopy)**

Students should be trained in studying the morphological features of Skin colour, nose, head hair, ear on at least 05 subjects and record the observations in the laboratory notebook.

a) **Skin colour:** Should be observed in exposed (forehead) and unexposed (inner side of the upper arm) parts in descriptive terms.

b) **Nose:** i) Depression of the nasal root, ii) Height of the nasal bridge, iii) Nasal profile, iv) Tip of the nose, v) inclination of the septum, and vi) nasal wings (flaring)

c) **Head hair:** i) Form, ii) Colour, iii) Texture, iv) Quantity, v) Whorl, vi) Hair limit.

d) **Ear:** i) General shape, ii) Prominence of helix, iv) Darwin's tubercle, v) Ear lobe size, vi) Ear lobe attachment.

Laboratory note book

### **Module 8 PANTA: ARCHAEOLOGICAL ANTHROPOLOGY**

Procedure of drawing tools Identification and drawing one core tool, one flake tool, one blade and one ground and polished tool

### **SOCIAL AND CULTURAL ANTHROPOLOGY**

#### **Module PANTA 3. PRACTICAL (SEMINAR/ FIELD EXPOSURE/ PRESENTATION)**

Indian tribes: The distribution of Indian tribes according to linguistic groups, economy, geographical region.

#### **SEMINAR / PRACTICAL :**

**Field Training:** Travelling to one nearby locality / group/ community of some characterizing features of technological/instrumental activities---Meeting them, making effective and amicable relations with the informants (with testimonials of the contact)---Collecting significant information on the technology/ uses of instruments (the structures and the functions), and the social/cultural contexts of their use/operation with scaled photographs or proportionate drawings—collecting data on any case of the life/ event/ problem of the informant/s.

The students are expected to learn the use photographs as the documents of experience and narration that are to be presented in the report. The students would keep both the handwritten notes during/after the visit (mentioning date—time—locality—group—informant) and the finally arranged report in the same book. The report may at least contain: 1.

Period of time; 2. Their experience of the process of the visit; 3. Characterising description/observation of the technology/instrumentality, locality and people they met; 4. The interpretative description of the case/s; 5. The drawings/photographs(Black and White print-out) with illustrative captions. The whole work may not exceed ten days.

## **Part II**

### **Paper III**

### **Paper IIIA**

### **BIOLOGICAL ANTHROPOLOGY**

#### **Module 9 BIOANTA**

#### **The biological basis of inheritance (II): the genetic material:**

i) The **chromosome:** structure of human chromosomes – **general structure:** size and shape; **physical structure:** nucleosome-solenoid model; **chemical structure:** histones and nonhistones, nucleic acids. Normal **human karyotype** (male and female); classification of chromosomes – Denver system. Chromosome banding (brief outline)

ii) The nucleic acids: **DNA** – the structure: double helix. The **genetic code;** DNA replication; protein synthesis: **transcription and translation** (the basic steps involved), the genetic significance of these processes. Structure of **RNA** (in contrast to DNA), types of RNA: mRNA, tRNA, and rRNA – their functions. Types of **DNA in human genome:** unique DNA sequences, satellite DNA, repetitive DNA sequences (only basic concepts and significance).

iii) **The Gene:** its structure and organization – introns and exons (Expression of gene – brief outline); definitions and basic structural features of typical human gene (Hb gene).

iv) **Chromosomal abnormalities:** numerical abnormalities with special reference to the etiology and clinical features of Down's, Turner's, and Klinefelter's syndromes; structural abnormalities: brief introduction to translocation, deletion, inversion, duplication, ring-chromosome, and isochromosome.

### **ARCHAEOLOGICAL ANTHROPOLOGY**

#### **MODULE 10 ARCANTA: DEVELOPMENT OF PLEISTOCENE CULTURE**

**Lower Palaeolithic Culture:** – Brief idea about regional variations of Paleolithic cultures of Europe to be given. Patjtitania, Zhoukoudien and other SE Asian Pleistocene cultures: Burma, Thailand, Malaysia – only names to be mentioned. Early Stone Age cultures of East Africa (brief outline). Omo, Hadar, Olduvai, Olorgesailie, Koobi Fora sites to be mentioned. Special emphasis on Olduvai Gorge cultures. Sub-Saharan Africa – Transvaal culture. Indian varieties – cultural evidences of Pleistocene ( Lower Palaeolithic& Sohan). Near –eastern Ubeidiyan culture to be mentioned in brief. In all these, not only the associated evidences, but also prehistoric cultures of the respective regions are to be generally treated.

**Middle Palaeolithic Culture:** Europe – Middle Paleolithic cultures (Mousterian Culture). Middle stone age culture of Africa and Near east, the ongoing debates Different aspects of cultural life to be highlighted. India- Narmada Man controversy – M. Pal cultures.

**Upper Palaeolithic Culture:** Upper Paleolithic cultures of Europe, Near East and Africa. Indian subcontinent-U. Paleolithic cultures. [Diversifying cultural life in late Pleistocene to be highlighted]

## Paper III B

### ARCHAEOLOGICAL ANTHROPOLOGY

#### MODULE 11 ARCANTA: Further development of Culture

**Spread of cultures in Holocene times:** SE Asia (a brief mention of post-Pleistocene cultures upto food production) South Asia – Indian subcontinent- mesolithic India. Europe – European mesolithic. (Climatic adaptations & formation of ecological niches to be highlighted.) Africa – Intermediate & Late Stone Age cultures. Near east – Beginnings of food production---broad spectrum economy to be outlined with special emphasis on Natufian.

**Neolithic:** Era of food production – theories to be mentioned in brief (Childe, Flannery, Braidwood). Importance of Near east in food production to be outlined, with special emphasis on Jarmo, Jericho, Catal Huyuk, Hassuna, Halaf. Basic features of Neolithic in Near east, Europe and South Asia /India. Indian Neolithic and regionalisation. A brief idea about the prehistory of Mesoamerica to be introduced. The relevance and importance of ceramics from Neolithic onwards to be highlighted (Basic concepts about pottery making, firing, use, identifying etc. are to be outlined.)

**Earliest Civilizations:** Concept/ features of urbanization. Mayan/ Meso American, Mesopotamian, Egyptian and Chinese civilizations- brief ideas. Harappan civilizations – to be treated in details. Chalcolithic India- classification and characters. Ideas about urban & village settlement in Indian subcontinent. Importance of pottery in Chalcolithic & post Harappan times in India as identifiers of different cultures. Copper Hoard cultures.

**Iron Age and early historic India up to the formation of earliest states** – brief idea

#### SOCIAL AND CULTURAL ANTHROPOLOGY

#### MODULE 12 SCANTA: INTRODUCTION TO THE THOUGHTS AND THEORIES:

**Anthropology and Classical Social Theory (brief outlines along with major concepts):** Marx, Durkheim, Weber and Mauss

**FUNDAMENTALS OF ANTHROPOLOGICAL THEORY (Brief outline):** Enlightenment Evolutionism, Diffusionism (including the concepts like Culture Age, Culture Area, Diffusion, Acculturation), Historical-Particularism, Cultural Relativism, Functionalism, Structural- Functionalism, Materialism, Symbolism, Culture And Personality, Neo-Evolutionism, Structuralism, Cultural Ecology, Interpretative Approach, Manchester School, Ethnography And Self-Reflexivity.

## Paper IV

### Paper IV A BIOLOGICAL ANTHROPOLOGY

#### Module 13 BIOANTA 1. The study of Primates:

##### 1.1 The living primates:

- Definition** of the order 'Primates' (after Linnaeus, 1758; Mivart, 1873; and Schwartz et al., 1978).
- General characters** of the order Primates and the '**evolutionary trends**' (locomotion, diet and dentition, brain and senses, behaviour); theory of arboreal adaptation (outline idea).
- Classification** of the order Primates up to the genus level, after,
  - Simpson, 1965, and modified by Simons, 1971 (classical gradualistic);
  - Szalay and Delson, 1979 (cladistic approach).
- Prosimii and anthropoidea: general characteristics and distributions of the families.
- The Monkeys:** New World Monkeys (Platyrrhines) and Old World Monkeys (Catarrhines) – definitions and distinctive features, distribution, habitat and ecology (as two contrasting groups).
- Living **anthropoid apes:** Asians and African – their comparative morphology and anatomy, distribution, habitat and ecology; their comparisons with modern man.
- Modes of **Primate locomotion** with special reference to evolution.
- Primate behaviour:** brief concepts of the terms -- core-area, home range, dominance, grooming, male-female sexual bond, allomothering (with reference to Baboon and Chimpanzee).

##### 1.2 The Fossil Primates— the background of human evolution:

- Oligocene anthropoids** with special reference to *Apidium*, *Propliopithecus*, and *Aegyptopithecus*.
- Miocene hominoids:** *Proconsul-Dryopithecus*, *Sivapithecus-Ramapithecus*, and *Gygantopithecus*.  
[N.B.- For the above fossil specimens, their chronology, environmental background, distribution, salient anatomical features, and phylogeny to be known as outlines of the whole process of evolution.]
- Outline of the **Pongid-Hominid split**; major hypothetical lines of primate evolution from Parapithecidae to Australopithecinae.
- Proto-hominids of Pliocene and Plio-Pleistocene : Australopithecines( *Australopithecus afarensis*, *Ardipithecus ramidus*, *Australopithecus africanus*, *Australopithecus boisei* and *Australopithecus robustus* )

#### MODULE 14 SCANTA: LATER THEORIES, FIELDWORK, AND METHODOLOGY:

**Contemporary Social Theory (basic tenets in brief):** Critical theory, Feminist theories, Poststructuralism, Postmodernism.

**Fieldwork and ethnography:** Social surveys, methodology, ethnographic Techniques & Methods (types and definition), project design/proposal, selection of locality / problem/ people, contact making, conversation, rapport establishment, narrative behavioural observation, participant observation, Informant / Respondent, Key informant, Types of data, The Evolution of Ethnography, Taking Notes (Field Notes, Personal Notes, Methodology Notes, Theoretical Notes), the politics and ethics of fieldwork; the utility and shortcomings of fieldwork as method, and what to do about it.

**Qualitative Research :** [With Emphasis on ethnographic research] Overview of Qualitative Research, Philosophical Perspectives, Brief notes on the modes of analysis [Taxonomic Analysis, Typological Systems, Constant Comparison, Case Study Analysis, Analytic Induction, Discourse Analysis, Narrative Analysis, Content Analysis],

**Quantitative Research:** Overview of Quantitative Research, Philosophical Perspectives, Techniques for Data Collection, Modes of Analysis.

## Paper IV B Practical

### Module 15 PANTA: . BIOLOGICAL ANTHROPOLOGY

#### A. Palaeoanthropology and living anthropoid skulls.

##### Section..I. Palaeoanthropology 15 Marks

a. Identification of fossil apes (Parapithecus mandible, Dryopithecus mandibular fragment, Sivapithecus, Ramapithecus). Cast models or good photographs may be utilized.

b. Identification of protohominid --- Australopithecus africanus.

c. Identification of fossil hominids. One typical specimen of H. habilis, H. erectus (Java and Peking man), Neanderthal (La-Chapelle-aux-saints), H. sapiens (Cro Magnon) (Photographs may be utilised).

For examination any 2 questions have to answer.

##### Section – II. Living anthropoid skull

d. Identification of anthropoid skulls (Gorilla, Chimpanzee, Orangutan and Gibbon). In the absence of original specimen, cast models or good photographs may be utilized in the laboratory Laboratory Note book

#### B. Projects / Seminar 10 Marks

##### A small project work:

In this, students should collect empirical data on any kind of group / community / society from any easily accessible locality, and analyse or interpret on any biological aspect of their life / features which is a good example of interplay between biology and culture, and prepare a small report on the same. The report duly forwarded by teacher should be submitted during practical examination for evaluation.

**OR**

##### Seminar

The student will present any topic from their syllabus (Part- I &II) in front of other students and teachers. The initial hand-out prepared by the student, the questions of other students and teachers after the presentation, the answers and other responses of the presenter-student will be incorporated in the report (only hard copy) and the same to be submitted in final examination.

### ARCHAEOLOGICAL ANTHROPOLOGY

#### MODULE 16 PANTA 10 Marks

Morphometric analysis Palaeolithic, Mesolithic and Neolithic tools (any two tools from each cultural age)

#### MODULE 17 PANTA: SOCIAL AND CULTURAL ANTHROPOLOGY 15 Marks

##### Project Writing 5 Marks

Project Writing: The students are expected to learn, produce and explain a research project proposal, written by the student and guided by a supervisor. The minimum components may be introducing the proposal with reference to certain earlier works and current Objective/ Purpose /Questions and / or significance, methodology, plan of work/research design, Budget of the project and references used. The explanation of the project proposal may be written in the report in the words of the student.

##### ANY TWO OF THE FOLLOWING

- Culture, Information, Communication, Technology.
- Media and Popular Culture.
- Culture, Environment, and Technology and social organization.
- Language, Culture and Society:
- Education and Culture
- Cultural Perspective of 'deviance'
- Human Rights, Anthropology and Justice
- Motherhood: Ideologies and Technologies: (Options may be slave mothers, surrogate mothers, lesbian mothers, trans-racial mothers, co-mothers, teen mothers, mother and child within various ideological and technological milieus.)
- Anthropology of Death: Comparative Study of Death: The approaches to death.
- Anthropology of Dream
- Culture, Sexuality, Gender and HIV-AIDS
- Anthropology of Body
- Anthropology of Food

- Anthropology of Governance
- Tourism and Anthropology
- Tropical Ecology--Culture, Ecology and Politics (Options may be Contemporary environmental movements including global warming, the varieties of bioregionalism, deep ecology, ecofeminism, ecosocialism, environmental justice, and social ecology.)
- Visual Anthropology
- Pharmaceutical Anthropology

Part III  
Paper V  
Paper VA:

**BIOLOGICAL ANTHROPOLOGY**

**Module 18 BIOANTA 50 Marks (100 Classes)**

**1. Human Genetics:**

- i) **Introduction:** Definition, aims and applications of human genetics and its relevance in anthropology.
- ii) **Methods** of human genetics: family study, twin study.
- iii) **Mendelian inheritance:** Mendel's law and its application to man; modes of inheritance of qualitative Mendelian traits in man—**autosomal** dominant, autosomal recessive
- iv) **Co dominant inheritance**, multiple allelism
- v) **sex-linked** inheritance (with reference to common examples); sex chromatin and Lyonization.
- vi) **Alteration of Mendelian ratios:** brief introductions to— lethal alleles, incomplete dominance, epistasis, pleiotropy, sex-limited and sex-controlled traits, penetrance and expressivity, genetic heterogeneity; modern interpretation of dominance and recessiveness.
- vii) **Linkage:** definition and basic concepts, linkage and genetic recombination, linkage and association.
- viii) Inheritance of **complex traits:** concepts of complex traits, continuous and discontinuous traits, quantitative traits; threshold value; examples of multifactorial and polygenic traits in humans: stature, eye-colour, finger dermatoglyphics, blood pressure—brief discussions about their inheritance; heritability: its basic concept.

**2. Population Genetics and Bio-statistics**

- i) Definition and **concept of population**, definition of population genetics, **genotype and allele frequencies**, calculation of **allele frequencies** (MN and ABO blood groups); **mating systems**—random, assortative mating, inbreeding (brief concepts).
  - ii) The **Hardy-Weinberg equilibrium**—concepts and applications; the evolutionary forces:
    1. **Mutation:** definition causes and types, 2. **Selection:** definition, natural selection and Darwinian fitness, heterozygote advantage (e.g., Sickle Cell Trait), and 3. **Migration** and gene flow: only basic concept of how these factors change gene frequency, 4. **Genetic drift:** only introduction to the basic concepts.
  - iii) **Bio-statistics:** frequency distribution and its diagrammatic representation: pie- chart, bar diagram, frequency polygon, histogram, population pyramid; Class interval and class limit; measures of central tendencies and dispersion—mean, median, mode, variance, Covariance, standard deviation, and standard error of means, C.V.
- 2. Human population variation:** different approaches of classifying human populations: **typological, ecological** (local, micro, and geographical), and clinal; definition and concept of the term 'Race'—historical background; broad racial groups of mankind: general physical features and distribution; Background studies of **Indian races** (Risley, Guha, Sarkar); Recent approaches in studies of **Indian population diversity (molecular Anthropological basis)**— only introductory ideas.

Paper VB

**BIOLOGICAL ANTHROPOLOGY AND ARCHAEOLOGICAL ANTHROPOLOGY**

**Module 19 BIOANTA: Human Biology and Forensic Anthropology 25 Marks (50 Classes)**

- i) **Human growth:** definitions and brief outlines of the following terms: growth, development and maturation; concepts of **major growth curves**—distance, velocity and acceleration; **methods** of growth study: longitudinal and cross-sectional; the concept of centile.
- ii) **Human nutrition:** food, diet, nutrition, and metabolism (definitions only); the basic **nutrients**—micro-, and macronutrients—their sources and utility; **malnutrition:** over-, and under-nutrition, malnutrition—their evaluation and general consequences. nutritional adaptation in man
- iii) **Human ecology:** differences between cultural ecology, evolutionary ecology, and **Biological human ecology**, definitions of the terms— environment, ecology, stressors, adaptation, adaptability, homeostasis, acclimatization, human **biological responses** to heat, cold (Allen's and Bergmann's rules), and altitude.
- iv) **Forensic anthropology:** principles and concepts of the discipline; evidences in forensic anthropology: serological, skeletal remains, fingerprint
- v) **Genetic counselling:** Definition, aim, method (brief outline), Thalassemia screening

**MODULE 20 ARCANTA: Further development of the concept of culture in archaeology; Aims at social reconstruction (II)**

**Contemporary approaches:** critiques. Post modernity and its impact in archaeology – post processual archaeology. Language and culture – semiotics and discourse: symbolic and

**Cognitive Archaeology.** The art of interpretation – hermeneutics. Gender issues in archaeology. Nationalism, Colonialism, and archaeology.

**Current trends in archaeological works:** Examples of different kinds of works being carried on at present or in the recent past are to be given CRM, industrial, urban, symbolic, materialist, ethnoarchaeology, etc.

## Paper VI PAPER VIA

### ARCHAEOLOGICAL ANTHROPOLOGY AND SOCIAL CULTURAL ANTHROPOLOGY

#### ARCHAEOLOGICAL ANTHROPOLOGY

##### MODULE 21 ARCANTA: FURTHER DEVELOPMENT OF CONCEPT OF CULTURE IN ARCHAEOLOGY (I)

**Theories of cultural evolution:** Cultural materialism, determinism, structuralism, structuralfunctionalism, cultural ecology, symbolic, cognitive etc. Impact of these theories on archaeology. Archaeology & its relation with natural & social sciences.

**Classical approaches:** Marxist & Neo-Marxist approaches. Concept of modernity & enlightenment and its impact on archaeology. Beginnings of processual archaeology. Treatment of culture as a process; culture as a system – the systemic approach. Social, economic, political, religious etc, reconstruction by explaining archaeological data. Middle Range Theory.

##### MODULE SCANTA 5. BRIEF INTRODUCTION TO THE APPROACHES & CONCEPTS WITH ILLUSTRATIONS:

a) Religion (It needs to address the themes like Supernaturalism, Ritual, Sorcery, Witchcraft, Divination, Cult, Animism, Animatism, Shamanism, Totem and Taboo) b) Language, c) Development, d) Environment and Ecology e) Political and Economic Anthropology, f) Psychological Anthropology, g) Symbolic Anthropology, h) Medical Anthropology, h) Urban Anthropology, i) Cognitive Anthropology, j) Visual Anthropology, k) Public Anthropology and Practising Anthropology, l) Legal Anthropology (including Justice, Human Rights and Cultural Rights)

## Paper VIB 50 marks

#### SOCIAL AND CULTURAL ANTHROPOLOGY

##### Module 22 SCANTA: Peoples and Issues of South and Southeast Asia (I) :

Distribution and salient features of Major forms of religion, language and ethnic groups of **South and Southeast Asia**  
Indian tribes: An outline of anthropological studies; The salient features of traditionally foraging (one), agriculturalist(one), horticulturalist (one), artisan (one) , pastoral (one), patriarchal (one), matrilineal (one), primitive tribal group (one), (from among Santal, Bhil, Garo, Khasi, Juang, Sabar, Munda, Kheria, Birhor, Gond, Ho, Oraon, Mahali, Toda, Asur, One Andamanese, One Himalayan tribe) ;

##### Module 23 SCANTA: Peoples and Issues of South and Southeast Asia (II):

Fundamentalism, Secularism, Regionalism, Terror and Violence and ethnicity in India, land reforms and panchayet reforms in India, social movements (Santal movements, Birsa, Tana Bhakat, Jharkhand, Tebhaga, ) .  
Backward Classes/Communities in India: Problems, plans agencies of development and welfare of the tribes, S.C. O.B.C. and gender in India, Constitutional provisions and safeguards of the S.C. and S.T. and OBC

## PAPER VII PRACTICAL PAPER VIIA

##### MODULE 24 PANTA: Somatometry.

Candidates should be trained in taking the following measurements on at least **5 living subjects**, identify the landmarks involved and know about the instruments (Martin's Caliper sets, Martin's Anthropometer, Rod compass) used.

##### a) Measurements on head and face:

1. Maximum head length 2. Maximum head breadth 3. Least frontal breadth 4. Bi-zygomatic breadth 5. Bi-gonial breadth 6. Head height (vertex-tragion) 7. Total height (vertex-gnathion) 8. Nasal length 9. Nasal breadth 10. Nasal depth 11. Morphological superior facial length 12. Morphological total facial length.

##### b) Measurements on trunk and limbs:

1. Height vertex 2. Height tragus 3. Height acromion 4. Height radiale 5. Height stylium 6. Height dactylium 7. Sitting height vertex 8. Bi-acromial diameter 9. Hand length 10. Hand breadth 11. Foot length 12. Foot breadth (For item nos. 9 - 12, measurements on both sides are to be taken), Body weight.

##### c) Skinfold measurements: biceps, triceps, subscapular, suprailliac

##### d) Physiological variables: Blood pressure (mercury sphygmomanometer and stethoscope)

##### Indices:

1. Cephalic index 2. Nasal index 3. Facial index 4. Jugo-frontal index 5. Body Mass Index (BMI) Students should be trained in working out the values of mean, standard deviation, and standard error of mean, with respect to the values of height vertex and body weight. Laboratory note book

##### MODULE 25 PANTA

##### Genetics.

Students should be acquainted to undertake the following tests or observations and record the results in the laboratory notebook:

**I: Dermatoglyphics:** candidates should be trained in taking the prints of palm and fingertips of, at least **3 subjects**.

a) In case of fingerprints, pattern types should be identified and the Pattern Intensity Index (PII) is to be calculated.

b) In case of palm prints, main lines (A,B,C,D) and atd-angle, as well as a,b,c,d,t - triradii are to be traced. (Practice as well as final print sheets to be submitted along with laboratory note book)

**II: ABO and Rh Blood groupings:** Students should be trained in determining ABO and Rh Blood groups of at least 5 subjects following standard method.

III: PTC / PTU tasting ability: Students should be trained to test PTC/PTU tasting ability in at least 10 subjects, following standard method.

IV: Testing of Colour vision (Colour blindness): Ishihara's chart (1979) should be used and tests should be demonstrated as suggested. Inference should be recorded as normal, total colour blind, Deutan, Protan-, mild or strong, etc., on at least 05 subjects.

V: Sex chromatin: Students should be trained in deriving sex chromatin on at least 03 subjects (2 females and one male) from buccal smear following standard method.

\*\*\*[Marks for sections - III, IV, & V (**any one** in Exam.): Laboratory note

## PAPER – VIIB

### MODULE 26 PANTA Craniometry

Students should be trained in identifying landmarks on skull, taking the measurements (**on at least 5 skulls**) following standard methods, using the following instruments: Martin's sliding calliper, Martin's spreading calliper, measuring tape, mandibulometer, Martin's vertical craniophore, Martin's static goniometer, Mollison's attachable goniometer, Horizontal needle, spirit level.

#### A. Linear measurements:

1. Maximum cranial length 2. Maximum cranial breadth 3. Least frontal breadth 4. Maximum bizygomatic breadth 5. Greatest frontal breadth 6. Glabella-inion length 7. Nasion-inion length 8. Nasion-basion length 9. Bi-maxillary breadth 10. Nasal length 11. Nasal breadth 12. Nasionprosthion length 13. Outer bi-orbital diameter 14. Inner bi-orbital diameter 15. Inter orbital breadth 16. Orbital breadth 17. Orbital height 18. Bi-mastoidal breadth 19. Greatest occipital breadth 20. Bi-auricular breadth 21. Maxillo-alveolar length 22. Maxillo-alveolar breadth 23. Length of occipital foramen, 24. Breadth of occipital foramen 25. Basillo-bregmatic height 26. Prosthion-basion length 27. Frontal chord 28. Parietal Chord 29. Occipital chord.

#### B. Curvilinear or arc measurements:

1. Frontal arc, 2. Parietal arc, 3. Occipital arc, 4. Sagittal cranial arc, 5. Horizontal circumference.

#### C. Measurements on mandible:

1. Bi-condylar breadth, 2. Bi-gonial breadth, 3. Length of mandible

#### D. Angular measurements :

1. Metopic angle, 2. Facial profile angle, 3. Nasal profile angle, 4. Profile angle of the nasal roof, 5. Alveolar profile angle, 6. Calvarial base angle, 7. Frontal angle of Schwalbe

8. Bregma angle of Schwalbe, 9. Lambda angle of Schwalbe.

### Module PANTA 11: Osteometry: (Measurements on long bones)

Students should be trained to take the following measurements on at least **3 long bones** of each type (Humerus, radius, ulna, femur, tibia)

1. Maximum length
2. Maximum circumference of the shaft
3. Minimum circumference of the shaft
4. Diameter (antero-posterior and medio-lateral) of:
  - a) The proximal end of the shaft
  - b) The distal end of the shaft

Laboratory notebook

### MODULE 27 PANTA: Project work on archaeology at present

Visit to nearby locations. Study of any ancient monuments/ buildings/ temple etc (or any ancient features like motifs art, pottery etc.) in urban context. Changing context regarding style, symbol, function, purpose, changing worldview etc.—any work of cultural resource management, salvage archaeology or urban archaeology or industrial archaeology may be undertaken.

### MODULE 28 PANTA: GIS AND POTTERY

1. GIS method (computer required) 5 Marks

2. **Drawing & analysis of pottery:** 10 Marks [(modern potsherds may be used for understanding making, firing, shape etc.), Study of Indian ceramics (typical types) from Neolithic-Chalcolithic to onwards in Indian Context. (Photographs may be utilised)] or major rock types.

## PAPER – VIII

### Practical

## PAPER VIIIA

### MODULE 29 PANTA

Seminar on any topic or any published work

Students may prepare and present two seminar papers on published archaeological works or any topic chosen from any portion of Part III syllabus

**MODULE 30: PANTA: FIELD : (25 Marks)**

**Prehistory Field survey** (Not more than 5 days' stay) Data are to be collected on the following aspects:

- \_ Study of toposheets and topographic maps.
- \_ Study of geomorphology
- \_ Use of tools-----picks, knives, brushes, compass etc.
- \_ Study of natural sections
- \_ Trial excavation by taking test pits (without affecting the site)

**PAPER VIII B**

**SOCIAL AND CULTURAL ANTHROPOLOGY**

**MODULE 31 PANTA: FIELDWORK**

The fieldwork is to be done on any previously less known/ unknown community or group or settlement or network or problem.

- Not more than one Month and not less than 15 days of fieldwork
- The report must contain updated and relevant understanding of methodology and its relation with the present work. (The study is expected to use at least one Multitopic Household Survey and one qualitative method)
- There must be substantial references of the relevant works in that area or its related ones.
- The report on the methodology (e.g. Qualitative/ Mixed/ Ethnographic etc., selection, methods of collecting and analysing the data), field diary / experience and the concluding chapter are supposed to maintain individuality and meaningful intensity.
- As the fieldworker each student is expected to present convincing understanding of own experience.

The preferable guideline of the fieldwork suggests tentative contents of the fieldwork

- Locating the ethnographic work with reference to contemporary anthropological practices
- Objective/ Purpose /Questions and / or significance of study and methodology (starting from selection to analysis of the data: only the actual methods relevant by describing and evaluating how they used them),
- Study of the area, settlement (including insiders' concept/s of space) and people/s (Tribal / nontribal / Mixed population) Profiles of Population
- Description of the studied Organizational Aspects and Relationship of
- Economy, including Occupational Profile
- Politics, including Structure and/ or Process and Roles of Panchayat/Municipality/other notified authority,
- Religion / Ideology
- Ethnic and / or Caste and / or Community Relations
- Social Movements, if any

Development issues: governmental and non-governmental: Study of development may consist of (1) Programmes, (2) Agencies, (3) Resources and (4) Participation with respect to some or all of the following ones:

- a) Techno-economic aspects, b) Educational Issues c) Civic Issues d) Issues of Communication, e) Public Health Issues (including morbidity etc.), f) Environmental awareness, g) Political Behaviour

**GENERAL  
GENERAL  
ANTHROPOLOGY**

**Part: I**

**Paper: I (Theoretical)**

Each module is to be given equitable emphasis in evaluation / examination **Biological Anthropology 40 Marks**

**Module BIOANTG 1**

Definition of Anthropology, aim, scope, branches and applied areas of Biological Anthropology. Relationship of it with other biological and social sciences.

**Module BIOANTG 2**

**Morphology of man** (External and Skeletal Morphology)

a. External morphology – Features of man.

b. Skeletal morphology – Definition and function of human skeleton. Types and definitions of types of bones. Name, number, and position of bones of human skeleton.

Modifications of human skeleton as consequences of evolution- erect posture, bipedalism.

Human Dentition (Types and salient Features)

Dental Formula (Deciduous and Permanent)

**Module BIOANTG 3**

## **Human Genetics:-**

- a. Definition and application of knowledge of genetics.
- b. Structure of an identical eukaryotic cell.
- c. Cell division- anthropological significance.
- d. Gametogenesis: Spermatogenesis and Oogenesis, stages and differences.
- e. Normal chromosomal constitution of man. Denver system of human chromosome classification.
- f. Basic structure of DNA its differences with RNA.
- g. Numerical chromosomal aberration in man; Causes and manifestation (Down's Syndrome, Turner's Syndrome and Klinefelter's Syndrome).
- h. Mendelian principles its explanation and application in man.
- i. Mendelian Inheritance in Man- autosomal dominant (PTC) autosomal recessive (albinism) sex chromosomal- dominant (Xg blood group), recessive (colour blindness).
- j. Polymorphic character in man (ABO Blood group system.)

## **Module BIOANTG 4**

### **Peoples / Population of World**

- a. Concept of Race (Ethnic Group).
- b. UNESCO statement of race (1950,1952)
- c. Geographical distribution and features of major races/population of mankind (Caucasoid, Negroid and Mongoloid).
- d. Racial concept - Gorn - geographical, local and micro races.
- e. Criteria for population/racial classification: (Skin colour, head hair and ABO blood groups).
- f. Racial / ethnic composition of the population of undivided India by Risley, Guha and Sarkar.
- g. Human adaptation: Hot, cold, altitude, infectious disease, stress.

### **Archeological Anthropology**

**ARCANTG-1** Introduction to archeological anthropology, its relation to anthropology, palaeoanthropology, history, prehistory and historical archeology.

**ARCANTG-2** A brief history of archeology, mentioning only the stages of Antiquarianism, Three Age Paradigm, Culture history, Processual and Post-processual archeology.

**ARCANTG-3** A brief idea of palaeoenvironment in high and low latitudes and altitudes.

**ARCANTG-4** Methods for reconstructing the past- environmental archeology, experimental archeology, ethnoarcheology, primate ethology.

**ARCANTG-5** Field techniques- exploration, excavation, data analysis and publication of report.

**ARCANTG-6** Dating methods- concept and importance of chronology in archeology, absolute and relative methods. Only the following methods are to be briefly outlined: C14, TL, FUN, Archeomagnetism, K/Ar, stratigraphy and river terraces.

### **Social And Cultural Anthropology**

#### **Module SCANTG 1**

#### **HISTORY AND FUNDAMENTALS OF ANTHROPOLOGICAL THEORIES:**

(A) The holistic nature of Anthropology and integration of the anthropological subdisciplines; The Scope and Objective of Social and Cultural Anthropology;

(B) The Theories: Evolutionism, Historical Particularism;, Diffusionism (including concepts like universals, diffusion, acculturation), Structural-functionalism, Cultural Materialism, Culture and Personality, Structuralism, Symbolic Anthropology, Cultural Ecology and Political Economy.

#### **INTRODUCTION TO CULTURE AND SOCIETY:**

(A) Concepts (in brief): society, group, community, structure, organization, system, institution, process/interaction, Social function, Status, Role, Diaspora, Social network and Social Capital

(B): Concepts (in brief): features and nature of culture, Different Concepts of Culture across the theories (e.g. evolution, patterns of culture, civilization, super organic, worldview, cognition, symbol, method/model, shared construct)

(C) Concept of Tribe: Indian tribes, distribution – geographical Social organization: Garo, Santal, Chenchu, Toda

#### **Module SCANTG 2**

#### **Concepts in Brief: Social Organizations and Issues of culture:**

□ age grading, territorial group, community, social stratification, band, tribe, peasant, division of labour, social control and social contract.

□ health, folklore, art, language and culture, communication, gender, identity, education and socialisation, power, life-cycle, dream, change in society and culture, violence and terror, colonialism, postcoloniality and globalization.

#### **Module SCANTG 3**

#### **Kinship and Social Life:**

Traditional Concepts (in brief) of kinship: kinship, incest prohibition; exogamy and endogamy. Principles of descent - types and functions. Unilineal, bilateral and double descent, Descent groups, approaches to the study of terminology; Concepts and typology of family;

### **Marriage –**

Concepts, types and variation of marriage systems. Alliance and descent; Regulation of marriage-preferential, prescriptive, proscriptive and open systems. Types and form of marital transactions, like Dowry, bride-price, emerging issues of marriage including same-sex marriages.

## **Part- II**

### **Paper- II (Theoretical)**

**Each module is to be given equitable emphasis in evaluation / examination**

#### **Biological Anthropology**

##### **Module BIOANTG 5**

- Definition (Mivert) and general characteristic features of order Primates.
- Evolution trends of the Primates.
- Classification of the order Primates –Simpson and modified by Simpson (1917) with features and example upto family.
- Platyrrhine and Catarrhine monkeys- distribution, characteristics and differences
- Anthropoid apes: Features, classification, distribution, and social behavior of the anthropoid apes.
- Skeletal comparison of anthropoid apes with that of man.

##### **Module BIOANTG 6**

Section- I

#### **Theories of Human evolution**

Lamarckism, Darwinism, Synthetic theory

Section –II

- Fossil Primates: Dryopithecus, Sivapithecus, Ramapithecus (only chronology).
- Earlier hominid-A. afarensis, and A.africanus
- Emergence of genius Homo- H.habilis, H. erectus, (Java and Peking variety).
- Emergence of Archaic Homo sapiens- Neanderthal( La chapelle-aux-saints and Tabun)
- Anatomically Modern Homo sapiens- Cro-Magnon

#### **Archeological Anthropology 25 Marks**

**ARCANTG-7** Development of prehistoric cultures from the earliest evidences up to the beginning of historical times; on a regional basis – Africa and Europe.

**ARCANTG-8** Earliest Pleistocene cultures of Africa, and their subsequent development with special emphasis to east Africa Lake Turkana basin (sites – Olduvai Gorge, Omo, Hadar, Laetoli, Koobi-Fora, Ologesaile) Only relevant brief sketches are to be given.

**ARCANTG- 9** Earliest Pleistocene cultures of Europe and their subsequent development with special emphasis on western Europe are to be dealt with . The justifications of lower, middle and upper Palaeolithic, Mesolithic and Neolithic classifications and nomenclatures are to be ratified. Cultures are to be studied in the following format: 3 type sites/ important sites of each cultural stage, the characterizing evidences, dates, general cultural life with growing varieties of evidences of the prehistoric people up to Neolithic times and linking them with the preceding and succeeding cultural phases as well as the mention of associated fossil finds, if any.

#### **Social and Cultural Anthropology 35 marks**

##### **Module SCANTG 4**

#### **SOME IMPORTANT AREAS OF ANTHROPOLOGY (brief notes on the tenets):**

Medical Anthropology (including Pharmaceutical Anthropology), Urban Anthropology, Development and Anthropology, Applied Anthropology, Cognitive Anthropology, Visual Anthropology.

Economic Anthropology: Subsistence Strategies: Hunting and Gathering, Horticulture, Pastoralism, Shifting Cultivation, Agriculture and Peasants, Informal Economy, Poverty, Sustainable Livelihood and Sustainable Development; exchange, and consumption of goods and services in complex societies

**The major theoretical approaches of political anthropology and or anthropology of power** Political Anthropology: **and politics; Political processes, such as factionalism, styles of leadership, political rituals. Comparative study of political institutions in simple and complex cultures; race, regional and/ or linguistic groups, state/nationhood, religions and ethnicity and (inter-) ethnic relations, social movements.**

##### **Module SCANTG 5**

**Anthropology and Contemporary Social Issues:** population growth; poverty, inequality and justice; Issues of gender and sexuality; warfare (nuclear, biological, imperial) and peace; terror; marginalization and exclusion; epidemic diseases and disaster; social movements;

**Regional Anthropology: South Asia:**

- a) Religion, Regionalism, nationalism in India.
- b) Caste, class and inequalities in India.
- c) Fundamentalism, communalism, migration and ethnicity in India, land reforms and panchayet reforms in India
- d) Peasant village: Feature, habitation, economy and changes

**Paper-III (Practical)**

**Paper IIIA**

**Module BIOANTG 7**

I. Craniometry: (on three skulls)

- |                           |                                |
|---------------------------|--------------------------------|
| 1. Maximum cranial length | 2. Maximum crania breadth      |
| 3. Least Frontal breadth  | 4. Maximum bizygomatic breadth |
| 5. Nasal length           | 6. Nasal breadth               |
| 7. Superior Facial Length |                                |

**Module BIOANTG 8**

II. SOMATOMETRY: (on three subjects)

Measurement on head and face (Cephalometry)

- |                                         |                                       |
|-----------------------------------------|---------------------------------------|
| 1. Maximum head length                  | 2. maximum head breadth               |
| 3. Least frontal breadth                | 4. Bi-zygomatic breadth               |
| 5. Bi-gonial breadth                    | 6. Nasal length                       |
| 7. Nasal breadth                        | 8. Nasal depth                        |
| 9. Morphological superior facial length | 10. Morphological total facial length |

Measurements on trunk and limbs

- |                          |                         |
|--------------------------|-------------------------|
| 1. Height vertex         | 2. Height tragus        |
| 3. Height acromion       | 4. Height radiale       |
| 5. Height stylion        | 6. Height dactylion     |
| 7. Sitting height Vertex | 8. Bi-acromial diameter |
| 9. Hand length           | 10. Hand breadth        |
| 11. Foot length          | 12. Foot breadth        |
| 13. Body weight          |                         |

**Module BIOANTG 9**

III. INDICES

- |                          |                       |
|--------------------------|-----------------------|
| 1. Cephalic index        | 2. Nasal index        |
| 3. Facial index          | 4. Jugo-frontal index |
| 5. Body mass index (BMI) |                       |

**Module BIOANTG 10**

IV. GENETIC TESTS (On three subjects)

- |                                         |                               |
|-----------------------------------------|-------------------------------|
| (a). ABO and Rh (D) blood group systems | (b) Test for colour blindness |
|-----------------------------------------|-------------------------------|

**Module BIOANTG 11**

V. HUMAN SKELETON (Original or caste material)

- a) Identification of bones- skull bones (Frontal, Parietal, Occipital, Temporal, Maxilla, Zygoma, and Mandible). Long bones with side determination (Humerus, Radius, Ulna, Femur, Tibia, Fibula), Scapula, Clavicle, Os Innominatum
- b). Determination of sex from skull and pelvis

Laboratory notebook

**Paper IIIB**

**ARCANTH 10**

- A basic idea of flint knapping techniques
- Understanding the significance of selection of raw materials
- Identification of forms of raw materials, i.e. core, flake, blade.....
- Learning the procedure of drawing tools in the laboratory.
- Drawing of 1 core tool, 1 flake tool, 1 blade tool, 1 microblade and 1 polished tool in a laboratory note book in the laboratory.

**ARCANTH 11**

- Understanding the development of stone tools in the Indian context through study of their typo-technology.
- Drawing on graph paper 2 typical tools of lower, middle, upper Paleolithic and microlithic stages.
- Comparative analyses of these tools both on the bases of their morphological attributes (e.g. shape, no. of primary and secondary flake scars, shapes and depth of the flake scars, amount of retouching, backing, continuity of working edge,

etc.) as well as their metric attributes ( length, breadth, cross sections, dorsal and ventral view) Finally trying to mark rough indicators of techno- typological development of stone tools in India by inductive codification from the above analyses.

### **Module SCANTG 5**

#### **Project: (1500 word limit)**

The topics will be introduced to the students with interesting overviews, so that they may relate the topic/s with everyday experience. According to individual interests the students may be clustered for taking separate classes on the topics selected. The groups may be given academic materials to study, discuss and prepare in groups along with their insider's data/information of their everyday life related to the topic. The supervisor may hold a group discussion and/ or individual presentation in classroom and / or related outdoor setting. Each student has to countersign one's interactive learning / seminar/ workshop/ group discussion, record and represent the specific report in final examination.

#### **NOTE:**

- **The students will be provided with the reading materials ( books, papers from journal and / or web sites, or at least a collection of broad notes / materials etc.) and necessary discussion by the teachers so that the students may prepare her/his hand-out and other materials needed for group discussion and/ or individual presentation in classroom and / or related outdoor setting**
- **The student will present/ discuss the topic in group / in front of other students and teacher/s.**
- **The initial hand-out prepared by the student, the subsequent record of the interactive learning will be documented in the report to be submitted in final examination. The report may be given as a collection of pages or as a hard disc ( CD )**

#### **Any Two of the Following**

- Crime and Anthropology
- Human Rights and Anthropology
- Auto-ethnography
- Peasant Society and Culture,
- Experience of Religion and / or Dream and Anthropology
- Aging and Anthropology
- Pharmaceutical Anthropology: may include approaches of Medical Anthropology to Pharmaceutical Culture and components of Pharmaceutical Companies, Doctors, Stockists, Patient
- Anthropology of Food /Taste
- Anthropology of Local Governance
- Health Services and role of anthropology: may include any of combination of issues like 'Substance' use, HIV/AIDS, TB and other communicable, Cancer and other non-communicable diseases
- Globalisation and Anthropology
- Business and Organisational Anthropology
- Tropical Ecology: Culture, Ecology and Politics: may include any of combination of Contemporary environmental movements including global warming, the varieties of environmental justice, and social ecology.
- Media, Popular Culture and Anthropology
- Tourism and Anthropology
- City Life and Anthropology
- Anthropology and Development

### **Module SCANTG 6**

#### **Training of Fieldwork, Collecting data and Reporting in Seminar and Examination**

#### **ANTHROPOLOGICAL FIELDWORK AND METHODS**

Fieldwork and ethnography, social surveys, methodology. Ethnographic Techniques & Methods (types and definitions), selection of locality / problem/ people, contact making, conversation, rapport establishment, participant observation, narrative, behavioural observation, Informant, Respondent, Key informant, Types of data, The Evolution of Ethnography, Notes in Fieldwork, the styles and ethics of fieldwork; the utility and shortcomings of fieldwork.

#### **TRAINING OF THE ABOVE ISSUES IN A FIELD SETTING (at least for four days not more than seven days)**

Travelling to one nearby locality / group/ community ---- Meeting them and making effective and amicable relations with the informants (with testimonials of that while reporting)----Identifying their daily routines of occupation and other works of both genders and all age-groups by interviews and observation—taking information on useful and available instruments/technology (the structures and the functions), with scaled photographs or proportionate drawings of some essential components of technology—collecting data on any case of the life/ event/ problem of the informant/s.

The supervisor/s in the setting will help the students making out the issues of fieldwork mentioned above.

The students would keep both the handwritten notes during/after the visit (mentioning date—time—locality—group--informant) and the finally arranged report in the same book. The report may at least contain: 1. Period of time; 2. Their experience of the process of the visit; 3. Characterising description/observation of the technology/instrumentality, locality and people they met; 4. The interpretative description of the case/s; .5. The drawings/photographs(Black and White print-out) with illustrative captions. The whole work may not exceed seven days. Temple, Mosque, Gurudwara, Park, market, club, sacred groove

## **Part III**

### **Paper IV**

## **PAPER IVA (theoretical)**

### **Biological Anthropology : 10 marks**

#### **Module BIOANTG 12**

- Forensic anthropology: Personal identification from blood groups and skeleton. Paternity diagnosis (brief outline),
- Genetic counselling: definition, aim and methods. Genetic counselling for thalassemia and haemophilia.
- Birth defects: Teratogens, Cocaine, Alcohol, Cigar, Occupational Hazards etc.
- Bio-statistics: Measure of central tendency- mean, median, mode, standard deviation, standard error of mean.

#### **Archaeological Anthropology**

##### **ARCANTG- 12 Prehistory of India (to be studied on a regional basis).**

A brief history of Indian prehistory. Debates on the classifications and nomenclatures of the prehistoric cultural periods of India. Study of prehistoric cultures from the earliest evidences up to the beginning of historical times on a regional basis.

##### **ARCANTG- 13 Palaeolithic India: brief outlines of the following regional cultures –**

- north India- Sohan river valley, Beas- Banganga river valley;
- central India- Narmada valley;
- eastern India- Subarnarekha, Tarafeni, Gandheswari river valleys, Mayurbhanj, Keonjhar;
- south India- Kortalayar river valley;
- western India- Nevasa

##### **ARCANTG- 14 Microlithic cultures of India: brief outlines of the following regional cultures: a) eastern India b)**

Central India c) western India d) southern India. With reference to teaching the microlithic cultures, focus is to be given more on regional variability and environmental adaptability rather than being site specific. Wherever available, the dates are also to be given.

**ARCANTG- 15 Neolithic cultures of India: brief outlines of the following regional cultures: a) eastern India b) Central India c) western India d) southern India e) northern India f) North- east India.** In dealing with Neolithic India, emphasis is to be given on regional features and variability. Also concepts of acculturation and influence of neighbouring areas on the Neolithic artifacts and way of life of the people should be mentioned.

## **Social and Cultural Anthropology**

### **Module SCANTG 8**

#### **Anthropology of Religion**

**Indigenous Religions :** Topics (concepts and/ or definition) include myth and ritual, sorcery, witchcraft and divination; animism, animatism, totem and taboo, magic, and shamanism, sacrifice, spirit possession, initiation rituals, witchcraft and other institutionalized principal religions of the World

#### **Backward Communities In India and Development**

Indian tribes: an outline of anthropological studies, distribution according to linguistic groups, economy, geographical region. Sectors, Problems, plans and agencies of development, welfare of the tribes, S.C. and O.B.C. in India, Constitutional provisions and safeguards of the S.C., S.T. and O.B.C.

## **PAPER IVB PRACTICAL**

### **Module SCANTG 9**

#### **TRAINING IN FIELDWORK**

**Research Approaches:** Overview of Quantitative, Qualitative and Mixed Research including their Philosophical Perspectives, Methodologies and Types of research. (Emphasis on ethnographic, Participatory and Action research) Respective Methods and techniques of data Collection and Modes of Analysis; Types of data; Ethical Issues; Styles of Fieldwork. The students are expected to learn how do they apply them in their training.

**The training for the fieldwork (with/ without camp life) is to be undertaken on any previously less known/ unknown community or group or settlement or network or problem.**

- Not more than 15 DAYS and not less than 7 DAYS of fieldwork
- The students are expected to reflect on learning from the participation in and guidance of the supervisor/s training them for fieldwork
- The supervisor/s in the setting will help the students making out the issues of research approaches mentioned above.
- The report must contain updated and relevant understanding of methodology and its relation with the present work
- There must be references of the relevant works in that area or its related ones.
- Suitable and contextually proper presentation of the qualitative and quantitative data are expected in the report.
- The report on the methodology, field diary / experience and the concluding chapter are supposed to maintain individuality and meaningful intensity.
- As the fieldworker each student is expected to present convincing understanding of own experience.
- The report needs to contain their learning of “Research Approaches” and the applications in their fieldwork.

#### **Module ARCANTG- 17**

**Study of toposheets** for understanding the geophysical, political, socio-economic, population density, rural, urban, suburban, developmental and any other relevant information/features of an area.

**A project report on any one of the topic areas listed below (not less than 7 days and not more than 10 days fieldwork/visits, including journey)**

**A.** A geomorphologic fieldwork based on toposheet study and using only the methods of exploration for locating a potential archeological site area. Apriori toposheet study and literature review will help to choose the area of survey.

**B.** Visit to an already excavated and reported archeological site for learning the methods of excavation followed, the chronocultural sequence, ways of analysis of excavated materials and how to publish a report.

**C.** Visit to any nearby museum, keeping in mind the following objectives:

- The rationality/relevance of setting up a museum.
- The nature of the museum visited/chosen.
- A general observation on the materials collected and displayed in the museum (preferably archeologically relevant objects.)
- Reflection of their chronocultural sequence
- State of preservation; whether further preservation and conservation is required.
- Advantages and disadvantages of a museum storage/ display – loss of primary context but creation of a knowledgebase in artificial context.
- Aims, objectives and management of the museum visited.

**D.** A project report on understanding the relation people bear with their material culture. Work may be done in urban, suburban or rural areas. Main methodological approach would be ethnoarcheological. Narratives of the people would be the main form of communication and data collection. Questionnaires may be formulated and used as and when required. Observations should be detailed and micro as well as macro level oriented. The fieldworker should be very clear about her/his research questions, problems and broad methodological paradigm; but should also understand that an open and inductive mental orientation is required for this kind of work.