



# UNIVERSITY OF CALCUTTA

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To  
The Principals /T.I.C.  
of all the Undergraduate Colleges  
offering B.A./B.Sc. (Honours) in Anthropology  
affiliated to the University of Calcutta

Sir/Madam,

The undersigned would like to forward you the **Draft Syllabus for Anthropology (Honours)**, to be implemented from the academic session 2017-2018 to get feedback from the Department of Anthropology in your college.

You are requested to send your feedback within 30<sup>th</sup> December, 2016.

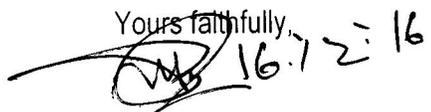
In this regard you may send your observation/ suggestion to the **Department of U.G. Councils, C.U.** or through **email ([u.g.councilsc.u@gmail.com](mailto:u.g.councilsc.u@gmail.com))**, **C.U.** or you may contact **Prof. Arup Ratan Bandyopadhyay**, (email: [arup\\_cu@rediffmail.com](mailto:arup_cu@rediffmail.com)), **Department of Anthropology, C.U.** and **Prof. Subrata Sankar Bagchi**(email: [ssbagchi@hotmail.com](mailto:ssbagchi@hotmail.com)), **Principal, Bangabasi College.**

Your cooperation in this regard will be highly appreciated. Kindly treat the matter as urgent.

Thanking you,

Encl: Copy of the Draft Syllabus.

Yours faithfully,

  
(Milan Kr. Pal)  
O.S.D., C.U.



**PROPOSED SYLLABUS FOR THE THREE-YEAR B.A./B.Sc. (HONOURS)  
DEGREE COURSE OF STUDIES IN ANTHROPOLOGY**

**Total Marks : 800**    *Total Theoretical Marks : 500*    *Total Practical Marks : 300*

<b>Part I</b>	<b>Total 200</b>	<b>Papers I &amp; II</b>	<b>Theoretical</b>	<b>150</b>	<b>Practical</b>	<b>50</b>
<b>Part II</b>	<b>Total 200</b>	<b>Papers III &amp; IV</b>	<b>Theoretical</b>	<b>150</b>	<b>Practical</b>	<b>50</b>
<b>Part III</b>	<b>Total 400</b>	<b>Papers V, VI, VII &amp; VIII</b>	<b>Theoretical</b>	<b>200</b>	<b>Practical</b>	<b>200</b>

**Part I**

<b>Theoretical</b>	<b>:</b>	<b>Paper I</b>	<b>Full Marks</b>	<b>100</b>	
<b>Theoretical</b>	<b>:</b>	<b>Paper IIA</b>	<b>Full Marks</b>	<b>50</b>	
<b>Practical</b>	<b>:</b>	<b>Paper IIB</b>	<b>Full Marks</b>	<b>50</b>	
				<hr/>	
				<b>Total (Two Papers)</b>	<b>200</b>

**Part II**

<b>Theoretical</b>	<b>:</b>	<b>Paper III</b>	<b>Full Marks</b>	<b>100</b>	
<b>Theoretical</b>	<b>:</b>	<b>Paper IVA</b>	<b>Full Marks</b>	<b>50</b>	
<b>Practical</b>	<b>:</b>	<b>Paper IVB</b>	<b>Full Marks</b>	<b>50</b>	
				<hr/>	
				<b>Total (Two Papers)</b>	<b>200</b>

**Part III**

<b>Theoretical</b>	<b>:</b>	<b>Paper V</b>	<b>Full Marks</b>	<b>100</b>	
<b>Theoretical</b>	<b>:</b>	<b>Paper VI</b>	<b>Full Marks</b>	<b>100</b>	
<b>Practical</b>	<b>:</b>	<b>Paper VII</b>	<b>Full Marks</b>	<b>100</b>	
<b>Practical</b>	<b>:</b>	<b>Paper VIII</b>	<b>Full Marks</b>	<b>100</b>	
				<hr/>	
				<b>Total (Four Papers)</b>	<b>400</b>

# ANTHROPOLOGY- HONOURS (PROPOSED)

## Part I

Paper I : 100 Marks

Paper IA 50 Marks

(200 classes)

GROUP A

50MARKS

## SOCIAL AND CULTURAL ANTHROPOLOGY

Module 1:

Marks 50 (100 classes)

### Anthropology: Knowledge and Science

- (a) Emergence, divergence (sub-disciplines/sub-fields), flexibility, holism of Anthropology
- (b) Anthropology in relation to Physical and / or Natural sciences, Social Sciences, Arts and Humanities
- (c) Interlinked components of knowledge: (i) What we know (i.e. nature of knowledge), (ii) How we know (theory of knowledge), and (iii) The relationship between Knower and known (e.g. Colonial Critique of Anthropology)
- (d) Knowledge Assumptions in Anthropological theories
  - i. Priority of Idea and Reason (E. B. Tylor, Unilinear evolutionism, Cognitive anthropology; Marxian anthropological traditions)
  - ii. Priority of Sensory Experience (e.g. Structural Functionalism, Functionalism, and Cultural Materialism)
  - iii. Priority of working meanings (e.g. Boasian traditions/historical particularism, cultural relativism, diffusionism;)
  - iv. Priority of Objective (e.g. idea to materiality, materiality to idea etc.) existence as real (e.g. Neoevolutionism, Cultural Materialism, Cultural Ecology and Marxian Anthropological Traditions)
  - v. Priority of critical negotiation between idea and experience (e.g. Structuralism of Claude Levi-Strauss)
  - vi. Priority of Understanding and interpretation (e.g. symbolic and interpretive anthropology)
  - vii. Priority of (un)consciousness (e.g. Psychoanalytic Anthropology, Culture and Personality)
  - viii. Priority of linguistic rules and discourse (e.g. Cognitive Anthropology; Linguistic Anthropology, Structuralist, Postmodern, Post-Structural Anthropology)

### Approaches and Areas in Anthropology

- (a) **Society** : (i) Status to Contract; (ii) Exchange and Transaction; (iii) Ascribed and achieved (iv) Action, Emancipation and Empowerment (social change)

(b) **Culture:** The concept: (i) General, universal and particular, (ii) Passive Reception (inheritance), Active Construction (symbolism) and else;, (iii) Objective, Subjective, Both and Intersubjective (shared), (iv) Insider, Outsider and In-between

(c) **Social Structure, Social Organisation, Social Institution, Social System, Pattern**

- i. Kinship and classifications: kinship terminology, descent and alliance, descent system, clan, segmentary lineage, moiety, 'band', 'tribe' (and its relationship with state), 'chiefdom'
- ii. Serfdom, Monarchy, Early state, nation-state, citizen, civil society
- iii. Marriage, family and other symbolic institutions: features, types, diversity and change
- iv. Shaman, totem, taboo, virtual community, imagined community

(d) **Anthropological Approaches to**

- i. Inequality, Hierarchy, Stratification: Class (Functionalist, Marxist, Weberian, Bourdieusean), Gender (Functionalist, Constructivist and Feminist), Caste (Twice-born, Purity-Pollution, Untouchability, Jajmani system, dominant caste, mobility and competition of castes)
- ii. Technology: anthropological understanding of technology
- iii. Language: branches of linguistic anthropology
- iv. Livelihood and small-scale economy (e.g. foraging/gathering-hunting, horticultural, pastoral, peasant economies)
- v. Power: The anthropological approaches

**PAPER IB (50 MARKS)**

**BIOLOGICAL ANTHROPOLOGY 50 marks**

**(100 classes)**

**Module 2 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)

**b) Human Morphology**

- i) **Skeletal morphology:** definition and functional of skeleton, classification of bones; articulations of bones.
- ii) **Cranial osteology:** the human cranium – name, number, features and determination of side of the constituent bones
- iii) Different views/normas (vertical, frontal, lateral, occipital, and basal views) of skull. [for these ‘views’, only salient features and their evolutionary significance, if any, to be known].
- iv) **Post-cranial osteology:** vertebral column, pectoral girdle, thoracic cage, pelvic girdle, upper and lower extremity bones – name, number and features.
- v) Determination of side of the bones – scapula, clavicle, humerus, radius, ulna, innominate, femur, tibia, fibula.
- vi) **Human dentition** (basic structural features) and dental formula (deciduous and permanent), evolutionary significance (brief outline)
- vii) Identification of sex from adult skull and pelvis.
- viii) Concepts and facts regarding **skeletal modifications** as a consequence of evolution; erectbipedalism, brain development (outlines), and grips.
- ix) **External morphological features of man** in relation to evolution.

### **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.

## **Paper II (100 Marks)**

### **Paper IIA** ARCHAEOLOGICAL ANTHROPOLOGY

**50 Marks (50 Classes)**

#### **Module 2:**

#### **INTRODUCTION, BASIC CONCEPT, THEORY AND METHODS**

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

Relation between these fields – their aim and scope, interesting fields of research. Relevance of palaeoanthropology and archaeology in anthropology, with special emphasis on prehistory.

**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, social archaeology, economic prehistory.

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

**Field Archaeology:** Ideas of site survey and excavation. Different methods of exploration/site survey. 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.

**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, obsidian hydration.

Relative methods-Stratigraphy & river terraces, Typo-technology, FUN estimation [**Seminar**]

## **Practical Paper IIB 50 Marks**

### **Module 4 PANTA 20 Marks**

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

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

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

- Skin colour:** Should be observed in exposed (forehead) and unexposed (inner side of the upper arm) parts in descriptive terms.
- 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)
- Head hair:** i) Form, ii) Colour, iii) Texture, iv) Quantity, v) Whorl, vi) Hair limit.
- Ear:** i) General shape, ii) Prominence of helix, iv) Darwin's tubercle, v) Ear lobe size, vi) Earlobe attachment.

Laboratory note book

### **Module 5 PANTA: ARCHAEOLOGICAL ANTHROPOLOGY 10 marks**

- Tool making technologies to be treated in details
- Causes of differences in tool typo-technology in Europe and India should be mentioned.
- Identification of the forms of raw material
- Procedure of drawing tools – 2 core, 2 flake, 2 blade, 2 ground and polished tools

### **Module 6 PANTA: SOCIAL AND CULTURAL ANTHROPOLOGY**

## Practical

20 marks

**PANTA: Individual Exploration of any phenomenon in everyday context in one or more sites**

- (a) Conversation, empathy, rapport, unstructured and semi-structured interview with focus around the phenomenon
- (b) Developing a schedule around the phenomenon and using it for quantifiable information to record
- (c) Recording of the data and transcription with notes, photographs
- (d) Reporting the findings using transcribed narratives and tabular calculation of quantifiable information
- (e) Seminar presentation and viva-voce

## Part II 200 Marks

### Paper III (100)

#### GROUP A: 50 MARKS

#### BIOLOGICAL ANTHROPOLOGY

##### Module 7 BIOANTA 50 marks

(100 Classes)

#### I. 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.

#### II. The study of Primates:

##### II.1 The living primates:

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

## II.2 The Fossil Primates— the background of human evolution:

- i) **Oligocene anthropoids** with special reference to *Apidium*, *Propliopithecus*, and *Aegyptopithecus*.
- ii) **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.]
- iii) Outline of the **Pongid-Hominid split**; major hypothetical lines of primate evolution from Parapithecidae to Australopithecinae.
- iv) **Proto-hominids** of Pliocene and Plio-Pleistocene: Australopithecines (*Australopithecus afarensis*, *Ardipithecus ramidus*, *Australopithecus africanus*, *Australopithecus boisei* and *Australopithecus robustus*)
- v) **Emergence of genus Homo** : *H. habilis*, *H. erectus* (Java & Peking, Narmada man)
- vi) **Emergence of Archaic Homo sapiens** : Neanderthal (La-Chapelle-aux-saints and Tabun)
- vii) **Anatomically modern Homo sapiens** : CroMagnon, Grimaldi, Chancelade
- viii) Emergence of modern human and their dispersal

## GROUP B 50 MARKS

### ARCHAEOLOGICAL ANTHROPOLOGY

#### MODULE 8 ARCANTA: DEVELOPMENT OF PLEISTOCENE CULTURE AND FURTHER DEVELOPMENT OF CULTURE 50 Marks (100 Classes)

**Environment, Biome, Culture:** Climatic fluctuations of Pleistocene in Europe, Africa & India—their probable causes. Biome-habitat-culture model after Graham Clark.

**Lower Palaeolithic Culture:** – Brief idea about regional variations of Paleolithic cultures of Europe to be given. Patjintania, Zhoukoudien and other SE Asian Pleistocene cultures: Burma – 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 (Early Stone Age). Indian varieties – cultural evidences of Pleistocene ( Lower Palaeolithic & Sohan). 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. India- Narmada Man controversy – Middle Palaeolithic cultures.

**Upper Palaeolithic Culture:** Upper Palaeolithic cultures of Europe. Indian subcontinent- Upper Palaeolithic cultures. [Diversifying cultural life in late Pleistocene to be highlighted]

### **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– Maglemosean, Tardenoisean, Midden 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.

**Earliest Civilizations:** Concept/ features of urbanization: Features of urbanization according to Braidwood and Childe. 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**

## **Paper IV 100 Marks**

### **Paper IV A**

**50 Marks**

## **SOCIAL AND CULTURAL ANTHROPOLOGY**

### **MODULE 9 SCANTA**

#### **Major Founders and Builders (Doyens) of Anthropology: Educational backdrop, genealogy and areas of scholarship**

##### **(a) The Doyens of Anthropology**

(i) Lewis Henry Morgan, (ii) E. B. Tylor, (iii) Franz Boas, (iv) Margaret Mead, (v) Alfred Reginald Radcliffe-Brown, (vi) Bronisław Malinowski, (vii) Edward Evan Evans-Pritchard, (viii) Marcel Mauss (ix) Leslie White (x) Julian Steward, (xi) Marshal Sahlins, (xii) Eric Wolf, (xiii) Sol Tax, (xiv) Clifford Geertz, (xv) C. Levi-Strauss (xvi) Edmund Leach, (xviii) Victor Turner (xix) Lila Abu Lughod

##### **(b) Meaning and its Use in Anthropology**

(i) Understanding and Interpretation (ii) Essence-Construct (e.g. ethnicity, gender, sexuality, paternal and fraternal patriarchy), (iii) Reflexivity, (iv) Différance, Undecidability and Deconstruction

**(c) Compulsory Reading of the following texts**

- i. Bronislaw Malinowski, 1922 "The Essentials of Kula"
- ii. James Clifford. 1986. "Introduction: Partial Truths." In James Clifford and George Marcus eds., Writing Culture: The Poetics and Politics of Ethnography. Berkeley: University of California Press, pp. 1-26
- iii. Lila Abu-Lughod, 1995. "A Tale of Two Pregnancies".

**(d) Anthropological Approaches to**

- i. Ecology and environment: Ecological anthropology and cultural materialism
- ii. Religion
- iii. Development: Theories of Development and Economic growth a). Classical and Neoclassical (e.g. Adam Smith, Utilitarianism, Neoclassical Economics); b). Development as Modernization; c). Keynesian Economics and Neoliberalism d). Nonconventional, Critical Theories (e.g. Development as Social Transformation, Structural Marxism, Dependency Theory, World Systems Theory) e) Poststructuralism and Postdevelopmentalism f). Feminist Criticisms of Development Theory, g) Shifting relationships of Anthropology and Development (e.g. of Development Anthropology and Anthropology of Development)

**Paper IV B**

**50 Marks**

**Practical**

**Module 10 PANTA: BIOLOGICAL ANTHROPOLOGY**

**25 Marks**

**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 (CroMagnon) (Photographs may be utilized).

**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

**Module 11 PANTA: SOCIAL CULTURAL ANTHROPOLOGY**

**15 Marks**

**Group Study of any phenomenon in everyday context with mixed methods or ethnographic approach each study in one or more real/virtual sites (preferably not more than two) (data collection not below 10 days)**

- (a) Conversation, empathy, rapport, unstructured and semi-structured interview, focus group, with focus around the phenomenon
- (b) Developing theoretical sensibilities about the data

- (c) Developing sets of questions around the phenomenon
- (d) Both quantifiable and qualitative data from the field and data from previously worked sources to relate each other.
- (e) Recording of the data and transcription with notes, photographs
- (f) Reporting the findings using transcribed narratives and tabular calculation of quantifiable information
- (g) Focus on own experience of stranger-familiar, outsider-insider, explorer-learner, comfort-discomfort, own cultural bias-their cultural bias
- (h) At least hinting at the theoretical implications of the articulation of the data, if not adequate theorisation
- (i) Seminar presentation and viva-voce

## **ARCHAEOLOGICAL ANTHROPOLOGY**

### **MODULE 11 PANTA 10 Marks**

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

Tools to be identified in terms of cultural periods.

## **Part III 400 Marks**

### **Paper V 100 marks**

### **Paper VA: 75marks: BIOLOGICAL ANTHROPOLOGY**

#### **Module 13 (150 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; **sex-linked** inheritance (with reference to common examples)—**X-linked** dominant and recessive inheritance in man. Sex chromatin and Lyonization.

iv) **Co dominant inheritance**, multiple allelism, polymorphism

v) **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.

vi) **Linkage:** definition and basic concepts, linkage and genetic recombination, linkage and association.

vii) 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, bloodpressure—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:

a. **Mutation**: definition causes and types, b. **Selection**: definition, natural selection and Darwinian fitness, heterozygote advantage (e.g., Sickle Cell Trait), and c. **Migration** and gene flow: only basic concept of how these factors change gene frequency, d. **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,

3. **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.

## 4. Human Biology and Forensic Anthropology

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

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

**PAPER – VB (25 MARKS)**

**ARCHAEOLOGICAL ANTHROPOLOGY**

**MODULE 14 ARCANTA: FURTHER DEVELOPMENT OF CONCEPT OF CULTURE IN ARCHAEOLOGY (I) (25 Marks) (50 Classes)**

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

**Classical approaches:** Marxist & Neo-Marxist approaches. 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.

**Paper VI 100 marks**

**PAPER VIA 25 Marks**

**ARCHAEOLOGICAL ANTHROPOLOGY**

**MODULE 15 ARCANTA: Further development of the concept of culture in archaeology; Aims at social reconstruction (II) (25 Marks) (50 Classes)**

**Contemporary approaches:** critiques. Post modernity and its impact in archaeology – postprocessual archaeology. Language and culture – semiotics and discourse: symbolic and **Cognitive Archaeology.** Gender issues in archaeology. Nationalism, Colonialism, and archaeology.

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

**PAPER VIB 75 Marks**

**MODULE 16: Anthropology in India**

**34 Marks**

**(a) Issues:**

- i. Caste** (The major competing views: [e.g. structural-functional, system of hierarchy and inequality, mental model, political economy, ethnosociological, ethnohistorical] and Caste and politics), Community, Peasant, Dalit, Civilisation, Village, Kinship system, Complex Society, Religion, SC, ST, OBC, minority, women, transgender (Constitutional and legal safeguards and reforms), governance and public policy
  - ii. Social Movements:** Tribal (e.g. Santal Movement, Birsa, TanaBhakat, Jharkhand); Land and Agricultural Reforms (Tebhaga); Environmental; Against Displacement and eviction; Response to Dispossession of land (Singur and Nandigram); Regional; Against State oppression (Kashmir and North-East India)
- (b) Contributions of the Scholars** (i) André Beteillé, (ii) Bernard S. Cohn, (iii) F. G. Bailey, (iv) Irawati Karve, (v) Kathleen Gough, (vi) Louis Dumont, (vii) M.N. Srinivas, (viii) McKim Marriott, (ix) Nicholas B. Dirks (x) N. K. Bose, (xi) Susan Snow Wadley, (xii) T. C. Das (xiii) Verrier Elwin

## **Module 17: Research Methodology**

**40 Marks**

- (a) Quantitative, Qualitative and Mixed Research
- (b) Positivist, Post-positivist, Interpretive, Critical and Action/ emancipatory research
- (c) Components of research: Research Design, Research hypothesis, Research questions; Objectives and/ or Purpose of Research; Variables; Sampling (e.g, probability and purposive/criteria-based); measurement; scaling; questionnaire construction;
- (d) Research Methodology: (i) Survey (Coverage, response, measurement, sampling, specification), (ii) Ethnographic Approach; methodology; method (participant observation; from informant / respondent to participant, from key informant to research collaborator/cultural specialist; Notes [(e.g. Jottings, Field Notes, Personal Notes, Methodology Notes, Theoretical Notes] and memos, recording and writing in the field, documents and photography, transcription); Rhetoric/Styles of writing; Thick descriptions; Thematic Analysis (e.g. Theme, Coding, Comparison, etc.) (iii) Phenomenology, (iv) Content analysis, (v) Conversation analysis, (vi) Grounded theory, (vii) Case Study according to Sharan Merriam, (viii) Focus Group, (ix) Archival Research
- (e) Methods of data collection and analysis: Interviews; Observations; Conversation; Documents and/ or texts; Triangulation, Methods for descriptive statistics and the theoretical foundations of inference; Hypothesis testing in statistics, Types of reliability and validity; Univariate, Bi-variate and Multi-variate data analysis; Central tendencies and proportions; Correlation; simple and multiple regression techniques; Factor analysis
- (f) Participatory Research: Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Participatory Learning and Action (PLA)

## **PAPER VII 100 MARKS**

### **PRACTICAL**

### **PAPER VIIA**

**75Marks**

### **MODULE 18 PANTA:**

### **Somatometry.25 marks**

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 stylion 6.Height dactylion 7. Sitting height vertex 8.Bi-acromial diameter 9. Hand length 10. Hand breadth 11.Footlength 12. Foot breadth (For item nos. 9 - 12, measurements on both sides are to be taken),Body weight.

c) Skinfold measurements: biceps, triceps, subscapular,

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 : 5 out of 25 marks

**Module 18: PANTA Genetics**

**25 marks**

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.

**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.

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

Laboratory note : 5 out of 25 marks

**Module 19: PANTA**

**Craniometry and osteometry 25 marks**

**a) 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 occipitalforamen, 24.Breadth of occipital foramen 25.Basillo-bregmatic height  
26.Prosthion-basionlength 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.

**b) 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:

5 out of 25 marks

**MODULE 20 PANTA:**

**PROJECT WORK AND POTTERY**

**Project work on archaeology at present (10 MARKS)**

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.

**POTTERY (15 Marks)**

**Drawing & analysis of pottery or Rock identification**

Reconstruction from at least one rim shard (modern potsherds may be used for understanding making, firing, shape etc.), Study of Indian ceramics (typical types) from Neolithic-Chalcolithic to Iron Age in Indian Context. (Photographs may be utilised)] or

Identification and analysis of major rock types of India with particular emphasis on India tool types

**PAPER – VIII 100 marks**

**Practical**

**PAPER VIIIA**

**35 Marks**

**MODULE 21 PANTA 10 Marks**

**Seminar on any topic or any published work**

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

**MODULE 30: ARCANTA: 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 65 marks**

**PANTA.C.III. Fieldwork**

**Fieldwork is to be done on any community or group or settlement or problem**

- (a) Selection of the issue/community/problem and site of study in advance;
- (b) Every major stage of decision-making about the study needs to be well communicated to the students so that they can explain them both analytically and critically in academic senses. Detailed learning of methodologies [from Module 17] is preferred to help fieldwork.
- (c) The fieldwork (camp-based for at least 15 days and not more than 21 days) needs to target analysis of (i) selection of the issue/s for study, (ii) questions and/ or purposes and/ or hypothesis of the study (to be finally reflected in the report) (iii) the justification of both probability and purposive sampling used or not used, (iii) ethical issues in the fieldwork process, (iv) developing contacts and building trust and empathy (uncritical acceptance of what and why the respondents talk and behave; getting as close as possible to the emotional and rational interpretation of the respondents' behaviour) (v) identifications of both the culturally rich and divergent respondents with justifications (vi) building of design of the study after few days of fieldwork to follow for the rest of the days of work
- (d) Quantitative data and analysis might be based on samples of either or both of probability and purposive sampling. They need to address both population and their issues
- (e) The major domains of the issues or phenomena need to cover (i) politics, (ii) education, (iii) religion/ideology/worldview, (iv) health, (v) capabilities, marginalisation and empowerment (vi) economy, (vii) development programmes and participation, (viii) social movements, if any (ix) layout of symbolic spaces of their living, (x) intellectual and emotional engagements of the individuals and groups in everyday lifeways
- (f) Use of holism and theory connecting the issues or phenomena needs to be reflected in the report or analysis of the data
- (g) The report needs to cover the chapters on at least (i) introducing the study with its justification of the backdrop; how, why and what they studied; questions and/ or purposes and/ or hypothesis of the study; justification of the methodology in brief and arrangement of the report/chapters; (ii) literature review and conceptual framework, (iii) approach and/ or methodology; (iv) chapters of the data analysis (v) Reflexive and critical account of the senses and sensibilities emergent from the experiences and (vi) conclusion

- (h) The report presenting at least the sections (i, iv, v and vi) needs to guarantee/ ensure absence of plagiarism with evidence of software checking.
- (i) Seminar presentation and viva voce

## **References: Social and Cultural Anthropology**

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- Rubel and P. Rosman *The Tapestry of Culture*, Boston: McGraw-Hill (6th edit. 1997) *Case Studies*: (all paperback)
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- G E Marcus and M M Fischer, *Anthropology as Cultural Critique* (Chicago: University of Chicago Press) 1986;
- D.L. Shaul and N.L. Furbee, 1998, *Language and Culture*, , Waveland Press, ISBN 0-88133-970-9 (pb)
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- Mark Goodale (ed) 2007. *The Practice of Human Rights, Tracking Law Between the Global and the Local*. Series: *Cambridge Studies in Law and Society*, New York University.
- Alessandro Duranti, 1997. *Linguistic Anthropology*, Series: *Cambridge Textbooks in Linguistics*, University of California, Los Angeles
- Janet Carsten 2004. *After Kinship*, Series: *New Departures in Anthropology*, , University of Edinburgh
- Robin Fox. 1996. *Kinship and Marriage, An Anthropological Perspective*.

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  - David I. Kertzer (ed), 2002. *Census and Identity, The Politics of Race, Ethnicity, and Language in National Censuses Series: New Perspectives on Anthropological and Social Demography (No. 1)* Brown University, Rhode Island. Dominique Arel, Brown University, Rhode Island.
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  - Robert JC Young 2003.*Postcolonialism: A Very Short Introduction (Very Short Introductions)*
  - AniaLoomba 2005.*Colonialism/Postcolonialism(New Critical Idiom)* Routledge; N.e edition
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- Required texts: selected chapters of the following texts:**
- Harris, M. 1968. The rise of anthropological theory
- Kuper, A. [1973] 1996. Anthropology and anthropologists--the modern British school
- Stocking, G. W. 1995. After Tylor: British social anthropology, 1888-1951.....
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- Levi-Strauss, C. 1963. Structural anthropology.....

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### **Recommended Reading: Research Methodology and Fieldwork**

□ Bernard, HR. *Research methods in anthropology: qualitative and quantitative approaches*. (Level: 3rd year, Honours, Masters) *Publisher*: Thousand Oaks, CA: Sage Publications, c1994. *Edition*: 2nd ed.

□ Devereux, S & Hodinott, J. *Fieldwork in developing countries*. London: Harvester Wheatsheaf 1992.

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□ Hammersley, M. (1990). *Reading Ethnographic Research: A Critical Guide*. London: Longman.....

□ Malinowski *A Diary in the Strict Sense of the Word*....

□ Lewin and Leap (ed.) *Out in the Field*.....

□ Golde (ed.) *Women in the Field*.....

### **Recommended Reading: for seminar**

□ D Hess and L Layne (eds), *Knowledge and Society: The Anthropology of Science and Technology* (Greenwich, Connecticut: JAI Press), 1992.

□ MacCannell, D. 1999. *The Tourist: a New Theory of the Leisure Class*. New York: Schocken. Paperbacks, 3rd edition.

□ Smith, V. (ed). 1989. *Hosts and Guests: the Anthropology of Tourism* Philadelphia: Univ. of Pennsylvania Press Paperback, 2nd edition.

□ Kinnaird, V. and D. Hall. (eds.) *Tourism: A Gender Analysis* Chichester: Wiley.

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□ Marcus Banks and Howard Morphy, 1998, *Rethinking Visual Anthropology*;

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- Jon Prosser (ed), 1998, *Image-based Research: A Sourcebook for Qualitative Researchers*.
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**Recommended texts (tentative): urban anthropology**

- Hannerz, Ulf : 1980 *Exploring the city. Inquiries towards an urban anthropology*. New York: Columbia University Press. ...
- Breitborde, Lawrence B, Irene Glasser, eds.1996 *Urban anthropology in the 1990's: a collection of syllabi and an extensive bibliography*. Washington D.C.: Society for Urban Anthropology; American Anthropological Association. ....
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- Society for Urban Anthropology (SUA) of the American Anthropological Association :<http://www.ameranthassn.org/sua.htm>.....City and Society (semiannual review of the SUA):<http://www.ameranthassn.org/suapubs.htm>.....SUA publications, film & video reviews:<http://www.ameranthassn.org/suabook.htm>.....Academic term papers urban studies section:<http://www.academictermpapers.com/cat122e>.....Up-to-date overview of issues of contemporary urban sociology:<http://www.cup.org/Titles/36/0521365198.html>

**Recommended reading: Development**

- Afshar, H (ed) *Women and Politics in the Third World* (1996), Routledge, London
- Crush, J (ed) *Power of Development* (1995), Routledge, London
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**Recommended Readings: India**

- U Butalia, 1998, *The Other Side of Silence*. Viking
- R Inden, 1990 *Imagining India*. Oxford: Blackwell
- K Kapadia, 1995, *Siva and her Sisters. Gender, Caste & Class in Rural South India*. Boulder: Westview Press
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- Tribal Development and Planning/edited by Arvind Kumar. New Delhi, Anmol, 2004
- Tribal Movements in India/Jitendra Prasad. New Delhi, Kilaso Books, 2005
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- Tribes of North East India/ChaturbhujSahu. New Delhi, Sarup& Sons, 2002
- Urban Sociology/N. Jayapalan. New Delhi, Atlantic, 2002
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## **GENERAL**

**Total Marks : 400** *Total Theoretical Marks : 250 Total Practical Marks : 150*

### **Part I**

**Theoretical : Paper I Full Marks 100**

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**Total (One Paper) 100**

### **Part II**

**Theoretical : Paper II Full Marks 100**

**Practical : Paper III Full Marks 100**

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**Total (Two Papers) 200**

### **Part III**

**Theoretical : Paper IVA Full Marks 50**

**Practical : Paper IV B Full Marks 50**

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**Total (One Paper) 100**

**Part: I 100 MARKS**

**Paper: I (Theoretical): 100 MARKS**

**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.

#### **I. 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.
- c. Modifications of human skeleton as consequences of evolution- erect posture & bipedal gait.
- d. Human Dentition (Types and salient Features)
- e. Dental Formula (Deciduous and Permanent)

#### **II. 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 (Vitamin-D resistance ricket), recessive (colour blindness).
- j. Polymorphic character in man (ABO Blood group system.)

### **III. 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 25 Marks**

#### **Module 2**

1. Introduction to archeological anthropology, its relation to anthropology, palaeoanthropology, history, prehistory and historical archeology.
2. A brief history of archeology, mentioning only the stages of Antiquarianism, Three Age Paradigm, Culture history, Processual and Post-processual archeology.
3. A brief idea of palaeoenvironment in high and low latitudes and altitudes.
4. Methods for reconstructing the past- environmental archeology, experimental archeology, ethnoarcheology, primate ethology.
5. Field techniques- exploration, excavation, data analysis and publication of report.
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.
7. Identification and description of stone and bone tools
8. Different tool making technologies....

### **Social And Cultural Anthropology: 35 marks**

#### **Module 3.**

#### **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.

#### CONCEPT OF CULTURE:

Defining culture, features of culture, socialization, culture shock, ethnocentrism, theories of culture (e.g. evolution, diffusion, patterns of culture, cultural configurations, Structure functionalism, cognitive anthropology, cultural ecology), subculture, cultural relativism, functions of culture, .

#### CONCEPT OF SOCIETY

(A) Society, group, community, structure, organization, system, institution, process/interaction, Social function, Status, Role, Diaspora, Social network and Social Capital

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

#### SOCIAL STRATIFICATION

Egalitarian societies, rank society (band, tribe, peasant), division of labour, class society, caste society in India, dynamics of caste, racism and inequality,

#### POLITICAL SYSTEM AND SOCIAL CONTROL

Political organization, types, band, tribe, kinship organization, age-grade organization, chiefdom, leadership, social control and conflict resolution, state, law and codified law, functions of law, violence and terror, religion and politics

#### MARRIAGE AND FAMILY

Concept of Marriage, definition, Is marriage universal? Incest taboos, types and variations of marriage systems, regulations of marriage, preferential marriage, etc, marital transactions, dowry and bride price, emerging issues of marriage including same-sex marriages.

The family, Nuclear family, extended family etc,

#### MARITAL RESIDENCE, KINSHIP AND ASSOCIATION

Patterns of marital residence, kinship, structure of kinship, bilateral kinship, unilateral kinship, Ambilineal systems, classification of kin, kinship terminology, Non kin associations (group based on age, association based on sex)

## **Part- II 200 MARKS**

### **Paper- II (Theoretical) 100 Marks**

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

### **Biological Anthropology Marks 40**

#### **Module BIOANTG 5**

##### **I. living primates**

- Definition (Mivart) and general characteristic features of order Primates.
- Evolutionary 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 behaviour of the anthropoid apes.
- Skeletal comparison of anthropoid apes with that of man.

##### **II. Fossil Primates** (chronology, features and phylogeny).

- Dryopithecus, Sivapithecus, Ramapithecus
- Earlier hominid-A. afarensis, and A.africanus
- Emergence of genus 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

##### **III. Theories of Human evolution**

Lamarckism, Darwinism, Synthetic theory

#### **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, Olorgesailie) 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, production, distribution and redistribution, Agriculture and Peasants, Informal Economy, Poverty, Sustainable, Livelihood and Sustainable Development; exchange, and consumption of goods and services in complex societies

**Political Anthropology:** The major theoretical approaches of political anthropology and or anthropology of power 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, functions of religion, animism, animatism, nature worship, Regionalism, nationalism in India.
- b) Varna, Jati/caste, caste system in India, Jajmani system, Caste system and inequalities in India.
- c) Fundamentalism, communalism, migration and ethnicity in India, land reforms and panchayat reforms in India
- d) Peasant village: Feature, habitation, economy and changes

**Paper-III (Practical) 100 MARKS**

**Paper IIIA 50 marks**

**Module BIOANTG 7**

**I. Craniometry:** (on three skulls)

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

**II. SOMATOMETRY:** (on three subjects)

a) **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,

b) **Measurements on trunk and limbs**

1. Height vertex, 2. Height tragus, 3. Height acromion, 4. Height radiale, 5. Height stylium, 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

**III. INDICES**

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

#### **IV. GENETIC TESTS (On three subjects)**

(a). ABO and Rh (D) blood group systems

(b) Test for colour blindness

( c ) PTC / PTU tasting ability: Students should be trained to test PTC/PTU tasting ability in at least 5subjects, following standard method.

#### **V. STUDY OF HUMAN SKELETON (Original or caste material)**

a) Identification of bones- skull bones (Frontal, Parietal, Occipital, Temporal,Maxilla, Sphenoid, Zygoma, and Mandible). Long bones with side determination(Humerus, Radius, Ulna, Femur, Tibia, Fibula), Scapula, Clavicle, OsInnominum

b). Determination of sex from skull and pelvis

#### **Laboratory notebook (single lab note book)**

##### **Paper IIIB 50 marks**

##### **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 (to be selected from Hand axe, cleaver chopper, scraper, point, burin, laurel leaf point, baton-de-commandment, harpoon (uni-barbed/ multi-barbed), lunate, adze, celt, ring stone etc.)

in a laboratory note book in the laboratory. **15 Marks**

##### **ARCANTH 11**

- Understanding the development of stone tools in the Indian context throughstudy of their typotechnology.
- Drawing on graph paper 2 typical tools of lower, middle, upper Paleolithic andmicrolithic stages.
- Comparative analyses of these tools both on the bases of their morphologicalattributes (e.g. shape, no. of primary and secondary flake scars, shapes and depthof the flake scars, amount of retouching, backing, continuity of working edge,etc.) as well as their metric attributes ( length, breadth, cross sections, dorsal andventral view)

Finally trying to mark rough indicators of techno- typological development of stonetools in India by inductive codification from the above analyses. **10 Marks**

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

**Project: (1500 word limit) 10**

##### **Marks**

The topics will be introduced to the students with interesting overviews, so that theymay relate the topic/s with everyday experience. According to individual interests thestudents may be clustered for taking separate classes on the topics selected. The groupsmay be given academic materials to study, discuss and prepare in groups along withtheir 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
- Peasant Society and Culture,
- Human Rights and Anthropology
- Experience of Religion and / or Dream and Anthropology
- Auto-ethnography
- 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
- Media, Popular Culture and Anthropology
- Anthropology of Local Governance
- Tourism and Anthropology
- 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
- City Life and Anthropology
- Business and Organisational Anthropology
- Anthropology and Development
- 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.

**Module SCANTG 6**

**ETHNOGRAPHY 15 (report 10 and presentation 5)**

**Ethnography of a temple, mosque, park, or else preferably from the locality of the student, based on primary and or secondary data as prescribed and supervised by departmental faculty.**

**Field techniques and duration of study must be mentioned in the field diary. Report must be within 5000 words. Report must contain field methodology, general description of the subject (e.g., locality/temple/ etc), general observation/developmental aspects, etc.**

**Presentation will be given on the ethnographic report.**

**Part III 100 MARKS**

**Paper IV 100 Marks**

**PAPER IVA (theoretical) 50 marks**

**Biological Anthropology : 10 marks**

**Module BIOANTG 12**

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

**Archaeological Anthropology 25 Marks**

**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 –a) north India- Sohan river valley, Beas- Banganga river valley; b) central India-Narmada valley; c) eastern India- Subarnarekha, Tarafeni, Gandheswari river valleys, Mayurbhanj, Keonjhar; d) south India- Kortalar river valley; e) 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: 15 marks**

**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: 50 MARKS**

### **Module SCANTG 9**

#### **TRAINING IN FIELDWORK 30 Marks**

**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 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.

The report also must contain the followings:

- a. About the region under study
  - b. Description of the village including layout
  - c. Population analysis including tables, analysis and diagrams
  - d. Developmental aspects
  - e. General observation & conclusion
- 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 20Marks**

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

**5 Marks**

**A project report on any one of the topic areas listed below (not less than 4 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. A prior 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.

**15 Marks**