



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Honors Anthropology
Semester III (2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNANTHRO 309	CC	Theories of Culture and Society	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

BAHNANTHRO 309: Theories of Culture and Society

Course Educational Objectives (CEOs):

CEO 1: To provide knowledge about the Emergence of Anthropology & basic elements of Culture

CEO 2: To provide knowledge about the emergence of Fieldwork as a Tradition

CEO 3: To provide knowledge about Structuralism and Functionalism

CEO 4: To provide knowledge about Culture- Personality School

CEO 5: To provide knowledge about Structuralism Thoughts, Symbolic and Interpretative approaches

Course Outcomes (COs): The students are expected to

CO 1: Describe the basic Elements of Culture

CO 2: Describe the concept 'Field Work' as a Tradition and its Importance in Anthropology.

CO 3: Explain the basic Concepts in Anthropology and their Fundamental Theoretical Interrelations

CO 4: Gain Knowledge about Culture and Personality School and views of various scholars

CO 5: Contrast the various Theoretical Perspectives on Culture and Compare Types of Societies

Course Contents:

UNIT I: Emergence of Anthropology: 19th and 20th Century Evolutionism, Diffusionism and Culture area theories.

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UNIT II: Emergence of Field Work Tradition, American Cultural Tradition- Cultural Relativism and Historical Particularism.

UNIT III: Durkheim and Social Integration, Functionalism and Structural-Functionalism and British Social Anthropology.

UNIT IV: Culture-Personality School (Ruth Benedict and Margaret Mead)

UNIT V: Structuralism: Claude Levi-Strauss. Symbolic and Interpretative approach.

Suggested Readings:

- Applebaum H.A. (1987). **Perspectives in Cultural Anthropology**. State University of New York. Albany
- Barnard A. (2000). **History and Theory in Anthropology**. Cambridge University, Cambridge.
- McGee R.J. and Warms R.L. (1996). **Anthropological Theories: An Introductory History**.
- Moore M. and Sanders T. (2006). **Anthropology in Theory: Issues in Epistemology**, MA: Blackwell Publishing, Malden,
- Clifford, James and George E. Marcus (1986). **Writing Culture: The Poetics and Politics of Ethnography**. University of California Press, Berkeley:
- Goffman, E. (1959). **The Presentation of Self in Everyday Life**. University of Edinburgh Social Sciences Research Centre. Anchor Books.
- Harris, Marvin (1968). **Rise of Anthropological Theories: A History of Theories of Culture**. Routledge and Kegan Paul.
- Pandey and Upadhyay. (2002). **History of Anthropological Thoughts**. Concept Publishing Company. New Delhi.

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BAHNANTHRO 302	CC	Biological Anthropology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

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BAHNANTHRO 302: BIOLOGICAL ANTHROPOLOGY

Course Educational Objectives (CEOs):

CEO 1: To provide an understanding of the essence of Biological Anthropology.

CEO 2: To provide an understanding of the Biological Basis of Life, Heredity, and Evolution.

CEO 3: To provide knowledge about Dimensions of Evolution

CEO 4: To provide knowledge of Human Genetics and Methods of Investigation in Human Genetics

CEO 5: To Introduce the Concept of Biological Demography

Course Outcomes (COs): The students are expected to

CO 1: Explain the Nature, Scope, Branches, and Applied Aspects of Biological Anthropology

CO 2: Describe how a Single Gene or Genes form the Physical Hereditary link between Generations, from Parent to Offspring and the Importance of Genetics in Evolution

CO 3: Describe the Dimensions from which Evolution and Variations are studied.

CO 4: Explain Methods of Investigation in Human Genetics

CO 5: Explain the Importance, Scope, and Basic Concepts of Biological Demography.

Course Contents:

UNIT I: Biological Anthropology: Introduction; Nature and Scope; Branches of Biological Anthropology; Biocultural Perspective in evolutionary processes; Applied aspects of Biological Anthropology

UNIT II: Biological Basis of Life, Heredity, and Evolution

- Cell: Cell Division: Mitosis and Meiosis, Role of Mitotic and Meiotic Cell Division. Chromosomes, Genes: Concept of DNA and RNA. Laws of Heredity, Mechanism of Heredity. Type of Inheritance: Sex -Linked, Autosomal, Dominant and Recessive.
- Importance of Genetics in Evolution and Biological Anthropology.

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UNIT III: Dimensions of Evolution

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

UNIT IV: Inheritance of ABO Blood Groups and PTC, Genetic Counselling, Cloning.

Difficulties in Studying Human Genetics, Methods of Investigation in Human Genetics: Population Genetics, Biochemical Genetics, and Cyto- Genetics; Twin Methods, Pedigree Method.

UNIT V: Biological Demography: Definition Importance and Scope, Demographic Profiles: Fertility, Mortality, Morbidity, and Migration.

Suggested Readings:

- Bogin, B. (1999). Patterns of human growth. *Cambridge University Press*.
- Cameron, N. and B. Bogin (2012). Human Growth and Development. Second edition, *Academic Press, Elsevier*.
- Cavalli-sforza, L.L.; Menozzi, P.; and A. Piazza (1,994). History and Geography of Human Genes. *Princeton University*.
- Cummings, M.R. (2011). Human Heredity: Principles and Issues. *Brooks/Cole, Cengage Learning*.
- Frisancho, R. (1993). Human Adaptation and Accommodation. *University of Michigan Press*.
- Griffiths, A.J.F. (2002). Modern Genetic Analysis: Integrating Genes and Genomes. *WH Freeman Press*.
- Griffiths, A.J.F; Wessler, S.R.; Carroll, S.B.; J. Doebley (2011). An Introduction to Genetic Analysis. *Macmillan Higher Education*.
- Jobling, M.; Hurls, M.; and C. Tyler-Smith (2004). Human Evolutionary Genetics:

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Origins, Peoples & Disease. *Garland Science*: New York.

- Harrison, G.A.; and M. Howard (1998). Human Adaptation. *Oxford University Press*.
- Harrison, G.A.; Tanner, J.M.; Pilbeam, D.R.; and P.T. Baker (1988). Human Biology. *Oxford University Press*.
- Lewis, R. (2009). Human Genetics: Concepts and Application. *The McGraw–Hill Companies, Inc*.
- Malina, R.M.; Bouchard, C.; and B. Oded, (2004). Growth, Maturation, and Physical Activity. *Human Kinetics*.
- McArdle, W.D.; Katch, F.I.; and V. L. Katch (2001). Exercise Physiology: *Energy, Nutrition, and Human Performance*.
- Patch, C. (2005). Applied Genetics in Healthcare. *Taylor & Francis Group*.
- Singh, I; Kapoor, A.K; and S. Kapoor (1989). Morpho-Physiological and Demographic Status of the Western Himalayan Population. In Basu and Gupta (eds.). *Human Biology of Asian Highland Populations in the global context*.
- Sinha, R and S. Kapoor (2009). Obesity: A Multidimensional Approach to Contemporary Global Issue. *Dhanraj Publishers*. Delhi.
- Stanford, C.; Allen J.S. and Anton S.C. (2010). Exploring Biological Anthropology. The Essentials. *Prentice-Hall Publication*, USA.
- Vogel, F., and A. G. Motulsky (1996). Human Genetics. *Springer*, 3rd revised edition.

Additional Readings:

- Strachan, T. and A.P., Read (2004). Human Molecular Genetics. *Garland Science*.
- Brown, T.A. (2007). Genomes. *Garland Science*.
- Giblett, E.R. (1969). Genetic Markers in Human Blood. *Blackwell Scientific*, Oxford.
- Kapoor, A.K. and Kapoor, S. (1995) Biology of Highlanders. *Vinod Publisher and Distributor*.
- Kathleen, K. (2008). Encyclopedia of Obesity. *Sage Publication*.
- Snustad, D.P. and M.J. Simmons (2011). Principles of Genetics, 6th Edition, *Wiley*.

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BAHNANTHRO 303 E1	DSE	Demographic Anthropology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

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BAHNANTHRO 303 E1: DEMOGRAPHIC ANTHROPOLOGY

Course Educational Objectives (CEOs):

CEO 1: To provide an understanding of the Demographic Aspects of the Population.

CEO 2: To introduce the basics concept of Demography Anthropology and Theories

CEO 3: To provide knowledge of Tools of Demographic Data

CEO 4: To provide knowledge about the Population of India and the Factors Affecting the Changes in Populations.

CEO 5: To provide knowledge about the Role of various National and Health Policies relevant to Demographic Changes

Course Outcomes (COs): The students are expected to

CO 1: Recall the basics of Demography and Explain the Demographic Theories.

CO 2: Understand Population Theories

CO 3: Describe tools used for Population Change.

CO 4: Discuss the Factors affecting the changes in populations

CO 5: Explain the role of various national and health policies relevant to demographic changes

Course Contents:

UNIT I: Demographic Anthropology:

Introduction, definition, and basic concepts

Relationship between demography, population studies and anthropology

Importance of population studies in Anthropology

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BAHNA NTHRO 303 E1	DSE	Demographic Anthropology	60	20	20	0	0	3	0	0	3

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UNIT II: Population Theories:

John Graunt,
Thomas R. Malthus;
Biological Theory of Population;
Theory of Demographic Transition.

UNIT III: Tools of Demographic Data:

Measures of Population composition, Distribution, and Growth;
Measures of Fertility;
Measures of Mortality;
Measures of Migration.

UNIT IV: Population of India:

Sources of Demographic data in India;
Growth of Indian Population;
Demography of Indian Tribal and Non-Tribal Groups;
Anthropological determinants of Population Growth;
Impact of Urbanization on the Migration of Tribal Groups.

UNIT V: National policies:

National Population Policy;
National Health Policy;
National Policy on Reproductive Health Care

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Suggested Readings:

- Bhende, A. and T. Kaniikar (2006) *Principles of Population studies. Himalaya Publishing House. Mumbai.*
- Caldwell, J.C. (2006). Demographic Transition Theory. *Springer.*
- Census of India (2001,2011). SRS bulletin (2013). *NFHS (2006). CRS, NSSO* (Can be seen from browsing the Internet).
- Howell, N. (1986). Demographic Anthropology. *Ann. Rev. Anthropol. 15: 219-246.*
- Kshatriya, G.K. (2000). Ecology and health with special reference to Indian tribes. *Human Ecology special volume 9:229-245.*
- Kshatriya, G.K., Rajesh, G. and A.K. Kapoor (2010). Population Characteristics of Desert Ecology. *VDM Verlag Dr. Muller GmbH and Co., Germany.*
- Misra, BD (1982). An introduction to the study of population. *South Asia publ. ltd. New Delhi.*
- Park, K. (2000) Textbook of Preventive and Social Medicine. *Banarsidas Bhanot, Jabalpur.*
- Riley, N.E. and Mc Carthy, J. (2003) Demography in the Age of the Postmodern. *Cambridge University press. UK. Pages 1-13 and 32-98*
- Sharma, A.K. (1979) Demographic transition: A Determinant of Urbanization. *Social Change 9: 13-14.*
- Srivastava O.S. (1996) Demographic and Population Studies. *Vikas Publishing House, India*
- Zubrow, E.B.W. (1976) Demographic anthropology. Quantitative approaches. *University of New Mexico Press, Albuquerque.*

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BAHNANTHRO 303 E2	DSE	Bio-Cultural Evolution	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

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BAHNANTHRO 303: BIO-CULTURAL EVOLUTION

Course Educational Objectives (CEOs):

CEO 1: To provide knowledge about the origin of our ancestors (early hominins)

CEO 2: To provide an understanding of the cultural traditions of Neanderthal man;

CEO 3: To impart knowledge about the Evolution of Upper Palaeolithic man and his culture;

CEO 4: To provide knowledge about the Evolution of Mesolithic man and his culture;

CEO 5: To provide knowledge about how Neolithic is a connecting link to Chalcolithic and later cultures

Course Outcomes (COs): The students are expected to

CO 1: Explain the salient features of lower Paleolithic man and his culture;

CO 2: Describe the evolution of middle Paleolithic man and Mousterian Culture

CO 3: Describe the salient features and tools of the Upper Paleolithic cultures

CO 4: Explain the change in tool types and their manufacturing technique during Mesolithic period

CO 5: Discuss the stage of human history which turned the progress of man from savagery to civilization and how neolithic is a connecting link to Chalcolithic and later cultures.

Course Contents:

UNIT I: Lower Palaeolithic Man and his culture-Homo-habilis, Pithecanthropus Erectus, Sinanthropus.

UNIT II: Evolution of Middle Palaeolithic Man and his culture, Neanderthal – Conservative and

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BAHNA NTHRO 303 E2	DSE	Bio-Cultural Evolution	60	20	20	0	0	3	0	0	3

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Progressive.

UNIT III: Evolution of Upper Palaeolithic Man and his culture-Cro-Magnon, Chancelade and Grimaldi.

UNIT IV: Evolution of Mesolithic Man and his culture

UNIT V: Evolution of Neolithic Man and his culture, Chalcolithic Man and his culture, Bronze age man, and his culture

Suggested Readings:

- Bhattacharya, D. K. (2003). **Prehistoric Archaeology**. Hindustan Publishing Cooperation, New Delhi.
- Bhattacharya, D. K. (1994). **An outline of Indian prehistory**. Palak Prakashan
- Bhattacharya, D. K. (1987). **Prehistoric Archeology**. Palak Prakashan
- Buttner, Janusch, J. (1969). **Origins of Man**. Wiley eastern Pvt. New Delhi.
- Das, B.M. (1998). **Outlines of Physical Anthropology**. Kitab Mahal, Allahabad.
- Oakley, K.P. (1957). **Man the Tool Maker**. University of Chicago Press, Chicago.
- Pappu, R. S. (2001). **Acheulian Culture in Peninsular India**. D. K. Print-World Private Ltd. New Delhi.
- Pandey, Gaya (2010). **Bio-cultural evolution**. Concept Publishing Co. New Delhi.
- Rami, Reddy V. (1987). **Elements of Prehistory**. Mittal Publication, New Delhi.
- Sali, S.A. (1990). **Stone Age India**. Shankar Publishers, Aurangabad.
- Sankalia, H.D. (1964). **Stone Age Tools: Their Techniques, Names, and Probable Functions**. Deccan College, Pune.
- Williams, B. (1979). **Evolution and Human Origin: An Introduction to Physical Anthropology**. Row, New York.

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BAHNANTHRO 303 E3	DSE	Social- Cultural Change	60	20	20	0	0	3	0	0	3

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BAHNANTHRO 303 E3: SOCIAL- CULTURAL CHANGE

Course Educational Objectives (CEOs):

CEO 1: To provide knowledge about concepts of Tribalization, Hinduization, and Tribe-Caste Continuum in Anthropology.

CEO 2: To provide knowledge about Christianity and Islamization and their Impact on Indian society.

CEO 3: To inform the impact of social change processes like Globalization, Industrialization and Modernization.

CEO 4: To provide knowledge about the processes responsible for Socio-Cultural Changes.

CEO 5: Introduce the students to the analysis of various factors and processes which contribute to the Phenomena of Socio-Cultural Change.

Course Outcomes (COs): The students are expected to

CO 1: Explain the concept of Tribalization, Hinduization, and Tribe-Caste Continuum in Anthropology.

CO 2: Explain the impact of Islamization on Indian society.

CO 3: Explain the impact of Christianity on Indian society.

CO 4: Describe the processes responsible for socio-cultural changes.

CO 5: Analyze the factors contributing to socio-cultural changes.

Course Contents:

UNIT I: Tribalization, Hinduization, Tribe Caste Continuum

UNIT II: Islamization and its impact on Indian Society.

UNIT III: Christianity and its impact on Indian Society.

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Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Honors Anthropology
Semester III (2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNA NTHRO 303 E3	DSE	Social- Cultural Change	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT IV: Westernisation, Modernization and Secularization and their impact on Indian Society.

UNIT V: Globalization – Social, Cultural, Economic, Political Environment and Health.

Suggested Readings:

- Khare, R. (1991). Cultural Diversity and Social Discontent: Anthropological Studies on Contemporary India. *Sage* New Delhi.
- Rush, Brook W. (1985). Ethnic Diversity in India. *Anmol Publication* New Delhi.
- Srinivas, M. N. (1966). Social Change In India. *Allied Publication*, Bombay.
- Rao, MSA (1970). Urbanization and Social Change. *Orient Longman* Delhi.
- Sahay, Vijoy S (1998). Indian Anthropology. *K. K. Publications*, Allahabad.
- Husnain, Nadeem (1996). Indian Anthropology. *Palka Prakashan*, Allahabad.
- Husnain, Naddem (1998). Unifying Anthropology. *Vivek Prakashan*. New Delhi.
- Pandey, Gaya (2006). Bhartiya Manavshastra. *Concept Publishing Company Pvt. Ltd.*
- Pandey, Gaya (2007). Manavshastriya Sidhant-Shastriya Ewam Adhunik. *Concept Publishing Company*
- Zaltman, G. (1973). Process and Phenomenon of Social change. *John Wiley & Sons; 99th ed. Edition*. New York.
- Zamara, D.M. (1993). Perspectives on cultural change and development. *Reliance Publishing House*, Delhi

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN304	CV	Comprehensive Viva Voce	0	0	0	50	0	0	0	0	3

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Course Educational Objectives (CEOs):

- CEO 1:** To Provide an opportunity for students to apply theoretical concepts in real life situations.
- CEO 2:** To Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes: The student shall be able to:

- CO1:** Display the speaking skills and capabilities to demonstrate the subject knowledge.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN305		Field Study/Case Study/Seminar	0	0	0	50	0	0	0	4	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

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