



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Anthropology
Semester IV (2023-2025)

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				
MAANTHRO 401	CC	Indian Anthropology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher's Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

MAANTHRO401: INDIAN ANTHROPOLOGY

Course Educational Objectives (CEOs):

- CEO 1: To provide knowledge about the history and growth of Indian Anthropology
- CEO 2: To provide knowledge about the various approaches to studying Indian civilizations
- CEO 3: To provide an in-depth understanding of the Caste System in India including its Origin, Characteristics, and Changes over time.
- CEO 4: To provide knowledge about Major Religions and Their Impact on Indian Society
- CEO 5: To inform the contribution of Major Indian Anthropologists

Course Outcomes (COs): Students are expected to

- CO 1: Describe the Geographical, Demographic, and Cultural Profile of India.
- CO 2: Explain various approaches to studying Indian Civilization and acquire the skills on how to analyze Indian Society.
- CO 3: Describe the Caste system in India.
- CO 4: Discuss the Major Religions and their impact on Indian Society.
- CO 5: Describe the Contribution of Pioneer Anthropologists of India.

Course Contents:

- Unit I:** Origin and Growth of Indian Anthropology -Formative Period, Constructive Period and Analytical Period.
- Unit II:** Bases of Indian Social System – Varna System, Ashram System, Purusharth system, Karma, Rina and Punarjanm.
- Unit III:** Caste: Characteristics, Functions, Theory, and Change. Jajmani System: Definition, Characteristics, Function, and Change. Class: Definition, Characteristics, Difference between Caste and Class, Social Stratification: Definition, Characteristics, and Function.

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MAANTHRO 401	CC	Indian Anthropology	60	20	20	0	0	3	0	0	3

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Unit IV: Major Religions in India: Hinduism, Jainism, Buddhism, Islam, and Christianity; and their Impact on Indian Society.

Unit V: Contributions of some Indian Anthropologist: S.C. Roy, D.N. Majumdar, M.N. Srinivas, S.C. Dube, L.P. Vidyarthi.

Suggested Readings:

Textbooks:

- Brigadier Singh, Javed (1998). *Hindus of India*. New Delhi: Gyan Publishing House.
- Ghurye, G.S. (1961). *Caste, Class, and Occupation*, Bombay. Popular Book Depot.
- Karve, Iravati (1961). *Hindu Society- An Interpretation*. Pune: Deccan College.
- Karve, Iravati (1953). *Kinship Organization in India*. Pune: Deccan Collage.
- Kothari, Rajani (1970). *Caste in Indian Politics*. New Delhi Orient Longman.
- Kurane, Anjali (1998). *Ethnic Identity and Social Mobility*. Rawat Publications.
- Majumdar, R.C. (1951). *The Vedic Age. Vol. I of The History and Culture of The Indian People*. London: Allen Unwin.
- Majumdar, D.N. (1990). *Races and Cultures of India*. Kalyani Publishers.
- Mandalbaum, D. (1972). *Society in India*. Bombay. Popular Prakashan,
- Tylor, Stephen (1973). *India: An Anthropological Perspective*. Waveland Press, Inc.

Recommended Books:

- Bashain, A.L (1977). *The Wonder that was India*. New Delhi: Rupa & Co.
- Bary, Willam (1958). *Sources of Indian Tradition*. New York: Columbia University Press.
- Betealle, Andre (1965). *Caste, Class, and Power*. Berkley: California University.
- Conze, Edward (1951). *Buddhism: Its Essence and Development*, New York: Philosophical Library.
- Farquhar, J. N. (1911). *A Primer of Hinduism*. London: Christian Literature Society for India.
- Gordon, D. H. (1958). *The Prehistoric Background of Indian Culture*. Popular Book Depot. Bombay.

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- Guha, B S. (1938). *Racial Elements in the Indian Population*. Bombay: Oxford University Press.
- Gupta, Dipankar (1992). *Social Stratification*. Bombay: Oxford University Press.
- Husnain, Nadeem (2021). *Indian Anthropology*. Palka Prakashan: 2021st edition.
- Husnain, Nadeem (1998). *Unifying Anthropology*. New Delhi Vivek Prakashan.
- Khare, R. (1991). *Cultural Diversity and Social Discontent: Anthropological Studies on Contemporary India* New Delhi: Sage.
- Majumdar, R.C. (1951). *History and Culture of the Indian People*. Bharatiya Vidya Bhavan.
- Milton, Singer (1975). *Traditional India Structure & Change*, Rawat Publications
- Rao, MSA (1970). *Urbanization and Social Change*, Delhi: Orient Longman.
- Rush, Brook W. (1985). *Ethnic Diversity in India*. New Delhi: Anmol Publication.
- Singh, K. (1992). *People of India: An Introduction*. Calcutta: Anthropological Survey of India.
- Sahay, Vijoy S (1998). *Indian Anthropology*. Allahabad: K. K. Publications.
- Schermerhorn, R.A. (1978). *Ethnic Plurality in India*, Tucson, Arizona: University Arizona press.
- Smith, A. (1973). *The Concept of Social Change*. London: Routledge& Kegan Paul.
- Srinivas, M.N. (1962). *Caste in Modern India & Other Essays*. Bombay: Media Promoters and Publishers.
- Srinivas M.N. (1966). *Social Change in Modern India*. Bombay: Allied Publication.
- Wheeler, Mortimer, R (1953). *The Indus Civilization*. Great Britain University Press at Cambridge.

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MAANTHRO 402	CC	Advanced Anthropological Theories – II	60	20	20	0	0	3	0	0	3

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MAANTHRO 402: ADVANCED ANTHROPOLOGICAL THEORIES – II

Course Educational Objectives (CEOs):

- CEO1: To impart knowledge about Evolutionary Theories.
- CEO2: To provide knowledge about Structuralism and Cultural Materialism.
- CEO3: To teach the students Neo- Psychological Anthropology, and Social Biology.
- CEO4: To provide knowledge about Symbolic Anthropology and Interpretative Anthropology.
- CEO5: To enable the learner interested in the study of Cognitive Anthropology and Post-Modernism in Anthropology.

Course Objectives (COs): The students are expected to

- CO 1: Understand the Significance of Evolutionary Theories.
- CO 2: Recognize the Anthropological Importance of Structuralism and Cultural Materialism.
- CO 3: Develop an Analytical Understanding of Psychological Theories in Anthropology.
- CO 4: Discuss the Importance of Symbolic Anthropology and Interpretative Anthropology.
- CO 5: Explain the Post-Modernism in Anthropology.

Course Contents:

UNIT I: Neo-evolutionary Theory: Contribution of V. Gordon Childe; Leslie White- Theory of Cultural Evolution; Julian Steward- Cultural Ecology; Contribution of Sahlins and Service.

UNIT II: Structuralism: Claude Levi- Strauss- His Life and Works; The example of Totemism: The Method, The Analysis of Levi- Strauss and Cultural Materialism of Marvin Harris.

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MAANTHRO 402	CC	Advanced Anthropological Theories – II	60	20	20	0	0	3	0	0	3

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UNIT III: Culture and Personality: Cultural Patterns and Culture: Ruth Benedict's Theory of Pattern and Study of Culture at a Distance; Culture and Personality: Basic Personality Structure and Model Personality; National Character studies of Margaret Mead and Cognitive Anthropology, and Socio-Biology.

UNIT IV: Symbolism and Anthropology: Contribution of Schneider, Needham, and Turner; and **Interpretive Anthropology:** Contribution of Geertz.

UNIT V: Feminism: Theory in Anthropology; **Post-Modernism:** Modernity, Modernism and Modernization; Post Modernity and Post Modernism: Influencing Figures of Post Modernism

Suggested Readings:

Textbooks

- Evans-Prichard, E.E. (1981). *A History of Anthropological Thought*. London/ Boston: Faber & Faber.
- Harris, Marvin (1968). *Rise of Anthropological Theory*. London: Routledge & Kegan Paul.
- Honnigman, J. (1997). *Handbook of Social and Cultural Anthropology*. New Delhi: Rawat Publication.
- Jha, Makhan (1983). *An Introduction to Anthropological Thought*. New Delhi: Vikas Publishing House, Private Limited.
- Layton, Robert (1997). *Introduction to Theory in Anthropology*. Cambridge University Press.

Reference Books

- Erickson, Paul A. and Liam, D. Murphy (2017). *A History of Anthropological Thought (5th Edition)*. University of Toronto Press.
- Pandey, Gaya (2016). *Neo Anthropological Theory*. New Delhi: Concept Publishing House.

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MAANTHRO 403E1	DSE	Anthropological Demography	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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MAANTHRO 403E1: ANTHROPOLOGICAL DEMOGRAPHY

Course Educational Objectives (CEOs):

CEO1: To provide the Anthropological Perspective to understand Demography

CEO2: To provide knowledge about various sources of data collection in Population Studies

CEO3: To provide knowledge about the Socio-Cultural aspects of Demography in terms of its major phenomena of Fertility, Mortality and Mobility, Fecundity

CEO4: To provide knowledge of Indian as well as Global Population Scenario

CEO5: To provide an understanding of the Ageing Population and their problems

Course Outcomes (COs): The students are expected to:

CO1: Learn about Anthropological Demography and Its Significance in Human Welfare

CO2: Explain the various sources of data in Population Studies

CO3: Explain the determinants of Population Growth

CO4: Discuss and Compare the Indian as well as Global Population Scenario including the Ageing Scenario

CO5: Strengthen skills to collect the way demographic data is collected from various sources.

Course Contents:

UNIT I: Definitions and scope:

Anthropological Demography – Definition, Scope, and History.

Relationship of Anthropology and Demography, Population Genetics, Medical Anthropology, Human Evolution, Gerontology, and Applied Anthropology.

UNIT II: Sources of Demographic Data and Population Studies:

Methods of demographic data collection

Sources of data

Population Census

Census; Vital Statistics; National Sample Survey, Special Surveys National Health & Family Survey.

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UNIT III: Anthropology & Determinants of Population Growth:

Fertility, Fecundity,
 Mortality Migration, Marriage,
 Population Composition, Population Distribution, Population Structure (Pyramid), Population Growth, Population Bulge, and Dependency. In the context of India and the world.

UNIT IV: Population Scenario – India & World:

Population and Sustainable Development. Population, Anthropogenic activities and Environment., Growth of Indian population, Situation, and Projections, National Population Policy of India: Role of Culture in Population Control. Significance of Population Education.

UNIT V: Ageing Population:

Culture and Care for the Aged - Issues and Problems in developed and developing Countries: Policies for the aged persons in developed and developing countries; Old age Homes.

Suggested Readings:

- Basu, A. M.& P. Aaby (1998). *The Methods and Uses of Anthropological Demography*. Clarendon Press.
- Bhende, A. and T. Kanitkar (2006). *Principles of Population Studies*. Mumbai: Himalaya Publishing House.
- Bogue, D. J. (1969). *Principles of Demography*. New York London: Wiley.
- Cox, P. R. (1976). *Demography* (5 edition). Cambridge University Press.
- Desai, P. B. (1987). *Population in the Context of India's Development: With Special Reference to Population Education*. Gujarat Vidyapith: UGC-UNFPA Project, Task Force on Curriculum Development, Population Education Resource Centre, Department of Adult & Continuing Education & Extension Work.

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- Economic, U. N. D. of, & Division, S. A. P. (2007). *World Population Prospects: Comprehensive Tables*. UN.
- Foundation for Research in Health Systems (Ahmadabad, I. (2003). *Health Monitor*. Foundation for Research in Health Systems.
- Greenhalgh, S., & G. Susan (1995). *Situating Fertility: Anthropology and Demographic Inquiry*. Cambridge University Press.
- Howell, N. (1986). *Demographic Anthropology*. Annual Review of Anthropology, 15(1), 219– 246. Website: <https://doi.org/10.1146/annurev.an.15.100186.001251>
- Kertzer, D. and Tom, Fricke (1997). *Anthropological Demography*. The University of Chicago Press.
- W. Morrow. Nag, M. (1973). *Anthropology and population: Problems and Perspectives Program Development and Evaluation*. International Institute for the Study of Human Reproduction.
- Pathak, K. B.; & Ram, F. (1992). *Techniques of Demographic Analysis*. Mumbai: Himalaya Publishing House.
- Roth, E. A. (2004). *Culture, Biology, and Anthropological Demography*. Cambridge University Press.
- IIPS (2007). *India National Family Health Survey (NFHS-3), 2005-06*. International Institute for Population Sciences.
- Singh, S.N., Premi, M.K.; Bhatia, P.S., & A. Bose (1989). *Population Transition in India*. Delhi: B. R. Publishing House.
- Sharma, K. (2012). *Population and Society*. New Delhi: Concept Publishing Company.
- Srinivasan, K. (1998). *Basic Demographic Techniques and Applications*. Sage Publications.
- Weeks, J. R. (2011). *Population: An Introduction to Concepts and Issues (11 edition)*. Australia; Belmont CA: Wadsworth Publishing.

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MAANTHRO 403E2	DSE	Anthropology of Communication	60	20	20	0	0	3	0	0	3

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

***Teacher's Assessment** shall be based on following components: Quiz/Assignment/

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MAANTHRO 403E2: ANTHROPOLOGY OF COMMUNICATION

Course Educational Objectives (CEOs):

- To introduce Meaning and Definition of Communication, Approaches, Theories, and Models of Communication
- To develop the knowledge of basic elements of Communication and various Channels of Communication
- To inculcate knowledge about Folk Media
- To acquaint the students with the various types of Communication
- To strengthen the 5Cs of Communication and Knowledge about Culture and Communication.

Course Outcomes (COs): The students are expected to:

- Explain Functions, Approaches, Theories, and Models of Communication.
- Inculcate the Knowledge of Communication Models and develop the knowledge of basic elements of
- Describe the Communication and Integrated use of Folk Media and Mass Media
- Describe the Mass Media and Role of TV, Films, Music, Family Serials and Mythology
- Strengthen the 5Cs of Communication and Describe the Role of Culture and Communication

Course contents:

Unit I: Meaning and Definition of Communication: The Nature, Role, and Functions of Communication- Human Communication, Approaches to Study of Communication- Anthropological, Sociological and Psychological perspectives of Communication. Theories and Models of Communication.

Unit II: Channels of Communication: Inter-Personal and Oral Communication, Mass Communication, Transport Communication, Electronic Media, Satellite Communication. The Process of Information Dissemination.

Unit III: Folk Media: Folk Dance, Drama, Songs, Tales, Puppet Show, Story Telling, Music, Theatre and Their Communication Potentiality, Integrated Use of Folk Media and Mass Media, Art, and Visual Communication.

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MAANTHRO 403E2	DSE	Anthropology of Communication	60	20	20	0	0	3	0	0	3

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***Teacher's Assessment** shall be based on following components: Quiz/Assignment/

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Unit IV: Mass Media: The Elements of Mass Communication Theories, New

Communication Technologies and Communication Revolution, Role of Television: Films, Musicals, Family Serials, and Mythologies.

Unit V: Culture and Communication: Culture, History, and Technology; Socialization as

Cultural Communication; TV and Educational Media- UGC, IGNOU, National Geographic, Discovery, etc.

Suggested Readings:

- Bennet, T. (1982). *Theories of the Media, Theories of Society*. In Culture, Society and the Media.
- Rogers, E. M. (1971). *Communication of Innovation: A Cross-cultural Approach*. University of Michigan.
- Nair, K. S. & White, S. (1993). *Perspective on Development Communication*. University of Michigan.
- Katz, J. E. (2008). *Handbook of Mobile Communication Studies*. Cambridge, Massachusetts, London: The MIT Press.
- Kincaid, L. D. (2013). *Communication Theories: Eastern and Western Perspective*. Academic Press.
- Mishra, K. K. (2000). *A textbook of Anthropological Linguistics*. New Delhi: Concept Publishing Company
- Pandey, Gaya (2008). *Developmental Anthropology*. New Delhi: Concept.
- Rogers, Everall. (1976). *Communication and Development – Critical Perspective*. Sage Publications.

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MAANTHRO 403E3	DSE	Developmental Anthropology	60	20	20	0	0	3	0	0	3

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MAANTHRO 403E3: DEVELOPMENTAL ANTHROPOLOGY

Course Educational Objectives (CEOs):

- To introduce the meaning and Evolution of Concepts of Development from an Anthropological Perspective and highlight the Role of Anthropologists in the development process.
- To provide knowledge about Models and Theories of Development.
- To provide knowledge about Development in India.
- To provide knowledge about Participatory Development and Sustainable Development.
- Various Paradigms of Development would be discussed with a focus on the Mechanism, Agencies involved, response of the people, and outcome.

Course Outcomes (COs): The students are expected to:

- Explain the Concept of Development and understand the Role of Anthropologists in the Development Process.
- Describe models and theories of development.
- Discuss the development in India.
- Explain the Role of Anthropologists in the Sustainable and Participatory Development Process and discuss the recent trends in development.
- Discuss the role of various Agencies in Development.

Course Contents:

Unit I: Development: Meaning, Definition; Parameters; Areas; and Types; Human Development Index; Various Perspectives and Involvement of Anthropologists; Relevance and Contribution of Anthropology to Development; Limitations of Anthropology

Unit II: Development: Theories; Models, and Approaches of Development.

Unit III: Development in India.

- Identification of needs
- Socio-cultural aspects
- Poverty and development
- Constitutional provision for development
- Agencies for development

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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./ M.Sc. Anthropology
Semester IV (2023-2025)

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*				
MAANTHRO 403E3	DSE	Developmental Anthropology	60	20	20	0	0	3	0	0	3

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

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

Unit IV: Modernization and Development; Recent Trends in Development Strategies: Sustainable Development, Participatory Development; Sustainable Livelihoods Approach; Role of Anthropology in development

Unit V: Agencies of Development: Governmental; Non- Governmental; International. Role of Anthropology and Anthropologists in Development

Suggested Readings:

- Arturo, Escobar (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: N. J. Princeton University Press.
- Dunn, P. D. (1978). *Appropriate Technology*. New York: Schocken Books.
- Edward, Green, Boulder, Colorado (1986). *Anthropology in Practice: Case Studies in Development Anthropology*. West View Press.
- Gardner, K. & Lewis. (1996). *Anthropology, Development and Post-Modern Challenge*. London: Pluto Press.
- Grillo, R. & A. Rew (1985). *Social Anthropology and Development Policy*. London: Tavistock Publication.
- Malhotra, R. (ed.) (1992). *Anthropology of Development*. New Delhi: Mittal Publications.
- Mukherjee, R. (1991). *Society Culture Development*. New Delhi: Sage publication.
- Local Science vs. Global Science (2007). *Approaches to Indigenous Knowledge in International Development*. New York: Berghehn Book.
- Misra, S.N. (1986). *Panchayat Raj, Bureaucracy and Rural Development*. New Delhi: Indian Institute of Public Administration.
- Negi & Gaikwad (1989). *Socio-Cultural Dynamics of Tribal Development*. Pune: Tribal Research & Training Institute.
- Pandey, Gaya (2008). *Developmental Anthropology*. New Delhi: Concept Publishing Company.
- Saraswati, Baidyanath (1997). *Integration of Indigenous Cultural Dimensions into Development*. Indira Gandhi National Centre for Arts.
- Rogers, Everell (1976). *Communication and Development: Critical Perspectives*. London: Sage Publication.
- Saxsena, & Tiwari (1998). *Perspectives in Tribal Development*. Bharat Book Centre.
- Sharma, S.L. (1986). *Development: Socio-Cultural Dimensions*. Jaipur: Rawat Publications.

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M.A./ M.Sc. Anthropology
Semester IV (2023-2025)

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAANTHRO 403E3	DSE	Developmental Anthropology	60	20	20	0	0	3	0	0	3

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

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

- Upadhyay, V. S. and Gaya Pandey (2003). *Tribal Development in India*. Crown Publications.
- Vatsyayan, Kapila (1996). *Interface of Cultural Identity & Development*. Indira Gandhi National Centre for Arts.

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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Anthropology
Semester IV (2023-2025)

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*				
MAANTHRO 404	PW/I	Minor Research Project II	0	0	0	0	50	0	0	8	4

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.

Course Objectives:

1. This paper has an objective of exposing the students on various field study concepts.
2. To provide an opportunity for students to apply theoretical concepts in real life situations.
3. To enable students to manage resources, work under deadlines, identify and carry out specific goal oriented tasks.

Course Outcomes:

1. The student shall be able to:

Acquire research skills and capabilities to take up the project work. The work serves the twin purposes of providing critical insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one. There will be continuous evaluation of the student on the basis of work assigned and regular submissions. The students need to complete the work in the stipulated time.

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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Anthropology
Semester IV (2023-2025)

COURSE CODE	CATEGOR Y	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*					
MAANTHRO 405	SEC	Seminar	0	0	0	0	50	0	0	0	3	

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

*Teacher's Assessment shall be based on following components: Quiz/Assignment/

Project/Participation in Class, given that no component shall exceed more than 10 marks.

MAANTHRO405
Seminar

This paper aims to develop effective presentation and good communication skills.

Course Educational Objectives (CEOs):

1. To demonstrate the subject knowledge
2. To demonstrate the applicability of the acquired knowledge.
3. To enable students to identify recent technical topics from interesting domains.
4. To develop presentation and communication skills.

Course Outcomes: The students are expected to:

CO1: Identify recent technical topics from the interested domains; develop the technical report.

Preparation; presentation and communication skills.

CO2: Analyze the applicability of modern software tools and technologies.

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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A. / M.Sc. Anthropology
Semester IV (2023-2025)

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			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
MAANTHRO 406	CV	Comprehensive Viva Voce	0	0	0	50	0	0	0	0	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.

Course Objectives:

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

Course Outcomes:

The student shall be able to:

1. Display the speaking skills and capabilities to demonstrate the subject knowledge.

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