



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. Anthropology
Semester VI (2022-2025)

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*				
BAANT HRO601	CC	Anthropology of Religion, Politics, and Economy	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.

BAANTHRO601: ANTHROPOLOGY OF RELIGION, POLITICS AND ECONOMY

Course Educational Objectives (CEOs):

- CEO 1:** To provide knowledge about Concepts, Evolution, and Functions of religion from Anthropological perspective.
- CEO 2:** To develop an ability to identify cultural variation in terms of approach to the economy, and key concepts (e.g. person, thing, money, market, gift, and care).
- CEO 3:** To develop knowledge of Religion, Politics, and Economic practice.
- CEO 4:** To provide knowledge about the relationship between religion and politics/state.
- CEO 5:** To provide knowledge about social institutes and cultural perspectives.

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

- CO 1:** Explain the meaning of religion and the functions of religion.
- CO 2:** To formulate relevant approaches to economic life in different societies and locate relevant literature.
- CO 3:** Explain how the secular state emerged.
- CO 4:** Discuss the factors influencing the relationship between religion and politics.
- CO 5:** Analyse and explain how economic life is constituted through social, cultural, and material practices.

Course Contents:

UNIT I: Anthropology of Religion; concepts in the study of the evolution of religion and magic (animism, animatism, totemism, and naturism). Functions of religion and magic; aspects of evil, witchcraft, and sorcery; religious specialist: shamans, priests, and mystics

UNIT II: Economic Institutions: Principles of Production, Distribution, and Consumption in Simple and Complex Societies

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UNIT III: Political Institutions: Concepts of Power and Authority; Types of Authority; State and Stateless Societies; Law and Justice in Simple and Complex Societies.

UNIT IV: Interrelationship between Religion, Politics, and Economy; Religious Conversion and Movements, emergence of new religious sects in the global order.

UNIT V: A case study of the Social Institutes (religious, economic, political) with respect to cultural perspective.

Suggested Readings:

- Benedict, A. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.
- Durkheim, E. (1986). *The Elementary Forms of the Religious Life, A Study in Religious Sociology*., New York: Macmillan.
- Ellis, F. (2000). *A framework for livelihood analysis. In Rural Livelihoods and Diversity in Developing Countries*. Oxford: Oxford University Press.
- Emile, Durkheim. (1995). *Elementary Forms of Religious Life*. Tr. Karen E Fields, New York: Free Press reprint.
- Gledhill, J. (2000). *Power and Its Disguises: Anthropological Perspectives on Politics*. 2nd ed. London.: Pluto Press.
- Lessa, W. A. and E. Z. Vogt (1979). *Reader in Comparative Religion: An Anthropological Approach*. New York; London: Harper and Row.
- Mujumdar D. N. and T.N. Madan (2020). *An Introduction to Social Anthropology*. Delhi: Mayur Publishers
- Marvin, Harris., (1991). *Cultural Anthropology*. New York: Harper Collins Publications
- Ninian, Smart C.A., (1998). *Dimensions of the Sacred: An Anatomy of World's Beliefs*. USA: University of California Press.

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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				
BAANTHRO602	CC	Anthropological Theories	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.

BAANTHRO602: ANTHROPOLOGICAL THEORIES

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 (Child, White, Steward, Sahlins and Service)

UNIT II: Structuralism: Structuralism in Linguistics and in Social-Cultural anthropology; Social structure as a model: views of Levi-Strauss. Cultural Materialism of Marvin Harris.

UNIT III: Culture and Personality: Meaning and Determinants of Culture & Personality; Culture and Personality School of Thoughts; Criticism of Culture and Personality Theory. Cognitive Anthropology.

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BAANTHRO602	CC	Anthropological Theories	60	20	20	0	0	3	0	0	3

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UNIT IV: Symbolic Anthropology and Interpretive Anthropology.

UNIT V: Feminism, Post-Modernism and Post-Colonialism: Leading Post-Colonial Thinkers

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 & Cultural Anthropology*. New Delhi: Rawat Publication.
- Jha, Makhan (1983). *An Introduction to Anthropological Thought*. New Delhi: Vikas Publishing House.
- 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. Toronto: University of Toronto Press.
- Nair, K. S. (1978). *Ethnicity and Urbanization*. Delhi: Ajantha Publications East West Press Pvt. Ltd.
- Pandey, G. (2016). *Neo Anthropological Theory*. New Delhi: Concept Publishing House.

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BAANTHRO603	DSE	Basic Medical Anthropology	60	20	20	0	0	4	0	0	4

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BAANTHRO603: BASIC MEDICAL ANTHROPOLOGY

Course Educational Objectives (CEOs):

CEO1: To teach the Origin and Growth of Medical Anthropology

CEO2: To provide knowledge about an Anthropological understanding of Disease, Illness and Treatment

CEO3: To provide an understanding of Medical Pluralism

CEO4: To provide knowledge about Health Agents and Forest and Herbal medicine.

CEO5: To provide knowledge about the Application of Anthropological knowledge in health care.

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

CO1: Explain the Scope of Medical Anthropology and the different ways in which Medical Anthropology relates to biomedicine.

CO2: Discuss Social and Cultural Aspects in the Analysis of Health and illness in Medicine.

CO3: Explain key concepts used in Medical Anthropology, such as Medical Pluralism, Ethnomedicine etc.

CO4: Describe the Health Agents; Forest and Herbal medicine

CO5: Discuss the field of 'Global Health', including topics such as reproductive health, Cancers, HIV/AIDS, Leprosy etc.

Course Contents:

UNIT I: Medical Anthropology: Meaning, Definitions and Scope, Subject Matters. Health in Human Societies: Definition, Concept, Nature, and Characteristics; Illness and Disease; The Biomedical Health System; relation between Anthropology and Biomedicine; Social, Cultural and Bio-Medical Perspectives; Approaches.

UNIT II: Ethno-Medicine: Meaning and scope, ethnomedical practices in India, Traditional healers and their predicaments, ethno-psychiatry, normality, and abnormality, culture-bound psychological disorders and healing, and social stigma towards diseases and ailments.

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

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UNIT III: Medical pluralism in India: Ayurveda, Siddha, Unani, Naturopathy, Homeopathy and Allopathic medical practices.

UNIT IV: Health Agents: Traditional, Modern, and International; *Jungle and Jari- buti* (Herbal) Medicine.

UNIT V: Application of anthropological knowledge in health care: Social inequality and health; Health Promotion Programs: Age and/or gender-specific e.g. Malaria, TB, AIDS, Cancers, Blindness, Leprosy etc.; Family Welfare schemes; Integrated Child Development Schemes (ICDS).

Textbooks:

- Ember, Carol R. and Melvin, Ember (Edt.) (2003). *Encyclopaedia of Medical Anthropology*. Kluwer Academic/Plenum Publishers; 2004th edition. ISBN-13: 978-0306477546
- Helman, C. (2003). *Culture, Health, and Illness*. Butterworth Heinemann.
- Morsy, S. (1996). *Handbook of Medical Anthropology*. Greenwood Press.
- Pandey, G. (2021). *Medical Anthropology A Textbook*. New Delhi: Concept Publishing Company.
- Park, K. (2017). *Textbook Of Preventive & Social Medicine*. Jabalpur: Banarsidas Bhanot Publishers.
- Pool, R. & W. Geissler (2005). *Medical Anthropology (1 edition)*. Maidenhead: Open University Press.

Suggested Readings

- Alland, A. (1970). *Adaptation in Cultural Evolution: An Approach to Medical Anthropology*. Columbia University Press.
- Foster, G.M., and B.G. Anderson (1976). *Medical Anthropology*. Michigan: McMillan.
- Joshi, P. C. and Mahajan. A. (1991). *Studies in Medical Anthropology*. Delhi: Reliance Publishers.
- Landy. D. (1976). *Culture, Disease, and Healing: Studies in Medical Anthropology*. Michigan: McMillan University Press.
- McElroy, A. and P.K. Townsend (2004). *Medical Anthropology in Ecological Perspective*. Westview Press.

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BAANTHRO604	DSE	Anthropology and Ageing	60	20	20	0	0	4	0	0	4

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.

BAANTHRO604: ANTHROPOLOGY AND AGEING

Course Educational Objectives (CEOs):

CEO 1: Provide an understanding of the Demography of Ageing and Longevity.

CEO 2: To provide an understanding of the concept of age and ageing.

CEO 3: To expose the basics of gerontology – the demographic, as well as socio-cultural dimension of ageing and their long-term implications.

CEO 4: To provide an understanding of the psycho-social challenges in the later years of life.

CEO 5: To provide an understanding of the important measures to promote elderly care.

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

CO1: Understand the Demography of Ageing from a global perspective and the Indian situation.

CO2: Discuss the concept of Age and Ageing.

CO3: Describe various factors affecting ageing in humans.

CO4: Discuss the impact of people's beliefs and Attitude towards the elderly.

CO 5: Analyze the factors affecting the quality of life of the aged.

Course Contents:

UNIT I: Demography of Ageing, Human longevity, life span; Sex differences in Ageing; Global Perspective; Situation in India

UNIT II: Fundamentals of Biological Ageing: Anthropological perspective on Ageing.

The phenomenon of Ageing; Biological Age Vs Chronological Age; Psychological changes with advancing age.

UNIT III: Ageing Process; Theories of Ageing; Biological Changes with Ageing; Structural and Functional Changes in Various Systems of Body with Age.

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BAANTHRO604	DSE	Anthropology and Ageing	60	20	20	0	0	4	0	0	4

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UNIT IV: Psychological changes in later life: Cognitive Impairment, Loneliness, Depression Empty-nest feeling etc.

- Social- Cultural factors affecting life of the Elderly: Changing status and Role in the Family,
- Marital Status/Widowhood, Education,
- Economic status
- Living Arrangement,
- Number of Children, Migration of children etc.

UNIT V: Care of the Elderly at home; Institutionalization of the Elderly, National Policy for Older Persons. Lifestyle and Ageing; Successful Ageing; Measures to Promote Elder Care.

Suggested Readings:

- Bagga, Amrita and Anuradha, Sakurkar (2013). *Women, Ageing and Mental Health*. Mittal Publication, New Delhi: ISBN-13: 978-8183244282
- Bhatia, H. S. (1983). *Ageing and Society*. Udaipur: Aryas book Centre.
- Bond, J., Coleman, P., & Peace, S. (1996). *Ageing in Society - An Introduction to Social Gerontology*. New Delhi: Sage Publication.
- Chakravarty, I. (1997). *Life in Twilight Years*. Calcutta: Kwality Book Company.
- Craig, G. J. (1996). *Human Development*. Prentice Hall, New Jersey.
- Dandekar, K. (1996). *The Elderly in India*. New Delhi: Sage Publication.
- Das Gupta, M., Chen, L. C., & Krishnan, T. N. (1998). *Women's Health in India: Risk and Vulnerability*. Bombay: Oxford University Press.
- Devi, Dayabati and Amrita Bagga (2006). *Ageing in Women: A Study in North-East India*. New Delhi: Mittal Publication ISBN -13: 978-8183241533.

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- Gokhale, S.D.; Ramamurti, P. V.; Pandit, N.; & B. Pendse, (1999). *Ageing in India*. Mumbai: Somaiya Publications.
- Gubrium, J. F. & Sankar, A. (1993). *Qualitative Methods in Aging Research*. California: Sage.
- Muttagi, P. K. (1997). *Ageing Issues and Old Age Care*. New Delhi: Classical Publishing Company.
- Pati, R. N. & Jena, B. (1989). *Aged in India*. New Delhi: Ashish Publishing House,
- Raj, M. K., Sudarshan, R. M., & Shariff, A. (1998). *Gender, Population and Development*. Rao, S. (eds) New Delhi: Oxford University Press.
- Rao, V. A. (1987). *National Task Force on Problems of The Aged Seeking Psychiatric Help*. New Delhi: Indian Council of Medical Research.
- Straurt, H. I. (1995). *The Psychology of Ageing*. London & Bristol, Pennsylvania Jessica: Kingsley Publishers.
- Ulijsazek, S. J., Johnston, F. E., & Preece, M A. (1998). *The Cambridge Encyclopedia of Human Growth and Development*. Cambridge University Press.

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BAANTHRO 605	DSE	Anthropology of Urbanization	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
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BAANTHRO605: ANTHROPOLOGY OF URBANIZATION

Course Educational Objectives (CEOs):

- CEO1:** To introduce the various approaches to the study of complex and urban societies.
- CEO2:** To provide a theoretical contribution of anthropology in the domain of complex and urban societies.
- CEO3:** To provide an understanding of the process of urbanization.
- CEO4:** To provide an understanding of the concept of complex societies.
- CEO5:** To develop the skills for analyzing a city with an eye to understand how it is put together & how it operates

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

- CO1:** Study the concept of complex societies; and the process of urbanization; and articulate various social science perspectives for understanding urban environments.
- CO2:** Explain how political, economic, and ideological webs of relationships operate to establish power, wealth, and privileges in cities.
- CO3:** Develop skills for analyzing a city to understand how it is put together and how it operates
- CO4:** Analyze ways in which the built environment- both shapes and how it is shaped by sociocultural, political & economic processes.
- CO5:** Apply an anthropological approach to the analysis of local, national, and global urban issues.

Course Content:

UNIT I: Fundamentals of Urban Anthropology: Foundation of urban Anthropology; Theoretical Perspectives: The Chicago School; The Manchester School; Social Network Analysis, and

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BAANTHRO 605	DSE	Anthropology of Urbanization	60	20	20	0	0	4	0	0	4

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

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Extended Case Method; Concept of Scale in Urban Anthropological Studies; Emerging Approaches to study cities.

UNIT II: Rural-Urban Continuum: Concept and Importance; Approaches to the Study of Urban Phenomena; Critique.

UNIT III: Urban Anthropology: Structure and Processes; Urban Process; Diversity and Differences in Urban Spaces; Movement from Rural to Urban.

UNIT IV: Urban Social Structure: Family, Marriage, and Kinship; Caste and Class; Religion, Faith and Tolerance; Multi-ethnicity and Multiculturalism.

UNIT V: Global Concerns in Urban Growth: Contemporary Urban Concerns; World Cities and the Production of space; Urban Ethnography.

Suggested Readings

- Campbell, S. (1996). *Readings in Urban Theory*. Massachusetts: Blackwell Publishers.
- Eames, E. & J. G. Good. (1977) *Anthropology of the city*. Prentice Hall.
- Fox, R. G. (1977). *Urban Anthropology: Cities and their Cultural Setting*. Englewood Cliffs: Prentice-Hall.
- Glazer, N., & Moynihan, D. P. (1970). *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. Massachusetts: The M.I.T. Press.
- GMelch G. & W.P. Zenner. (1996). *Urban Life*. Waveland Press

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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*				
BAANTHRO 605	DSE	Anthropology of Urbanization	60	20	20	0	0	4	0	0	4

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

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

- Hannertz, U. (1983). *Exploring the city inquires towards an urban anthropology*. New York: Columbia University Press.
- Mangin, W. (1970). *Peasant in City*. Boston: Houghton Mifflin.
- Nair, K. S. (1978). *Ethnicity and Urbanization*. Delhi: Ajantha Publications East West Press Pvt. Ltd.
- Rao, M. S. A., Bhat, C., & L. N. Kadekar (1991). *A Reader in Urban Sociology*. New Delhi: Orient Longman.
- Redfield, M. P. (ed). (1962). *Human Nature and Study of Sociology*. Vol. 1. Chicago: University of Chicago Press.
- Redfield, R. (1963). *Peasant society and culture: The Little Community*. Chicago: University of Chicago Press.
- Southall, A & A.W. Southall (1973). *Urban anthropology*. New Delhi: Oxford University Press.
- Uzzell, J. D. & R. Provencher. (1976). *Urban Anthropology*. Dubuque: W.C. Brown Co.

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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*				
BAANTHRO 606	DSE	Tribal Development	60	20	20	0	0	4	0	0	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.

BAANTHRO 606: TRIBAL DEVELOPMENT

Course Educational Objectives (CEOs):

CEO 1: To introduce the Concept of Tribes and the Classification and Characteristics of Tribal Regions.

CEO 2: To provide an understanding of the factors responsible for Social and Cultural changes in Tribal India.

CEO 3: To provide knowledge about Constitutional Safeguards and Provisions for Scheduled Tribes.

CEO 4: To introduce the students about Tribal Administrations and Tribal Welfare Programs.

CEO 5: To make them aware about the problems of Tribal Development.

Course Outcomes (COs): The students are expected to

CO 1: Understand Tribes and their Social Organization in the Indian context.

CO 2: Explain Tribal Society, its Culture, Socio-Cultural Changes, and Problems.

CO 3: Develop the ability to analyze Tribal Rights and their position in Indian Socio-Economic, Power, and Political Context, and Constitutional Safeguards for them.

CO 4: Understand Tribal Administration.

CO 5: Develop efficiency to work with Tribal Populations and related issues in Indian Perspectives.

Course Contents:

UNIT I: History of Tribal Development in India, Changing Approaches and Models, Scheduled Tribes. Why do people agitate to get the status of Scheduled Tribes?

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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*					
BAANTHRO 606	DSE	Tribal Development	60	20	20	0	0	4	0	0	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.

UNIT II: Tribal Problems: Land Alienation, Poverty, Indebtedness, Migration, Shifting Cultivation, Agriculture, Housing, Education, Health, Sanitation, Communication and Trafficking.

UNIT III: Constitutional Provisions and Safeguards for Scheduled Tribes – Social, Economic and Political.

UNIT IV: Tribal Administration: 5th and 6th Schedule of Constitution, Tribal Welfare Programs.

UNIT V: Problems of Tribal Development: Illiteracy, Unawareness towards Human Rights, Lack of Communication agency, the apathy of officials, lack of commitment, Corruption, pseudo-tribalism, Reservation Policy, Suggestions for Tribal Development.

Suggested Readings:

- Bagga, Amrita (2023) *Elderly Persons In Tribal Societies*. New Delhi: Mittal Publications. ISBN-13 : 978-9394569492.
- Behera, M. C. (Editor) (2020). *Tribal Studies in India: Perspectives of History, Archaeology and Culture*. 1st ed. 2020 edition (20 November 2019), Springer.
- Govt. of India (1973). *The Tribal People of India*. New Delhi: GOI.
- Husnain, Nadeem (2021). *Tribal India* (1st Edition). Palaka Prakashan.
- Raj, Bhanti (2002). *Perspectives in Tribal Development*. Himanshu Publications.
- Roy, P.K. (ed.) (2000). *The Indian Family Change and Resistance*. New Delhi: Gyan Publisher.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAANTHRO 606	DSE	Tribal Development	60	20	20	0	0	4	0	0	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.

- Sinha, Surjit (1982). *Tribes and Indian Civilization Structure and Transformation*. N.K. Bose Memorial Foundation.
- Vidyarthi, I. P. and Binay Rai (1985). *The Tribal Culture of India*. New Delhi: Concept Publishing Company.
- Irpate, Vinayak S. (2014). *Sociology of Tribal Society*. Agri-Bio Vet Press.
- Pandey, Gaya (2008). *Developmental Anthropology*. Concept Publishing Company.
- Sharma, B.K. (1996). *Tribal Revolts*. Pointer.
- Singh, Awadhesh (2008). *Tribal Development in India*. 1st (ed). New Delhi: Serial Publications.
- Vashum, R. (2005). *Nagas' Right to Self-determination: Anthropological -Historical Perspective*. New Delhi: Mittal Publication, (2nd Edition).
- Upadhyay, V.S. and Pandey, G. (2003). *Tribal Development in India (A Critical Appraisal)*, Ranchi: Crown Publication.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA607	P/I/C	Field Project	0	0	0	60	40	0	0	12	6

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

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

Course Educational Objectives:

- CEO1:** This paper has an objective to provide motivation for the students to choose a topic for field study.
- CEO2:** To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.
- CEO3:** To enable students to develop a project report.

Course Outcomes:

- CO1:** The student should be able to acquire analytical skills and capabilities to develop a project report
- CO2:** To develop a thought process among students to identify the existing gaps in the society.
- CO3:** To write a project report

Submission and marking Guidelines.

At the end of VI semester, the student will submit a field project report of his study on the following guidelines:

1. The students will submit the report of the field study and a duly constituted Committee will take the decision regarding the relevance and authenticity of field project.

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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*				
BA607	P/I/C	Field Project	0	0	0	60	40	0	0	12	6

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

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

- The decision about the suitability of the Field Project will be taken after the Mid of Semester VI. The student will be required to submit the final report in the spiral bound form in three copies.
- Each student undergoing field study will be assigned a faculty member.
- Faculty member assigned for the student will supervise the student. The student will have to provide the contact details of the field authority to the assigned faculty member.
- Field Project will carry a maximum of 100 marks - out of which, 40 marks will be for the Internal evaluation and External will be of 60 marks A panel of external and internal examiners will jointly award both of these components of marks.
- Report submitted by the student after successful completion of the field study will be considered for the internal evaluation.
- For the external evaluation student will have to give a presentation and appear for the viva.
- The Director/Head of the Institution will appoint the internal and the external examiner.

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