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COURSE CODE	CATEGORY	COURSE NAME	THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNANTHRO 801	Major	Anthropology of Development	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.

BAHNANTHRO801: ANTHROPLOGY OF DEVELOPMENT

Course Educational Objectives (CEOs):
- To introduce the meaning and Concepts of Development from an Anthropological Perspective.
- To provide knowledge about the Theories of Development.
- To provide knowledge about Approaches of Development.
- To provide knowledge about Policy and Practice for Development.
- Various Paradigms of Development would be discussed with a focus on the Mechanism, Agencies involved, response of the people, and outcome.

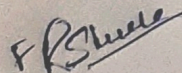**Course Outcomes (COs):** The students are expected to:
- Explain the Concept of Development and understand the Role of Anthropologists in the Development Process.
- Describe theories of development.
- Discuss the various Approaches of Development.
- Utilize the Application of anthropological knowledge in planning and development.
- Discuss the issues and challenges of development in India.
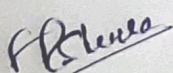
Course Contents:

Unit I: Introduction: Concept of development in anthropology; Indices of development; Development from below, culture and development; Sustainable human development.

Unit II: Theories of development: Economic Theory; Welfare Theory; Industrialization Theory of Development; Nationalization Theory; Quality of life Theory of Development; Human Rights Theory of Development; Sustainable Theory of Development; LPG Theory of Development.
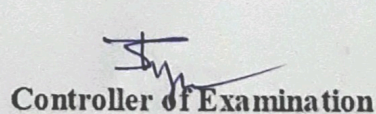
Unit III: Approaches of Development: Constitutional Approach; Political Approach; Administrative Approach; Welfare Approach; Commission Approach; Non- Governmental Approach; Missionary Approach; Anthropological Approach
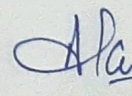
Chairperson	Chairperson	Controller of Examination	Registrar
Board of Studies	Faculty of Studies	Shri Vaishnav Vidyapeeth	Shri Vaishnav Vidyapeeth
Shri Vaishnav Vidyapeeth	Shri Vaishnav Vidyapeeth	Vishwavidyalaya, Indore	Vishwavidyalaya, Indore
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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BAHNANTHRO 801	Major	Anthropology of Development	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: Policy and practice: Application of anthropological knowledge in planning and development; Community development and Panchayat Raj; Rural and Urban development; MGNREGA, Role of National and International NGOs and Civil Societies.

Unit V: Issues and challenges of development in India: Environment, Displacement, Migration, Land Alienation, Power, Corruption, Caste, Gender, Naxalism/Maoism.

Suggested Readings:

- Arce, Alberto and N. Long. (1999). *Anthropology, Development and Modernities*. London: Routledge.
- Bardhan, P. (1995). *Development and Change*. Delhi: Oxford University Press.
- Cochrane, G. (1971). *Development Anthropology*. Delhi: Kitab Mahal.
- Desai, A.R. (1984). *India's Path to Development*. Bombay: Popular Prakashan.
- Dreze, J and A. Sen. (1996). *Indian Development*. New Delhi: Oxford.
- Dube, S.C. (1990). *Tradition and Development*. New Delhi: Vikas Publishing House.
- Hobart, M. (1993). *An Anthropological Critique of Development: The Growth of Ignorance*. London: Routledge.
- Mair, L. (1984). *Anthropology and Development*. London: Macmillan.
- Malhotra, R. (1992). *Anthropology of Development*. New Delhi: Mittal.
- Mathur, H. M. (1977). *Anthropology in Development Process*. New Delhi: Vikas Publishing House.
- Mathur, H. M. (1990). *Human Dimension of Development: Perspective from Anthropology*. New Delhi: Concept Publishing House.
- Mayer, R. (1985). Policy and Programme Planning. New Jersey: Prentice-hall.
- Pandey, Gaya (2008). *Developmental Anthropology*. New Delhi: Concept Publishing Company.
- So, A.Y. (1990). *Social Change and Development*. New Delhi: Sage Publications.
- Streeten. P. P. (1995). *Thinking about Development*. Cambridge: Cambridge University Press.
- Subba, T. B. (1992). *Ethnicity, State and Development*. New Delhi: Vikas Publishing House.
- Vidyarthi, L.P. (1980). *Applied Anthropology and Development in India*. New Delhi: National Publishing House.

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Semester VII			TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL					
COURSE CODE	CATEGORY	COURSE NAME	END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BAHNANTHRO 802	Major	Applied 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.

BAHNANTHRO802: APPLIED ANTHROPOLOGY

Course Educational Objectives (CEOs):
- To give basic ideas regarding the application of anthropological knowledge
- To acquaint the students with Biological Anthropology in practice.
- To provide knowledge about Action Anthropology and its scope.
- To provide knowledge about Anthropology in planning and development.
- To inculcate knowledge about Cultural Resource management.

Course Outcomes (COs): The students are expected to:
- Understand about Academic and Applied Anthropology
- Explain the overall ideas about the practical utility of physical anthropological knowledge.
- Discuss about the Action Anthropology concept, scope and use in policy and Participatory Action Research.
- Discuss "how anthropology can contribute for community development".
- Describe the basic concepts of cultural management system and different archaeological sites.
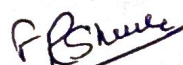
Course contents:
Unit I: Applied Anthropology: Meaning; Basic concepts: Anthropometry, Human genetics, Demography, Nutritional Anthropology etc.

Unit II: Biological Anthropology in practice:
  a) Forensic Anthropology: (i) Age, sex determination from skeletal remains,
                            (ii) Personal identification of the living and the dead;
  b) Kin-anthropology:Association of sports ability with genetic and physical variation in man.

Unit III: Action Anthropology: Concept and scope; Policy research in Anthropology, Participatory Action Research: Rapid Assessment Procedure (RAP), Participatory Rural Appraisal (PRA), and Rapid Rural Appraisal (RRA)

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Semester VII			TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL					
COURSE CODE	CATEGORY	COURSE NAME	END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BAHNANTHRO 802	Major	Applied 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: Anthropology in planning and development: Concept and scope; Concept of development anthropology in community development, social planning, tribal development, micro and macro planning.

Unit V: Cultural Resource Management (CRM): Concept of Cultural Resource; Salvage Archaeology; Management of Archaeological sites.

Suggested Readings:

- Byers, S.N. (2008). *Forensic Anthropology*. Boston: Pearson Education LTD.
- Kapoor, A.K. and D. Singh, (1997). *Rural Development through NGO's*. Jaipur: Rawat Publications.
- Klepinger, L.L., (2006). *Fundamentals of Forensic Anthropology*. Wiley-Liss Publications.
- Vidyarthi, L.P. and B.N. Sahay, (2001). *Applied Anthropology and Development in India*. New Delhi: National Publishing House
- Vidyarthi, L.P., (1990). *Applied Anthropology in India – Principles, Problems and Case Studies*. U.P.:Kitab Mahal.
- Vidyarthi, V., (1981). *Tribal Development and its Administration*. New Delhi: Concept Publishing Company

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BAHN803	Minor	Data Analysis with R	60	20	20	30	20	2	1	2	4

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: To introduce R and RStudio IDE to the students.
 CEO2: To transmit knowledge of basic operations in R.
 CEO3: To make the students use R graphics.
 CEO4: To understand graphical representation using R.
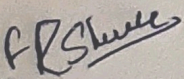 **CEO5**: To classify and illustrate various descriptive statistics using R.
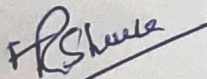
Course Outcomes: Students shall be able to:
 CO1: Infer a sound understanding basics of R and RStudio.
 CO2: Exemplify the fundamental concepts of R.
 CO3: Use R graphics for programming.
 CO4: Predict general data analysis using R.
 CO5: Compare and calculate various methods of descriptive statistics.
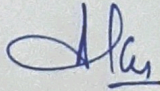
Contents

UNIT I: Introduction to R and R Studio
 Introduction to R: Features, Variables, Constants, Operators, Functions, Datatypes and Objects; Installation of R and RStudio; User Interface of RStudio IDE, Packages in R.

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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*				
BAHN803	Minor	Data Analysis with R	60	20	20	30	20	2	1	2	4

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.

UNIT II: Basics of R Programming

Data Structures; Lists; Arrays; Classes; Viewing and Manipulating Data; Plotting Data; Reading Data; Reshaping Data

UNIT III: The Basics of Graphing

The Basics of R Syntax; Matrices and Lists; Sub-setting; System-Defined Functions; The Help Function; Errors and Warnings, Parentheses and Brackets; =, and <−

UNIT IV: Exploring Data Analysis

Range, Summary, Mean, Variance, Median, Mode, Standard Deviation, Histogram, Scatterplot

UNIT V: Basic Statistical Analysis

Summaries of Numerical Data, Correlation and Covariance, Student's T-Test, One Way ANOVA

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME						L	T	P	CREDITS
			THEORY			PRACTICAL						
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHN803	Minor	Data Analysis with R	60	20	20	30	20		2	1	2	4

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.

Suggested Readings:

1. Maltoff, N. (2011). *The Art of R Programming*. San Francisco: No Starch Press
2. Lander, J. P. (2017). *R For Everyone*. Pearson Education Inc.
3. Long, J. D., Teetor, Paul (2019). *R Cookbook*. O'Reilly Media, Inc.
4. Dalgaard, P. (2002). *Introductory Statistics with R*. Springer

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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*				
BAHN804	Project	Dissertation II	-	-	-	60	40	0	4	12	10

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** – Credit.
Teacher Assessment shall be based on following components: Quiz/Assignment/
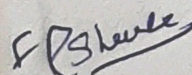Project/Participation in Class, given that no component shall exceed more than 10 marks.
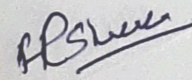
Course Educational Objectives:
CEO1: Organize with the ability to apply systematic research using qualitative and quantitative methodologies.
CEO2: Equip students with the ability to collect and manage data.
CEO3: Encourage integration of knowledge for primary and/or secondary data using suitable statistical, qualitative, or mixed-method approaches
CEO4: Capacity building to critically evaluate findings, interpret results meaningfully
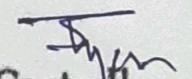**CEO5:** Integrating descriptive statistics with inferential statistics.
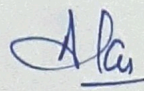
Course Outcome:
CO1: The students will be able to finalize research projects with qualitative and quantitative data analysis.
CO2: The students will be able to comprehend and conclude with data towards societal development.
CO3: Instill a sense of research ethics, plagiarism awareness, and responsibility toward societal development using primary and secondary data.
CO4: Hypothesize with a strong foundation for pursuing higher education in research study, industry roles, or entrepreneurial ventures.
CO5: Students will be able to translate research findings into practical implications, policy recommendations, or further research directions.
CO6: Students will be able to present and defend research findings effectively through oral, visual, and written presentations.

At the end of VIII Semester the student will submit Project Report of his/her project on the following guidelines:

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME									
			THEORY			PRACTICAL						
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BAHN804	Project	Dissertation II	-	-	-	60	40	0	4	12	10

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** – Credit.
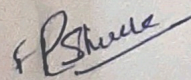**Teacher Assessment** shall be based on following components: Quiz/Assignment/
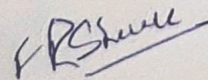Project/Participation in Class, given that no component shall exceed more than 10 marks.
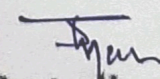
The students will submit the Research Dissertation; a duly constituted committee will take the decision regarding the relevance and authenticity of research dissertation.
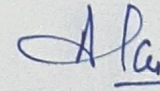
The decision about the suitability of the Research Dissertation will be taken after the submission of synopsis. The student will be required to submit the final report in the hard-bound form in three copies.

1. Each student undergoing research dissertation will be assigned a faculty member.
2. The student will have to provide contact details (if any) of the field authority to the assigned faculty members.
3. Research Dissertation will carry a maximum of 100 marks - out of which 40 marks will be for the Internal evaluation and External will be 60 marks.
4. A panel of external and internal examiners will jointly award External and Internal marks.
5. Report submitted by the student after successful completion of the research study will be considered for the internal evaluation.

6. The students will have to include plagiarism reports in their research dissertation.

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