

CURRICULUM FRAMEWORK FOR
POST-GRADUATE PROGRAMME IN TRIBAL STUDIES
AS PER NATIONAL EDUCATION POLICY (NEP) - 2020

P.G. DIPLOMA in TRIBAL STUDIES

(Programme Code: TRS-1101)

ONE YEAR/TWO YEAR M.A. in TRIBAL STUDIES with RESEARCH

(Programme Code: TRS-2101)

ONE YEAR/TWO YEAR M.A. in TRIBAL STUDIES with COURSE WORK and RESEARCH

(Programme Code: TRS-3101)

ONE YEAR/TWO YEAR M.A. in TRIBAL STUDIES with COURSE WORK

(Programme Code: TRS-4101)

WITH EFFECT FROM THE
ACADEMIC YEAR: 2024-25



Rajiv Gandhi University- A Central University
Arunachal Institute of Tribal Studies
(Faculty of Social Sciences)
Rono Hills, Doimukh, Arunachal Pradesh, 791112

1.0 Preamble:

The Post Graduate Programme in Tribal Studies (MA in Tribal Studies) at Arunachal Institute of Tribal Studies, RGU, Rono Hills, Doimukh is an academic programme that includes extensive examination of indigenous or tribal populations, their customs, histories, languages, socioeconomic systems, and current challenges. The goal of this curriculum is to provide learners a thorough grasp of the various facets of indigenous communities and how they interact with the outside world. We are compact, adaptable, and student-centred. Regardless of learner's passion—environmental science, language revitalization, community health, law, policy-making, Indigenous media, etc.— the learners will acquire multidisciplinary skills that will enable them to carry out theoretical and practical research and come up with original solutions to problems that Indigenous communities face.

The PGP-TRS at RGU, as per National Education Policy-2020 (NEP-2020) currently consists of the 2-year programme, with the second year primarily dedicated to research, for any graduates of 3-year Bachelor's programs. Alternatively, for those completing the 4-year Bachelor's any programme with Honours/Honours with Research would be considered for a 1-year Master's programme.

Credit Requirements and Eligibility for the Master's Programme

Sr. No.	Programme Name/Qualifications	Level	Credits	Credit Points
1.	PG Diploma	6	40	240
2.	1-Year PG after a 4-year UG	6.5	40	260
3.	2-Year PG after a 3-year UG	6.5	40+40	260
4.	2-Year PG after a 4-year UG such as B.E., B. Tech. etc.	7	40+40	280

1.1 Graduate Attributes of PG Programmes

Qualifications that signify completion of the postgraduate degree will be awarded to students who:

- 1) Would demonstrate knowledge and understanding that is based upon opportunity for originality in developing and/or applying ideas, often within a research context;
- 2) can apply their knowledge understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- 3) have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- 4) can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;

- 5) have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

1.2 Curricular Components at Entry Level for a Post Graduate Programme

- (i.) **1-year PG Diploma in Tribal Studies:** Students entering after 1-year of 2-year of PG with a min. credit earned equivalent to 40 will be awarded with PG Diploma in Tribal Studies.
- (ii.) **1-year Master of Arts in Tribal Studies:** Students entering 1-year Master of Arts in Tribal Studies after a 4-year UG programme can choose to do (i) only coursework or (ii) research or (iii) coursework and research.
- (iii.) **2-year Master of Arts in Tribal Studies:** Students entering 2-year Master of Arts in Tribal Studies after a 3-year UG programme can choose to do (i) only course work in the third and fourth semester or (ii) course work in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester.

The programme is intended to sharpen the students' analytical abilities to optimally solve problems, the curriculum, in general, comprises advanced skills and real-world experience and less of a research component.

1.3 Credit Distribution

a) For 1-year Master of Arts in Tribal Studies

Arunachal Institute of Tribal Studies shall follow Coursework + Research Model for 1-year Master of Arts in Tribal Studies.

Curricular Components	One -Year Master of Arts in Tribal Studies Programme Minimum Credits			
	Course Level	Coursework	Research Thesis/Project/Patent	Total Credits
Coursework+ Research	50	20	20	40

b) 2 Year Master of Arts in Tribal Studies

Curricular Components	Two -Year Master of Arts in Tribal Studies Programme Minimum Credits			
	Course Level	Coursework	Research Thesis/Project/Patent	Total Credits
1st Year (1 st and 2 nd Semester)	400 500	20 20	--	40
Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in Tribal Studies				
2nd Year (3 rd and 4 th Semester)	500	20	20	40

1.4 Exit Point

1. In case of M.A in Tribal Studies (1 Year) programme, there shall be no exit point. All enrolled students have to complete their post-graduation within 1-year duration/two semesters
2. In case of M.A in Tribal Studies (2 Year) programme, there shall only be one exit point for those who join two-year PG programme. However, students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in Tribal Studies and they shall have to complete their PG within duration of 4 years.

Course Levels

400-499: Advanced courses which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Postgraduate theoretical and practical courses

500-599: For students who have graduated with a 4-year bachelor's degree. It provides an opportunity for original study or investigation in the major or field of specialization, on an individual and more autonomous basis at the postgraduate level.

2.0 Nomenclature Used in the Syllabus as per NEP-2020

- 1) Programme Educational Objective (PEO): PEOs are broad statements that describe the career and professional accomplishments that graduates of a programme are expected to achieve within a few years of graduation.
- 2) Programme Outcome (PO): POs are specific statements that describe what students are expected to know and be able to do by the time they complete a programme.
- 3) Programme Specific Outcome (PSO): PSOs are similar to POs but are more specific to a particular specialization or focus area within a programme.
- 4) Course Outcome (CO): COs are statements that describe the specific learning objectives of individual courses within a programme.

2.1 PROGRAMME EDUCATIONAL OBJECTIVE (PEO)

PEO 1: To develop strong scholars and leaders who can contribute Indigenous insights to the fields of academia, government and tribal service, or business.

PEO 2: To conduct research to contribute to the academic understanding of tribal societies, their histories, and contemporary challenges they face and address issues faced by tribal communities such as land rights, socio-economic disparities, cultural preservation, and advocating for policies that respect their rights and identities.

PEO 3: To study various aspects of tribal life, including their culture, history, language, social structure, customs, traditions, governance system, and issues related to their socio-economic, political, and cultural well-being and encourage a deeper understanding and respect for the diversity of indigenous cultures and their contributions to humanity.

PEO 4: To develop action-oriented efforts in sustaining a rich tribal heritage, indigenous knowledge specially in the area of ethnomedicine, ethno-music, performing arts, language, folklore, handicrafts, educating process, management of forest resources and ecosystems etc.

PEO 5: To focus on the study of indigenous or tribal communities to preserve, promote, rejuvenate, and project the myriad tribal culture of the people of Arunachal Pradesh.

PEO 6: To provide learners with the critical thinking skills they need to face the world's various issues. Following an MA program, career options include those in communication, writing, teaching, human resources, non-profit organizations (think tanks, NGOs), and, of course, higher education in academia if you decide to pursue a Ph.D. Additionally, students in related subjects will be able to sit for the University Grants Commission Lectureship exams (NET, SLET, and GATE). We think there are countless options.

2.2 PROGRAMME OUTCOMES(PO) (all will be similar for FSS)

To be decided by the faculty of social science board.

2.3 PROGRAMME SPECIFIC OUTCOME (PSO)

The learners who complete first year of the programme will earn PG diploma in tribal studies. The learners completing the second year of the program will earn honours and research degree in tribal studies. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural, and social competences as described below:

PSO 1: Develop intellectual capacity and culturally informed critical skills to build a career working for and with tribes by developing a deep understanding of both applied and theoretical areas of indigenous studies.

PSO 2: Demonstrate knowledge regarding past and present tribal policy, tribal experiences, and cultures and the social, political, historical, and contemporary inter and intra relationships between tribes and non-tribes and exhibit a profound understanding of the diversity of people and cultures while exhibiting respect for the moral principles and values of

people and communities with different backgrounds and worldviews.

PSO 3: Apply advanced knowledge and arrive at original conclusions through a high-level research dissertation employing ethical practices and scholarly standards of tribal studies and cognate disciplines. Determine the importance, moral ramifications, and practical difficulties of complicated problems by applying sophisticated techniques for social and cultural data analysis.

Duration of the Programme: 04 Semesters (02 Years)

NCrF	Sem	Paper Code and Name	Course Level	Maximum Marks (100)		Credits: (L: T: P)	TOTAL CREDIT	Contact Hours
				Internal (20)	End Semester Exam (80)			
6.0	01	COURSE 1: TRS-101-CC- 5110 Introduction to Tribal Studies	400	20	80	3: 1: 0	4	60
		COURSE 2: TRS-101-CC- 5120 Tribal Society and Culture	400	20	80	3: 1: 0	4	60
		COURSE 3: TRS-101-CC- 5130 Tribal Languages of India	400	20	80	3: 1: 0	4	60
		COURSE 4: TRS-101-CC- 5140 Tribal Folklore Studies	400	20	80	3: 1: 0	4	60
		COURSE 5: TRS-101-RC-5110 Research Methodology/MOOCs	500	20	80	3: 1: 0	4	60
	02	COURSE 6: TRS-101-CC- 5210 Discourses on Tribal Studies	400	20	80	3: 1: 0	4	60
		COURSE 7: i. TRS-101-DE-52110: Tribal Economy ii. TRS-101-DE-52120: Tribal Polity	500	20	80	3: 1: 0	4	60
		COURSE 8: i. TRS-101-DE-52130: Cultural Resource Management ii. TRS-101-DE- 52140: Language, Culture, and Identity	500	20	80	3: 1: 0	4	60

		COURSE 9: i. TRS-101-DE- 52150: History and Society of Arunachal Pradesh ii. TRS-101-DE- 52160: Society and Culture of Northeast India	500	20	80	3: 1: 0	4	60
		COURSE 10: TRS-101-RC-5210 Research and Publication Ethics/MOOCs	400	20	80	3: 1: 0	4	60
		Total Credit (1 Year)					40	600 hours
Exit option with Post-Graduate Diploma in Tribal Studies on completion of courses equal to a minimum of 40 credits								
or								
Entry to One Year M.A in Tribal Studies with Research								
6.5	Sem	Model 1	Model 1					
	03	COURSE 11: TRS-101-RD-6110	500	200	300	0: 0: 40	40	1200
	04	Research Dissertation						
6.5	03	Model 2	Model 2					
		COURSE 11: TRS-101-CW- 61010 Field Work and Community Engagement	500	20	80	1: 0: 3	4	60
		COURSE 12: TRS-101-CW- 61020	500	20	80	3: 1: 0	4	60

		Tribal Customary Law and Justice							
		COURSE 13: TRS-101-CW-61030 Ecology and Tribes	500	20	80	3: 1: 0	4	60	
		COURSE 14: TRS-101-CW- 61040 Developmental Organisations and Management	500	20	80	3: 1: 0	4	60	
		COURSE 15: TRS-101-CW- 61050 Culture and Communication	500	20	80	3: 1: 0	4	60	
	04	COURSE 16: TRS-101-RP-6210 Research Project	500	120	180	0:0:20	20	600	
		Total Credit (in second year)					40	40	900 Hrs.
		Total Credit (Aggregate)					80	80	1500 Hrs.
M.A. in Tribal Studies with Research on completion of courses Equal to a minimum of 80 credits									

Credit: 4	COURSE 1: TRS-101-CC- 5110 Introduction to Tribal Studies		
Objectives	The objective of the course is to introduce tribal studies, discuss its growth, nature, and scope. It will acquaint the students with the debates on the term tribe and other related terms of discourse, the process of tribe-non-tribe interaction as well. It will appreciate the tribal worldviews by knowing about the participation of tribes in India in the process of state formation right from pre-colonial period.		
Course Outcomes (COs)	CO 1: This paper would help the students to understand the growth, nature, and scope of tribal studies. CO 2: The Learners will be exposed to various debates centering around the use of terms like Tribe, Scheduled Tribes, Indigenous people etc. CO 3: It would also help the learners to understand the worldviews and know about the participation of tribes in India in the process of state formation right from pre-colonial period.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit-I: Introduction Introduction to Tribal Studies; growth of studies on tribes in India; nature and relevance of tribal studies; Scope: subject matter and relationship with other disciplines.		15	1
Unit-II: Approaches and Terms of Discourse Approaches to tribal studies; Terms of discourse: Tribe, Scheduled and Non-scheduled Tribe, De-notified tribes, Particularly Vulnerable Tribal Group, Indigenous people, Native, Janjati, Adimjati, Adivasi. Discourses on Tribes: Colonial Perspective of ‘others’, racial superiority, civilizing the savage; domination of powers. B) Isolation, Assimilation, and Integration: Tribe-Caste-peasant continuum; G.S. Ghureye’s Perspective, Verrier Elwin’s Perspective. C) Emic-Etic debate.		15	2

Unit-III: Tribal Worldview and Tribal-Non-tribal Interface Tribal worldview: Human-Nature-Super-nature relationship. Tribal-Non-tribal Interface: Hindu mode of tribal absorption; Sanskritisation, Assimilation, Acculturation, Tribalisation, Detribalisation and Retribalisation; tribe-caste and peasant continuum.	15	3
Unit-IV: Tribes and State Introducing state and stateless society; Tribes in the process of state formation: Gond and Jaintia Kingdoms; Encountering Colonial Power: Santhal Rebellion and Adi-British Relations; Post-Colonial Dynamics: Constitutional Safeguards- objectives and strategies; Identity Issue.	15	3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											1	-	1
CO 2											2	3	1
CO 3											-	3	1
Average											1	2	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

- Beteille, Andre, 1998: The Ideas of Indigenous People, *Current Anthropology*, Vol. 35. No. 2, April, pp. 18-151.
- Beteille, Andre, 1960. The Definition of Tribe, *Seminar*, Vol.14.
- Beteille, Andre, 1986. The Concept of Tribe with Special Reference to India, *Journal of European Sociology*, Vol. 27, pp. 257-318.
- Beteille, Andre, 1995. Construction of Tribe, *The Times of India*, June, 15th 1555.
- Bose, N.K. 1941. The Hindu Method of Tribal Absorption, *Society and Culture*, Vol.7.
- Bose, N.K. 1996. *The Structure of Hindu Society*, New Delhi: Orient Longman, Trans: Andre Beteille.
- Ghurey, G.S. 1963. *The Scheduled Tribes*, Bombay: Popular Prakashan.
- Sundar, Nandini, 2016 (ed). *The Scheduled Tribes and Their India: Politics, Identities, policies and Work*, Delhi: OUP.
- Radhakrishna, Meena, 2008. *Dishonoured by History: 'Criminal Tribes' and British Colonial*

- Policy*. Orient Blackswan.
- Scott, James C. 2005. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, Yale University Press.
- Sen, Asoka Kumar, 2017. *Indigeneity, Landscape and History: Adivasi Self-fashioning in India*, Delhi: Routledge (South Asia Edition).
- Sinha, S. 1965. Tribe-Caste and Tribe-Peasant Continuum in Central India, *Man in India*, Vol. 42, No. 1, pp. 35-48.
- Srinivas, M.N. 1966. *Social Change in Modern India*, New Delhi: Allied Publishers.
- S.R. Bodhi and Bipin Jojo 2019. *The Problematics of Tribal Integration: Voices from India's Alternative Centers*, Hyderabad: The Shared Mirror (e-book version).
- Thapar, Romesh 1977. *Tribe, Caste and Religion in India*, Macmillan Company.
- Xaxa, V. 2003. Tribes in India, in Veena Das (ed) *The Oxford Companion to Sociology and Social Anthropology*, Delhi: OUP.
- Xaxa, Virginius, 1999. Transformation of Tribes in India-Terms of Discourse, *Economic and Political Weekly*, Vol. XXXIV, No. 24, June 12, pp. 1515-1524.
- Bailey, F.G. 1961. *Tribes and Caste in India*, Contribution in Indian Sociology.5.
- Behera, Deepak Kumar & George Pfeffer. *Contemporary Societies: Tribal Studies*, New Delhi: Concept (all nine volumes).
- Devy, Ganesh 2006. *A Nomad Called Thief: Reflections on Adivasi Silence*, Delhi: Orient Longman.
- Behera, M.C. 2018. *Revisiting Tribal Studies: A Glimpse after Hundred Years*, Jaipur: Rawat.

Credit 4	COURSE 2: TRS-101-CC- 5120 Tribal Society and Culture		
Objectives	This paper will enable students to critically understand the concept of culture and engage with the notion of 'Tribal Culture.' It will give a general introduction to the nature and characteristics of Tribal Culture in India.		
Course Outcomes (COs)	CO 1: The learners will appreciate and understand the concept, nature, and characteristics of the diverse tribal culture of India. CO 2: Develop a critical understanding of the various aspect of tribal culture and worldviews.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit 1: Introduction to the Concept of a Tribal Culture Concept of Culture (Values, Norms, etc.), Notion of a Tribal Culture, Nature, Characteristics and Dimensions, Various approaches to the concept of Tribal Culture; evolutionist, relativist and ethnographic.		15	1
Unit 2: Tribal Worldview Tribal worldview, Culture and Religion, Religious beliefs and practices, Shamanistic tradition, Animism, Totemism, Witchcraft and Healing practices.		15	2
Unit 3: Tribal Culture in India Art, Dance, Festival, Textile, Handloom-Handicraft, Architecture.		15	2
Unit 4: Social Organisation and Social Structure Kinship Organisation (Decent and Alliance theory), Clan system, Marriage, Family, Dormitory system, Matriliney, and Patriliney.		15	1, 2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											2	3	-
CO 2											2	2	1
Average											2	2.5	0.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Reading

- Kluckhohn, Clyde, and A. E. Kroeber. 1952. *Culture: A critical review of concepts and definitions*. Cambridge, MA: The Museum.
- Hall, E. T. (1989). *Beyond culture*. New York: Anchor Books.
- Vidyarthi L.P and Rai, B.K. (ed) 1976, *The Tribal Culture of India*, Concept Publishing New Delhi.
- K.S. Singh, (1985). *Tribal Society in India: An Anthro-po-historical Perspective*, Manohar, New Delhi.
- Saraswati B. (1993) The implicit philosophy and worldview of Indian tribes. In: Fløistad G. (eds) Asian philosophy. Contemporary philosophy (A new survey), vol Springer, Dordrecht/Hasnain, N. (1551). *Tribal India today*. New Delhi: Harnam publications.
- Vogt, E. Z., & Lessa, W. A. (1979). *Reader in comparative religion: An anthropological approach*. New York: Harper Row.
- Niehaus, I. (2012). *Witchcraft. Anthropology*, Anthropology. Oxford University Press.
- International Society for Shamanistic Research. (2004). *Shamanism in the interdisciplinary context: Papers from the 6th Conference of the International Society for Shamanistic research, Viljandi, Estonia, August 2001*. Boca Raton, Fla: Brown Walker Press.
- Tylor, Edward Burnett. 1920 [1871]. *Primitive Culture*. New York: J.P. Putnam's Sons.
- Goettner-Abendroth, H. (2012). *Matriarchal societies: Studies on indigenous cultures across the globe*. New York : Lang, Peter.
- Hall, Stuart 1992, "The question of cultural identity", in Hall, Stuart; Held, David; McGrew, Anthony, *Modernity and its futures*, Cambridge: Polity Press in association with the Open University, pp. 274–316.
- Geertz, C. (1973). *The interpretation of cultures: Selected essays by Clifford Geertz*. New York: Basic Books.
- Sinha Surajit (1958) Tribal Cultures of Peninsular India as a Dimension of Little Tradition in the Study of Indian Civilization: A Preliminary Statement in *The Journal of American Folklore*, Vol. 71, No. 281, Traditional India: Structure and Change (Jul. - Sep., 1558), pp. 504-518.
- Agarwal B. K. (2016) "Systems of Thought of Hill Tribes of Northeast India: Have they achieved the Status of Philosophy?", *The NEHU Journal*, Volume XIV, No-2, July- December 2016, pp.1-16.
- Diamond, J. (2013). *The world until yesterday: What can we learn from traditional societies?*. London: Allen Lane.

Credit: 4	COURSE 3: TRS-101-CC- 5130 Tribal Languages of India		
Objectives	The objective of the paper is to introduce students to the diverse and rich linguistic heritage of tribes of India. The paper also aims to develop and deepen the understanding of unique and complex issues pertaining to survival and development of the tribal languages of India.		
Course Outcomes (COs)	CO 1: This paper would help the students to understand the diverse and rich linguistics heritage of India. CO 2: It would also help to understand the various complex issues regarding preservation and promotion of tribal languages of India.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit 1: Classification and Distribution of Tribal Languages of India Tribal languages and speech areas, Ethno-linguistic composition, Language family- Indo Aryan, Tibeto-Burman, Austro-Asiatic, Dravidian, Andamanese and Nicobarese, Salient Linguistic features, Inter group relationship		15	1
Unit-II: Status and Language Policies Oral and written languages, constitutional provisions/safeguards for tribal languages, major-minor tribal languages, language and dialects, Mother tongue and Language education policy, Commission for scripts,		15	1, 2
Unit III: Language Maintenance and Language Shift Multilingualism, Language hegemony, Urban-rural divide, retention and attrition, language attitude, language endangerment		15	1, 2
Unit IV: Language and Literary Movements of the Tribes Assertion of the tribal languages, language and identity: Efforts of Community based Language development committees and Literary societies of North east India, Santhal movement (OlChiki), Bodo language movement,		15	2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											2	3	1
CO 2											3	2	2
Average											2.5	2.5	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential readings

Abbi, Anvita(ed.) 1997 *Languages of Tribal and Indigenous Peoples of India, The Ethnic Space*

, Delhi: MotilalBanarasidas Publishers Private Limited , ISBN:81-208-1374-x

Devy, G.N, Geoferry V. Davis, K. K Chakravarty(ed.s) 2009. *Indegeneity, Culture and Representation*,
Hyderabad: Orient Blackswan Private Limited, SBN 578812503GG47

Khubchandani, Lachman M. 1992 *Tribal Identity A Language and Communication Perspective*, Shimla:
Indian Institute of Advanced Study & New Delhi: Indus Publishing Company

_____2009. *Indigenous Peoples, Responding to Human Ecology*, Mysore: Central Institute of
Indian Languages & Vadodara: Bhasha Research and Publication Centre, ISBN
81-7342-184-6

Louis, Prakash 2008. *Rights of Scheduled Tribes of India, Acts, Commissions and
Recommendations*, New Delhi: Manak Publications Pvt. Ltd,

Singh, K.S 2006 *Tribal Movements in India Vol I –Vol II*, New Delhi: Manohar Publishers & Distribution

Credit: 4	COURSE 4: TRS-101-CC- 5140 Tribal Folklore Studies		
Objectives	The primary objective of this paper is to give a basic understanding on various concepts and genres of folklore studies and its Socio-Cultural significance. It also deals with the significance of multidisciplinary approaches in folklore studies.		
Course Outcomes (COs)	CO 1: It would enable the students to understand the basic concepts and genres of folklore studies and its socio-cultural significance in tribal society. CO 2: It would also help the students to understand the significance of multidisciplinary approaches in folklore studies.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit – I: Introduction to Folklore Studies: Definitions, classification, Scope, and objectives of folklore studies. Text, texture, and context. Multidisciplinary Approach: Significance of Multidisciplinary approach - Folklore and Literature, Anthropology, Psychology, Linguistics, and history.		15	1, 2
Unit II: Oral Literature Classifications, Characteristics and functions of Tales, Myths, Legends, Folk Songs and Folk Epics, Proverbs Riddles, Lamentations, lullabies, children's Folklore etc.,		15	1
Unit III Material Culture Significance of Textile traditions, bamboo cultures, anthropology of food, tools and implements, sacred objects, traditional architecture with special reference to Arunachal Pradesh		15	1,2
Unit IV: Customs, Practices and Performing Art Forms Ritual traditions, belief systems, taboos and practices, fairs and festivals etc., Dance and musical traditions - martial art forms- theatre traditions of North East India		15	1

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											1	3	1
CO 2											2	3	1
Average											1.5	3	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings:

- Ben-Amos, Dan. 1982. *Folklore in Context*. New Delhi: South Asian Publishers.
- Chaudhuri, S.K. and Behera, M.C. (ed). (1998). *Indigenous Faith and Practices of the Tribes of Arunachal Pradesh*. New Delhi/ Itanagar: Himalayan Publishers.
- Claus, Peter J. and Frank J. Korom. 1991. *Folkloristics and Indian Folklore*. Udupi: Regional Research Centre for Folk Performing Art, Mahatma Gandhi Memorial College.
- Dorson, Richard M. 1972: *Folklore and Folklife*, Chicago: The University of Chicago Press
- Dundes, Alan (ed.) 1999: *International Folkloristics*, New York: Rowman and Little field Publishers
- Dundes, Alan. 1978. *Essays in Folkloristics*. Meerut: Folklore Institute.
- Dundes, Allan. 1880. *Interpreting Folklore*. Bloomington: Indiana University Press. Handoo, J. 1978. *Current trends in Folkloristics*. Mysore: University of Mysore.
- Handoo, J. 1985. *Folklore an Introduction*. Mysore: CIIL. Handoo, J. 1998. *Folklore in Modern India*. Mysore: CIIL.
- Handoo, J. 2000. *Theoretical Essays in Indian Folklore*. Mysore: Zooni Publications.
- Islam, Mazrul. 1989. *Folklore, the Pulse of the People*. Ranchi: Dept. Of Anthropology, Ranchi University.
- John, S.S. (2016). *Folk Narratives Rituals and Performances: An Intangible Cultural Heritage of India*. New Delhi: D.K. Printworld (P) Ltd.
- Leach, Maria, 1949. *Standard Dictionary of Folklore Mythology and Legend*, Fung and Wagnalls
- Mibang, T. and S. K. Chaudhuri. 2004. *Folk Culture and Oral Literature from North East India*. New Delhi: Mittal Publications
- Sen, S. (ed). 1989. *Folklore in North-East India*. New Delhi: Omsons Publications. Shoemaker, G. H. (ed). 1990. *The Emergence of Folklore in Everyday Life: A Fieldguide and Sourcebook*. Bloomington, Ind.: Trickster Press.
- Verrier, E. (1957). *A Philosophy for NEFA*. Itanagar, Arunachal Pradesh: Frontiers Printers 7 publishers

Credit: 4	COURSE 5: TRS-101-RC-5110 Research Methodology		
Objectives	The paper will introduce basic research and research methods in social sciences and explain methodological foundations of both qualitative and quantitative approaches to research. It will also introduce learner to apply different methods keeping in view their respective research objectives and learn the ethical dimension of research and academic writing.		
Course Outcomes (COs)	CO 1: It will comprehend the concept of research and research methods important for social science and tribal research. CO 2: Students will be able to employ various research designs and methods necessary for research in tribal areas.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit-I: Basics in Research Research: Meaning, Nature, Characteristics, Objectives and Types, Significance and Applications of Research; Ethics in Research;		12	1
Unit -II Research Process and Design Nature and Process of Research, Types of Research Design; Related concepts- Objectivity, Validity, Reliability, Method vs. Methodology; Triangulation Techniques; Research Tools including Field notes and Field diaries, Sources of Data: Primary and Secondary		12	1
Unit-III: Qualitative Research Qualitative Research: Meaning, Nature, and Characteristics; Applications and Relevance of Qualitative Research Methods and Tools of Data Collection- Observation, Interview, Focus Group Discussion, Participatory Research (E.g. PRA, RAP etc.), Ethnography, Case Study, Audio-Visual, Interview Schedule, Questionnaire; Data Analysis Methods- Interpretive Analysis, Thematic Analysis, Ethnography, Narrative Analysis, Content Analysis		12	1,2
Unit-IV: Quantitative Research Quantitative Research: Meaning, Nature, Relevance, and Steps- Problem Formulation; Variables and Hypotheses. Studying whole or part: Universe and Sample- Census and Sample Survey;		12	1,2

Sampling- probability and non-probability techniques, sample size and sampling errors. Methods and Tools of Data Collection: Interview method; Presentation of Data- Graphs, Histogram, Pie Chart and Tables.		
Unit-V: Academic Writing Types of Academic Writing, Planning your writing, structuring written work, plagiarism and referencing	12	2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											3	1	1
CO 2											2	1	3
Average											2.5	1	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

- Bailey, Stephen, 2003. *Academic Writing: A Practical Guide for Students*, London: Routledge Falmer.
- Bogdan, R & S.J. Taylor 1975. *Introduction to Qualitative Research*, New York: Wiley & Sons.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. Fitzgerald, 2016. *The Crafts of Research*, Chicago: University of Chicago Press. (4th Edition).
- Clifford, James & George E. Marcus, 1986 (eds.). *Writing Culture: The Poetics and Politics of Ethnography*, Berkeley: University of California Press.
- Clifford, James. 1990. Notes on Field notes. In *Field notes: The makings of Anthropology*, ed. Roger Sanjek, 47-70. Ithaca and London: Cornell University Press.
- Gupta, S.P. 2012. *Statistical Methods*, New Delhi: Sultan Chand and Co.
- Halbwachs, M. 1925/1980. *The Collective Memory*. Trans. Francis J. Ditter Jr and Vida Yazdi Ditter. New York: Harper and Row.
- Julian M. Murchison, 2010. *Ethnography Essentials- Designing, Conducting and Presenting your Research*, San Francisco: Jossey-Bass.
- Kansteiner, W. 2002. Finding meaning in Memory: A methodological critique of collective memory studies. *History and Theory* 41(2): 175-157.
- Keightley, E. 2010. Remembering research: memory and methodology in the social sciences. *International journal of social research methodology* 13(1): 55-70. doi: <https://doi.org/10.1080/13G45570802G05440>

- Leavy, Patricia. 2011. *Oral History: Understanding Qualitative Research*. New York: Oxford University Press.
- Lummis, Trevor. 1987. *Listening to History: The Authenticity of Oral Evidence*. London: Hutchinson.
- MLA, 2008. *MLA Handbook for writers of Research Papers*, Delhi: Affiliated East-West Press (India Edition).
- Mouton, Johann and HC Marias, 1988. *Basics Concepts in the Methodology of Social Sciences*, Pretoria: HSRC Publishers.
- Narayanasamy, N. 2009. *Participatory Rural Appraisal: Principles, Methods, and Application*, Delhi: Sage Publications.
- Ruane, Janet M. 2006. *Essentials of Research Methods A Guide to Social Science Research*, Oxford: Blackwell.
- Silverman, David 1993. *Interpreting Qualitative Data-Methods for Analysing Talk, Text and Interaction*, London: Sage.
- Turabian, Kate L. 2018. *A Manual for Writers of Research papers, Thesis and Dissertations*, University of Chicago Press. (5th revised edition).
- Oliver, Paul, 2008. *Writing your Thesis*, New Delhi: Sage (2nd Edition, First published 2004).

Credit: 4	COURSE 6: TRS-101-CC- 5210 Discourses on Tribal Studies		
Objectives	The objective of the paper is to provide basic theoretical understanding of tribes in both cultural and changing perspective. It will also explain tribe as a stage of social evolution and make a critical view of tribe situating them in universal and historical particularism perspectives. Explain the purpose behind tribal social organisation and cognitive meaning in relations between elements of tribal cultural and explain tribe and tribal situation in a changing perspective in the process of interpretation.		
Course Outcomes (COs)	CO 1: The students would be acquainted with various theoretical perspectives relating to conceptualizations of tribes. CO 2: The learners would be able to critically evaluate existing social theories from an indigenous perspective. CO 3: Student will comprehend the changing situation of tribes in regional, national, and global perspective.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Theories on Process of Social Development Evolutionary Theory: a) Types: Unilineal, Universal, Multi-lineal, socio-biology, b) Darwinism and Neo-Darwinism: Contribution of Comte, Tylor, Spencer, Durkheim		12	1, 2
Unit II: Critiques of Evolutionary Theory Historical Particularism: Diffusionist and Culture Area Theories (Boas, Kroeber), Culture Personality: Ruth Benedict, Margaret Mead, and Lowie		12	1,2
Unit III: Purpose and Meaning in Tribal Social Organisation Finding purpose in social organisation: Functionalism (Malinowski, Radcliffe-Brown, Durkheim,); Critique to functionalism- conflict theory		12	1,2

Unit IV: Purpose and Meaning of Social Relations Meaning in relation: Structuralism (Levi Strauss, Rodney Needham, Edmund Leach, Maurice Godlier, Marshall Sahlins), Meaning in organisation and relations: Structural Functionalism Critique to structuralism, Ethno-semantics	12	1,2
Unit V: Interpretive Understanding Interpretation: Evans-Pritchard (Nuer Religion), Clifford Geertz (The Interpretation of Culture), Interpretation in Indian Context: Tribe and Caste (bipolarity and Continuum); Tribe in Transition; Tribe as backward hindu; Tribe at various levels of interaction. b) Orientalism as a critique to Western thoughts.	12	1,2,3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											3	3	1
CO 2											3	2	1
CO 3											1	3	2
Average											2.33	2.66	1.33

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

- Bailey, F.G. 1960. *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, Manchester: University Press.
- Bernard Allan 2000. *History and Theory in Anthropology*, Cambridge: Cambridge University Press.
- Behura, N.K. and K.K. Misra 1985. Dynamics of Cultural Assimilation among the Tribes of Orissa: A critique, *Man and Life*, Vol. XI (1 & 2), 55-G5.
- Bose, N.K. 1941. The Hindu Method of Tribal Absorption, *Science and Culture*, Vol.7.
- Coser, L.A. 1996. *Masters of Sociological Thought*, New Delhi: Rawat.
- Chaudhuri, Maitrayee & Manish Thakur, 2018. *Doing Theory, Hierarchies and Disjunctions*, Delhi: Orient Blackswan.
- Harris, Marvin 1968. *The Rise of Anthropological Theory: A History of Theories of Culture*, New York: Thomas Y. Crowell Co.

- Hussain, M. 1996. *A Prologue to Five Sociologists*, Dibrugarh: T.L. Publications.
- Kalia, S.L. 1959. Sankritisation and Tribalisation, *Bulletin of Tribal Research Institute*, Chindwara (M.P.), Vol. 2 (4), 33-43.
- Malinowski, Bronislaw 1944. *A Scientific Theory of Culture and Other Essays*, Chapel Hill: University of North Carolina Press.
- Ritzer, George 2000. *Modern Sociological Theory*, McGraw Hill Higher Education.
- Singh, K.S. 1997. Tribe into Caste a Colonial Paradigm? in Dev Nathan (ed.) *From Tribe to Caste*, Shimla: IAS, 31-42.
- Sinha, S 1965. Tribe-Caste and Tribe Peasant Continuum in Central India, *Man in India*, Vol. 42 (1), 35-48.
- Sinha, Surajit C. 1958. Tribal Cultures of Peninsular India as a Dimension of Little Tradition in the Study of Indian Civilization: A Preliminary Statement, *Journal of American Folklore*, Vol. 71 (28).
- Steward, A. 2001. *Theories of Power and Domination*, New Delhi: Sage.
- Turner, Jonathan H. 1987. *The Structure of Sociological Theory*, Jaipur: Rawat.

Credit: 4	Course 7: TRS-101-DE-52110 Tribal Economy		
Objectives	The objective of this paper is to introduce students to the various economic activities that tribal people in India are engaged in. It compares traditional economic activities with contemporary economic practices. This will enable students to understand the processes of economic transformation, particularly the nature of transformation and the impact it creates in the lives of the tribal people.		
Course Outcomes (COs)	CO 1: It will help the students to understand the difference between the traditional economic activities and contemporary economic practices. CO 2: Students will be able to understand the various dimensions and nature of economic transformation of tribal communities that impacts their day to day lives.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Characteristics of Tribal Economy Production, Consumption, Distribution, and Exchange.		15	1, 2
Unit II: Types of Traditional Tribal Agro-economy Hunting, Foraging, Horticulture, Pastoralist, Swidden Cultivation, Agriculture,		15	1,2
Unit III: Types of Tribal Artisan Economy Handloom and Handicraft, Basketry, Pottery, Wood-Carving Metallurgy, Mask Makings, Beads and Ornaments, Paintings.		15	1,2
Unit IV: Land Tenure System Inheritance, Land Distribution Pattern, Community and Lineage Ownership, Ryotwari and Zamindari System, share cropping, Bonded Labour, Land alienation.		15	1,2
Unit V Economic Transformation and its Impact on Tribal Society			1,2,3

Problems of Livelihood, Economic Transition (Shifting cultivation to Settled Cultivation)		
Industrial Labours, Wage Labour, White Collar Jobs, from community land ownership to individual ownership. Impact of land and land ownership.		

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											1	3	-
CO 2											2	3	1
Average											1.5	3	0.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

Behera, M. C. (2010). *Agrarian transformation in tribal areas: Emerging trends and issues*.

New Delhi: Discovery Pub. House.

Chaudhary, S. N. (2010). *Tribal economy at crossroads*. Jaipur: Rawat Publications.

Chaudhuri, S. (2013). *Witches, tea plantations, and lives of migrant laborers in India: Tempest in a teapot*. Lanham : Lexington Books.

Dubey, S. N., & Murdia, R. (1977). *Land alienation and restoration in tribal communities in India*. Bombay: Himalaya Pub. House

Fernandes, W., Barbora, S., IWGIA, & North Eastern Social Research Centre. (2008). *Land, people and politics: Contest over tribal land in Northeast India*. Guwahati, Assam: North Eastern Social Research Centre.

Singh, K. S. (2016). *Economies of the tribes and their transformation*. New Delhi : Concept Publishing Company

Jairth, M. S. (1991). *Tribal economy and society*. New Delhi, India: Mittal Publications.

Mishra, D., & Upadhyay, V. (2012). The Difficult Transition: Economic Development and Gender Relations in Arunachal Pradesh. *Indian Journal of Gender Studies*, 19(1), 53-126.

Mishra, S.N. (1987), "Private Property Rights Formation among the High Land Tribal

Communities of North East India”, Social Science Probings, Vol.4, No.4.

Mishra, K.K. 1994. *Tribal Elites and Social Transformation*, South Asia Books.

Mohan, R. K. (2018). *The significance of minor forest produces in the Indian tribal economy*.

UK : Cambridge Scholars Publishing.

Nageswara, R. B. (2013). *Mapping the tribal economy: A case study from a South-Indian state*.

Newcastle upon Tyne, England : Cambridge Scholars Publishing.

Rupavath, R. (2005). *Tribal land alienation and political movements: Socio-economic patterns from South India*.

Newcastle upon Tyne, UK: Cambridge Scholars.

Wettstein, M. (2014). *Naga textiles: Design, technique, meaning and effect of a local craft tradition in Northeast India*. Stuttgart : Arnoldsche Art Publishers

Behera, M. C., & Basar, J. (2010). *Interventions and tribal development: Challenges before tribes in India in the era of globalisation*. New Delhi, India: Serials Publications.

Bergmann, C. (2016). *The Himalayan Border Region: Trade, identity and mobility in Kumaon, India*. Switzerland : Springer.

Chalam, K. S. (2011). *Economic reforms and social exclusion: Impact of liberalization on marginalized groups in India*. New Delhi: SAGE.

Mathew, T., & India. (1980). *Tribal economy of the north-eastern region: Proceedings of a Seminar on Tribal Economy North-Eastern Hill University, Shillong, New Delhi*. Gauhati: Spectrum Publ.

Mishra, B.P. 1991. *Land Utilization in Indian Plains*. N.A.

Credit: 4	Course 7: TRS-101-DE-52120 Tribal Polity		
Objectives	The objective of this paper is to introduce students to the various political activities that tribal people in India are engaged in. It will enhance the various provisions of constitutions related to political activities with modern changes. This will enable students to understand the various acts related to safeguards of tribal rights.		
Course Outcomes (COs)	CO 1: It will help the students to understand the various constitutional provisions and act for protective discrimination of the tribes. CO 2: The learners will be able to critically evaluate the various provisions enacted for tribes in India.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit-I: Constitutional Provisions and Acts for Tribal Constitutional Measures for tribal Development- 5 th and 6 th Schedule, Article 371 etc., Constitutional Provision and Safe Guards;		12	1,2
Unit-II: Rational of the Acts for Scheduled Tribes Service Safe Guard, Article16(4),16(4a), Article335 SC and ST Commission		12	1,2
Unit-III: SC and ST Prevention of Atrocities Act 1989 Dehumanizing Treatment/ Humiliation, False Accusation, False Information; Forced Dispossession, Physical Torture, Deprivation of Right; Destruction of property, Forced Labour, Legal Administrative Negligence		12	1,2
Unit-IV: The Provision of The Panchayat Extension to The Scheduled Area Act 1996 Prospect of the PESA Act 1996 and challenges		12	1,2

Unit-V: Forest Dwelling Scheduled tribes (FDSTs) ACT 2006 Rights of the FDSTs and TFDs Difference from the past laws governing their right to forest land	12	1,2
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											-	3	-
CO 2											2	3	-
Average											1	3	0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

Behura, N. K. & Panigrahi, N. (2006). Tribals and the Indian Constitution: Functioning of Fifth Scheduled in the State of Orissa, Jaipur: Rawat Publications.

Ekka, A. & Singh, M. (2001). Draft Report on Training Needs Assessment of Elected Representatives in Schedule V Areas. New Delhi: Indian Social Institute.

Hasnain, Nadeem. (1983). Tribal India Today. New Delhi: Harnam Publications.

Jharkhand Adivasi Manch. (2001). Jharkhand Panchayat Raj Vidheyak 2001 (Hindi),
Ranchi: Jharkhand Adivasi Manch.

Khan, R. (2002). Kahin Bihar Ki Tarah Kharkhand Bhi Na Jal Uthe? Jharkhand Today
(Hindi), 1-15 February, 1(3), 10.

Kothari, A. & Pathak, N. (2005). Forests and tribal rights. Frontline. June3-9.

Louis, P. (2008). (Ed). Rights of Scheduled Tribes of India: Acts, Commissions and Recommendations'. New Delhi: MANAK.

Mathew P. D. (2004). (Ed). Constitution of India Simplified. New Delhi: Indian Social
Institute.37

Mishra, D. (2002, January 25). Panchayati Raj under attack from Babus, Politicians. The
Times of India, Patna, p.1.

Naval, T.R., 2000, p. [http://ambedkar.org/NHRCReport/ 3.pdf](http://ambedkar.org/NHRCReport/3.pdf).

Credit: 4	Course 8: TSC-101-DE-52130 Cultural Resource Management		
Objectives	The primary objective of this paper is to understand different forms of heritages, its socio-cultural significances and different measures of safeguarding, preservation, and dissemination of heritages. This paper also deals with different International, national, and regional organisations involved in cultural resource management. Some of the important State policies and actions of Arunachal Pradesh in this regard also highlighted in this paper.		
Course Outcomes (COs)	CO 1: It will make students to comprehend the forms of heritages and its socio-cultural significances CO 2: Students will be able to understand the different measures in order to safeguard the tribal heritage. CO 3: It would make the students aware of the important policies and actions of both state and central government of India.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Introduction Meaning, definition, and scope; Types of cultural resources – tangible and intangible; UNESCO definition of cultural resources – UNESCO's criterion for selection of heritage sites.,		12	1,2
Unit II: Tangible Cultural Resources World famous heritage sites and monuments in India. 'Built' environment – space and structures; Archaeological sites and artifacts; culturally significant resources – cultural property and sacred spaces;		12	1,2
Unit III: Intangible Cultural heritage UNESCO's list of Intangible cultural heritage. Oral history, community values, religious beliefs, language, performances, and cultural items.		12	1,2
Unit IV: Managing Cultural Resources Cultural resource management, objectives, and strategies; protection, conservation, and preservation; ownership and stakeholders; public archaeology; management strategies – research, documentation, archiving and dissemination.		12	1,2, 3

Unit V: National and International Organisations engaged in Cultural Heritage Management UNESCO, ICOMOS, ASI, and NGOs; museums – concept and classification; ethical issues and ways to tackle them; Repatriation of cultural objects; some important National and International legislation towards management, Indira Gandhi Manav Shangrahalaya, National Museum and Ethno- Museology	12	3
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											1	2	-
CO 2											1	3	1
CO 3											-	1	-
Average											0.33	2	0.33

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

- Fagan, B. 2001. In the Beginning. New Jersey: Prentice-Hall.
- GoAP, 1987/1989/1990. 'The Arunachal Pradesh Ancient Monuments, Archaeological Sites and Remains Preservation Act', Itanagar: Government of Arunachal Pradesh.
- GoAP, 2015. 'Arunachal Pradesh Heritage Bill', Itanagar: Government of Arunachal Pradesh.
- GoI, 1958/2017. 'Ancient Monuments and Archaeological Sites and Remains Act'. New Delhi: Ministry of Culture, Government of India.
- GoI, 1972. 'Antiquities and Art Treasures Act', New Delhi: Ministry of Culture, Government of India.
- King, T. F. 2004. Cultural resource: Laws and Practice. New York: Altamira Press.
- King, T. F. 2011. A Companion to Cultural resource Management. West Sussex, UK: Wiley-Blackwell.
- McManamon, F. P. 2017. New perspectives in Cultural Resource Management. New York: Routledge.
- Miksic, J. N., G. Y. Goh and S. O'Connor. 2011. Rethinking cultural resource management in Southeast Asia: Preservation, Development and Neglect. London/New York/Delhi: Anthem Press.
- Mitchell, Nora, Mechtild Rossler and Pierra Marie Tricand, 2005. *World Heritage Cultrual Landscapes: A Handbook for Conservation and Management*, Paris: UNESCO.
- Stapp, D. C and M. S. Burney. 2002. Tribal Cultural Resource Management: The Full Circle to Stewardship. New York: Altamira Press.
- UNESCO, 2012. *The International Protection of Landscapes; A Global Assessment on the occasion of 40th Anniversary of the World Heritage Convention and to promote the UNESCO International Traditional Knowledge Institute (ITKI)*, Florence: UNESCO. UNESCO, ICCROM, ICOMOS, IUCN 2013. *Managing Cultural World Heritage* (World Heritage Resource Manual), France: UNESCO.

Credit: 4	Course 8: TRS-101-DE 52140 Language, Culture, and Identity		
Objectives	The objective of this paper is to make the student understand the inter-relationship between language, culture, and identity. Through this paper, the students also would be introduced to the various approaches to study language and culture. The paper also aims to study the language use in social-context and role of language in identity formation.		
Course Outcomes (COs)	CO 1: The students would be able to understand the inter-relationship between language, culture, and identity. CO 2: The students would be able to understand the various approaches to study language and culture.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Introduction to Language and Culture Language and Culture: Meaning and definition, Language as socio-cultural resource, Linguistic relativity (Sapir-Whorf hypothesis); Linguistic and cultural diversity of India; Language typology and Language universals;		15	1
Unit II: Approaches to study Language and Culture Anthropological Linguistics; Linguistic ethnography; Socio- linguistics;		15	2
Unit III: Language in Socio-cultural Context Language in contact, Language and Gender, Language borrowings – strata and stratum, Language variations		15	1,2
Unit IV: Language and Identity Personal and Social Identity; Linguistic and Ethnic Identity; Regional and National Identity, Linguistic Human Rights, Linguistic Minority; Social Inequality.		15	1,2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											1	2	1
CO 2											1	1	1
Average											1	1.5	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

- Abbi, A, 1995. Language Contact and Language Restructuring: A Case Study of Tribal Languages in central India, Small Languages and Small Communities.22. *International Journal of Sociology of language*,116 (1):175-186
- Annamalai, E. 1990. Managing Multilingualism in India; Political and Linguistic Manifestations, Vol.8, New Delhi: Sage Publications.
- Dell, Hymes (1974) *Foundations in Sociolinguistics: An Ethnographic Approach*. PA, USA: University of Pennsylvania Press.
- _____ (ed.) (1964) *Language in Culture and Society*. New York: Harper & Row. Devy, G.N, Geoferry V. Davis, K. K Chakravarty (ed.s) 2005. *Indegeneity, Culture and Representation*, Hyderabad: Orient Blackswan Private Limited.
- Gobo, G. (2008) *Doing Ethnography*, London: Sage.
- Ishtaq. 1999. *Language Shift amongst the Scheduled Tribes in India: A Geographical Study*, New Delhi: Motilal Banarsidas
- John J. Gumperz, (ed.) (1982) *Language and Social Identity*. Cambridge, UK: Cambridge University Press.
- Joshua A. Fishman (1970) *Sociolinguistics: A Brief Introduction*, New York: Newbury House Publishers.
- Khubchandani, Lachman M. 1992 *Tribal Identity: A Language and Communication Perspective*, Shimla: Indian Institute of Advanced Study & New Delhi: Indus Publishing Company
- Pattnayak, D. P 1981. *Multilingualism and Mother Tongue Education*, New Delhi; Oxford University press
- Romaine, S. (1994) *Language in Society*. Oxford, UK: Oxford University Press.
- Sengupta, Kamalini (Ed.) 2005. *Endangered Languages in India*, edited by, New Delhi: INTACH.
- Singh, K. S, S Manoharan 1997 *Language and Scripts, People of India*, Vol. IX, New Delhi: Anthropological Survey of India and Oxford University Press
- Srivastava, R. 1984. "Linguistic minorities and national language." In: Florian Coulmas, ed., *Linguistic Minorities and Literacy: Language Policy Issues in Developing countries*, 55–114. Berlin: Mouton de Gruyter.
- Heath, S. B. and Street, B. (2008) *Ethnography: Approaches to Language and Literary Research*, New York: Teachers College Press.
- Robert Phillipson (1992) *Linguistic Imperialism*. Oxford, UK: Oxford University Press.
- Whorf, Benjamin (1956) Carroll, John B. (ed.) *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*, Cambridge, Massachusetts: MIT Press.
- Burling, Robbins 2011. Three Meanings of "Language" and "Dialects" in North East India, North East Indian Linguistics, Vol 3, edited by Hyslop, Gwendolyn, Stephen Morey and Mark W. Post, New Delhi: Cambridge University Press India Pvt. Ltd
- Hornberger, Nancy H 1998. Language Policy, Language Education, Language Rights: Indigenous, Immigrant, and International, *Language in Society*, Vol. 27, No. 4, pp. 435-458 Published by Cambridge University Press

Credit: 4	Course 9: TSC-101-DE- 52150 History and Society of Arunachal Pradesh		
Objectives	The objective of this paper is to provide basic knowledge on society, history and culture, British policy towards the tribal and constitutional development from British period to statehood of Arunachal Pradesh		
Course Outcomes (COs)	CO 1: It will comprehend the concept of tribal society of Arunachal Pradesh mentioning about the basic knowledge on society, history and culture of them. CO 2: Students will be able to understand the Britishers approach and constitutional development for the tribes of Arunachal Pradesh.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Introduction Land, people and culture, Sources of history; Oral, Literary, and Archaeological		12	1
Unit II: Society and Polity Family, marriage, status of women, Religion, Economy and village councils and Chieftainship		12	1
Unit III: British Policy in North-East Frontier Tract. Inner Line, Outer Line and Mac-Mohan Line and Border controversy, Govt. of India Act 1919 and 1935.		12	2
Unit IV: State and Modern Democracy From Frontier Tract to making of the state, Daying Ering Committee 1965, Panchayati Raj Act 1967, Introduction of Participatory democracy at grass root level, Electoral politics.		12	2
Unit V: Contemporary Social Movement Religious Movement, Ecological Movement, Language and Script Movement		12	1,2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											1	3	1
CO 2											-	2	-
Average											0.33	2	0.33

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings:

- Banerjee A.C. 1954. Eastern Frontier of British India (Calcutta, 1543, 3rd Edition 1554). Beresford, G.W.1906. Notes on North-East Frontier of Assam, (Shillong, 150G)
- Bose M.L., 1979. British Policy in North-East Frontier Agency, Concept Publishing House, New Delhi
- Chakravarty, L.N.1973. Glimpses of the History of Arunachal Pradesh (Shillong 1573) Chaudhury J.N. 1976; Arunachal Through the Ages, Directorate of Research, Govt. of AP,1976
- Elwin V. 1962. India's North-East Frontier in the Nineteenth century, Oxford 1962. Elwin V. 1969. A philosophy for NEFA, Directorate of Research, Govt. of Arunachal Pradesh.
- Elwin V. 1988. Democracy in NEFA, Directorate of Research, Govt. of Arunachal Pradesh.
- Luthra, P N. 1971. Constitutional and Administrative Growth of the Arunachal Pradesh, Directorate of Research, Govt. of Arunachal Pradesh.
- Rustomji, Nari 1980. *Imperiled Frontiers*, Delhi: OUP
- Bath Nani, 2005. Electoral Politics in Arunachal Pradesh, (Pilgrims Vanarasi,2005)
- Bose M.L 1979. Historical and constitutional Documents of North-East Frontier India, Concept publishing house, New Delhi
- Bose, ML, 1988. History of Arunachal Pradesh, Concept Publishing Company, New Delhi
- Dutta P.C & Duarah. 2004. Aspects of Customary Laws of Arunachal Pradesh, Directorate of Research, Govt. of Arunachal Pradesh.
- Elwin V. 1958, Myths of the North-East Frontier of India (Shillong, 1558).
- Lamb, Alaistair, 1964. Indo-China Border: The origin of the Disputed Boundaries, London,1964.

Credit: 4	Course 9: TRS-101-DE- 52160 Society and Culture of Northeast India		
Objectives	The objective of this paper is to provide basic knowledge on society, and culture of Northeast India and also offer basic ideas on state formation and development in NE India.		
Course Outcomes (COs)	CO 1: The students will acquire basic knowledge about different communities of Northeast India. CO 2: The student will be able to comprehend the state formations developmental challenges and emerging issues in NE India. CO 3: The students will be able to grasp various languages and literary development in NE India		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Introduction Land, people and culture, demography, geographical distribution		12	1
Unit II: Social Institutions Family, marriage, Kinship, Religion, Economy, and Political organisations.		12	1
Unit III: State formation in Northeast India Pre-colonial, colonial, and post-colonial state formation; movements for state formation: Mizo movement, Naga movement etc., relevance of sixth schedule and article 371.		12	2
Unit IV: Emerging Issues in Northeast India Refugee Issue, Human Trafficking, Unemployment, Urbanization, Social Inequality and Migration		12	2
Unit V: Tribal Language and Literature Conceptualizing tribal literature, Oral and written literature, Scope and Approaches to study Tribal literature, Growth and Development of Tribal Language and Literature, Content and theme in tribal literature: indigeneity, Self-Assertion, social writings on society and culture, ethno-narratives, voice and memory, women centric narratives and autobiographies.		12	3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											1	3	-
CO 2											-	3	-
CO 3											1	3	-
Average											0.66	3	0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings:

Burling, R., In Post, M., In Morey, S., In DeLancey, S. C., & Australian National University. (201G).

Language and culture in Northeast India and beyond: In honor of Robbins Burling

McDuie-Ra, D. (2012). *Northeast migrants in Delhi: Race, refuge and retail*. Amsterdam: Amsterdam University Press.

Kikon, D. Et.al. 2019. Leaving the Land: Indigenous Migration and Affective Labour in India. Cambridge University Press.

Pachau, J. L. K. (2014). *Being Mizo: Identity and belonging in Northeast India*. New Delhi, India: Oxford University Press.

Longkumer, L., & Jamir, T. (2012). *Nagaland: Land Alienation : dynamics of colonialism, security, and development*. Delhi: Published by Aakar Books in association with Other Media.

Luthra, P N. 1971. Constitutional and Administrative Growth of the Arunachal Pradesh, Directorate of Research, Govt. of Arunachal Pradesh.

Khakha, A. 2019. Tribes and Urbanisation in North East India: Issues and Challenges, Economic and Political Weekly, vol. 54, No. 38, 21st September, 2019.

Das, N.K. 1993, Kinship, Politics and Law in Naga Society

Behera, M.C. & N.C. Roy.1997. Trends in Agrarian Structure in Hills of North-East India

Mibang, T. & Chaudhary, S.K. 2004. Understanding Tribal Religion

Doley, D. 1998. Religious Beliefs and Practices of the Mishing People of Assam.

Ering, O. 1980. Religion of the Adis

Ering, O. 2004. Philosophy of Donyi Polo

Tripathy, B. and Dutta, S. 2008. Religious History of Arunachal Pradesh

Bose M.L 1979. Historical and constitutional Documents of North-East Frontier India, Concept publishing house, New Delhi

Chowdhury J. N. (1990) The Tribal Culture and History of Arunachal Pradesh, South Asia Books.

Devy, G.N, Geoferry V. Davis, K. K Chakravarty(ed.s) 2005. Indigeneity, Culture and Representation,

Hyderabad: Orient Blackswan Private Limited.

Devy, G.N, Geoferry V. Davis, K. K Chakravarty(ed.s) 2011. Voice and Memory Indigenous Imagination and Expression, Hyderabad: Orient Blackswan Private Limited, SBN 578812503664

Gupta, Ramnika 2005 Adivasi Literature An Emerging Conciousness in Devy, G.N, Geoferry V.Davis, K. K Chakravarty(ed.s) 2005. Indegeneity, Culture and Representation,Hyderabad: Orient Blackswan Private Limited, SBN 5788125036647, Pp 155-202

Scott, James C. 2005 Orality, Writing and Texts in The Art of Not being Governed AnAnarchist History of Upland SouthEast Asia, Published by Yale University

Shattacharjee, Sukalp, Rajesh Dev(eds) 2006 Ethno-Narratives, Identity and Experience in North East India, Delhi: Anshah Publishing house

Credit: 4	COURSE 10: TRS-101-RC-5210 Research and Publication Ethics		
Objectives	This course has total 4 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-course is designed to identify research misconducts and predatory publications.		
Course Outcomes (COs)	CO 1: It will comprehend the concept of ethics in research CO 2: Students will be able to understand the significance of ethics and research integrity which will help in minimizing the misconducts in research and publications		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Philosophy and Ethics Introduction to philosophy: nature and scope, concept, branches Ethics: definition, moral philosophy, nature and moral judgment and reactions		12	1
Unit II: Scientific Conduct Ethics with respect to science and research, Intellectual honesty and research integrity, Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP), Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting, and misrepresentation of data		12	1
Unit III: Publication Ethics Publication ethics; definition, introduction, and importance Best practices/ standards setting initiatives and guidelines: COPE, WAME etc. Conflicts of interest		12	2
Unit IV: Publication Misconduct Definition, concept, problems that lead to unethical behavior and vice-versa, types., Violation of publication ethics, authorship, and contributorship, Identification of publication misconduct, complaints, and appeals Predatory publishers and journals		12	2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											2	0	3
CO 2											1	0	3
Average											1.5	0	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References

- Bird, A. (2006). *Philosophy of Science*, Routledge.
- MacIntyre, Alasdair (1998) *A Short History of Ethics: A History of Moral Philosophy from the Homeric Age to the Twentieth Century*, Second Edition. University of Notre Dame Press.
- P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped: do not get plagiarized*, ISBN:978-9387480865.
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.
- Resnik, D.B. (2011). *What is ethics in research & why is it important*. National Institute of Environmental Health Sciences, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, j. (2012). *Predatory publishers are corrupting open access*. *Nature*, 489(7415), 179-179, <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), *ethics in Science Education, Research and Governance* (2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf

SEMESTER III & IV

Model 1

Credit: 40	Course 11: TRS-101-RD-6110 (Research Dissertation)		
Objectives	The objective of Research Dissertation is to enable students to carry out individual research in area of their interest. The student will work under supervision of a research guide from the Institute.		
Course Outcomes (COs)	CO1: The students will be able to understand and comprehend the dynamic process of research plan and develop a research design. CO2: The learners will be able to apply various research methods an analytical tool in the process of research. CO3: It will enable the students to use existing theories and create new ideas for futuristic research work and incorporate it in their research dissertation		
Credit	Lecture: 00, Tutorial:0, Practical:40 Total: 40		
Credit Hours	600 Hours		
Marks Allotment	1) Preparation of Research Proposal/Synopsis Credit: 8, Marks:100 2) Annotated Bibliography and Review paper in publishable form Credit: 4, Marks: 50 3) 2 Quarterly Progress report Presentation. Credit: 4, Marks 50 4) Preparation of Dissertation. Credit: 20, Marks: 250 5) Assessment and Viva. Credit: 04, Marks: 50, Total: 50		
Course Content		Contact Hours	CO
In this paper each student will select a research topic in consultation with their supervisors. Accordingly, students will carry out their fieldwork individually and will prepare their dissertation under the supervision of the concerned teacher. Finally, the dissertation will be examined by the expert and accordingly mark will be credited.		600	1, 2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											2	2	3
CO 2											1	2	3
CO 3											3	2	3
Average											2	2	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Model 2

Semester 3

Credit: 4	COURSE 11: TRS-101-CW- 61010 Field Work and Community Engagement		
Objectives	Tribal Studies is a nascent discipline. The prescribed course work and class room learning may not be able to give a holistic understanding of tribal life and culture. Therefore, after finishing all the coursework the students in consultation with the faculties identify a field site and carry out field work for 14 days. This will enable the students to practically observe, experience and learn tribal life and culture in India and Arunachal in Particular, in a unique way. It will also encourage the students to engage with community, so that learning becomes a two-way process.		
Course Outcomes (COs)	CO 1: The students will be exposed to field situation where they will apply research tools, learn rapport establishment, and develop empathy for the research subjects CO 2: The students will learn to prepare a research report by applying scientific methods and research writing.		
Credit	Lecture: 01, Tutorial:00, Practical:03 Total: 04		
Credit Hours	Lecture: 00, Tutorial:30, Practical: 90 hours, Total: 120 Hours		
Marks Allotment	Internal Assessment and Viva: 20, Field Report: 80, Total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Fieldwork as a Research Method in Social Sciences Introduction to Fieldwork Method, Participant Observation, Ethics in fieldwork, Safety protocols. Conceptualizing the field and Fieldworker, Ethnographic authority, Rapport establishment.			1,2
Unit II: Field Visit and on-site Training Writing field notes/diaries.			1,2
Unit III: Training on Audio and Visual Recording- Choosing Your Recorder and Camera, positioning your recording devices, Transcription, Translation and Archiving.			1,2

Unit IV: Data Management and Analysis Data categorization, Managing Data, Data Organisation, Analyzing and presenting qualitative and quantitative data, getting started with SPSS		1,2
Unit V: Report Writing Students would submit a written report at the end of their fieldwork along with files of voice/video recordings, photo plates and transcription and translation.		1,2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											1	2	2
CO 2											1	1	3
Average											1	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

Beteille, Andre (1972). 'The Tribulations of Fieldwork', in *Economic and Political Weekly*, Vol. 7 (31-32-33), 5th August 1972.

Beteille, Andre & T.N. Madan, (1974) (eds.). *Encounter and Experience: Personal Accounts of Fieldwork*, New Delhi: Vikash Publishing House.

Borneman, John & Abdella Hammoudi (2005). 'The Fieldwork Encounter, Experience and the Making of Truth', in Borneman & Hammoudi (ed.) *Being There: The Fieldwork Encounter and the Making of Truth*, Berkeley: University of California, pp.1-24.

Davidson, C. (2005). Transcription: Imperatives for Qualitative Research. *International Journal of Qualitative Methods*, Pages 35–52.

George E. Marcus (1995), "Ethnography in /of the world system: the emergence of multi- sited ethnography" *Annual review of Anthropology* Vol 24 (1995). pp 55-117.

Hammersley, M., & Traianou, A. (2016). *Ethics in qualitative research: Controversies and contexts*. London: Sage.

Hobbs, D., & Wright, R. (2006). *The SAGE handbook of fieldwork* (pp. 2-20). : SAGE Publications Ltd.

Julia Bailey. (2008). First steps in qualitative data analysis: transcribing, *Family Practice*, Volume 25, Issue 2, Pages 127–131.

Nordstrom, Carolyn and C. G. M Robben, Antonius. Ed. 1995. *Fieldwork Under Fire: Contemporary Studies of Violence and Survival*, University of California Press.

- Parsons Talcott (1964). Malinowski' s Contribution to Field-work Methods and the Writing of Ethnography, In Firth, R. (1964). Man, and Culture. New York: Harper & Row.
- Pole, C. J. (2005). Fieldwork: Ethics and politics in fieldwork. Vol. 3. (Fieldwork.) London: Sage.
- Bryman, A. (2015). Social Research Methods - 5th Edition. Oxford: Oxford University Press. Chaudhuri, S. K., & Chaudhuri, S. S. (2014). Fieldwork in South Asia: Memories, moments, and experiences. New Delhi ; Thousand Oaks : Sage Publications, 2014.
- Pole, C. J. (2005). Fieldwork: Vol. 1. (Fieldwork.) London: Sage. Rice, Keren. (2011). Fieldwork. New York: Oxford University Press.
- Thapan Meenakshi. ed. (1998). Anthropological Journeys. Reflections on Fieldwork, New Delhi, Orient Longman.

Credit: 4	Course 12: TRS-101-CW- 61020 Tribal Customary Law and Justice		
Objectives	The objective of the course is to provide intricacies and insight about the culture of tribal people and the prevailing customary practices. The course is design to provide an inter-disciplinary perspective by introducing the basic concepts, nature and characteristics, sources, and current debates such as codification and preservation, etc. relating to tribal customary laws. It is to instruct students about laws and regulation concerning tribal peoples either directly or indirectly and acquaint them with the nature and functioning of tribal political system(s), and the political processes and finally to make students aware of CLs in the era of modernization and changing tribal scenario.		
Course Outcomes (COs)	CO 1: It will help the students to understand the prevailing Customary Practices among the Tribal Community of India. CO 2: It would also help them to understand the basic concepts, nature and characteristics, other issues such as Codification and Preservation of the Tribal Customary Laws.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Introduction Customary Law - Conceptual Understanding, Meaning, Nature and Characteristics, Difference between laws and customs, Sources of Customary Law: Cultural Customs, Social Sanctions, Accepted Behavior Pattern, Secular Sources, Taboos, Public Opinion, Religion.		12	1
Unit II: Overview of Customary Law in Tribal Communities of India One each from North, East, West, South, North-East Zones of India Codification and Preservation of Customary Law: Perspectives, Implications, and Issues, Customary Laws and Uniform Civil Code		12	1
Unit III: Tribal Customary Practices Concept and types of Crime and Tort among the tribes of India and Arunachal Pradesh, Methodologies for establishing guilt/crime (witness, magic, invocation, oath, ordeal etc.)		12	2

Unit IV: Adjudication of Justice Crime and Tort Adjudicating authorities and award of justice, Mode, and Types of Punishment in Tribal Societies - Social Punishment, Divine Punishment, Taboo;	12	2
Unit V: Tribal Customary Practices and Emerging Issues Issues and Repercussions in abiding or rejecting Customary Laws Gender perspective in Tribal Customary Law (political participation, property rights, marriage) Customary Law in Colonial and post-colonial period	12	1,2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											-	2	-
CO 2											2	3	-
Average											1	1.5	0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

- Archana Mishra, 2003. *Casting the evil eye: Witch trials in tribal India*, Namita Gokhale Editions, Roli Books.
- Carrie E. Garrow and Sarah Deer, 2004. *Tribal Criminal Law and Procedure*, Volume 2 of Tribal Legal Studies, Rowman Altamira.
- David C. Buxbaum 1967. *Family Law and Customary Law in Asia: A Contemporary Legal Perspective*, Martinus Nijhoff Publishers.
- G. S. Rao 1994, *National legal system and the tribal: a sociological exploration*, Himanshu Publications
- James M. Donovan. 2007, *Legal Anthropology: An Introduction*, Rowman Altamira.
- Justin Blake Richland and Sarah Deer 2004, *Introduction to Tribal Legal Studies*, Rowman & Littlefield.
- Manjushree Pathak 1991, *Crimes, customs & Justice in tribal India: A teleological study of Adis*, Mittal Publications.
- Manjushree Pathak 2005, *Tribal Customs Law and Justice*, Mittal Publications.
- Shibani Roy and S. H. M. Rizvi 1990, *Tribal customary laws of north-east India*, B.R. Pub. Corp.
- Mitra, BM. 2003. *Codification of Tribal Customary Law*, Indian Anthropological society, New Delhi.
- Bandyopadhyay, PK. 1994. Importance of customary laws. *Central Indian Law Quarterly*

Narwani, G. S. 2004. *Tribal Law in India*. Jaipur and New Delhi: Rawat Publishers.

Singh, K.S. (Ed.) 1993, *Tribal Ethnography, Customary Law and Change*, Concept Publishing House, New Delhi

Sri Kanta Ghosh 1987, *Law Enforcement in Tribal Areas*, APH Publishing.

Fernandes Walter and Gita Bharali. 2008. Customary Law-Formal Law Interface: Impact on Tribal culture. In T. N. Subba, et. al (eds). 2008. Christianity and Change in Northeast India. New Delhi: Concept Publishing Company: 53-108.

Vitso, Adino. 2003. *Customary Law and women*, Regency Publication, Kolkata.

Credit: 4	Course 13: TRS-101-CW- 61030 Ecology and Tribes		
Objectives	The objective of the paper is to introduce the concept of ecology and relationship between tribes and nature, introduce different laws enacted and policies in relation to environment in India and their impact on tribes. It also aims at understanding the tribal ecological knowledge and its importance in conservation and discuss relevant IPR policies and to evaluate different forms of ecological movement across India.		
Course Outcomes (COs)	CO 1: The learner would be able to understand the knowledge of Tribal Ecology and Relationship between Tribes and Nature. CO 2: The Learners would be able to learn different laws and policies implemented in relation to Environment in India and their impact on Tribes.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Natural Resources and Tribes Meaning and Concept of Ecology (Cultural Ecology, Social Ecology); Tribal Perception of Nature and Natural Resources		15	1
Unit II: Environment Laws, Policies and Tribes in India Relevant Environment Laws and Policies from colonial to postcolonial period		15	1
Unit III: Tribal Ecological Knowledge and Conservation Tribal worldview and ecology (Faith, Beliefs and Practices): sacred grove, Jhum and ecological Knowledge; Forest Knowledge and knowledge about medicines; Conservation Challenges: IPR and tribal ecological knowledge.		15	2
Unit IV: Ecological Movements Concept and meaning, Ecological movements in India: Narmada Bachao Andolan, Silent Valley, Niyamgiri and Siang Bachao Andolan		15	2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											1	3	-
CO 2											-	3	-
Average											0.5	3	0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings:

- Agarwal, Arun 2005: *Environmentality: Technologies of Government and the Making of Subjects*, Duke University Press.
- Gadgil, M. & Ramchandra Guha, 2004. *The Use and Abuse of Nature*, Delhi: Oxford (2nd edition, first published 2000).
- Guha, Ramachandra. 1985. *The Unquiet woods*, New Delhi: OUP.
- Mibang, T and S.K. Chaudhuri, 2003. *Ethno-medicines of the tribes of Arunachal Pradesh*, New Delhi: Himalayan Publisher.
- Nurit, David Bird, 1992: Beyond 'The Affluent Society': A Cultural Reformulation, *Current Anthropology*, Vol. 33, pp. 25-47.
- Nurit, David Bird, 1998: The Giving Environment: Another Perspective on the Economic System of Gatherer-Hunters, *Current Anthropology*, Vol. 31, No.2, pp. 185-15G.
- Padel, Felix and Samarendra Das, 2010: *Out of This Earth: East India Adivasis and the Aluminium Cartel*, India: Orient Blackswan.
- Padel, Felix, 2011: *Invasion of Tribal Landscape*, India: Orient Blackswan.
- 1996: *British Rule and the Konds of Orissa*, USA: OUP
- , Ajay Dandekar and Jeemol Unni, 2013: *Ecology, Economy: Quest for a Socially informed Connection*, India: Orient Blackswan.
- Roy Burman, B.K. Tribal Population: Interface of Historical Ecology and Political Economy. Sundar, N, 2005 (ed): *Legal Grounds: Natural Resources, Identity and the Law in Jharkhand*, New Delhi: OUP.
- Sundar,N, Roger Jeffery, Neil Thin 2001: *Branching Out: Joint Forest Management in India*, New Delhi: OUP.

Credit: 4	Course 14: TRS-101-CW-61040 Developmental Organisations and Management		
Objectives	The objective of this paper is to enable students to develop key management competencies and analytical capabilities needed by those in leadership and management positions in various developmental organisations like NGOs, GOs, GONGOs, SHGs etc.		
Course Outcomes (COs)	CO 1: The students will learn various concepts and theories related to development and apply it in context of tribal communities in India. CO 2: The Learners will be able to comprehend the functioning of various types of developmental organisations and their role in development and upliftment of tribal communities in the present context. CO 3: The students will be able to learn the key approaches to monitor and evaluate NGO work.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Introduction Economic Growth and Development- Definition, features; Relation between economic growth and development; Concepts, definitions and features of Developmental Organisations and Management.		12	1
Unit II: Theories of Development Theories of Growth: Adam Smith, David Ricardo, Karl Marx, Schumpeter Theory, Rostow Growth Theory; Lewis's theory, Population Vs. Technological Progress- Malthus, A.K. Sen, Gunnar Myrdal, Mahalanobis Indian Model, idea of Viksit Bharat		12	1
Unit III: NGO and Development NGOs and 'civil society', NGOs and the 'aid industry' NGOs and the contexts of 'development' and 'relief', Analyzing NGO roles: implementers, catalysts and partners, effectiveness of NGOs, NGOs and organization theory, Leadership and life cycles: Korten's model of NGO generations.		12	1,2,3

Unit IV: NGO Management NGOs and organizational culture, Cross-cultural management, diversity and globalization, Advocacy, and service delivery: managing the main NGO activities, the role of innovation in NGO management, Evaluation, impact and ‘scaling up’, NGOs and communities and other agencies, The ‘capacity building’ debate.	12	2,3
Unit V: Managing Project and Finance Project Life Cycle; Stages: Conceptualization, Implementation, Consolidation and Phasing out; Log Frame Analysis (LFA)	12	3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											3	1	2
CO 2											1	1	-
CO 3											1	-	2
Average											1.66	0.66	1.33

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings:

- Robinson, D. & others, Managing Development: Understanding Inter-Organizational Relationships, London, Sage, 2000.
- Paton, B. 2003. Managing and Measuring Social Enterprises. London, Sage Publications
- Riddell, R. 2007. Does Foreign Aid Really Work? Oxford, Oxford University Press
- Hilhorst, Dorothea, 2003, The Real World of NGOs: Discourses, Diversity and Development, London: Zed Books
- Behera, M.C. 1994. Planning and Socio-Economic Development of the Tribals
- D Lewis, 2006, The Management of Non-Governmental Development Organisations: An Introduction Taylor & Francis
- David Lewis, Nazneen Kanji 2009 Non-Governmental Organizations and Development. Routledge
- Michael Edwards, Alan F. Fowler, 2002, The Earthscan Reader on NGO Management Earthscan Publications
- Snehlata Chandra, 2003, Guidelines for NGO Management in India, Kanishka Publishers Distributors

Credit: 4	Course 15: TRS-101-CW- 61050 Culture and Communication		
Objectives	The primary objective of this paper is to Understand the role of communication in culture, recognize cultural variables, familiarize with the communication norms, rituals, and taboos of other cultures, learn about barriers to intercultural communication, adjustment to other cultures, and culture shock, Practice performing communication activities as they would be done in other cultures		
Course Outcomes (COs)	CO 1: The students will be able to comprehend different types and mediums of communication and will be able to contextualize communication in culture. CO 2: The student will learn how to differentiate intercultural and gendered communication and develop increased knowledge and sensitivity towards communicating with people from different gender and cultures. CO 3: It will increase the sensitivity of the learners towards their own cultural background and its impact on how they communicate.		
Credit	Lecture: 03, Tutorial:01, Practical:00 Total: 04		
Credit Hours	Lecture: 45, Tutorial: 15, Total: 60 Hours		
Marks Allotment	Internal Assessment: 20 and Semester exam 80, total Marks: 100		
Course Content		Contact Hours	CO
Unit I: Theorizing Communication & Culture Defining Culture: Historical Debates & Divides, Making Sense of Cultural Production & Reception, The Politics of Culture, and Ideology. Basics of Communication: Sender, Receiver, Medium and Media, Relationship Between Culture and Communication, Unilateral and Bilateral Communication		12	1,2
Unit II: Traditional Verbal and Non-Verbal Communication Inter and Intra cultural communication, Language as communication, Artistic Communication: Story Telling, Myths, Songs, Proverbs, Non-Verbal Communication: Mask, Puppets, Picture Showman traditions of India		12	1,2
Unit III: Communication and Gender Seeing Gender, Politics of Language, Gender as Identity & Practice, Producing Gender.		12	2,3

Unit IV: Visual Anthropology and Communication Ethnography and Documentary Films, Exhibitions, and Virtual Museums,	12	1,2,3
Unit V: Culture Industry and Communication Development Culture as social trend of masses, cultural consumption habit, common characteristic of culture industry, culture as commodity, mass media and dissemination of culture, Communication Development: Role of communication in social change, local participation in communication development etc.	12	1,2,3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											2	1	1
CO 2											-	3	1
CO 3											-	3	1
Average											0.66	2.33	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Essential Readings

Baskin, J. M. (2013). Romanticism, culture, collaboration: Raymond Williams beyond the avant-garde. *Cultural Critique*, 83(1), 108-136. Web.

Dworkin, D., & Roman, L. (2013). *Views beyond the border country: Raymond Williams and cultural politics*. London, UK: Routledge. Web.

Williams, R. (1993). Culture is ordinary. In A. Gray & J. McGuigan (Eds.), *Culture: An introductory reader* (pp. 5-14). London, UK: Edward Arnold. Web.

Theodor Adorno, Max Horkheimer, 2017. "The Culture Industry: Enlightenment as Mass Deception"

Michelle Hilmes, 1997. "Radiating Culture"

Warren Susman, 1939. "The People's Fair: Cultural Contradictions of a Consumer Society"

Ezra Klein, 2020. "Ta-Nehisi Coates on Why Political Power Is Not Enough for the Right"

Cohen, Raymond, 1997. *Negotiating Across Cultures. International Communication in an Interdependent World*. Washington, DC: United States Institute of Peace Press. ISBN: 1878379720.

Darton, Robert 1985. *The Great Cat Massacre*. New York, NY: Vintage Books, ISBN: 0394729277.

Hall, Edward T. 1990. *The Hidden Dimension and The Silent Language*. New York, NY: Anchor Books, Doubleday. ISBN: 0385084765.

Hampden-Turner, Charles. 1993. *The Seven Cultures of Capitalism*. New York, NY: Currency/Doubleday, 1993. ISBN: 038542101X.

Hoffman, Eva 1989. *Lost in Translation*. New York, NY: E.P. Dutton. ISBN: 0525246010.

Hofstede, Geert, 1980. *Culture's Consequences: International Differences in Work-Related Values*. Beverly Hills, CA: Sage Publications. ISBN: 080391444X.

A classic study in the field.

Holm, Bill 1990. *Coming Home Crazy*. Minneapolis, MN: Milkweed Editions. ISBN: 0915943425.

Kim, Uichol, et al. 1994. *Individualism and Collectivism*. Thousand Oaks, CA: Sage Publications. ISBN: 0803957637.

Nisbett, Richard. 2003. *The Geography of Thought*. New York, NY: Free Press ISBN: 0743255356.

Pollock, David, and Ruth Van Reken 2001. *Third Culture Kids*. Yarmouth, ME; London, UK: Intercultural Press. ISBN: 1857882954.

Rosen, Robert, 2000. *Global Literacies*. New York, NY: Simon & Schuster, 2000. ISBN: 0684859025.

Tannen, Deborah, 1991. *You Just Do Not Understand*. New York, NY: Ballantine, 1991. ISBN: 0345372050.

Ting-Toomey, Stella, and Felipe Korzeny 1991, *Cross-Cultural Interpersonal Communication*. Newbury Park, CA: Sage Publications. ISBN: 0803940483.

Trompenaars, Frans. 1993. *Riding The Waves of Culture*. London, UK: Economist Books. ISBN: 0850584280.

Wiseman, Richard L., and Joelen Koester 1993. *Intercultural Communication Competence*. Newbury Park, CA: Sage. ISBN: 0803947194.

Kingsolver, Barbara. 1998. *The Poisonwood Bible*. New York, NY: Harper Flamingo. ISBN: 0060175400.

Roth, Henry. 1991. *Call It Sleep*. New York, NY: Noonday Press, 1991. ISBN: 0374522928.

Smith, Anna Deavere. 1993. *Fires in the Mirror*. New York, NY: Anchor Books/Doubleday. ISBN: 0385470142.

Tan, Amy. 1992. *The Kitchen God's Wife*. New York, NY: Ivy Books. ISBN: 080410753X.

Lober, Judith, 1993. "Beliving is Seeing: Biology as ideology", *Gender and Society*, Vol.7, 4.

Butler, Judith . 1990. *Gender Troubles*, Routledge.

Tiidenberg, Katrin, Edgar Gomez Cruz. 2015. "Selfies, Image and the Remaking of the Body", *Body and Society*, Vol.21:4, pp.77-102

Sender, K. (2006). Queens for a Day: Queer Eye for the Straight Guy and the Neoliberal Project. *Critical Studies in Media Communication*, 23(2), 131–151. <https://doi.org/10.1080/07393180600714505>

Busse, K. (2017). *Framing Fan Fiction: Literary and Social Practices in Fan Fiction Communities*. (1 ed.). Iowa

City: University of Iowa Press., <https://doi.org/10.1353/book55237>.

Balsamo, Anne(1998). "The Virtual Body in Cyberspace", *Technologies of the Gendered Body*., Duke University Press.

Rudder, C. (2014). Dataclysm ([edition unavailable]). HarperCollins Publishers. Retrieved from <https://www.perlego.com/book/670832/dataclysm-who-we-are-when-we-think-no-ones-looking-pdf> (Original work published 2014)

Reitsamer, Rosa & Elke Zobl. (2014). "Alternative Media, Production, Feminism and Citizenship Practices",

Kathleen K. Rowe, .1990. Roseanne: unruly woman as domestic goddess, *Screen*, Volume 31, Issue 4, Winter 1990, Pages 408–419, <https://doi.org/10.1093/screen/31.4.408>

Credit: 20	Course 11: TRS-101-RP-6210 Research Projects		
Objectives	The objective of Research Projects is to enable students to carry out individual research in area of their interest. The student will work under supervision of a research guide from the Institute.		
Course Outcomes (COs)	CO1: The students will be able to understand and comprehend the dynamic process of research plan and develop a research design. CO2: The learners will be able to apply various research methods an analytical tool in the process of research. CO3: It will enable the students to use existing theories and create new ideas for futuristic research work and incorporate it in their research dissertation		
Credit	Lecture: 00, Tutorial:0, Practical:20 Total: 20		
Credit Hours	300 Hours		
Marks Allotment	1. Preparation of Research Proposal/Synopsis Credit: 4, Marks:100 2. Annotated Bibliography and Review paper in publishable form Credit: 2, Marks: 50 3. Progress Report Presentation twice in a semester. Credit: 2, Marks 50 4. Preparation of Dissertation. Credit: 10, Marks: 250 5. Assessment and Viva. Credit: 02, Marks: 50, Total: 50		
Course Content		Contact Hours	CO
In this paper each student will select a research topic in consultation with their supervisors. Accordingly, students will carry out their fieldwork individually and will prepare their dissertation under the supervision of the concerned teacher. Finally, the dissertation will be examined by the expert and accordingly mark will be credited.			1, 2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1											2	2	3
CO 2											1	2	3
CO 3											3	2	3
Average											2	2	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]