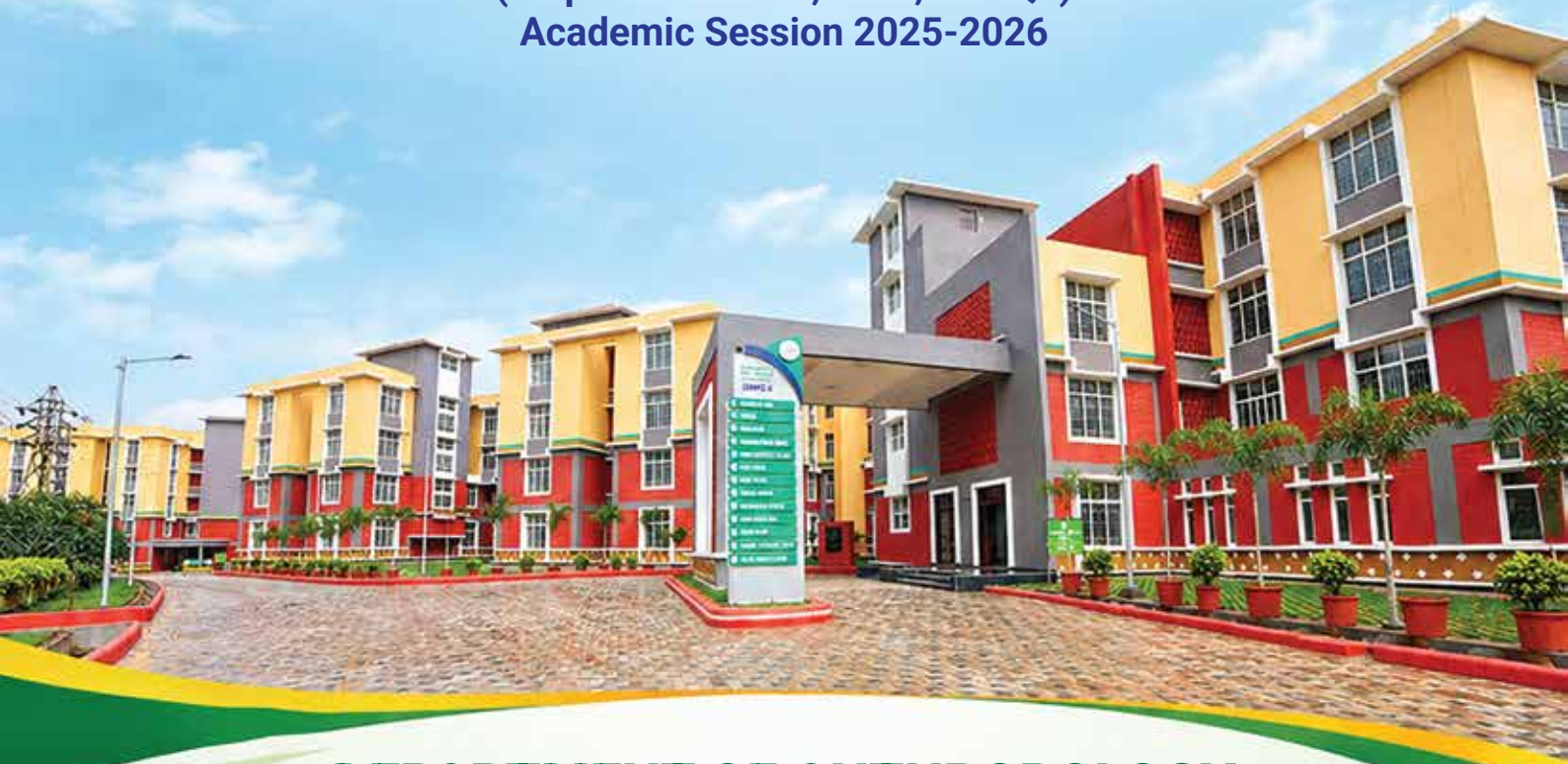
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

M.A. / M.SC. IN ANTHROPOLOGY

(As per NEP-2020, NCrF, NHEQF)
Academic Session 2025-2026



DEPARTMENT OF ANTHROPOLOGY

SCHOOL OF TRIBAL LEGAL STUDIES AND TRIBAL RIGHTS (STLS & TR)

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in

About the School of Tribal Legal Studies and Tribal Rights (TLS&TR)

The **School of Tribal Legal Studies and Tribal Rights (TLS&TR)**, KISS Deemed to be University, established in **2017–18**, is dedicated to promoting education, research, and community engagement in the areas of tribal rights, indigenous knowledge systems, customary governance, and social justice. Integrating the disciplines of **Sociology, Social Work, and Anthropology**, the School adopts an interdisciplinary approach to address the legal, social, cultural, and developmental issues affecting tribal communities.

The School emphasizes academic excellence through teaching, research, field-based learning, and extension activities that connect classroom knowledge with community practice. It promotes the study and preservation of indigenous knowledge, cultural heritage, and customary institutions while contributing to evidence-based policy, inclusive governance, and sustainable tribal development.

By fostering collaboration with communities, government agencies, and other stakeholders, the School aims to develop competent professionals, researchers, and leaders committed to protecting tribal rights and advancing inclusive and sustainable development.

About the Department of Anthropology

The Department of Anthropology, under the School of Tribal Legal Studies and Tribal Rights (TLS&TR), KISS Deemed to be University, established in 2017–18, addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary programmes. The Department strives to meet local, regional, national, and global standards while advancing tribal studies, indigenous knowledge systems, health and nutritional research, social and cultural understanding, and sustainable development through teaching, field-based research, community engagement, and policy-oriented scholarship.

Vision of the School

To emerge as a nationally and internationally recognized centre of excellence in **Tribal Legal Studies, Indigenous Rights, and Social Justice** through interdisciplinary education, innovative research, advocacy, and meaningful community engagement, contributing to the empowerment and sustainable development of tribal communities.

Mission of the School

- To provide quality interdisciplinary education in Tribal Legal Studies, indigenous rights, customary governance, and social development.
- To promote research, field-based learning, and community engagement to address the legal, social, cultural, and developmental concerns of tribal communities.
- To preserve and strengthen indigenous knowledge systems, customary practices, and tribal cultural heritage through academic and research initiatives.
- To nurture socially responsible professionals, researchers, and leaders with ethical values, critical thinking, and advocacy skills.
- To foster collaboration with government agencies, academic institutions, civil society organizations, and tribal communities for capacity building and sustainable development.
- To contribute to social justice, inclusive growth, cultural preservation, and the achievement of Sustainable Development Goals (SDGs).

Programme Overview

● Programme Title

M.A. / M.Sc. Anthropology (PG Anthropology)

● Programme Type

Postgraduate / PG Diploma Certificate (as per NEP 2020 framework)

Programme Description

(Post-Graduate Programme in Anthropology)

This Post-Graduate course of Anthropology is based on semester system and will have four semesters spread over two years. It provides a course structure with the aim to provide a comprehensive understanding of the basic orientation and principles of Anthropology for the students, to stabilize their learning and grounding the students in the basic principles of the subject through several practical oriented courses, and expose them to the varying applied fields of Anthropology, vast enough to appeal to the interest and aptitude of the individual learners, and essential enough to provide to the needs of the students at the Post Graduate level.

PG Anthropology programme is to offer students a comprehensive introduction to the development and diversity of humanity. We achieve this mission by guiding our students' learning in four sub-disciplines of anthropology: Socio-cultural Anthropology, Physical/Biological Anthropology, Prehistoric Archaeology or Archaeological Anthropology and Linguistic Anthropology. A corollary of this mission is to prepare students for advanced study in anthropology, to provide a

foundation for students' employment in professional occupations in which anthropological insights are useful, and to support students as they seek to engage with issues that are important in their communities and in the world.

It provides the foundation in all the four fields of Anthropology while it also caters to the interest of the students in the line of Social Cultural Anthropology, Biological Anthropology, and Archaeological Anthropology with further possibilities of orientation in Tribal Legal studies and tribal rights. However, it also provides training that enables students to understand and explore the theoretical and practical dimensions of legal issues and human rights, particularly tribal legal mechanism and their rights.

The course offers three Core Subject elective (Subject specialization) during the second and third semesters. Student will opt one of these three Subject elective group (Subject specialization) with the other Core papers, two Subject elective in both semester II & III respectively.

A. Social and Cultural Anthropology (A1, A2, A3, A4)
B. Physical/Biological Anthropology (B1, B2, B3, B4)
C. Prehistoric Archaeology / Archaeological Anthropology (C1, C2, C3, C4)

Vision of the Programme:

Anthropology discipline in KISS DU possess the long-term vision of addressing and analyzing social, biological, and environmental problems faced by man and necessarily incorporates a wide range of theoretical and methodological traditions, drawing on and contributing to approaches in the humanities, social sciences, and natural sciences. Additionally, the contemporary anthropological trends aim at providing potential solutions to the problems in ways that cut across the sub-disciplines: ecology and evolution, human responses to local and global crises, cultural, ethical, and political practices of world making and development.

Mission of the Programme:

The mission of MA Anthropology programme to provide a stimulating and challenging curriculum that will help students develop a deeper understanding and appreciation of the diversity and complexity of the human experience culturally, biologically, and historically. It is also our mission to engage in innovative anthropological research and scholarship that contributes to our understanding of human being, cultural practices and their significance in growth and development of society.

About National Education Policy (NEP) 2020, For PG Anthropology Syllabus

In line with the vision of the **National Education Policy (NEP) 2020**, the postgraduate syllabus of Anthropology emphasizes **multidisciplinary learning, research orientation, and skill development**. The curriculum integrates classical anthropological theories with emerging areas such as digital anthropology, health and nutritional studies, environmental sustainability, and applied anthropology to address contemporary societal challenges. Special focus is given to **fieldwork, data analysis, and community-based research** to prepare students for academic, policy, and development-oriented careers. The NEP's thrust on **flexibility, critical thinking, and global-local knowledge integration** enables PG students to gain advanced competencies and contribute effectively to both national and international research domains.

Process of Curriculum Development

All Schools shall follow the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

NCrF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)

"1 Credit = 30 Notional Learning Hours."

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive	45

	instruction	
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

Programme Credit Scheme:

PG Anthropology programme is a two-year course divided into four-semesters. The course is of 90 Credits and for the award of degree a student will be required to complete the credits as per the University norm.

Course Credit Scheme
NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for PG Programme)

Semester	Core Courses		Core Elective / Subject Specialization		Paper based on School TLS & TR		Course Work and Research		Dissertation Based on Core Course		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	
I	5	20	-	-	1	4	-	-	-	-	24
II	3	12	2	8	1	4	-	-	-	-	24
III	-	-	2	8	1	4	3	10			22
IV	-	-	-	-	-	-	-	-	1	20	20
Total Credits	8	32	4	16	3	12	3	10	1	20	90

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

- The candidates seeking admission into M.A/M.Sc. in Anthropology course must have a Bachelor's degree from any University with Honors Subject in Anthropology, Sociology, Psychology, Home Science, Zoology, Botany etc.
- Number of seats for admission in to M.A/M.Sc. in Anthropology is 16. It may exceed according to the discussion of the university management committee.

vii. Examination Pattern: As per NEP 2020

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit may be written in Odia script but language has to be Sanskrit.

Duration of the Examinations-Mid Semester & End Semester:

Duration of examination for all term End examination shall be for **2.5 hours** and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance to** take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practical there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of result for reference.

e) A student has to appear the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the ***candidates who represent the University or State for Inter- University or inter-***

state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).

Distribution of Marks in End Semester and Continuous Evaluation: (Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**
Thesis/ Dissertation/ Seminar/Field Work	**100**	**------**	**-------**	**-------**	**-------**	**-------**

The **modes of evaluation** of **Thesis/ Dissertation/ Seminar/Field Work** shall be as follows:

Literature Review
Synopsis Presentation
Field Work / Data Collection and Data Analysis
Findings and Conclusions
Presentation and Viva-Voce

Distribution of Sessional Marks:(Continuous Evaluation)

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test /Quiz /Viva	Assignment/ Presentation
Without Practical	**40**	**20**	**Above 95%-5 Marks 85%-94%-4 Marks 75%-84%-3 Marks**	**10**	**05**
With Practical	**30**	(Theory 10 + Practical 10)=20		**05**	**Nil**

Examination Question Pattern of End Term Examination and Mark Distribution:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		With Practical	Without Practical
Part-I – Objective	Answer in MCQ/ in one word/in one sentence as directed	1x5=5	1x6=6
Part-II- Very Short Type	Answer within 50 words. Answer any 3 out of 5 questions (with practical) and Answer any 5 out of 7 question (without practical)	2x3=6	2x5=10
Part-III- Short Type	Answer within 250 words Answer any 3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical)	5x3=15	5x4=20
Part-IV- Long Type	Answer within 800 words. Answer any 3 out of 5 questions	8x3=24	8x3=24
Total		50	60
For Practical Paper		One Major Experiment-10 Record- 05 Viva voce-05	----- ----

Examination Question Pattern of Mid Semester Examination and Mark Distribution

Question Pattern		With Practical	Without Practical
Part-I – Objective	Answer in MCQ/ in one word/in one sentence as directed	1x3=3	1x6=6
Part-II- Very Short Type	Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)	2x1=2	2x2=4
Part-III- Short Type	Answer within 250 words Answer any 1 out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)	5x1=5	5x2=10
Total		10	20
For Practical Paper		One Major Experiment-5 Record- 02 Viva voce-03	---------

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration and Types of Courses and Process of Multiple Entry and Exit

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Milestone / Year Completed	**Exit Award**	**NHEQF Level**	**Standard Credit Range**
Year 1 (Sem I-II)	Post-Graduate Diploma	Level 6.0	~ 48 credits
Year 2 (Sem III-V)	Master's degree (e.g. M.A., M. Com., M.Sc., etc.)	Level 6.5	90 Credits

Programme Educational Objectives (PEOs)

PEO 1: Employability and Professional Competence

Graduates will establish themselves as competent professionals in academia, research institutions, government agencies, development organizations, public health programmes, tribal welfare sectors, and other interdisciplinary fields by applying advanced anthropological knowledge, analytical abilities, and communication skills.

PEO 2: Entrepreneurship and Innovation

Graduates will demonstrate entrepreneurial and leadership capabilities by designing and managing community-based initiatives, cultural heritage enterprises, tribal development projects, social research consultancies, and innovative programmes related to health, education, livelihood, and sustainable development.

PEO 3: Research Readiness and Lifelong Learning

Graduates will engage in independent and collaborative research by applying qualitative, quantitative, ethnographic, and interdisciplinary research methods, thereby contributing to knowledge generation, policy formulation, and evidence-based interventions in anthropology and allied disciplines.

PEO 4: Social Responsibility and Ethical Practice

Graduates will uphold ethical standards, cultural sensitivity, and social responsibility while addressing issues related to tribal communities, marginalized populations, public health, social justice, environmental sustainability, and inclusive development.

PEO 5: Indigenous Knowledge Integration and Cultural Sustainability

Graduates will promote the documentation, preservation, critical analysis, and integration of Indigenous Knowledge Systems, traditional ecological knowledge, ethnomedicine, and cultural practices into research, education, policy, and community development for sustainable and culturally responsive solutions.

Programme Outcomes (POs) for PG Anthropology

(Aligned with NEP-2020 Graduate Attributes.)

The expected attributes for a Post Graduate in Anthropology programme shall be expert disciplinary knowledge in critical thinking, communication skills, digital literacy, and leadership readiness qualities.

PO	Attributes	Description
PO1	**Moral & Ethical Values**	Demonstrate professional ethics, integrity, social responsibility, and respect for cultural diversity while addressing anthropological and societal issues.
PO2	**Disciplinary Knowledge**	Apply advanced theoretical and practical knowledge of Anthropology, including biological, social, Cultural, health, nutritional, and applied dimensions.
PO3	**Communication Skills**	Communicate anthropological concepts, research findings, and policy recommendations effectively through oral, written, and digital modes.
PO4	**Critical Thinking, Problem Solving & Analytical Reasoning**	Critically evaluate anthropological theories and evidence, analyze complex social and developmental issues, and propose context-specific solutions.
PO5	**Indian Knowledge Systems (IKS)**	Interpret and integrate Indian and indigenous knowledge systems, customary practices, and traditional wisdom into research, policy, and development interventions.
PO6	**Research-Related Skills**	Design and conduct independent research using appropriate qualitative, quantitative, and mixed-method approaches, and contribute to anthropological scholarship.
PO7	**Cooperation / Teamwork**	Collaborate effectively with multidisciplinary teams, communities, institutions, and stakeholders in academic, research, and field-based settings.
PO8	**Digital Literacy**	Utilize digital tools, statistical software, ICT resources, and online databases for data management, research analysis, and knowledge dissemination.
PO9	**Experiential & Life-long Learning**	Engage in field-based experiential learning and continuously update knowledge and skills to address emerging anthropological and societal challenges.
PO10	**Leadership Qualities**	Demonstrate leadership, initiative, and organizational abilities in research projects, Community Programmes, and professional activities.
PO11	**Professional & Decision-making Skills**	Exhibit professional competence, ethical judgment, policy awareness, and effective decision-making in academic, research, and development contexts.
PO12	**Environment Awareness and Sustainability**	Promote environmental conservation, sustainable resource use, and community-based sustainability practices informed by anthropological perspectives.

Programme Specific Outcomes (PSOs):

These outcomes are specific to Post Graduate in Anthropology programme in addition to the Programme Outcomes.

PSO1: Develop reflective thinking and fundamental understanding of socio-cultural, physical, archaeological anthropology, applied anthropology& its concepts and Correlate academic and societal debates about human diversity and human society (for example, genetic determinism, race, 'human nature,' and evolution).

PSO2: To inculcate strong foundation on ethnographic research in anthropology; to identify ethical principles and/or anti-bias approaches used in anthropology, and explain why they are necessary for both science and social justice.

PSO3: To prepare and motivate students for research studies in anthropology and related fields by inculcating critical evaluative skills with both quantitative and/or qualitative anthropological approaches.

PSO4: Integrate and apply concepts and methods from the subfields of anthropology to investigate human issues (for example, socio-cultural, environmental, health, and evolution) worldwide.

PSO5: To prepare the students for different types of professions related to the field of anthropology such as: research& development, teaching, government/public services and private sectors.

Programme Pedagogy

1. This PG programme has been designed in such a way to make use of different teaching methods by properly sequencing and organizing the course contents.
2. For this programme the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.
3. The faculties adopt an effective pedagogy in this programme which can lead to both academic achievement and social-cum-emotional development.
4. It provides enough opportunity to the students to acquire knowledge on general ability to contribute to the society with proper acquisition of programme specific skills.

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Course Structure of the Post Graduate Programme
Department of Anthropology
Semester-I

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Core Course	AN40001	Social Thought and Anthropological Theories	3	1	0	4
Core Course	AN40003	Applied Biological Anthropology	3	0	1	4
Core Course	AN40005	Ecological Anthropology, Environment and Sustainable Development Goals	3	0	1	4
Core Course	AN40007	Cultural Evolution: Broad outline and Principles of Prehistoric Culture	3	0	1	4
Core Course	AN40009	Indian Society and Social Change	3	1	0	4
Paper based on School TLS & TR	TS40051	Understanding Tribal Society	3	1	0	4
		Total				24

Semester-II

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Core Course	AN40002	Anthropology of Health	3	0	1	4
Core Course	AN40004	Anthropology of Museum and Cultural Resource Management	3	0	1	4
Discipline Specific Elective / Core Specialization (Choose Any one Group from A, B & C)	AN40032	**A1**. Anthropological Linguistic and Communication	3	0	1	4
	BA40032	**B1.** Human Biology an Evolutionary Perspective	3	0	1	4
	AP40032	**C1.** Principles and Methods in Prehistoric Archaeology	3	0	1	4
	AN40034	**A2**. Business and Corporate Anthropology	3	0	1	4
	BA40034	**B2.** Anthropology and Human Genetics	3	0	1	4
	AP40034	**C2.** Prehistoric Archaeology of Africa and Europe	3	0	1	4
Core Course	AN40006	Artificial Intelligence and Anthropology	3	0	1	4
Paper based on School TLS & TR	TS40052	Tribal Administration and Customary Law	3	1	0	4
		Total				24

Semester-III

(Coursework and Research)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Course work and Research	RM50001	Research Methodology	3	1	0	4
	RE50003	Research and Publication Ethics	2	0	0	2
	CA50005	Computer Application and Data Analysis	3	0	1	4
Discipline Specific Elective / Core Specialization (Choose Any one Group from A, B & C)	**AN50031**	**A3.** Anthropology of Education	3	0	1	4
	BA50031	**B3.** Molecular Anthropology and Forensic Science	3	0	1	4
	AP50031	**C3.** Archaeological Anthropology in South East Asia	3	0	1	4
	AN50033	**A4.** Anthropology, Indigenous Knowledge System and Intellectual Property Right	3	0	1	4
	BA50033	**B4**. Nutritional Anthropology and Epidemiology	3	0	1	4
	AP50033	**C4.** Ethnoarchaeology of Odisha	3	0	1	4
Paper based on School TLS & TR	TS50051	Learning through Visual Ethnography	3	0	1	4
		Total				22

Semester-IV

	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Dissertation Based on Core Course	FD50082	Fieldwork and Dissertation	0	0	20	20
		Total				20

Grand Total: 90 Credits

Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in Anthropology

Course Structure

Semester-I

Course Code	Course Title	Credits			Total Credits
		L	T	P	
AN40001	Social Thought and Anthropological Theories	3	1	0	4
AN40003	Applied Biological Anthropology	3	0	1	4
AN40005	Ecological Anthropology, Environment and Sustainable Development Goals	3	0	1	4
AN40007	Cultural Evolution: Broad outline and Principles of Prehistoric Culture	3	0	1	4
AN40009	Indian Society and Social Change	3	1	0	4
Paper based on School TLS & TR					
TS40051	Understanding Tribal Society	3	1	0	4
	Total				24

SEMESTER-I

Course Title:
Social Thought and Anthropological Theories
Course Code: AN40001
Credit- 4

Course Objectives:

1. To explore the evolution of key ideas in social and evolutionary anthropology.
2. To critically engage with foundational anthropological theories and their relevance to contemporary society.
3. To provide students with a comprehensive understanding of cultural relativism, functionalism, structuralism, and critical anthropology.
4. To examine the inter-sectionality of social, cultural, and biological aspects of human life.
5. To develop analytical skills for understanding societal structures, power relations, and cultural symbols.

Unit 1: Foundations of Social Thought and Evolutionary Anthropology
[15 Classroom Contact Hours]

Key Theorists:

Charles Darwin: Biological evolution and its influence on social thought.
Edward B. Tylor: Classical evolutionism, culture concept.
Lewis Henry Morgan: Kinship, social evolution.
Karl Marx & Friedrich Engels: Materialist conception of society, class, and power.

Others:

Émile Durkheim: Social cohesion, collective consciousness, religion.
Max Weber: Bureaucracy, power, religion, and economic systems.
Herbert Spencer: Social Darwinism and its impact.
Sigmund Freud: Psychoanalytic approaches to society.
Antonio Gramsci: Cultural hegemony and power.

Unit 2: Cultural Relativism, Functionalism, and Structural-Functionalism
[15 Classroom Contact Hours]

Key Theorists:

Bronislaw Malinowski: Functionalism, participant observation.
Marcel Mauss: Exchange, reciprocity, and social cohesion.
Franz Boas: Cultural relativism, critique of evolutionism.
Ruth Benedict: Culture and personality.
Edward Sapir: Language and culture.

Others:

A. R. Radcliffe-Brown: Structural-functionalism in kinship systems.
E. E. Evans-Pritchard: Social organization and religion in African societies.
Margaret Mead: Cross-cultural studies on gender and adolescence.

Julian Steward: Cultural ecology and human adaptation.

Unit 3: Structuralism, Symbolic, and Interpretive Anthropology
[15 Classroom Contact Hours]

Key Theorists:

Claude Lévi-Strauss: Structuralism, myths, and kinship.
Edmund Leach: Structuralism in political anthropology.
Clifford Geertz: Symbolic and interpretive anthropology.
Victor Turner: Ritual, symbolism, and social drama.
Mary Douglas: Purity, danger, and symbolic classification.

Others:

Maurice Godelier: Marxist anthropology and ideology.
Jean & John Comaroff: Postcolonial theory and identity politics.
Arjun Appadurai: Globalization, transnationalism, and "scapes".
Talal Asad: Secularism, religion, and power.

Unit 4: Post-Structuralism, Feminism, and Critical Anthropology [15 Classroom Contact Hours]

Key Theorists:

Sherry Ortner: Feminism and practice theory.
Jacques Derrida: Deconstruction and textual analysis.
James Clifford: Ethnographic authority and representation.
Pierre Bourdieu: Habitus, capital, and social power.
Michel Foucault: Power, discipline, and the subject.

Others:

Simone de Beauvoir: Feminist existentialism and gender.
Judith Butler: Gender performativity.
Achille Mbembe: Necropolitics and postcolonial power.
Kimberlé Crenshaw: Intersectionality of race, gender, and class.
Donna Haraway: Cyborg theory and posthumanism.
Saba Mahmood: Anthropology of Islam and women's agency.

Course Learning Outcomes:

By the end of this course, students will be able to:

CO1: Critically evaluate the contributions of key figures in social thought and anthropology.
CO2: Understand the evolution of anthropological theories and their relevance to contemporary issues.
CO3: Apply theoretical frameworks to analyze social structures, culture, and power relations.
CO4: Develop an interdisciplinary approach to studying human societies and their complexities.
CO5: Engage in advanced anthropological debates with a critical and comparative perspective.

Course Outcomes - Programme Outcomes Mapping of Paper AN40001

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	2	3	1	2	1	2	–	1	2	1	2	1
CO2	2	3	2	2	3	2	1	1	2	1	2	1
CO3	2	3	2	3	3	3	2	2	2	2	3	1
CO4	2	3	2	3	2	2	1	2	3	1	2	2
CO5	2	3	2	2	2	3	1	2	3	2	3	1
Average	**2.0**	**3.0**	**1.8**	**2.4**	**2.2**	**2.4**	**1.0**	**1.6**	**2.4**	**1.4**	**2.4**	**1.2**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40001

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1
CO2	3	2	2	2	1
CO3	3	3	3	3	2
CO4	3	2	3	3	2
CO5	3	3	3	2	2
Average	**3.0**	**2.4**	**2.6**	**2.4**	**1.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances critical thinking, theoretical understanding, and interdisciplinary learning in anthropology; promotes inclusive and equitable quality education
SDG 5	Gender Equality	Encourages analysis of gender relations, feminist perspectives, and power structures in society through anthropological theories
SDG 10	Reduced Inequalities	Develops understanding of social stratification, caste, class, race, and inequality through critical theoretical frameworks

SDG 12	Responsible Consumption and Production	Promotes awareness of cultural practices, sustainable lifestyles, and responsible societal development through anthropological insights
SDG 16	Peace, Justice and Strong Institutions	Supports critical engagement with power, governance, justice, and social institutions through comparative and theoretical analysis

Recommended Learning Resources:

Eriksen, T. H. (2001). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.

Kuper, A. (1983). *Anthropologists and Anthropology: The British School, 1922-72*. London: Routledge.

Bourdieu, P. (1977). *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.

Foucault, M. (1977). *Discipline and Punish*. New York: Pantheon.

Butler, J. (1990). *Gender Trouble*. New York: Routledge.

Lévi-Strauss, C. (1966). *The Savage Mind*. Chicago: University of Chicago Press.

Geertz, C. (1973). *The Interpretation of Cultures*. New York: Basic Books.

Turner, V. (1969). *The Ritual Process*. Chicago: Aldine Publishing.

Malinowski, B. (1922). *Argonauts of the Western Pacific*. London: Routledge.

Boas, F. (1911). *The Mind of Primitive Man*. New York: Macmillan.

Radcliffe-Brown, A. R. (1952). *Structure and Function in Primitive Society*. London: Cohen & West.

Darwin, C. (1859). *On the Origin of Species*. London: John Murray.

Tylor, E.B. (1871). *Primitive Culture*. London: John Murray.

Marx, K., & Engels, F. (1848). *The Communist Manifesto*. London: Penguin Classics.

Course Title: Applied Biological Anthropology
Course Code: AN40003
(Credit-4)

Course Objectives: The main objective of the course is to convey to the students the applications of biological anthropology. This paper aims to elaborate the different aspects of biological anthropology and its applications in different operational designing, human physique, sports, defense and forensic sciences.

Unit-I [15 Classroom Contact Hours]

Nature, aim and scope of Applied Biological Anthropology, Anthropometry and its' importance in Anthropology, Anthropometry and Operational Designing, Nutritional Anthropology, Kin-anthropometry, Anthropology of sports, Forensic Anthropology and Personal Identification, Human physique and body composition, Somatotyping.

Unit-II [15 Classroom Contact Hours]

Human Growth and Development: Prenatal and Postnatal Growth, Factors affecting Human Growth, Methods of Studying Human Growth, Growth Curve.
Demographic Anthropology, Importance of population studies in Anthropology, Sources of Demographic Data, Methods of Collection of Demographic Information, Human adaptation to different environmental stresses and ecological rules.

Unit-III [15 Classroom Contact Hours]

Applications of genetics in anthropology, Methods of studying Human Genetics, Cytogenetics, Mendelian Genetics, Population Genetics, Genetic Polymorphism, Molecular Genetics. Role of genetics in human health and medicine, Human Genetics in Forensic identifications.

Unit-IV [30 Classroom Contact Hours]

Practical: Osteology, Craniology and post cranial osteology, Age, sex determination from skeletal remains, Craniometry and Somatometry, Forensic dermatoglyphics: identification of fingerprint, Latent Print and palm print.

Course Learning Outcomes:

CO 1: This paper will enable the students to enumerate the nature, characteristic features and scope of Applied Biological Anthropology.

CO 2: It will help the students to get clarity about the utility of biological anthropology in different problem-solving aspects of human being in their day to day life.

CO 3: Through this paper the students can able to demonstrate human physique analysis by using anthropometry, also can able to determine forensic identifications by applying methods and techniques of biological anthropology.

CO 4: This paper also acquaints the students about new emerging fields of biological anthropology such as, Forensic Anthropology and Human Genetics which contribute towards resolving difficult issues found in the human society.

CO 5: Will experience the contemporary application of genetics including genetics counselling and engineering.

Course Outcomes - Programme Outcomes Mapping of Paper AN40003

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	2	3	2	2	2	2	1	1	2	1	2	1
CO2	2	3	2	2	3	2	1	2	2	1	3	2
CO3	2	3	2	3	3	3	1	2	2	2	3	1
CO4	2	3	2	3	3	3	1	2	2	2	3	2
CO5	3	3	2	2	3	3	1	2	3	2	3	2
Average	**2.2**	**3.0**	**2.0**	**2.4**	**2.8**	**2.6**	**1.0**	**1.8**	**2.2**	**1.6**	**2.8**	**1.6**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40003

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1
CO2	3	2	2	3	2
CO3	3	3	3	3	2
CO4	3	2	3	3	2
CO5	3	3	3	3	3
Average	**3.0**	**2.4**	**2.6**	**2.8**	**2.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Application of human biology, genetics, and anthropometry to understand health, nutrition, disease patterns, and well-being in human populations
SDG 4	Quality Education	Enhances scientific knowledge, practical skills, and

		applied learning in biological anthropology and its real-life applications
SDG 5	Gender Equality	Promotes understanding of biological differences and gender-related issues, ensuring inclusive and unbiased scientific perspectives
SDG 9	Industry, Innovation and Infrastructure	Use of forensic anthropology, genetic techniques, and scientific tools contributing to innovation in research and applied sciences
SDG 16	Peace, Justice and Strong Institutions	Supports forensic identification, justice delivery, and ethical scientific practices in legal and societal contexts

Recommended Learning Resources:

Boaz N.T. and A.J. Almquist. 1997. *Biological Anthropology – A Synthetic Approach to Human Evolution*. Prentice-Hall, New Jersey, USA.

BuettnerJanusch, J. 1969. *Origins of Man: Physical Anthropology*. Wiley Eastern Pvt. Ltd., New Delhi.

BuettnerJanusch, J.1973. *Physical Anthropology: A Perspective*. John Wiley & Sons, Inc., New York.

Cavalli-Sforza, L. L. & W. Bodmer.*Evolution,Genetics and Man*

Comas, J. 1960.*Manuals of Physical Anthropology*.Charles C. Thomas Publisher, Springfield, Illinois, USA.

Conroy, G. C. 1997.*Reconstructing Human Origins: A Modern Synthesis*. W. W. Norton & Company, USA.

Cummings M.R. 2009. *Human Genetics*. Cengage Learning India Pvt. Ltd, New Delhi.

Darwin, C. 1871. *The Descent of Man, 2 Volumes*, John Murray, London.

Das B.M. 2008. *Outlines of Physical Anthropology*.KitabMahal, New Delhi.

Jurmain, R.; H. Nelson, L. Kilgore and W. Trevathan. 2011.*Essentilas of Physical Anthropology, Eight Edition*. Wordsworth Cingage Learning, USA.

Kothari, M. L. ; L. A. Mehta and S. S. Roychoudhury. 2009. *Essentials of Human Genetics, 5th edition*. Universities Press(India), Hyderabad.

Lasker, G. B. and R. N. Tyzzer. 1982. *Physical Anthropology.* C. B. S. College Publishing.

Lewis, B.; R. Jurmain and Lynn Kilgore. *Understanding Physical Anthropology & Archaeology*. Thomson Wadswarth, USA.

Lewis, R. 2009. *Human Genetics: Concepts & Applications, 9th edition*. McGraw-Hill Primis, USA.

Mandal, Sanjaya. 2007. *Fundamentals of Human Genetics*. New Central Book Agency: Kolkata.

Mange, E. J. And A. P. Mange. 1994. *Basic Human Genetics*, Rostogi Publication, Meerut.

Mascie-Taylor, C. G. N. and G. W. Lasker. 1991. *Application of biological anthropology to human affairs*. Cambridge University Press, Cambridge.

Montague, M. F. Ashley. 1960. *An Introduction to Physical Anthropology*. Charles C. Thomas Publisher. Springfield, Illinois, U. S. A.

Sarkar, R. M. 2004. *Fundamentals of Physical Anthropology*. Book World. Kolkata.

Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. Plaka Prakashan. Delhi.

Srivastava, R. P. 2009. *Morphology of the Primates and Human Evolution*. PHI Learning: New Delhi.
Stein P.L. and B.M. Row. 1974. *Physical Anthropology*. McGraw-Hill Inc., USA.
Stern, C. 1960. *Principles of Human Genetics*. W.H. Freeman and Co.: London.
Vogel,F. and Motulsky, A. G.1997. *Human Genetics: Problems & Approaches,* Springer-Verlag, Berlin.

Course Title: Ecological Anthropology, Environment and Sustainable Development Goals (SDGs)

Paper Code: AN40005
(Credit-4)

Course Objectives:

This course provides in-depth research on Ecology, Adaptation, Environment and Sustainable Development Goals for the protection of environment and the right to the Indigenous people. These three units are focused on theoretical knowledge and the last unit prepare for getting the practical knowledge through fieldwork among the Indigenous people.

Unit-I [15 Classroom Contact Hours]

Ecology and Anthropology, Bio-Cultural Adaptation, Environment and Natural Resource Management. Biodiversity Conservation and Rights of Tribal and Indigenous Peoples. Environmental Movements in Worldwide, Protest and Activism, Population Growth and Environmental Degradation. Elements and Principles of Environment Law: Environment Law - An Overview, Sources of Environment Law (special reference to customs), Sovereignty over Natural Resources. Protection of habitat: Forest, Water and Rights of Tribal People.

Environment Adjudication and Tribal People, Tribal People, Environment Protection and Indian Judiciary, Role of Customary Law in Environment Adjudication, Green Tribunal and Tribal People

Unit-II [15 Classroom Contact Hours]

Indigenous Peoples and Climate Change

Defining 'Dangerous Climate Change', Vulnerability of Tribal and Indigenous Peoples of India to Global Climate Change

Tribal and Indigenous Peoples in Global Climate Change Policy:

(a) United Nations Framework Convention on Climate Change

(b) The Kyoto Protocol: Clean Development Mechanism

(c) IPCC 2007 Fourth Assessment Report on Climate Change Impacts, Adaptations and Vulnerability

Environmental Refugee, Issues of Climate Justice and Ethics and Rights of Tribal and Indigenous Peoples, Emerging Energy Law and Tribal Peoples

Unit-III [15 Classroom Contact Hours]

Sustainable Development Goals (SDGs) and Tribal People: Environmentalism and the Emergence of Sustainable Development, The Development of Sustainable Development, The Stockholm Conference 1972, The World Conservation Strategy 1980, The Brundtland Report 1987, Caring for the Earth 1991, Rio Conference 1992, Rio+20, The Role of Customary Law in Sustainable Development, Permanent Sovereignty, Environment Protection and Sustainable Development.

Unit-IV [30 Classroom Contact Hours]
Practical Knowledge through Fieldwork among the Indigenous People.

Course Learning Outcomes:

CO-1 Students will get knowledge about ecology, degradation of natural resources and the protection law.

CO-2 They will get knowledge about climate change, environmental refugeehood, ethical issues and rights to the Indigenous and Tribal People.

CO-3 They will learn about the sustainable development goals and the Tribal People.

CO-4 They will get the practical knowledge through the intensive fieldwork among the Indigenous people in their own village.

Course Outcomes - Programme Outcomes Mapping of Paper AN40005

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	2	3	2	2	2	2	1	1	2	1	1	3
CO2	3	3	2	3	2	2	1	1	2	1	2	3
CO3	3	3	2	3	2	3	1	1	2	1	2	3
CO4	3	3	2	2	2	2	1	1	3	2	2	3
CO5	2	3	2	3	2	3	2	2	3	2	2	3
Average	**2.6**	**3.0**	**2.0**	**2.6**	**2.0**	**2.4**	**1.2**	**1.2**	**2.4**	**1.4**	**1.8**	**3.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40005

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	1

CO2	3	2	2	3	2
CO3	3	3	3	3	2
CO4	3	2	3	3	2
CO5	3	3	3	3	3
Average	**3.0**	**2.4**	**2.6**	**3.0**	**2.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Examines the impact of environmental degradation and climate change on human health, especially among tribal populations
SDG 4	Quality Education	Promotes awareness and knowledge about ecology, sustainability, and Indigenous issues through academic and field-based learning
SDG 5	Gender Equality	Highlights gender dimensions in environmental issues and the role of women in natural resource management in tribal societies
SDG 10	Reduced Inequalities	Focuses on rights of Indigenous and Tribal people, environmental justice, and reducing socio-economic disparities
SDG 13	Climate Action	Provides understanding of climate change, environmental refugeehood, and adaptation strategies
SDG 15	Life on Land	Addresses conservation of ecosystems, biodiversity, and sustainable use of terrestrial resources
SDG 16	Peace, Justice and Strong Institutions	Emphasizes environmental laws, protection policies, and rights-based approaches for Indigenous communities

RECOMMENDED LEARNING RESOURCES:

Abraham, C.M. (1999), *Environmental Justice in India*, Hauge: Kluwer Law International.
Agarwal, A. (1992) 'Sociological and political constraints to biodiversity conservation: A case study from India', in Sandhend, O. T., Hindar, K. and Brown, A. H. D. (eds) *Conservation of Biodiversity for Sustainable Development*, Oslo, Scandinavian University.
Beyerveld, P. and Brownsword, R. (2001) *Human Dignity in Bioethics and Biolaw*, Oxford University Press.
Bharat H Desai & Balraj Sidhu (2010), *On the Quest of Green Courts in India*, *Journal of Court of Innovation*, 79.
Balraj Sidhu (2011), *The Niyamgiri Hill Bauxite Project: Balancing Resource Extraction and Environment Protection*, Environment Law and Policy, vol 41 no 3, 152-171.
Birnie, P. and Boyle, A. E. (2002) *International Law and the Environment*, 2nd edition, Oxford: Oxford University Press.
Blackstock, M. (2001), "Water: A First Nations' spiritual and ecological perspective",*B.C. Journal of Ecosystems and Management*, 1(1): 2-14.
Boelens, Rutegerd (eds.) (2011), *Out of the Mainstream: Water Rights, Politics and Identity*, Kentucky: Routledge.
Catherine T. Struve (2003), "How Bad Law Made a Hard case Easy: Nevada V. Hicks and the

Subject Matter Jurisdiction of Tribal Courts", *University of Pennsylvania Journal of Constitutional Law*, 5:288.
Dhankar, Rajesh (2006), *Environmental Studies*, Delhi: Daya Publishing House.
Getches, H. David (2005), "Indigenous Peoples' Rights to Water Under International Law", *Colorado Journal of International Environmental Law*, 16:259- 295.
Krakoff, Sarah & Ezra Rosser (2012), *Tribes, Land, and the Environment*, Surrey: Ashgate Publishing Limited.
Kravchenko, Svitlana & John E. Bonine (2008), *Human Rights and the Environment: Cases, Law, and Policy*.
Leelakrishnan, P. Panicker (2008), *Environmental Law in India*, Nagpur: Lexis Nexis Butterworths.
Metcalf, Cherie (2003-2004), "Indigenous Rights and the Environment: Evolving International Law", *Ottawa Law Review*, 35:101-145.
Mishra, K.K. & M.L.K. Murty (2001), *Peoples and Environment in India*, Delhi: Discovery Publishing House.
Mohapatra, P.M. & P.C. Mohapatro (1997), *Forest Management in Tribal Areas: Forest Policy and Peoples Participation*, New Delhi: Concept Publishing Company.
Sing, P. Vijay & Ram Narayan Yadav (2003), *Water and Environment: Water Resources System Operation,* New Delhi: Allied Publisher Private Limited.
Venkat,Aruna (2011), *Environmental Law and Policy*, New Delhi: PHI Learning Private Limited.

Course Title:
Cultural Evolution: Broad outline and Principles of Prehistoric Culture
Course Code: AN40007
(Credit-4)

Course Objectives:

This course provides an in-depth exploration of the cultural evolution and principles of prehistoric cultures. It covers the development of human societies from the earliest hominins to the advent of agriculture and early civilizations. Students will examine archaeological evidence, theoretical frameworks, and case studies to understand the cultural and social dynamics of prehistoric communities.

Unit I: Introduction to Cultural Evolution: [15 Classroom Contact Hours]

Overview of Cultural Evolution: Definition and scope, Importance of studying cultural evolution, Key concepts: adaptation, natural selection, and cultural transmission, Methods in Studying Cultural Evolution, Archaeological methods: excavation, dating techniques, and artifact analysis, Ethnographic methods: comparative studies, participant observation. **Early Human Societies and Cultures:** Paleolithic Cultures, Oldowan and Acheulean tool industries, Hunter-gatherer societies and subsistence strategies, Middle and Upper Paleolithic, Mousterian culture and Neanderthals, Art and symbolism in Upper Paleolithic: cave paintings, portable art, Mesolithic Cultures, Transition from Paleolithic to Neolithic, Changes in subsistence strategies and settlement patterns, Case Studies: European Paleolithic sites, African and Asian Paleolithic cultures.

Unit II: The Neolithic Revolution and Early Agrarian Societies [15 Classroom Contact Hours]

The Neolithic Revolution, Definition and significance, Theories explaining the transition to agriculture, Early Agrarian Societies, Domestication of plants and animals, Development of sedentary communities and villages, Social and Cultural Changes, Emergence of social hierarchies and complex societies, Technological advancements: pottery, weaving, and metallurgy, Case Studies: Near Eastern Neolithic sites (e.g., Jericho, Çatalhöyük), Neolithic cultures in other regions (e.g., China, Mesoamerica)

Unit III: From Prehistory to Early Civilizations [15 Classroom Contact Hours]

Early Urbanization and State Formation, Characteristics of early cities and states, Models of state formation: hydraulic, trade, and conflict theories, Early Civilizations, Mesopotamia, Egypt, Indus Valley, and China, Writing systems, bureaucracy, and religious institutions.

Unit IV: Practical: [30 Classroom Contact Hours]

Identification of Prehistoric tools, typology and technology.

Description: This practical unit focuses on the identification, classification, and technological analysis of prehistoric tools. Students will learn to identify various tool types (e.g., scrapers, points, microliths) and understand the production methods, including percussion and pressure flaking, across different tool industries like Oldowan, Acheulean, and Mousterian. The unit also covers material analysis, use-wear analysis for functional interpretation, and the chronological and regional context of tools. Through hands-on exercises, students will practice identifying raw materials, documenting tool types, and applying experimental techniques to interpret prehistoric tool use. The unit aims to develop practical skills for tool analysis, report writing, and fieldwork in archaeology.

Course Learning Outcomes:

CO1. Understand the major phases of cultural evolution and their characteristics.

CO2. Analyze the principles guiding prehistoric cultural practices.

CO3. Evaluate archaeological evidence and theoretical models.

CO4. Develop critical thinking and research skills in the field of prehistoric anthropology.

Course Outcomes - Programme Outcomes Mapping of Paper AN40007

Course Outcomes ↓ / Programme	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12

Outcomes →												
CO1	2	3	2	3	2	2	1	1	2	1	1	2
CO2	2	3	2	2	2	2	1	1	2	1	2	2
CO3	2	3	2	3	3	2	1	1	2	1	2	3
CO4	3	3	2	3	3	3	1	1	2	2	3	2
CO5	2	3	2	3	3	3	1	2	3	1	2	2
Average	**2.2**	**3.0**	**2.0**	**2.8**	**2.6**	**2.4**	**1.0**	**1.2**	**2.2**	**1.2**	**2.0**	**2.2**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40007

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	1
CO2	3	2	2	2	1
CO3	3	2	2	3	2
CO4	3	2	3	3	2
CO5	2	3	3	3	3
Average	**2.8**	**2.2**	**2.4**	**2.8**	**1.8**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes scientific understanding of human evolution, cultural development, and archaeological knowledge, enhancing critical and research-based learning
SDG 10	Reduced Inequalities	Encourages understanding of shared human origins, reducing biases related to race, culture, and social differences
SDG 11	Sustainable Cities and Communities	Highlights preservation of cultural heritage, archaeological sites, and traditional knowledge systems
SDG 12	Responsible Consumption and Production	Provides insights into sustainable resource use and adaptation strategies in prehistoric societies
SDG 13	Climate Action	Examines past human responses to environmental and climatic changes, offering lessons for present challenges
SDG 15	Life on Land	Focuses on human interaction with ecosystems, biodiversity, and environmental adaptation in prehistoric times

Recommended Learning Resources:

1. Gamble, C. (1999). "The Paleolithic Societies of Europe."
2. Diamond, J. (1999). "Guns, Germs, and Steel: The Fates of Human Societies."
3. Renfrew, C., & Bahn, P. (2016). "Archaeology: Theories, Methods, and Practice."
4. Scarre, C. (ed.) (2013). "The Human Past: World Prehistory and the Development of Human Societies."
5. Bellwood, P. (2005). "First Farmers: The Origins of Agricultural Societies."

Course Title: Indian Society and Social Change
Course Code: AN40009
Credit-4

Course objectives: This present paper aims to provide the students an understanding of the basics of Indian society and basis of social stratification. It develops an understanding of Village community and different process of socio-cultural changes in Indian civilization. It discusses various social problems and tribal problems of India.

Unit-I Basics of India Society, Classification and Distribution [15 Classroom Contact Hours]

Approaches to study Indian society and culture- Social Stratification: Caste system: Meaning, Origin, Features, Functions and Changes in Caste System, Class system: Meaning, Definition, Features, Difference between class and caste.

Unit-II: Village Community [15 Classroom Contact Hours]

Village communities: Types, characteristics, integration and extension; Dominant caste, Jajmani system, Urban Communities: Types, Roles, Tribe – Caste continuum

Unit-III: Social Change, Contribution to Study of Indian Civilization [15 Classroom Contact Hours]

Social Change: Meaning, Definition, Factors and Forms of Social Change, Processes of Socio-cultural Change: Sanskritization, Westernization, Urbanization, Industrialization and Modernization, Barriers of social change: Social, cultural and psychological. Little Tradition, Great Tradition, Universalization, Parochialization

Unit-IV: Anthropological approaches to the study of Indian society [15 Classroom Contact Hours]

Early ethnographic accounts and contemporary studies: - Contributions of W.H.R. Rivers, Verrier Elwin in studying Indian tribes and castes.
Indian pluralism and anthropological debates on cultural integration: - Contributions of G.S. Ghurye, N.K. Bose, and S.C. Dube.

Course Learning Outcomes:

CO 1: After completing this paper, the students will be able to contrast about various social elements and the structural arrangements that are deeply rooted in Indian society such as, caste, class, social norms and religious sentiments.

CO 2: At the end of the paper the students will develop an insight to analyse relationships and interactions within and between social and cultural groups. This paper helps to develop conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity.

CO 3: This paper will enable the students to determine about social transformations, its processes and barriers.

CO 4: The students will also enumerate the socio-economic conditions of the indigenous communities inhabiting in India by emphasizing studying their problems or difficulties.
CO 5: The students will associate the contemporary challenges that appear in the path of development of tribals in India.

Course Outcomes - Programme Outcomes Mapping of Paper AN40009

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	2	1	1	2	1	2	2
CO2	3	3	2	3	3	3	2	1	2	1	2	2
CO3	3	3	2	3	3	3	1	1	3	2	3	2
CO4	3	3	2	2	2	2	1	1	2	1	2	3
CO5	3	3	2	3	3	3	2	2	3	2	3	3
Average	**3.0**	**3.0**	**2.0**	**2.8**	**2.6**	**2.6**	**1.4**	**1.2**	**2.4**	**1.4**	**2.4**	**2.4**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40009

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1
CO2	3	3	2	3	2
CO3	3	2	3	3	2
CO4	3	3	2	3	2
CO5	3	3	3	3	3
Average	**3.0**	**2.6**	**2.4**	**2.8**	**2.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines socio-economic conditions and challenges faced by tribal and marginalized communities
SDG 4	Quality Education	Promotes critical understanding of social structures, discrimination, and cultural diversity
SDG 5	Gender Equality	Addresses gender roles and inequalities

		within caste, class, and tribal societies
SDG 10	Reduced Inequalities	Focuses on caste, class, ethnicity, exclusion, and inclusion in Indian society
SDG 11	Sustainable Cities and Communities	Highlights cultural diversity, social cohesion, and community development
SDG 16	Peace, Justice and Strong Institutions	Encourages social justice, equality, and understanding of rights and governance
SDG 17	Partnerships for the Goals	Supports collaborative approaches for development of tribal and marginal

Recommended Learning Resources:

Bailey, F.G. 1960. Tribe, *Caste and Nation: A study of Political Activity and Political Change in Highland Orissa*,UK: Manchester University Press.

Beteille, A. 1969.*Caste: Old & New, Essays in Social Structure Social Stratification*, Bombay: Asia Publishing House.

Beteille, Andre. 1977. *Inequality among Men*. Oxford: Basil Blackwell.

Beteille, Andre. 1992. *Society and Politics in India: Essays in a Comparative Perspective*. Delhi: Oxford University Press.

Beteille, Andre. Ed. 1969. *Social Inequality: Selected Readings*. Harmondsworth: Penguin.

Bhattacharya, Rinki. Ed. 2004. *Behind Closed Doors: Domestic Violence in India*. New Delhi: Sage.

Bose, N.K. 1967, *Culture and Society in India*, Bombay: Asia Publishing House.

Cohn, B.S. 1971, *India: The Social Anthropology of a Civilization*, New Jersy: Englewood Cliffs.

Crompton, Rosemary. 1998. *Class and Stratification: An Introduction to Current Debates*. Cambridge: Polity Press, 2nd Edition.

Das, Veena. Ed. 2003. *The Oxford India Companion to Sociology and Social Anthropology, Vol. II*. Delhi: Oxford University Press (Sect.9).

Desai, A. R. Ed. 1969. *Rural Sociology in India*. New Delhi: Popular Prakashan.

Dube , S.C. 1993, *Indian Society*, New Delhi: National Book Trust.

Dube, S.C. 1996, *Understanding Change: Anthropological and Social Perspectives,* New Delhi: Vikas Publishing House Pvt. Ltd.

Epstein, Scarlet. 1976. *Economic Development and Social Change*. London: ELTS.

Geertz, Clifford (1963). *Agricultural involution; the process of ecological change in Indonesia*. Berkeley: University of California Press for the Association of Asian Studies

Georg Pfeffer. *Hunters, Tribes and Peasant: Cultural Crisis and Comparison*. Bhubaneswar: Niswas.

George Dalton, Paul Bohannon (1962). *Markets in Africa*. Illinois: Northwestern University Press.

Giddens, Anthony. 2000. *Introduction to Sociology,* New York: Norton.

Graeber, David (2001). *Toward an Anthropological Theory of Value: The False Coin of our Dreams*. New York: Palgrave.

Gudeman, S. (1986). *Economics as culture: Models and metaphors of livelihood*. London: Routledge.

Gupta, Dipankar. Ed. 1992. *Social Stratification*. Delhi: Oxford University Press.

Hann, Chris; Keith Hart (2011). *Economic Anthropology*. Cambridge: Polity Press. Mauss,

Hasnain, Nadeem (1994). *Tribal India.*Delhi: PalakaPrakashan.
Herskovits, M.J. 1969,*Cultural Anthropology*. New Delhi: IBH Publishing Company.
Joshi, P.C*,* Kalla, A.K *(2004) Tribal Health and Medicines,* Concept Publishing Company, New Delhi.
Kar, P.K. 2009.*Indian Society. Delhi:* Kalyani Publishers.
Malinowski, Bronislaw 2014 [1922]. *Argnonauts of the Western Pacific*. London: Routledge.
Mandelbaum, D.G. 2010, *Society in India*, Mumbai: Popular Prakashan.
Marriott, Mckim. (ed). 1955,*Village India*, Chicago:Chicago University Press.
Mukhi, H.R 1986, *Indian Society and Social Institutions*, Lucknow:SBD Enterprises,
Narotzky, Susana (1997). *New Directions in Economic Anthropoogy*. London: Pluto Press.
Parry, Jonathan; Maurice Bloch (1989). *Money and the Morality of Exchange*.Cambridge Uni. Press.
Patnaik, S.M (2007): Indian Tribes and the Mainstream*. (ed.)* Jaipur: Rawat Publications.
Pfeffer, Georg and Behera, D.K. *Contemporary Society: Tribal Studies, Volume I to VII.* New Delhi: Concept Publishing Company.
Ram Ahuja, 1992. *Social Problems in India* Jaipur: Rawat Publications.
Sahlins, Marshall (1972). *Stone Age Economics*. Chicago: Aldine-Atherton.
Shankar Rao C.N. 2006. *Sociology of Indian Society.* Delhi: S Chand.
Shankar Rao, C.N. 2007. *Sociology* . Delhi: S Chand; 6th Rev. Edn.
Sharma, K.L. 1997, *Social Stratification in India*: *Issues and Themes*, SAGE publications Pvt.Ltd
Singh, Y. 1996, *Modernization of Indian Tradition*, , New Delhi: Rawat Publication.
Srinivas, M.N. (ed.) 1997, *Caste: Its Twentieth century Avatar*. Penguin Books.
Srinivas, M.N. 1962, *Caste in Modern India and other Essays*, Bombay: Asia Publishing House.
Srinivas, M.N. Ed. 1955. *India's Villages*. Delhi: Oxford University Press.
Srinivas, M.N.1998, *Social Change in Modern India,*New Delhi: Orient Longman Limited.
Vidarthy, L.P, Rai, B.K (1977), *Tribal Culture in India,* Concept Publishing Company, Delhi
Vidyarthi, L.P. 1968, *Applied Anthropology In India*, Allahabad: KitabMahal.

Course Title: Understanding Tribal Society

Code: TS40051
(Credit-4)

Course Learning Objectives:

To make students develop right conceptual understanding about tribal society and its socio-cultural practices along with issues and challenges encountered by the tribes and familiarize with different tribal institutions and organization working for welfare and development.

Unit-I: Concepts and of Tribes [15 Classroom Contact Hours]

- Tribe: Meaning and origin of the concept; Characteristics of Tribe ; Scheduled Tribes; Nomadic Tribes; Particularly Vulnerable Tribal Groups (PVTGs); Denotified Tribes in India
- Classification and distribution of Indian tribes: Geographical, Linguistic, racial, and Economic

Unit II: Tribal Institutions and Organisations [15 Classroom Contact Hours]

- Tribal Institutions and organizations: Family, Marriage, Kinship, Youth Dormitory, tribal woman,
- Patterns of Subsistence: Food gathering and hunting, Shifting Cultivation, Nomadic living, Peasants, settled agriculturists and Artisans,
- Mode of economic exchange: Gift, Barter and money; Impact of market and industries on tribal economy.

Unit III: Tribal religion, and culture:

- Tribal culture and religion, magic and science
- Tribal beliefs about the universe, Nature, ancestors, Ecological Knowledge and Traditional Systems
- Rituals, Shamanaism, and Healing Practices in Tribal Societies

Unit IV: Literature, Art and craft [15 Classroom Contact Hours]

- Reading major tribal ethnographies on Indian tribes: Bhil, Santal, Gond, Munda, Bonda, Lodha, Juang, Khond, Naga, Mishmi, Baiga, Jarwa, Onge etc.
- Tribal art and craft: Different forms of art, painting and crafts of Indian tribes,

Course Learning Outcomes

CO-I. Identify the tribes and tribal development issues and bring development.

CO-II. Study the life by identifying effective strategies for economic and social impact of the tribes.

CO-III. Design programmes for tribes and bring awareness about facilities and opportunities for their development.

CO-IV. Explain the basics of tribal society and institutions and organizations in India.

CO-V. Study about tribal Diasporas such as tribal art, language and ethnicity.

Course Outcomes - Programme Outcomes Mapping of Paper TS40051

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	3	2	1	1	2	2	2	3
CO2	3	3	2	3	3	3	2	1	2	2	3	3
CO3	3	3	2	3	3	3	2	2	3	3	3	3
CO4	3	3	2	3	2	2	1	1	2	1	2	2
CO5	2	3	2	2	2	2	1	2	2	1	2	2
Average	**2.8**	**3.0**	**2.0**	**2.8**	**2.6**	**2.4**	**1.4**	**1.4**	**2.2**	**1.8**	**2.4**	**2.6**

Course Outcomes - Programme Specific Outcomes Mapping of Paper TS40051

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	2	3	2
CO3	3	3	3	3	3
CO4	3	2	2	3	2
CO5	3	2	2	2	2
Average	**3.0**	**2.6**	**2.2**	**2.8**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Focuses on tribal development issues, poverty alleviation strategies, and improving socio-economic conditions of tribal communities
SDG 2	Zero Hunger	Addresses food security, traditional subsistence patterns, and sustainable livelihood practices among

		tribes
SDG 4	Quality Education	Promotes awareness, education, and capacity-building for tribal communities and students
SDG 5	Gender Equality	Highlights role and status of tribal women, gender inclusion in development programmes
SDG 8	Decent Work and Economic Growth	Explores livelihood strategies, employment opportunities, and economic development among tribal populations
SDG 10	Reduced Inequalities	Focuses on inclusion, reducing marginalization, and improving access to opportunities for tribal groups
SDG 16	Peace, Justice and Strong Institutions	Emphasizes tribal rights, governance, policies, and institutional support for development
SDG 17	Partnerships for the Goals	Encourages collaboration between government, NGOs, and communities in tribal development programmes

Recommended Learning Resources:

1. Baviskar, Amita 1995. In the belly of the river: Tribal conflicts over development in the Narmada valley. New Delhi: Oxford University Press.
2. Beteille, Andre 1998. "The idea of indigenous people", Current Anthropology, 39(2): 187-91.
3. Frazer, Sir James George 2002 [1890]. The Golden Bough. London: Dover Publications (Abridged edition).
4. Furer-Haimendorf, C. von 1982.Tribes of India: The Struggle for Survival. Delhi: Oxford University Publication.
5. Guha, Ranajit 1983. (ed) Subaltern Studies II: Writings on South Asian history and society. Delhi: Oxford University Press.
6. Hardiman, David 1987. The Coming of the Devi: Adivasi Assertion in Western India. Delhi: Oxford University Press.
7. Hasnain, Nadeem, 1994. Tribal India. Delhi: PalakaPrakashan.
8. Haviland, William A. et.al. 2016. Cultural Anthropology: The Human Challenge, 15th Edition. Boston, Massachusetts: Wadsworth Publishing.
9. Kuper, Adam 1988. The Invention of Primitive Society: Transformations of an Illusion. London: Routledge.
10. Kuper, Adam, 2003. "The return of the native", Current Anthropology, 44(3): 389-402.
11. Mohanty, Gopinath 1987.Paraja. [Originally published in Oriya. Translated to English by Bikram K. Das]. Delhi: Oxford University Press.
12. Nanda, Bikram Narayan 1994. Counters of Continuity and Change: The Story of the Bonda Highlanders. New Delhi: Sage Publications.
13. Padel, Felix 2009. Sacrificing people: Invasions of a tribal landscape. New Delhi: Orient Blackswan.
14. Pandey, Gyanendra 2006. "The subaltern as subaltern citizen", Economic and Political Weekly, 41 (46): 4735-41.

15. Patnaik, S.M (2007). Indian Tribes and the Mainstream. (ed.) Jaipur: Rawat Publications.
16. Pfeffer, Georg and Behera, D.K. Contemporary Society: Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company
17. Pfeffer, Georg. Hunters, Tribes and Peasant: Cultural Crisis and Comparison. Bhubaneswar: NISWAS
18. Radhakrishna, Meena, 2016. First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India. New Delhi: Oxford University Press.
19. Russall, R.V. and R.B. Hiralal 1916. Tribes and castes of the central provinces of India (2 vols). London: Macmillan and Co.
20. Singh, K.S. 1985. Tribal society in India: An anthropological perspective. New Delhi: Manohar Publications. Sathyapalan, Jyothis & M. Gopinath Reddy, 2010.

Course Structure
Semester-II

Course Code	Course Title	Credit			Total Credit
		L	**T**	**P**	
AN40002	Anthropology of Health	3	0	1	4
AN40004	Anthropology of Museum and Cultural Resource Management	3	0	1	4
	Discipline Specific Elective / Core Specialization (Choose Any one Group from A, B & C)				
AN40032	**A1**. Anthropological Linguistic and Communication	3	0	1	4
BA40032	**B1.** Human Biology an Evolutionary Perspective	3	0	1	4
AP40032	**C1.** Principles and Methods in Prehistoric Archaeology	3	0	1	4
AN40034	**A2**. Business and Corporate Anthropology	3	0	1	4
BA40034	**B2.** Anthropology and Human Genetics	3	0	1	4
AP40034	**C2.** Prehistoric Archaeology of Africa and Europe	3	0	1	4
AN40006	Artificial Intelligence and Anthropology	3	0	1	4
Paper based on School TLS & TR					
TS40052	Tribal Administration and Customary Law	3	1	0	4
	Total				24

SEMESTER-II

Course Title: Anthropology of Health
(Credit-4)
Course Code: AN40002

Course Objectives: The objective of this paper is to study how health and illness are shaped, experienced, and understood in light of global, historical, and political forces. This Paper has increasingly clear relevance for students and professionals interested in the complexity of disease states, diagnostic categories, and what comes to count as pathology or health.

UNIT-I [15 Classroom Contact Hours]
Anthropology of Health: (Medical Anthropology) Historical development and Scope; Theoretical perspectives in Medical Anthropology, Public health and community health, Socio-cultural and Biomedical concepts of Health, Illness and Sickness. Changing concept of health and disease.

UNIT-II [10 Classroom Contact Hours]
Medical Systems and Medical Syncretism: Medical systems in Indigenous and Recapitalise State Societies; Ethno-medicine and medical pluralism; Biomedical hegemony in the context of medical pluralism; An outline of different medical systems in India (AYUSH); Ethno-biology, Biomedicine and Ethno-pharmacology, Tribal health and medicine; Symbolic aspects of sickness and healing.

UNIT-III [10 Classroom Contact Hours]
Disease Transition; Epidemiology of common communicable and non-communicable diseases in World and India; Medical anthropology and Public Health; Issues and trends in international health: HIV-AIDS, Diarrhea, Vector borne diseases, inborn error metabolism. National Health Policy, National Health Mission (NRHM & NUHM), Occupational health problems, Problems of the Aged.

UNIT-IV [10 Classroom Contact Hours]
Relevance of genetics in medicine; Problems of genetic disorder and disability in Indian population. Effects of environmental hazards on human health.
Social and ethical issues in Medical Anthropology, biomedicine and new reproductive technology; Social body and health, Genetic Counselling.

UNIT-V (Practical) [30 Classroom Contact Hours]
Students will conduct a field study / survey to explore medical pluralism and the integration of various medical systems (such as biomedicine, AYUSH, and indigenous healing practices) in both urban and rural settings. They will engage in participant observation, conduct interviews with healthcare providers and patients, and facilitate group discussions to understand how health and illness are perceived and treated across different medical traditions. Students will then analyze their findings, focusing on the dominance of biomedicine, the role of traditional knowledge, and the cultural and symbolic dimensions of healing. The results will be presented in class, followed by a written report on their comparative analysis of the observed medical systems and their implications for public health.

Course Learning Outcomes:

CO 1: After completion of the paper, the students will determine the application of anthropological knowledge and perspective in health science. The students will also get acquainted about medical anthropology, its nature characteristics and scope.

CO 2: This paper will help the students to compile about indigenous health care practice, treatment and diagnosis that are practiced by the tribal communities of India since long time.

CO 3: At the end of this paper, the students will be able to enumerate the age old community practices of health care such as ethno-medicine, biomedicine and ethno-pharmacology.

CO 4: The paper will also develop basic skills among the students about the contemporary use of anthropological fields such as genetic engineering and counselling to eradicate health problems of society.

CO 5: After completion of the course, student will able to summarize the study of human biology and how it relates to cultural and physical environments through time. It emphasizes the effects of cultural and socioeconomic processes on biological and health outcomes in human populations.

Course Outcomes - Programme Outcomes Mapping of Paper AN40002

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	3	1	1	2	1	2	2
CO2	3	3	2	2	2	3	2	1	2	1	2	3
CO3	3	3	2	2	2	3	1	1	2	1	2	3
CO4	3	3	2	3	3	3	1	2	3	2	3	3
CO5	3	3	2	3	2	3	1	1	3	1	2	3
Average	**3.0**	**3.0**	**2.0**	**2.6**	**2.2**	**3.0**	**1.2**	**1.2**	**2.4**	**1.2**	**2.2**	**2.8**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40002

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	3	2	3	2
CO3	3	3	3	3	2
CO4	3	2	3	3	3
CO5	3	2	3	3	3

Average	3.0	2.4	2.6	3.0	2.4

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Core focus on health systems, indigenous healthcare practices, ethnomedicine, and improving health outcomes in human populations
SDG 4	Quality Education	Enhances interdisciplinary knowledge of health, biology, and culture through anthropological perspectives
SDG 5	Gender Equality	Addresses gender disparities in health access, maternal health, and role of women in healthcare practices
SDG 9	Industry, Innovation and Infrastructure	Promotes application of genetic engineering, counselling, and biomedical advancements in solving health problems
SDG 10	Reduced Inequalities	Focuses on equitable healthcare access, especially for tribal and marginalized communities
SDG 12	Responsible Consumption and Production	Encourages sustainable use of medicinal plants and traditional healthcare resources
SDG 13	Climate Action	Highlights impact of environmental changes on health and disease patterns
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical healthcare practices, policy awareness, and strengthening public health systems

Recommended Learning Resources:

Foster G.M. and B.G. Anderson.1978.*Medical Anthropology*. New York: John Wiley and Sons.

Good Byron.1994. *Medicine, Rationality and Experience*. Cambridge, England: Cambridge University Press.

Hahn R. 1995. *Sickness and Healing – An Anthropological Perspectives.* New Haven and London: Yale University Press.

Hancock P., B. Hughes, E. Jagger, K. Peterson, R. Russell, E. Tulle-Winton and M. Tyler. 2000. *The Body, Culture and Society – An Introduction*. Buckingham, Philadelphia: Open University Press.

Joshi P.C. and A. Mahajan.1990.*Studies in Medical Anthropology* (eds.). New Delhi: Reliance Publishing House.

McElroy, A. and P.K. Townsend.1979.*Medical Anthropology in Ecological Perspective.* Boulder, CO: Westview Press.

Nichter M. and M. Lock. 2002. *New Horizons in Medical Anthropology – Essays in Honour of Charles Leslie.* London: Routledge.

Park and Park. 2009. Community Health and Social Medicine. M/s BanarasidasBhanot Publishers, Jabalpur.

Pool R. and W. Geissler. 2005. *Medical Anthropology*. London: Open University Press.

Singer M. and H.A. Baer.1995.*Critical Medical Anthropology*. Amityville, NY: Baywood Press.

Course Title-
Anthropology of Museum and Cultural Resource Management
Course Code: AN40004
Credit: 4

Course Objectives: This course aims to provide learners with an appreciation of the intersection between anthropology and museum studies. Participants will explore the transformative potential of anthropology in applied museum settings:

1. Understand how Indigenous Peoples' rights affect museums and their practices.
2. Learn about the impact of COVID-19 on museums and ways to make them better after the pandemic.
3. Appreciate why it's important to protect heritage and make museums welcoming for everyone.
4. Consider practical skills in running museums and preserving cultural collections.
5. Learn to think critically about museum exhibitions and how they tell stories to visitors.

Unit I: [15 Classroom Contact Hours]

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP): Introduction to UNDRIP and Indigenous Rights; Decolonization and Repatriation in Museum Practices; Indigenous Knowledge Systems and Cultural Representation

Unit II: [15 Classroom Contact Hours]

The Future of Museums Post-Pandemic: Understanding the Impact of COVID-19 on Museums; Discussion on the reports by ICOM, UNESCO, and NEMO profiling the severity of challenges faced by museums globally; Reimagining Museums for Relevance and Inclusivity; Grounding Museums in Social, Economic, and Environmental Realities.

Unit III: [15 Classroom Contact Hours]

Heritage Matters: Rethinking Museums as Civic Spaces: Heritage Conservation and Museum Anthropology; Rethinking Museums as Civic Spaces; Art and Ethnography: Self and The Other; Promoting Inclusive Museums; What Museums Mean in 21st Century India? Examples: What Drives Vietnamese Tourism to be Exemplar in the World?

Unit IV: [30 Classroom Contact Hours]

Kala Bhoomi: Practical Exploration in Anthropology of Museums: Curation and presentation of cultural artefacts and crafts; Learn about museum management, community engagement, and cultural heritage preservation; Critically evaluate the effectiveness of museum exhibitions and interpretive strategies in conveying cultural

narratives and fostering visitor engagement; Reflect on personal observations and experiences from the study trip and relate them to concepts

Course Learning Outcomes:

CO.1 Understanding of Indigenous Rights and Museum Practices.

CO.2 Analysis of Post-Pandemic Challenges and Opportunities for Museums.

CO.3 Appreciation of Heritage Preservation and Museum Anthropology.

CO.4 Development of Skills Needed in Museum Management and Cultural Heritage Conservation.

CO.5 Critical Evaluation and Reflection of Museum Exhibitions and Interpretive Strategies.

Course Outcomes - Programme Outcomes Mapping of Paper AN40004

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	2	2	1	2	1	2	3
CO2	2	3	2	3	2	2	1	2	3	2	2	3
CO3	3	3	2	3	2	3	1	1	2	1	2	3
CO4	3	3	2	3	3	3	2	2	3	2	3	3
CO5	2	3	3	3	3	3	1	2	3	2	3	2
Average	**2.6**	**3.0**	**2.2**	**3.0**	**2.4**	**2.6**	**1.4**	**1.6**	**2.6**	**1.6**	**2.4**	**2.8**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40004

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	2	2	3	2
CO3	3	2	2	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	2
Average	**3.0**	**2.6**	**2.4**	**3.0**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes knowledge of cultural heritage, museum practices, and interdisciplinary learning through anthropology
SDG 5	Gender Equality	Encourages inclusive representation and gender-sensitive interpretation in museum exhibitions
SDG 8	Decent Work and Economic Growth	Develops professional skills in museum management, heritage conservation, and cultural tourism sectors
SDG 10	Reduced Inequalities	Emphasizes Indigenous rights, inclusive representation, and equitable access to cultural heritage
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage, museums, and safeguarding traditions for future generations
SDG 12	Responsible Consumption and Production	Encourages sustainable conservation and management of cultural resources and artifacts
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical museum governance, cultural rights, and responsible institutional practices
SDG 17	Partnerships for the Goals	Encourages collaboration among museums, communities, governments, and organizations for heritage conservation

Recommended Learning Resources:

1. United Nations Declaration on the Rights of Indigenous Peoples: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf
2. What Museums Post Pandemic?: https://www.youtube.com/watch?v=QbWnMVWXArw
3. Heritage Matters: https://inclusivemuseums.org/heritage-matters/
4. Art and Ethnography Self and The Other!: https://inclusivemuseums.org/wp-content/uploads/2019/10/191019-I-AM-VIJ-0809.pdf
5. Rethinking Museums as Civic Spaces: https://inclusivemuseums.org/wp-content/uploads/2019/10/051019-I-AM-VIJ-08-09.pdf
6. Promoting Inclusive Museum: https://inclusivemuseums.org/wp-content/uploads/2020/09/22.-Granada-Promoting-Inclusive-Museum.pdf
7. Rethinking the Museum: file:///C:/Users/91993/Downloads/Final_watermarked_rethinking-the-museum_jul-08-2023-14-03-22-1.pdf

SWAYAM Course: Understanding Heritage https://onlinecourses.swayam2.ac.in/cec24_hs58/preview

Course Title: Anthropological Linguistics and Communication
(Credit-4)
Course Code: AN40032

OBJECTIVE:

The aim of this course is to provide an introduction to cognitive and semantic anthropology, focusing on the interrelationship between language, categories and culture. While teaching this course, an attempt will be made to highlight the importance of anthropology in cultural analysis as well as the use of linguistic methods in ethnographic analysis. Prior knowledge of this subject is not required.

UNIT-I Anthropology, Linguistic and other sciences: [15 Classroom Contact Hours]
Nature of human language; Divisions of linguistics; Relations between linguistics and anthropology, sociology, psychology, philosophy, neuro-physiology, etc. Origin and Evolution of Language: Early theories of origin of language; Language and biological evolution.

UNIT-II Structure of Human Communication: [10 Classroom Contact Hours]
Non-verbal communication – Paralinguistics, Kinesics, Proxemics, Chronemics and Sign languages. Verbal communication – Principles of Phonology, Morphology, Syntax and Semantics. Directions of Language Change: Phonological, Morphological, Lexical and Semantic changes of language.

UNIT-III Language and Social Structure: [10 Classroom Contact Hours]
Linguistics in the 19th Century and before; Origin of structural study of language; Structural analysis in linguistics and anthropology. Language and Culture: The American descriptivism; The Sapir-Whorf hypothesis; cognitive anthropology; Ethnography of communication.

UNIT-IV Applied Anthropological Linguistics: [10 Classroom Contact Hours]
Linguistic anthropology in language planning and maintenance; linguistic anthropology in legal profession; Anthropology and linguistic relativism. Social Context and Language Use: Speech variation with regard to age, sex, class, occupation, etc.; Multilingualism and diglossia; Lingua franca; Pidgin and Creole.

Unit-V Practical [30 Classroom Contact Hours]
Observation and analysis of non-verbal communication such as gestures, spatial behavior, and body language in different communities. Students will carry out mini-ethnographic studies to understand how speech varies by age, gender, and occupation. They will also explore the cultural meanings of tribal terms, simulate language planning for multilingual societies, and document and sketch local / Tribal languages of Odisha.

Course Learning Outcomes:

CO 1: After the completion of this course the students will be able to analyse the communication within the wider context of the social and cultural practices and beliefs of the members of a particular culture or speech community.

CO 2: The students at the end of this course will enumerate the system of language, its components and its interrelationship with culture.

CO 3: The students will also get acquainted about the typological and geological classifications of language and the standard of language used in a country.

CO 4: The students will also be able to assess the essence of communication and various usages of it required in developing sociability.

CO 5: Extrapolate the approach of linguistic relativism prevailing in human society and its relevance in preserving the extinct languages

Course Outcomes - Programme Outcomes Mapping of Paper AN40032

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	2	2	1	2	1	2	2
CO2	3	3	2	2	2	2	1	1	2	1	2	1
CO3	3	3	2	2	2	2	1	1	2	1	2	1
CO4	2	3	3	3	2	2	2	2	2	1	2	1
CO5	2	3	2	3	2	3	1	1	3	1	2	2
Average	**2.6**	**3.0**	**2.2**	**2.6**	**2.0**	**2.2**	**1.4**	**1.2**	**2.2**	**1.0**	**2.0**	**1.4**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40032

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	2	2	1
CO3	3	2	2	2	1
CO4	3	2	3	3	2
CO5	3	3	3	3	2
Average	**3.0**	**2.2**	**2.4**	**2.6**	**1.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances understanding of language,

		communication, and cultural diversity through interdisciplinary learning
SDG 5	Gender Equality	Addresses gendered communication patterns and promotes inclusive language practices
SDG 10	Reduced Inequalities	Promotes linguistic diversity, inclusion of marginalized speech communities, and reduction of cultural discrimination
SDG 11	Sustainable Cities and Communities	Focuses on preservation of linguistic heritage and safeguarding of endangered and extinct languages
SDG 16	Peace, Justice and Strong Institutions	Encourages effective communication, cultural understanding, and social harmony through language
SDG 17	Partnerships for the Goals	Promotes collaboration in language preservation, research, and cultural documentation efforts

Recommended Learning Resources:

1) Akmjian, A. et al (1990) *Linguistics* (3rd Edition), Cambridge: The MIT Press.
2) Bell, R.T. (1976) Sociolinguistics: Goal, Approaches and Problems, London:Bastford.
3) Bernstein, B. (1971) Class, Codes and Control, London: Routeledge and Kegan Paul.
4) Bloomfield, L. (1933) Language, London: Allen and Unwin.
5) Bolinger, D. (1975) Aspects of Language (2nd Edition), New York: Harcourt, Brace and Jovanovich.
6) Bright, W. (Ed) (1966) Sociolinguistics, The Hague: Mouton.
7) Fasold, R. (1985) Sociolinguistics of Society, London: Basil Blackwell.
8) Fromkin, V. and R.Rodman (1993) An Introduction of Language (5th Edition), Fort Forth: Harcourt, Brace, Jovanovich.
9) Giglioli, P.P. (Ed) (1972) Language and Social Context, London: Penguin.
10) Gumperz, J.J. and D.Hymes (Eds) (1972) Directions in Sociolinguistics: The Ethnography of Communication, New York: Rinehart & Winston.
11) Hickerson, N.P. (1980) Linguistic Anthropology, New York: Holt, Rinehart & Winston.
12) Hockett, C.F. (1958) An Introduction to Modern Linguistics, Delhi: Oxford & IBH.
13) Hymes, Dell (Ed) (1964) Language in Culture and Society, New York: Harper & Row.
14) Labov, W. (1972) Sociolinguistic Patterns, Philadelphia: University of Pennsylvania Press.
15) Misra, K.K. (2000) Text Book of Anthropological Linguistics, New Delhi: Concept Publishing Company.
16) Pride, J.B. (1972) Sociolinguistics, London: Penguin.
17) Saville-Troike, M. (1982) Ethnography of Communication, Oxford: Basil Blackwell.
18) Trudgill, P. (1974) Sociolinguistics, London: Penguin.

N.B. Besides these generally useful readings, specific references will be recommended in the class.

Course Title: Human Biology an Evolutionary Perspective
(Credit-4)
Course Code: BA40032

Course Objective

The present paper aims to provide an in-depth exploration of human biology and evolution from an anthropological perspective. It aims to equip students with knowledge of human biological systems, genetic evolution, adaptations, and evolutionary theories. Through the study of human genetics, physiology, and fossil records, students will gain a comprehensive understanding of human evolution and its impact on modern human biology. The practical component focuses on hands-on experiences in analyzing human skeletal remains, measuring physical traits, and interpreting evolutionary adaptations.

Unit I: Introduction to Human Biology and Evolutionary Theory [15 Classroom Contact Hours]

Overview of Human Biology: Structure, function, and organization of the human body.

Cell Cycle, cell division, Human Life History, The Evolution of the Human Life Cycle,

Principles of Evolution: Natural selection, genetic variation, mutation, and speciation.

Theories of Human Evolution: Key concepts and historical perspectives on human origins, Evidence for Evolution: Fossil records, comparative anatomy, molecular biology, and embryology.

Unit II: Human Genetics and Evolutionary Adaptation [15 Classroom Contact Hours]

Basic Principles of Genetics: Mendelian inheritance, genetic recombination, and gene expression. Human Genetic Variation: Population genetics, Hardy-Weinberg equilibrium, and genetic drift. Evolutionary Adaptations in Humans, Evolution of Human Diseases: How evolutionary processes influence the prevalence of diseases like sickle cell anemia and cystic fibrosis.

Unit III: Human Physiology and Evolutionary Adaptations [15 Classroom Contact Hours]

Comparative Physiology: Comparison of human physiology with that of other primates and mammals. Evolution of Human Organ Systems: Evolution of the circulatory, respiratory, and digestive systems, and their adaptations. Brain and Cognitive Evolution: Evolution of the human brain, cognition, and social behavior. Reproductive Biology: Evolution of human reproductive strategies and sexual dimorphism.

Unit IV: Practical: Investigating Human Evolution [30 Classroom Contact Hours]

Fossil Analysis: Study of fossil casts or digital reconstructions to identify key traits like bipedalism and cranial capacity. **Skeletal Identification**: Examine skeletal remains or models to identify features & bone structure across populations. **Physical Traits & Anthropometric Measurement**: Measure traits like height, limb

proportions, and skull dimensions to explore evolutionary adaptations. Use anthropometric tools to measure body dimensions.

Course Learning Outcomes:

CO 1: After completion of the course, the students will be able to understand the fundamental principles of human biology and evolutionary theory, including natural selection, genetic variation, and human life history.

CO 2: Analyze human genetic variation and its evolutionary significance, applying concepts such as Mendelian inheritance, genetic drift, and Hardy-Weinberg equilibrium.

CO 3: The paper will also help students to Compare human physiology with other species and understand evolutionary adaptations in human organ systems, including brain development and reproductive strategies.

CO 4: Apply anthropometric techniques to measure physical traits and interpret evolutionary patterns in human populations, linking morphology with functional adaptations.

CO 5: Identify key evolutionary traits in human fossils and skeletal remains, understanding their implications in human evolutionary history.

Course Outcomes - Programme Outcomes Mapping of Paper BA40032

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	3	1	1	2	1	2	2
CO2	3	3	2	3	3	3	1	2	2	1	3	2
CO3	3	3	2	3	3	3	1	1	2	1	2	2
CO4	3	3	2	3	3	3	1	2	3	2	3	2
CO5	3	3	2	3	3	3	1	1	2	1	2	2
Average	**3.0**	**3.0**	**2.0**	**3.0**	**2.8**	**3.0**	**1.0**	**1.4**	**2.2**	**1.2**	**2.4**	**2.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper BA40032

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	1
CO2	3	2	3	3	2
CO3	3	2	2	3	2
CO4	3	3	3	3	2

CO5	3	2	3	3	2
Average	**3.0**	**2.2**	**2.6**	**3.0**	**1.8**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Understanding human biology, genetics, and physiological adaptations helps in analyzing health patterns, diseases, and well-being in populations
SDG 4	Quality Education	Promotes scientific knowledge, critical thinking, and research skills in human evolution and biological anthropology
SDG 5	Gender Equality	Addresses biological differences and promotes inclusive understanding of sex and gender without bias
SDG 9	Industry, Innovation and Infrastructure	Encourages application of genetic principles, anthropometric techniques, and scientific innovation in research and applied fields
SDG 10	Reduced Inequalities	Highlights common human origins and genetic diversity, hel

Recommended Learning Resources:

Benjamin Cummings, San Francisco. *Biochemistry*, Lippincott Williams & Wilkins, Philadelphia.*biology: field and survey studies*. Cambridge University Press, Cambridge.

Bogin, B. 1988.*Patterns of Human Growth*. Cambridge University Press, Cambridge.

Brown TA. (2007). Genomes. Garland Science.

Campbell, N.A, J.B. Reece and E.J. Simon (2nd Ed.)S. 2010. *Essential Biology with Physiology*.Pearsons, New Delhi.

Carter, J. and B.H. Heath. 1990. *Somatotyping – Development and Application*. Cambridge

Cavalli-sforza LL, Menozzi P, Piazza A (1994).History and Geography of Human Genes.Princeton University.

Champe, P. C. And R. A. Harvey (3rd Ed). 2005. *Lippincott's Illustrated Reviews:*

Cummings Michael R. (2009). Human Genetics. Cengage Learning India Pvt. Ltd, Delhi.

Cummings MR (2011). Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning

Damon, A. (Ed.). 1975. *Physiological Anthropology*. Oxford University Press, London.

Giblett, ER. (1969). Genetic Markers in Human Blood. Blackwell Scietific, Oxford.

Griffiths AJF, Wessler SR, Carroll SB, Doebley J. (2011).An Introduction to Genetic

Analysis.Macmillan Higher Education.
Griffiths AJF. (2002). Modern Genetic Analysis: Integrating Genes and Genomes. WH Freeman Press.
H. Freman Company, New York.
Harlin, J.; G. Bertoni, L. J. Kleinsmith(8thEd.). 2012. *Becker's World of the Cell*. Pearson
Harrison, G.A. and H. Morphy. 1998. *Human Adaptation*. Berg Publisher, Oxford.
Harrison, G.A., J.S. Weiner, J.M. Tanner and N.A. Barnicot. 1964. *Human Biology: An Introduction of Human Evolution, Variation and Growth*. Claredon Press, Oxford.
Human Kinetics.
Jobling M, Hurls M and Tyler-Smith C. (2004). Human Evolutionary Genetics: Origins, Peoples & Disease. New York: Garland Science.
Jobling M. A., M. E. Hurles and C. Tyler-Smith. 2004. *Human Evolutionary Genetics:Origins, Peoples & Disease*. Garland Science. New York.
Lasker, G. W. and C. G. N. Mascie-Taylor (Ed.). 1993. *Research strategies in human*
Lewis R. (2009). Human Genetics: Concepts and Application. The McGraw-Hill Companies, Inc.
Lewis, R. 2009. *Human Genetics: Concepts & Applications*, 9th edition. McGraw-Hill
Mader, S.S. (6th Ed.). 2000. *Human Biology*. McGraw Hill, New Delhi.
Malina, R. M.; C. Bouchard and O. Bar-Or. 2004. *Growth, maturation & physical activity*.
Nelson, D. L and M. M. Cox.2008.*Lehninger Principles of Biochemistry*, Fifth Edition. W.
Oxford University Press, Oxford.
Patch C. (2005). Applied Genetics in Healthcare. Taylor & Francis Group
Press, Cambridge.Primis, USA
Shephard, R. J. 1991. *Body composition in biological anthropology*. Cambridge University
Snustad .D.P. and Simmons M.J. (2006).Principles of Genetics, Fourth Edition, John Wiley & Sons USASpringer-Verlag, Berlin.
Strachan T and Read AP. (2004). Human Molecular Genetics. Garland Science
Tanner, J. M. 1978. *Growth at Adolescence*.Blackwell Science Ltd. London.University Press, Cambridge.
Verma, P.S. and V.K. Aggarwal (1974).Cell Biology, Genetic, Molecular Biology, Evolution and Ecology.S.Chand and Company Pvt. Ltd., New Delhi.

Course Title: Principles and Methods in Prehistoric Archaeology
(Credit-4)
Course Code: AP40032

Course Objectives: This present paper aims to introduce the students to the archaeology and different chronological divisions of prehistoric times. It gives the students a brief description about geochronology, weathering and ethno-archaeology.

UNIT-I: [15 Classroom Contact Hours]

Meaning and perspectives: Definition, scope and assumptions of Archaeology, History and development of Archaeology, Kinds of Archaeology. Prehistoric Archaeology: Meaning, concepts and scope of prehistoric Archaeology, Chronological division of Cenozoic Era and events of the Pleistocene.

UNIT-II: [15 Classroom Contact Hours]

Environmental Archaeology: Main factors of the human environment;
Studying the Landscape: Glaciated landscapes; Varves, Rivers, Cave Sites, Sediments and Soils.
Reconstruction of Palaeo-environment of plant (Micro botanical and Macro botanical remains), animal (Micro fauna and Macro fauna) and human (Human modification of the living area, human exploitation of wider environment and human impact on island environment).

UNIT-III: [15 Classroom Contact Hours]

Geo-archaeology: Basic principles and study components in geo-archaeology; analytical procedures in geo-archaeology;
Understanding Soil and Sediments: Physical features, Chemical features, Physical weathering and types of sediments; Chemical weathering and formation of main types of soil.

UNIT-IV: [30 Classroom Contact Hours]

Practical: Activities include identification and classification of prehistoric tools, analysis of soil and sediment samples, and mapping of glaciated and riverine landscapes. Students will engage in reconstructing past environments using micro and macro botanical and faunal remains, and assess human impact on ancient habitats through excavation simulations and site surveys.

Course Learning Outcomes:

CO 1: After the completion of this course the students will be able to assess the meaning, nature, scope and assumptions of archaeology and the reconstruction of past cultures done in different geological time periods.

CO 2: The paper will also acquaint the students about different kinds of archaeology and reconstruction of paleo-environment of plant and animal.

CO 3: At the end of this paper, the students will be able to determine the geo-archaeology, its meaning, components, analytical procedures and processes used by it in studying oil and sediments.

CO 4: The paper will also develop contrast among the students about ethno-archaeology, its meaning, scope and approaches in studying various artefacts in relation to culture of a particular human habitation.

CO 5: Associate the study of a group of people or community through archaeological findings and understandings.

Course Outcomes - Programme Outcomes Mapping of Paper AP40032

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	3	1	1	2	1	2	2
CO2	3	3	2	2	2	3	1	1	2	1	2	2
CO3	3	3	2	3	3	3	1	2	2	2	3	2
CO4	3	3	2	3	2	3	2	1	2	1	2	2
CO5	3	3	2	3	2	3	1	1	2	1	2	2
Average	**3.0**	**3.0**	**2.0**	**2.8**	**2.2**	**3.0**	**1.2**	**1.2**	**2.0**	**1.2**	**2.2**	**2.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AP40032

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	1
CO2	3	2	2	3	1
CO3	3	2	3	3	2
CO4	3	2	2	3	2
CO5	3	2	3	3	2
Average	**3.0**	**2.0**	**2.4**	**3.0**	**1.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes knowledge of archaeology, research methods, and reconstruction of past cultures through scientific learning
SDG 9	Industry, Innovation and Infrastructure	Encourages use of geo-archaeological techniques, analytical procedures, and scientific tools in archaeological research
SDG 10	Reduced Inequalities	Highlights shared human heritage and cultural diversity, reducing

		bias and promoting inclusivity
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage, archaeological sites, and historical resources
SDG 12	Responsible Consumption and Production	Promotes conservation and responsible management of cultural and natural resources
SDG 13	Climate Action	Examines paleo-environment and human adaptation to past climate changes
SDG 15	Life on Land	Studies human interaction with ecosystems and biodiversity in past environments
SDG 16	Peace, Justice and Strong Institutions	Emphasizes heritage laws, ethical practices, and protection of archaeological resources

Recommended Learning Resources:

1. Aitken, M.J. 1974, *Physics and Archaeology.* Oxford: Clarendon Press, London.
3. Binford, S.R. and L.R. Binford1968, *New Perspectives in Archaeology*. Chicago: Aldine.
4. Burkitt, M.C.1985. *The Old Stone Age A Study of Palaeolithic Times*. New Delhi: Rupa & Co.
5. Butzer, Karl, W 1971, *Environment and Archaeology, An Ecological Approach to Prehistory*. Chicago: Aldine.
6. Butzer, Karl, W.1987. *Archaeology as Human Ecology: Methods and theory for a contextual approac*h. Cambridge: Cambridge University Press.
7. Childe, V. G *Piecing Together the Past*
8. Clark, J. G.D. *Archaeology and Society*
9. Clarke, D. L.1968 *Analytical Archaeology*. Methuen: London.
10. Coles, J. M. and E.S. Higgs 1969, *The Archaeology of Early Man*. London
11. Daniel, Glynn, E.1967 *The Origin and Growth of Archaeology*. Pelican: Harmondsworth.
12. Daniel, Glynn, E.1975. *150 Years of Archaeology*. Duckworth: London.
13. Daniel, Glynn, E.1980.*A Short History of Archaeology*. Thames and Hudson Ltd. London & New York.
14. Daniel, Glynn, E. and Renfrew, A.C. 1988. *The Ideas of Prehistory. (Rev. Ed.)* Edinburgh Univ. Press; Columbia Univ. Press: New York.
15. Dancey, William, S.1985.*Archaeological Field Methods: An Introduction*.Delhi: Surjeet Publications.
16. Davidson, D.A. and M.L. Shackley (Eds) 1975, *Geo-archaeology: Earth science and the past*. London: Duckworth.
17. Evans, John, G. 1981. *An Introduction to Environmental Archaeology*. London: Paul Elek-Granada Publishing.
18. Ghilardi, M. and Desruelles, S. 2008. *Geoarchaeology: where human, social and earth sciences meet with technology*. *S.A.P.I.EN.S.*1 (2)
19. Gould, R.A.(Ed.).1978. *Explorations in Ethnoarchaeology. Albuquerque*: University of New Mexico Press.

20. Hardesty, D.L1977. *Ecological Anthropology*. New York: John Wiley & Sons.
21. Hole, F. and Robert F. Heizer, 1973. *An Introduction to Prehistoric Archaeology*. New York: Holt, Rinehart and Winston.
22. Hodder, Ian1982. *The Present Past: An Introduction to Anthropology for Archaeologists*. London: Bastford.
23. Joukowsky, Martha1986. *A Complete Manual of Field Archaeology: Tool and Techniques of Field Work for Archaeologists*. New York: Prentice Hall Press.
22. Limberly, S. 1975.*Soil science and Archaeology*. London: Academic Press.
24. Longacre, W.A. 1970. *Archaeology as Anthropology: A Case study* .Tucson: University of Arizona Press.
25. Renfrew, C. and P. Bahn 1996 *Archaeology: Theories, Methods and Practice*. Thames and Hudson Ltd. London & New York.
26. Rajan, K. 2002.*Archaeology: Principles and methods*. Tanjavur, Tamilnadu: ManooPathippakam.
27. Schiffer, M.B. 1983-84 *Advances in Archaeological Method and Theory (Vol. 1 to 9)*. Academic Press: New York and London.
28. Schiffer, M. B. 1987, *Formation Processes of Archaeological Record*. Albuquerque: University of New Mexico Press.
29. Shackley, Myra L.1981. *Environmental Archaeology*. London: George Allen & Unwin.
30. Shackley, Myra L.1975. *Archaeological sediments: a survey of analytical methods*. London: Butterworths.
31. Yelen, John E. 1980.*Archaeological Approaches to the Present*. New York: Academic Press.
32. West, R. G.1977.*Pleistocene Geology and Biology*. London and New York; Longman

Course Title: Business and Corporate Anthropology
Course Code: AN40034
Credit- 4

Course Objectives:
This paper aims to teach the students about the application of Anthropology in Corporate and Business sector. And it also highlights how Business Anthropology connects to the World through globalization. It also enriches to the students to get knowledge about National and International trading and also about the consumer right. The technique of data collection among the business organizations, industry and also the entrepreneurs.

Theory
Unit I: [15 Classroom Contact Hours]
Business and corporate Anthropology: Understanding the role of anthropology in business and corporate settings. Evolution of business anthropology as a subfield within applied anthropology. Applied anthropology in industry, application of the ethnography in business management.
Anthropology and consumer behaviour, globalization, international trade and anthropology, techniques for conducting fieldwork for business organizations. Examining the role of culture in shaping organizational dynamics and practices.

Unit-II [15 Classroom Contact Hours]
Market Research Methods: Introduction to anthropological approaches to market research, including ethnography, participant observation, and focus groups. Brand Anthropology: Understanding the cultural meanings and symbolism associated with brands and consumer products.

Unit-III [15 Classroom Contact Hours]
Business Strategies and Globalization, Ethical Business Practices: Examining ethical considerations in business anthropology, including issues of cultural sensitivity, representation, and power dynamics. Corporate Social Responsibility: Analyzing the role of businesses in social and environmental sustainability. Globalization and Business: Exploring the impact of globalization on business practices, including cross-cultural management and international marketing strategies.

Unit-IV [30 Lab Contact Hours]
Visit to the Corporate House and using market research methods and write a field report from practical experiences.

Course Learning Outcomes
The learning outcomes of this paper are:

CO1. The students will learn about the corporate and business world and what anthropology can do to understand this world better.
CO2. They will also learn about consumer behaviour, globalization, and methods of conducting research in business world.
CO3. From the practical component the students will learn how an industry or business organisation functions, how it decides its priorities, how it links itself with the market and also prepare a detailed report on the same.

Course Outcomes - Programme Outcomes Mapping of Paper AN40034

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	3	3	2	2	2	2	2	2	3	2
CO2	3	3	2	3	3	3	1	2	2	1	3	2
CO3	3	3	2	3	3	3	2	2	2	1	3	2
CO4	3	3	2	3	3	2	1	2	2	2	3	3
CO5	3	3	3	3	2	3	2	2	3	2	3	3
Average	**3.0**	**3.0**	**2.4**	**3.0**	**2.6**	**2.6**	**1.6**	**2.0**	**2.2**	**1.6**	**3.0**	**2.4**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40034

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3
CO2	3	2	3	3	2
CO3	3	3	3	3	2
CO4	3	2	2	3	3
CO5	3	3	3	3	3
Average	**3.0**	**2.4**	**2.6**	**2.8**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Provides applied knowledge of anthropology in business contexts, enhancing analytical and research skills
SDG 5	Gender Equality	Addresses gender roles and inclusivity in

		workplaces and consumer behaviour
SDG 8	Decent Work and Economic Growth	Focuses on corporate functioning, employment, market systems, and economic development
SDG 9	Industry, Innovation and Infrastructure	Encourages application of research methods and innovation in business and industry settings
SDG 10	Reduced Inequalities	Promotes inclusive business practices and understanding of diverse consumer groups
SDG 12	Responsible Consumption and Production	Examines consumer behaviour and promotes sustainable and ethical consumption patterns
SDG 16	Peace, Justice and Strong Institutions	Highlights corporate ethics, transparency, and responsible governance in business organizations
SDG 17	Partnerships for the Goals	Encourages collaboration between industries, markets, and communities for sustainable development

Recommended Learning Resources:

Denny, Rita M. *Handbook of Anthropology in Business.*
Gardner, Burleigh B. 1978. Doing Business with Management. In *Applied Anthropology in America*, Elizabeth M. Eddy and William Partridge (Eds.). New York: Columbia University Press, 245-260.
Jordan, Ann T. *Business Anthropology*. Long Grove, Illinois: Waveland Press.
Tian, Robert Guang, Daming Zhu, Alfons van Marrewijk. *Advanced reading in Business Anthropology.*
Whyte, W.F. 1948. Incentives for Productivity: The Case of the Bundy Tubing Company. *Applied Anthropology,* 7(2):1-16.

SWAYAM Course: Corporate Social Responsibility
https://onlinecourses.nptel.ac.in/noc24_mg86/preview

Course Title: Anthropology and Human Genetics
(Credit-4)
Course Code: BA40034

Course Objectives

- To introduce students to the fundamentals of human genetics, genome structure, and gene expression.
- To explore the mechanisms of genetic inheritance, genomic variation, and evolutionary genetics.
- To equip students with practical knowledge on modern genetic tools, mapping, and sequencing.
- To foster understanding of the application of genetics in human evolution, genetic disorders, and counselling.

Unit I: Fundamentals of Human Genetics [15 Classroom Contact Hours]

History of Human Genetics, Introduction to Hereditary and Inheritance, Human Genome, Structure and Replication of DNA, DNA Repair and Recombination, Gene Expression: Coding and Non-Coding Regions, Transcription, Translation, and Post-Translational Modifications, Basics of Genetic Information Expression.

Unit II: Genetic Coding and Epigenetics [10 Classroom Contact Hours]

Gene-Protein Relationships, RNA Processing, Genetic Code and Codon Decoding, Transfer RNA (tRNA) and Function, Genomic Variation and Genetic Diversity, SNPs, VNTRs, CNVs, Haplotypes and Haplogroups, Genotype-Phenotype Correlation, Introduction to Epigenetics, Epigenetic Mechanisms and Role in Diseases, Non-coding RNAs (miRNAs, lncRNAs), Introduction to Human Genetic Studies.

Unit III: Genetic Mapping and Human Disorders [10 Classroom Contact Hours]

Pedigree Analysis and Expressivity, Chromosomal Basis of Genetic Disorders, Karyotyping and Chromosome Variation, Nucleic Acid Hybridization Assays, Cytogenetic and Genetic Mapping Techniques, DNA Polymorphisms and Microsatellites, LOD Score Concept, Sequencing Strategies (Sanger to Exome Sequencing).

Unit IV: Genetics, Evolution, and Application [10 Classroom Contact Hours]

Non-Mendelian Inheritance and Complex Diseases, Human Genomic Diversity and Evolution, mtDNA and Y-chromosome Evidence in Evolution, Evolutionary Genetics and Human Origins, Biological and Cultural Evolution, Genetic Counselling: Scope and Ethics.

Unit V : Practical Human Genetics (30 Practical Contact Hours)

Pedigree analysis; karyotype study; mitosis and meiosis observation; DNA extraction; Hardy–Weinberg calculations; DNA polymorphism analysis; introductory bioinformatics exercises; and genetic counselling case studies.

Course Learning Outcomes:

By the end of this course, students will be able to:

CO 1: Explain the molecular mechanisms of heredity and gene expression in humans.

CO 2: Analyze genomic variation and its impact on human health, diversity, and evolution.

CO 3: Apply genetic tools such as mapping, sequencing, and pedigree analysis in anthropological research.

CO 4: Evaluate the significance of epigenetic factors and non-coding RNAs in human development and disease.

CO 5: Interpret genetic data in the context of human evolutionary history and provide informed perspectives on genetic counselling.

Course Outcomes - Programme Outcomes Mapping of Paper BA40034

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	3	1	2	2	1	2	2
CO2	3	3	2	3	3	3	1	2	2	1	3	2
CO3	3	3	2	3	3	3	2	2	2	2	3	2
CO4	3	3	2	3	3	3	1	2	2	1	2	2
CO5	3	3	2	3	3	3	1	2	3	2	3	2
Average	**3.0**	**3.0**	**2.0**	**3.0**	**2.8**	**3.0**	**1.2**	**2.0**	**2.2**	**1.4**	**2.6**	**2.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper BA40034

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	2

CO4	3	2	3	3	2
CO5	3	3	3	3	3
Average	**3.0**	**2.4**	**2.8**	**3.0**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Understanding genetic variation, disease mechanisms, and genetic counselling contributes to improved health outcomes and disease prevention
SDG 4	Quality Education	Promotes advanced scientific learning, research skills, and knowledge of molecular genetics and human evolution
SDG 5	Gender Equality	Addresses genetic aspects of sex and gender, including sex-linked disorders and inclusive biological understanding
SDG 9	Industry, Innovation and Infrastructure	Encourages use of modern genetic tools such as sequencing, mapping, and genomic analysis in research and innovation
SDG 10	Reduced Inequalities	Promotes awareness against genetic discrimination and supports equitable access to genetic healthcare services
SDG 12	Responsible Consumption and Production	Encourages ethical use of genetic resources and responsible application of biotechnology
SDG 13	Climate Action	Highlights gene–environment interactions and the role of environmental factors in shaping genetic expression
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical governance, privacy, and regulations in genetic research and counselling

Recommended Learning Resources:

- Gardener, A.; R. T. Howell and T. Davies. 2008. *Human Genetics*. Viva Books PrivateLimited, New Delhi.
- Tamarin, R. H. 2002. *Principles of Genetics*.TataMcGraw-Hill Edition.
- Gelehort, T.D, F. S. Collins and D. Gineburg.1998.*Princeples of Medical Genetics.*Williams& Wilkins, USA
- Malhotra, K.C. & ISHG, Calcutta, Statistical Methods in Human Population Genetics,IBRAD, ISI.
- Templeton, AR. 2006. *Population Genetics and Micro-evolutionary Theory*.WileyLiss, New York.
- Daniel Hartl& A.G. Clark 1997.*Principles of Population Genetics* Sinaver Associates, Inc.

- Andrew P. Read Garland Science/Taylor & Francis Group, 2011, Human Molecular Genetics by Tom Strachan,
- Manu L. Kothari, Lopa A. Mehta · 2009Essentials Of Human Genetics Fifth Edition (University Press)
- Ricki Lewis, McGraw Hill Publishers 2020. Human Genetics: Concepts and Applications
- SD Gangane, 2021, Human Genetics, 6th Edition, , Elsevier Publishers
- EJ Gardner, MA, Simmons and DP Snustad, 2006, Principles of Genetics 8th Edition, Willey Press

SWAYAM Course: Anthropology_Human Genetics

https://onlinecourses.swayam2.ac.in/cec25_ma21/preview

Course Title: Prehistoric Archaeology of Africa and Europe
(Credit-4)
Course Code: AP40034

Course Objectives: This course is intended to acquaint the students of anthropology with Pleistocene events and natural regions of the world. It gives the students a brief account of prehistoric cultures of Africa and Europe.

UNIT-I Natural Regions and Pleistocene events: [10 Classroom Contact Hours]
Major Natural Regions of the World and Pleistocene events in the Glaciated area, Periglacial area and Pluviated area.
Land and Records of Early Human in South East Asia**.**

UNIT-II Prehistory of Africa (Palaeolithic Cultures): [10 Classroom Contact Hours]
Lower Palaeolithic Pebble Tools Culture – evidences from Hadar, Laetoli, Olduvai Gorge, Koobi Forra;
Acheulian Culture in Africa – Evidences from Olduvai Gorge, Isimila, Kalambo Falls, Olorgesaillie; Middle and Late Palaeolithic culture of North Africa.

UNIT-III Prehistory of Europe (Palaeolithic Period): [10 Classroom Contact Hours]
Acheulian Culture in South Western Europe – evidences from Terra Amata, Torral ba Ambrona, Pech-de-l'Aze
Middle Palaeolithic Cultures in Western and Central Europe.

UNIT IV Upper Palaeolithic and Mesolithic Cultures of Europe: [10 Classroom Contact Hours]
Upper Palaeolithic Cultures of Western and Central; Upper Palaeolithic habitations; economy and art in Europe.
Mesolithic Cultures of Europe: Mesolithic Cultural traditions, People, Subsistence and Settlements

UNIT V Practical: Identification and Typology of Prehistoric Tools [30 Lab Contact Hours]

- Hands-on study and classification of pebble tools, handaxes, cleavers, and microliths.
- Drawing and documentation of tool types from Lower, Middle, and Upper Palaeolithic contexts.
- Case studies on Mesolithic adaptations: tools, food procurement strategies, and settlement organization.

Course Learning Outcomes:

CO 1: At the end of the course the students will be able to identify the Pleistocene events happened in various natural regions of the world and gain a good knowledge about prehistoric cultures of Europe and Africa.

CO 2: The students will be able to associate different pebble tool culture by emphasizing the excavated sites discovered by the archaeologists.

CO 3: The paper will also acquaint students about the Palaeolithic and Mesolithic Cultures and traditions found by the ancient men basing on the study of evidences or artifacts discovered in various excavation sites of Europe and Africa.

CO 4: The paper will help the students to determine the subsistence settlement practices maintained by the early human being in lithic time periods.

CO 5: Associate the significances of different tools and artifacts in highlighting the cultural practices of different lithic periods.

Course Outcomes - Programme Outcomes Mapping of Paper AP40034

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	3	1	1	2	1	2	2
CO2	3	3	2	3	3	3	1	1	2	1	2	2
CO3	3	3	2	3	2	3	1	1	2	1	2	2
CO4	3	3	2	3	3	3	1	1	2	1	2	2
CO5	3	3	2	3	2	3	1	1	2	1	2	2
Average	**3.0**	**3.0**	**2.0**	**3.0**	**2.4**	**3.0**	**1.0**	**1.0**	**2.0**	**1.0**	**2.0**	**2.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AP40034

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	1
CO2	3	2	2	3	1
CO3	3	2	2	3	1
CO4	3	2	3	3	2
CO5	3	2	3	3	2
Average	**3.0**	**2.0**	**2.4**	**3.0**	**1.4**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes knowledge of prehistoric cultures, archaeological methods, and scientific understanding of human past
SDG 10	Reduced Inequalities	Highlights shared human origins and cultural evolution, reducing biases related to race and cultural differences
SDG 11	Sustainable Cities and Communities	Emphasizes preservation of archaeological sites and cultural heritage from prehistoric periods
SDG 12	Responsible Consumption and Production	Provides insights into sustainable resource use and subsistence practices of early humans
SDG 13	Climate Action	Examines human adaptation to climatic changes during the Pleistocene and later periods
SDG 15	Life on Land	Focuses on human interaction with ecosystems, fauna, and flora in prehistoric environments
SDG 16	Peace, Justice and Strong Institutions	Encourages ethical practices in archaeology

Recommended Learning Resources:

1. Barry, Cunliffe (Ed.) 1987.Prehistoric Europe: An Illustrated History. New York: Oxford University Press
2. Bhattacharya, D.K. Palaeolithic Europe.
3. Bhattacharya, D.K.1978. The Emergence of Culture in Europe. Delhi: B.R. Publishing Corporation
4. Champion, T., Clive Gamble, Stephen Shennan, Alsadair Whittle 1989. Prehistoric Europe. New York: Academic Press, Harcourt Brace Jovanovich, Publishers.
5. Bonsall, C. (Ed.), 1989.The Mesolithic Europe. Edinburgh
6. Grahame Clark 1977. World Prehistory: In New Perspective. Cambridge University Press
7. Clark, Grahame, World Prehistory: A New Outline: Cambridge, England: The University Press.
8. Clark, J.G.D, 1936.Mesolithic Settlement in Northern Europe. London: Cambridge
9. Clark, J.D., 1956, Prehistory of Southern Africa. New York.
10. Cole, S.1963, Prehistory of East Africa. Pelican Books.
11. Cole, J. M. and E.S. Higgs. 1969, The Archaeology of Early Man. London.
12. Fagan, Brian M.1977, People of the Earth: An Introduction to World Prehistory. Boston, Toronto: Little Brown and Company.
13. Lewis, B., R. Jurmain, L. Kilgore, 2007. Understanding Physical Anthropology and Archaeology. United States of America: Thomson Wordsworth.
14. Phillipson, David. W. 1990. African Archaeology. Cambridge: Cambridge University Press.
15. Potts, Richard 1988. Early Hominid Activities at Olduvai. New York: Aldine.

16. Rammi Reddy, V.1989, Palaeolithic and Mesolithic Cultures. New Delhi: Mittal Publications.
17. Rammi Reddy, V.1991, Neolithic and Post-Neolithic Cultures. New Delhi: Mittal Publications.
18. Wenke, Robert J.1990. Patterns in Prehistory: Humankind's First three Million Years.(3rd Ed.). New York: Oxford University Press.
19. West, R. G.1977.Pleistocene Geology and Biology. London and New York; Longman.
20. Wolpoff, Milford H. 1999.Palaeoanthropology. (2nd Ed.). New York: McGraw-Hill.

Course Title: Artificial Intelligence and Anthropology

Course Code: AN40006

Credit- 4 (Lecture-2 +Tutorial-0+ Practical-2)

Course Objectives:

1. **Understanding AI in Anthropology:** To understand the fundamental concepts of AI and its applications in anthropological research.
2. **Skill Development:** To develop practical skills in using AI tools for data analysis in anthropology.
3. **Critical Analysis:** To critically analyze the ethical implications of using AI in anthropological studies.
4. **Research Application:** To apply AI methodologies to real-world anthropological problems and datasets.
5. **Interdisciplinary Integration:** To explore the interdisciplinary nature of AI and Anthropology, fostering collaborative research approaches.

UNIT-I [15 Classroom Contact Hours]

Anthropology, AI and the Future of Human Society: Overview of AI and its relevance to anthropology, Introduction to machine learning, natural language processing, and computer vision, Visions of the future: scientific and artistic imaginations, Anthropology and the post-human.

UNIT-II [15 Classroom Contact Hours]

Digital ethnography and AI-assisted data collection, Using AI to identify cultural patterns and trends, Anthropological methods with, around or against AI; Robots, sociality, and human/machine interaction; AI and human Identities; AI, human consciousness, and the machine/biological interface.

UNIT-III [15 Classroom Contact Hours]

Understanding social networks through AI, Analyzing visual data in anthropology with AI, Review of notable case studies where AI has been applied in anthropology; Ethical implications and responsibilities in AI use; AI in Anthropological Research: Using AI tools for data analysis, language processing, and ethnographic research.

UNIT-IV Practical [30 Lab Contact Hours]

Applying learned techniques to a group project, Group project presentations, Discussion of future trends of AI and Anthropology.

Students have to make a survey and submit the report on ‘AI in everyday life’ (care work, health, finance, farming and other fields of application)

Course Learning Outcomes: By the end of this course, students will be able to:

1. Explain AI Concepts: Explain the basic concepts of AI and how they relate to anthropological research.
2. Utilize AI Tools: Use AI tools to collect, analyze, and interpret anthropological data.
3. Conduct Ethical Research: Evaluate the ethical considerations of applying AI in anthropological contexts.
4. Apply AI Methods: Apply AI methods to specific anthropological case studies and datasets.
5. Communicate Findings: Effectively communicate the results of AI-based anthropological research.

Course Outcomes - Programme Outcomes Mapping of Paper AN40006

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	3	3	2	3	1	3	2	1	2	1
CO2	3	3	3	3	3	3	2	3	2	1	3	1
CO3	3	3	2	3	2	3	1	2	2	1	3	1
CO4	3	3	2	3	3	3	1	3	2	1	3	1
CO5	2	3	3	3	2	2	2	3	2	2	3	1
Average	**2.8**	**3.0**	**2.6**	**3.0**	**2.4**	**2.8**	**1.4**	**2.8**	**2.0**	**1.2**	**2.8**	**1.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN40006

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	1
CO2	3	3	3	3	2
CO3	3	3	3	3	2
CO4	3	3	3	3	2
CO5	3	2	3	3	3
Average	**3.0**	**2.6**	**2.8**	**3.0**	**2.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances digital literacy, interdisciplinary learning, and application of AI in anthropological research
SDG 5	Gender Equality	Addresses bias in AI systems and promotes inclusive, gender-sensitive data practices
SDG 8	Decent Work and Economic Growth	Prepares students with AI and analytical skills relevant to modern job markets and research sectors
SDG 9	Industry, Innovation and Infrastructure	Encourages innovation through AI tools, data analysis, and technological applications in anthropology
SDG 10	Reduced Inequalities	Promotes inclusive AI practices and equitable representation of diverse communities in datasets
SDG 12	Responsible Consumption and Production	Emphasizes ethical and responsible use of AI technologies and data resources
SDG 13	Climate Action	Supports use of AI in analyzing environmental and social impacts related to climate change
SDG 16	Peace, Justice and Strong Institutions	Focuses on ethical governance, transparency, and accountability in AI-based research and decision-making

Recommended Learning Resources:

1. "Artificial Intelligence: A Guide for Thinking Humans" by Melanie Mitchell
2. "Digital Ethnography: Principles and Practice" by Sarah Pink et al.
3. Selected journal articles on AI applications in anthropology (provided throughout the course)

SWAYAM Course: Fundamentals Of Artificial Intelligence
(https://onlinecourses.nptel.ac.in/noc24_ge47/preview)

Artificial Intelligence: Search Methods For Problem solving
(https://onlinecourses.nptel.ac.in/noc24_cs88/preview)

Course Title: Tribal Administration and Customary Law
Course Code: TS40052
(Credit-4)

Course Objectives:

To explain different concepts of marginalization marginalized communities and related institutions and demonstrate hands-on-experience in dealing with different areas of development and issues of the marginalized communities. To empower students with knowledge and skills for eradicating the exploitation and develop the remote areas and make the students facilitators to work with indigenous populace for improve the lives by providing adequate health and educational services related information for social and financial security against any kind of oppression and exploitation.

Unit I: History of Tribal Administration in India [15 Classroom Contact Hours]

- Tribal administration: During vedic period, colonial era and post-independent India.
- Caste Panchayat in tribal community. State institutions and their role in tribal development

Unit II: Conceptualizing Governance and Panchayat Raj Institution [15 Classroom Contact Hours]

- Concept and meaning, History and origin of the concept,
- Types of governance, governance in tribal areas.
- History and origin of PRI in India, 73 Constitutional Amendment Act.
- Role and function of Grama Sabha, Gram Panchayat, Panchayat Samiti and Zilla Parisad.

Unit III: Customary Law: Family and Kinship [15 Classroom Contact Hours]

- Salient feature of tribal customary law, Sources of tribal customary law: Tradition, custom, age-old practices, beliefs, dreams, sanctions, oral tradition.
- Family: The notion of "family" in tribal society and in law. The constitutional protection of families. New family models and their legal relevance.
- Kinship and Marriage: Duties of support between relatives: scope; obligated persons and beneficiaries; amount; payment by third parties.

Unit IV: Ritual and Oral Traditions [15 Classroom Contact Hours]

- Meaning of ritual and oral tradition in tribal society, Role of ritual and oral traditions in customary law and justice,

- Meaning of mediation and sanctions, Types of mediation and sanction in tribal society, Role of mediation and sanctions in customary law and justice.

Course Learning Outcomes:

CO1: Summarize the history and development of administration and governance in tribal areas

CO2: Outline pros and cons i.e. challenges in tribal administration and governance scenarios at present.

CO3: Appraise about different aspects of tribal administration system and its implications

CO4: Influence in policy and programme designing by different state institutions for tribal development

CO5 Elaborate interdisciplinary perspective on the study of tribal people by introducing basic concepts and debates on their traditions, spiritualism and customary law.

Course Outcomes - Programme Outcomes Mapping of Paper TS40052

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	2	2	2	1	1	2	1	2	2
CO2	3	3	2	3	3	3	2	2	2	2	3	3
CO3	3	3	2	3	2	2	1	1	2	1	2	2
CO4	3	3	2	3	3	3	1	1	2	2	3	3
CO5	3	3	2	3	3	3	2	2	3	2	3	3
Average	**3.0**	**3.0**	**2.0**	**2.8**	**2.6**	**2.6**	**1.4**	**1.4**	**2.2**	**1.6**	**2.6**	**2.6**

Course Outcomes - Programme Specific Outcomes Mapping of Paper TS40052

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1
CO2	3	3	2	3	2
CO3	3	2	2	3	1
CO4	3	3	3	3	2
CO5	3	3	3	3	3
Average	**3.0**	**2.6**	**2.4**	**2.8**	**1.8**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Focuses on governance and policy interventions aimed at improving socio-economic conditions of tribal communities
SDG 5	Gender Equality	Addresses gender justice in governance, role of women in tribal administration, and inclusive policy frameworks
SDG 10	Reduced Inequalities	Emphasizes inclusion, social justice, and reduction of marginalization of tribal communities
SDG 13	Climate Action	Links governance with environmental management, especially in tribal areas dependent on natural resources
SDG 15	Life on Land	Focuses on land rights, forest governance, and sustainable use of natural resources through customary law
SDG 16	Peace, Justice and Strong Institutions	Highlights governance systems, legal frameworks, customary law, and justice delivery mechanisms in tribal societies

Recommended Learning Resources:

1. Behura, N. K. and Panigrahi, Nilakantha. 2006. Tribals and the Indian Constitution: Functioning of Fifth Schedule in the State of Orissa. New Delhi: Rawat Publications.
2. A. C. Mittal : Tribal education, administration and development, Radha Publications.
3. Amir Hasan : Tribal administration in India, B.R. Pub. Corp.
4. Atul Chandra Talukdar : Political transition in the grassroots in tribal India, OmsonsPublications.
5. B. K. Roy Burman : Panchayati Raj and Tribals, Institute of Social Sciences.Committee for A Democratic Far Eastern Policy : A layman looks at the constitution of India
6. Cynthia Price Cohen : The Human Rights of Indigenous Peoples, Transnational Publishers.
7. D. N. Gupta :Decentralisation: Need For Reforms, Concept Publishing Company.
8. D.N. Thakur and D. Thakur : Tribal Law And Administration (Volume 7 of Tribal life inIndia), Deep and Deep Publications.
9. Ishwaran, K., 1968. "Customary Law in Village India", In family law and customary law in asia: a contemporary legal perspective 234 (David C. Buxbaum ed.).
10. Kilikdar, Bibhas Kanti, 1998. Customary Laws and Practices – The Riangs of Tripura (Agartala, Tribal Research Institute, Gov't of Tripura,).
11. Koireng, T. Neishoning, 2010. Unwritten Customary Law of North East India (Shillong,).

12. Kusum & P.M. Bakshi, 1982. Customary Law and Justice in the Tribal Areas of Meghalaya (Bombay).
13. Mahapatra, L.K., 2002. “Customary Rights in Land and Forest and the State”, In Tribal and Indigenous People of India – Problems and Prospects(Rabindra Nath Pati ed.,).
14. Reddy, M. Gopinath, K. Anil Kumar & Naga Raju, 2009. Chikkala, A Study of Forest Rights Act, 2006 in Andhra Pradesh – An Assessment of Its Major Features and Issues in Implementation Process (Hyderabad, Centre for Economic and Social Studies,).
15. Sarkar, R.M. (ed). 2006. Land and Forest Rights of the Tribals Today (New Delhi, Serials Publications,).
16. Sathyapalan, Jyothis & M. Gopinath Reddy, 2010. Recognition of Forest Rights and Livelihoods of Tribal Communities – A Study of Western Ghats Region, Kerala State (Hyderabad, Centre for Economic and Social Studies,).
17. Sing, P.K., 1996. “From Simplicity to Organized Complexity: with Special Reference to Tribal Customary Laws”, In Tribes of India – Ongoing Challenges (R.S. Mann. ed.,),
18. Singh, K.S. (ed.), 1993. Tribal Ethnography, Customary Law, and Change

Semester-III

(Coursework and Research)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Course work and Research	RM50001	Research Methodology	3	1	0	4
	RE50003	Research and Publication Ethics	2	0	0	2
	CA50005	Computer Application and Data Analysis	3	0	1	4
Discipline Specific Elective / Core Specialization (Choose Any one Group from A, B & C)	**AN50031**	**A3.** Anthropology of Education	3	0	1	4
	BA50031	**B3.** Molecular Anthropology and Forensic Science	3	0	1	4
	AP50031	**C3.** Archaeological anthropology in South East Asia	3	0	1	4
	AN50033	**A4.** Anthropology, Indigenous Knowledge System and Intellectual Property Rights	3	0	1	4
	BA50033	**B4**. Nutritional Anthropology and Epidemiology	3	0	1	4
	AP50033	**C4.** Ethnoarchaeology of Odisha	3	0	1	4
Paper based on School TLS & TR	TS50051	Learning through Visual Ethnography	3	0	1	4
		Total				22

SEMESTER-III

Course Title: Research Methodology
(Credit-4)
Course Code: RM50001

Course Objectives

1. To introduce students to the philosophical foundations of social science research and empirical inquiry.
2. To equip students with knowledge of research designs, quantitative, qualitative, and mixed methods approaches.
3. To familiarize students with fieldwork practices, data collection techniques, and ethical considerations.
4. To develop skills in statistical analysis, interpretation, and presentation of data.
5. To enable students to design and conduct independent empirical research relevant to their discipline.

Course Inputs:

UNIT-I INTRODUCTION TO RESEARCH (12 Lectures)

Meaning of Research, Philosophy of Research, Motivation of Research, Importance and Scope of Research. Scientific Research Methods and its Application to Social Phenomenon Introduction to various aspects of research methods. Types of Research.

UNIT-II RESEARCH DESIGN AND DATA COLLECTION (12 Lectures)

Research Design: Meaning, Need and features of a good design. Types of Research Design. Literature Review and its Importance, Steps in the Process of Research, Write a Research Proposal, Write qualitative research for publication/communication Sources and Methods of Data Collection

UNIT-III RESEARCH PROBLEM AND TYPES (12 Lectures)

Research Problem, Research objectives and its Formulation, Fundamental research questions, Research Variables, Measurement and Scaling: Measurement in Research, Measurement Scales, Source of Error in Measurement, Test of sound Measurement: Reliability and Validity. Qualitative Research, Ethnographic Study, Observation, Case Study Method, Interviewing, Schedule, Mail Survey Method, Action Research: PRA and RRA, Focused Group discussion (FGD)

UNIT-IV STATISTICS (12 Lectures)

Descriptive Statistics: Frequency Distribution, Relative, Percentage and Cumulative Frequency Distribution, Graph and Diagrams: Two Variables Graphs, Bar Diagrams, Pie Diagram, Pictorial Diagrams. Measures of Central Tendency: Mean, Mode, Median, Measures of Variability: Range, Standard Deviation, Coefficient of

Variation, Normal Distribution: Basic Concept only, Standard Scores Correlation: Correlation Coefficient and its properties, Linear Regression: Regression coefficients, Line of Regressions, Relation between Regression Coefficients and Correlation Coefficient., Rank Correlation Coefficient, Biserial Correlation Coefficient, Coefficient of Determination

UNIT-V SAMPLING (12 Lectures)

Sampling: Need for Sampling, Methods of Probability Sampling and Non probability Sampling. Sampling and Non sampling Error

Hypotheses: Concept of Population, Sample, Parameter and Statistic, Concept of Hypothesis, Types of Hypotheses, Formulation of Hypothesis, Procedure of Testing of Hypothesis, Test of Significance, One- tailed and Two-tailed Test, Testing of Single Mean and Difference of Means, Parametric and Non parametric Test, Variable Ananlyis.

Report Writing: Objective, Purpose of Report, Type of Reports, Report Writing Process, Guidelines for Effective Report Writing.

Course Learning Outcomes (CLOs)

On successful completion of this course, students will be able to:
CO1: Demonstrate an understanding of the epistemological and ontological foundations of social science research.
CO2: Identify appropriate research designs and methodologies for addressing empirical research questions.
CO3: Apply various tools and techniques of data collection in field-based research.
CO4: Analyze and interpret both qualitative and quantitative data using suitable methods and software.
CO5: Formulate a research proposal with clarity in objectives, hypotheses/research questions, methodology, and ethical considerations.

Course Outcomes - Programme Outcomes Mapping of Paper RM50001

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	3	1	2	2	1	3	1
CO2	3	3	2	3	3	3	1	2	2	1	3	1
CO3	3	3	3	3	3	3	2	3	3	1	3	1
CO4	3	3	2	3	3	3	2	2	3	2	3	2
CO5	3	3	3	3	2	3	1	2	3	1	3	1
Average	**3.0**	**3.0**	**2.4**	**3.0**	**2.6**	**3.0**	**1.4**	**2.2**	**2.6**	**1.2**	**3.0**	**1.2**

Course Outcomes - Programme Specific Outcomes Mapping of Paper RM50001

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2
CO2	3	3	3	3	2
CO3	3	3	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	2
Average	**3.0**	**3.0**	**3.0**	**3.0**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Strengthens higher education through development of research skills, critical thinking, and methodological competence
SDG 5	Gender Equality	Encourages gender-sensitive research design, inclusive sampling, and analysis of gender-related issues
SDG 8	Decent Work and Economic Growth	Enhances employability through research, analytical, and data interpretation skills applicable in multiple sectors
SDG 9	Industry, Innovation and Infrastructure	Promotes innovation through research methodologies, use of statistical tools, and data analysis software
SDG 10	Reduced Inequalities	Supports research on marginalized communities, social disparities, and inclusive development policies

Recommended Learning Resources:

Ahuja, Ram (2010), *Research Methods*. Jaipur: Rawat Publication.

Bauer M.W. & G. Gaskell (eds.). (2000). *Qualitative Research with Text, Image and Sound: A Practical Handbook*. London, Sage Publications.

Bryman A. (1988). *Quantity and Quality in Social Research*. London, Unwin Hyman Ltd.

Bryman, A. (2001). *Surveying the Social World*, Buckingham. Philadelphia, Open University Press.

Denzin, N.K. & Y.S. Lincoln. (eds.). (2000). *Handbook of Qualitative Research*. New York, Sage.

Flick, U. (2009).*An Introduction to Qualitative Research* (4th Edition). London, Sage Publications.

Giddens, A. (1993). *New Rules of sociological Method* (2nd Edition).Stanford, California, Stanford University Press.
Goode,William J. &HattPaul K. .(1952).Methods in Social Research.New York: McGraw-Hill Book Co.
Grbich, C. (2004). *New Approaches in Social Research*.London, Sage Publications.
Gupta, C.B and Gupta, V. *An Introduction to Statistical Methods*, New Delhi: Vikas Publishing House PVT Ltd.
Huberman, A.M. & M.B. Miles.(2002). *The Qualitative Researcher's Companion*.New York, Sage Publications.
Kothari, C. R. *Research Methodology*, Methods and Techniques –Wiley Eastern Limited – New Delhi
Seale, C. (2004). *Social Research Methods: A Reader*. London, Routledge
Silverman, D. (ed.). (2011) *Qualitative Research* (3rd Edition).London, Sage Publications.

Swayam Link- https://onlinecourses.swayam2.ac.in/nou24_cm17/preview

Course Title: Research and Publication Ethics
(Credit-2)
Course Code: RE50003

Objectives: This course has focusing on basics of philosophy of science and ethics, research integrity, publication ethics, Hands on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citation, hi-index, impact factor etc.) and plagiarism tools will be taught in this course.

Unit: I- Philosophy and Ethics [5 Classroom Contact Hours]
· Introduction of philosophy: Definition, nature and scope, concept, branches
· Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

Unit: II- Scientific Conduct: [5 Classroom Contact Hours]
· 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

Unit: III- Publication Ethics Practice [5 Classroom Contact Hours]

· Publication Ethics: Definition, introduction and importance

· Best practices/standards setting initiatives and guidelines: COPE, WAME etc. · Conflicts of interest · Publication misconduct: definition, concepts, problems that lead to unethical behaviour. · and vice versa, types · Violation of publication ethics, authorship and contributor ship · Identification of publication, misconduct, complaints and appeals · Predatory publishers and journals

Unit-IV- Open Access Publishing: [5 Classroom Contact Hours]

· Open access Publications and Initiatives. · SHERPA/RoMEO online resource to check publisher copyright and self-achieving. · Policies. · Software tools to indentify predatory publications developed by SPPU. · Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer. · Journal suggested, etc.

Unit: V- Publication Misconduct: [5 Classroom Contact Hours]

A. Group Discussions · Subject specific ethical issues, FFP, authorship · Conflicts of interest · Complaints and appeals: examples and fraud from India and Abroad

B. Software tools: • Use of plagiarism software like Turnitin, Urkund and other open source software tools

Unit: VI-Data Bases and Research Metrics [5 Classroom Contact Hours]

A. Databases · Indexing Databases · Citation Databases: Web of Science, Scopus etc.

B. Research Metrics · Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score · Metrics: h-index, g index, I 10 index, altmetrics

Course Learning Outcomes (CLOs)

On successful completion of this course, students will be able to:

CO1: Demonstrate a clear understanding of the philosophical foundations of science and ethical principles, including moral reasoning and ethical decision-making in research.

CO2: Analyze and apply principles of research integrity and scientific conduct, identifying various forms of misconduct such as fabrication, falsification, plagiarism, and data misrepresentation.

CO3: Evaluate publication ethics and best practices, including authorship norms, conflict of interest, peer review standards, and guidelines provided by international bodies like COPE and WAME.

CO4: Assess the quality and credibility of research outputs by identifying predatory journals, open access policies, and ethical publishing platforms, using tools such as journal finders and plagiarism detection software.

CO5: Apply knowledge of research databases and metrics (e.g., Scopus, Web of Science, h-index, impact factor, Cite Score) to measure research impact and support ethical scholarly communication.

Course Outcomes - Programme Outcomes Mapping of Paper RE50003

Programme Outcomes → / Course Outcomes ↓	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	**3**	**2**	**2**	**3**	**2**	**1**	**–**	**1**	**2**	**1**	**2**	**–**
CO2	**3**	**3**	**2**	**3**	**3**	**3**	**1**	**2**	**2**	**1**	**3**	**–**
CO3	**3**	**2**	**3**	**3**	**3**	**2**	**2**	**1**	**2**	**2**	**3**	**–**
CO4	**3**	**2**	**2**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**–**
CO5	**2**	**3**	**2**	**3**	**3**	**2**	**1**	**3**	**3**	**1**	**3**	**–**
Average	**2.8**	**2.4**	**2.2**	**3.0**	**2.8**	**2.0**	**1.0**	**2.0**	**2.2**	**1.2**	**2.8**	**–**

Course Outcomes - Programme Specific Outcomes Mapping of Paper RE50003

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	3	3	3	3	2
CO3	3	3	3	3	2
CO4	3	3	3	2	2
CO5	3	2	3	2	3
Average	**3.0**	**2.8**	**2.8**	**2.4**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes ethical research practices, academic integrity, and responsible knowledge creation
SDG 5	Gender Equality	Encourages fairness in authorship, peer review, and representation in research
SDG 9	Industry, Innovation and Infrastructure	Supports use of research databases, metrics, and digital tools for scholarly communication
SDG 10	Reduced Inequalities	Addresses bias and promotes equitable access to research and publication opportunities
SDG 12	Responsible Consumption and Production	Emphasizes responsible use of data, avoidance of plagiarism, and ethical dissemination of research
SDG 16	Peace, Justice and Strong Institutions	Strengthens transparency, accountability, and integrity in research and publication systems
SDG 17	Partnerships for the Goals	Encourages collaboration among researchers, institutions, and global ethical bodies (e.g., COPE, WAME)

Recommended Learning Resources:

1. Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
2. Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. North western University Law Review 2007;101:643–86.
3. Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008;3:10.
4. Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC Medical Ethics 9: 6.
5. Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007; 33:165–7.
6. Dawson A. A messy business: qualitative research and ethical. Clinical Ethics 2006; 1:114–6.
7. De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioral, and economic research: where should we go from here? Ethics & Behavior 2004; 14:351-68.
8. Dingwall R (2006) confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.
9. Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005; 40:279– 90.

10. Fauriel I, Moutel G, Duchange N, et al. Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312–8.
11. Greene SM, Geiger AM. A review finds that multicenter studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.
12. Hunter D. Bad Science Equals Poor, Not Necessarily Bad, Ethics. In: Gunning J, Holm S, eds. Ethics, Law and Society: Volume 3. Aldershot: Ashgate 2007. 61–72.
13. Israel M and Hay I (2006) Research Ethics for Social Scientists. Thousand Oaks: SAGE Publications. at UNIV OF OTTAWA LIBRARY on June 18, 2012rea.sagepub.com Downloaded from (11) (PDF) Social science and ethics review: A question of practice not principle. Available from:
14. https://www.researchgate.net/publication/227138449_Social_science_and_ ethics_review_A_question_of_practice_not_principle [accessed May 22 2020].
15. Diener, E., & Crandall, R. (1978). Ethics in social and behavioural research. Chicago: University of Chicago Press.
16. Fox, R. M., & DeMarco, J. P. (1990). Moral reasoning: A philosophic approach to applied ethics. New York: Holt, Rinehart & Winston.
17. Frankena, W. (1963). Ethics. Englewood Cliffs, NJ: Prentice Hall.
18. Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.
 Hare, R. (1981). The philosophical basis of psychiatric ethics. In Edited by: S.Block & P.Chodoff (Eds.), Psychiatric ethics (pp. 31–45). Oxford, UK: Oxford University Press.
19. Hobbes, T. (1994). Leviathan (Edited by: E.Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651)
 Kant, I. (1964). Groundwork of the metaphysics of morals (Edited by: H. J.Patton, Trans.). New York: Harper & Row. (Original work published 1781)
20. Katz, J. (1972). Experimentation with human beings. New York: Russell Sage Foundation.
21. Kershaw, D., & Fair, J. (1976). New Jersey income-maintenance experiment. NewYork: Academic Press.
22. Kimmel, A. J. (1988). Ethics and values in applied social research. Newbury Park, CA: Sage. Kimmel, A. J. (1996). Ethical issues in behavioral research. Cambridge, MA: Blackwell.
23. Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundations for ethical decisions in counseling. Counseling Psychologist, 12, 43–55.
24. http://dx.doi.org/10.1177/0011000084123005
25. Kitchener, K. S. (2000). Foundations of ethical practice, research, and teaching in psychology. Mahwah, NJ: Lawrence Erlbaum.
26. Kitchener, R. (2008). Moral philosophy. In Edited by: W. A.Darity (Ed.), International encyclopaedia of the social sciences (2nd ed.). New York: MacMillan.
27. Macklin, R. (1982). Refusal of psychiatric treatment: Autonomy, competence, and paternalism. In Edited by: R. B.Edwards (Ed.), Psychiatry and ethics (pp. 331–390). Buffalo, NY: Prometheus.
28. Milgram, S. (1974). Obedience to authority: An experimental view. New York: Harper & Row.

29. Mill, J. S. (1979). Utilitarianism (Edited by: G.Sher, Ed.). Indianapolis, IN: Hackett. (Original work published 1861)
30. Noddings, N. (1984). Caring. Berkeley: University of California Press.
 Rawls, J. (1971). A theory of justice. Cambridge MA: Harvard University Press.
31. Resnik, D. B. (1998). The ethics of science. London: Routledge.
32. Rest, J. (1983). Morality. In Edited by: J.Flavell & E.Markham (Eds.), Manual of child psychology: Vol. 4. Cognitive development (pp. 520– 629). New York: Wiley.
33. Reynolds, P. D. (1979). Ethical dilemmas and social science research. San Francisco: Jossey-Bass.
34. Reynolds, P. D. (1982). Ethics and social science research. Englewood Cliffs, NJ: Prentice Hall.

Course Title: Computer Application and Data Analysis

(Credit-4)

Course Code: CA50005

Course Objectives:

The objective of this course is to increase knowledge and requisite skills of participants on the use of SPSS and to enable the scholars make the most of this powerful software package while allowing them to work independently with SPSS on their own data and provide a solid foundation for advanced data analysis work. Increase the proficiency of scholars on the use of Basic computer Applications and SPSS.

Course Duration: 45 hours

Course Syllabus

Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit. The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance.

Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications

Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

Unit II: Microsoft word [9 Classroom Contact Hours]

Creating and editing documents, formatting text and paragraph, formatting documents, creating and formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms. working with charts and diagrams

Unit III: Microsoft Excel [9 Classroom Contact Hours]

Building and editing worksheets, formatting a worksheet, working with charts, working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analyzing list data, enhancing charts and worksheets Using analysis tools, analyzing data with pivot tables, exchanging data with other programs.

Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, working with advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

Unit V: Statistical Analysis [10 Classroom Contact Hours]

The analysis will be done with the help of SPSS, and other statistical packages.

The syllabus includes the following topics: Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS., JAMOVI, AMOS.

Total Practical / Lab Experiments: [30 Lab Contact Hours]

1. Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
2. Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).
3. Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.
4. Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).
5. Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
6. Demonstrate formulas and functions:

   SUM, AVERAGE, MAX, MIN, COUNT, IF
7. Create a PowerPoint presentation (minimum 8 slides) on “Emerging Technologies in Computing.” Include title slide, content slides, conclusion, and references.
8. Create a PowerPoint presentation (minimum 10 slides) on “Emerging Trends in Computer Science.” Include:
   1. Slide designs, transitions, and animations
   2. Insert images, charts, and SmartArt
   3. Add audio or video clips
9. Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).

10. Using SPSS, perform Hypothesis Testing:

- t-test for comparing two groups
- Chi-square test for categorical data
- ANOVA for comparing more than two groups
- Report R-square and regression results with interpretations

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CO1 (Knowledge/Remember): Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.

CO2 (Understanding): Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.

CO3 (Application): Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.

CO4 (Analysis): Analyze research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.

CO5 (Synthesis/Evaluation): Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.

Course Outcomes - Programme Outcomes Mapping of Paper CA50005

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	2	3	2	2	2	2	1	3	2	1	2	1

CO2	2	3	3	2	2	2	1	3	2	1	3	1
CO3	2	3	2	3	3	3	1	3	2	1	3	1
CO4	2	3	3	2	2	2	2	3	2	2	3	1
CO5	2	3	2	3	3	3	1	3	3	1	3	1
Average	**2.0**	**3.0**	**2.4**	**2.4**	**2.4**	**2.4**	**1.2**	**3.0**	**2.2**	**1.2**	**2.8**	**1.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper CA50005

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	1
CO2	2	2	2	2	2
CO3	2	3	3	3	2
CO4	2	2	2	2	2
CO5	2	3	3	3	3
Average	**2.0**	**2.4**	**2.4**	**2.4**	**2.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances digital literacy, ICT skills, and data analysis competencies
SDG 5	Gender Equality	Supports analysis of gender-related data and promotes equal access to digital tools
SDG 8	Decent Work and Economic Growth	Builds employability skills in computing, data analysis, and office applications
SDG 9	Industry, Innovation and Infrastructure	Develops technical skills in software tools, data processing, and statistical analysis
SDG 10	Reduced Inequalities	Enables data-driven analysis of social and economic inequalities
SDG 12	Responsible Consumption and Production	Promotes digital documentation, reducing paper use and encouraging efficient resource use
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical data handling, transparency, and responsible use of information
SDG 17	Partnerships for the Goals	Encourages collaboration using digital tools, data sharing, and communication platforms

Recommended Learning Resources:

- **Text Books:**

1. Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
2. Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.

3. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS

Reference Materials & Digital Resources:

1. Goel, Computer Fundamentals, Pearson Education, 2010.
2. K. Kalyanaraman, Hareesh N. Ramanathan, P.N. Harikumar, Statistical Methods for Research: A Step by Step Approach Using IBM SPSS, Atlantic Publication
3. R. Panneerselvam, Research Methodology, 2nd Edition, PHI Publication.

Swayam Link-

1. https://onlinecourses.swayam2.ac.in/nou24_cm16/preview
2. https://onlinecourses.nptel.ac.in/noc24_mg70/preview

Course Title: Anthropology of Education
Course Code: AN50031
Credit- 4

Course Objectives:

The course aims to provide students with a comprehensive understanding of the anthropology of education, covering its meaning, scope, and anthropological perspectives. Students will explore the cultural dimensions of education, focusing on cross-cultural perspectives and the specific challenges faced by tribal communities. Additionally, they will examine issues such as school dropouts, educational problems among tribal populations, and the practical application of educational technology, including audio-visual aids and electronic media, in promoting tribal literacy and education. Through these objectives, students will develop insights into the intersection of anthropology and education, preparing them to address educational challenges in diverse cultural contexts.

Unit-I: Anthropology of Education [15 Classroom Contact Hours]

Anthropology of Education – meaning and scope, Anthropological prospective on Education, the concept of education: education and literacy Nature and scope of education: cross-cultural prospective, Cultural dimension of education in India.

Unit-II: School Dropouts [15 Classroom Contact Hours]

School drop-outs and Universalization of primary education and its relationship with tribal literacy, Teaching learning materials, and policies related to tribal education, Vocational guidance and career counselling.

Unit-III: Educational Problems [15 Classroom Contact Hours]

Educational Problems among Tribal – Concepts, major problems - motivation, Learning Environment, Infrastructure problems, Language and Communication

Unit-IV: Practical on Educational Technology [15 Classroom Contact Hours]

Educational Technology: Audio Visual Aids and use of Educational Technology for tribal literacy, Impact of Electronic Media on tribal education

Course Learning Outcomes:

CO-1: Develop a comprehensive understanding of the anthropology of education, including its meaning, scope, and anthropological perspectives on education, literacy, and the concept of education across cultures.

CO-2: Analyze the nature and scope of education from a cross-cultural perspective, with a focus on the cultural dimensions of education in India, fostering cultural sensitivity and awareness.

CO-3: Explore the issue of school dropouts and its relationship with the universalization of primary education, particularly among tribal communities, examining teaching-learning materials, policies, vocational guidance, and career

counselling.

CO-4: Investigate educational problems among tribal communities, including concepts, major issues such as motivation, learning environment, infrastructure, language, and communication barriers, facilitating the identification and understanding of challenges faced in tribal education.

CO-5: Gain practical skills in educational technology, including the use of audio-visual aids, educational technology for tribal literacy, and the impact of electronic media on tribal education, enabling students to apply technological tools effectively in educational settings, particularly in tribal contexts, to enhance learning outcomes.

Course Outcomes - Programme Outcomes Mapping of Paper AN50031

Programme Outcomes → / Course Outcomes ↓	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	**2**	**3**	**2**	**3**	**2**	**1**	**–**	**1**	**1**	**–**	**1**	**1**
CO2	**3**	**3**	**2**	**3**	**3**	**2**	**1**	**–**	**1**	**1**	**2**	**2**
CO3	**3**	**3**	**3**	**3**	**3**	**2**	**1**	**1**	**2**	**1**	**3**	**2**
CO4	**3**	**3**	**2**	**3**	**3**	**2**	**1**	**–**	**2**	**1**	**3**	**2**
CO5	**2**	**3**	**3**	**3**	**2**	**3**	**2**	**3**	**2**	**1**	**3**	**2**
Average	**2.6**	**3.0**	**2.4**	**3.0**	**2.6**	**2.0**	**1.0**	**1.0**	**1.6**	**0.8**	**2.4**	**1.8**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN50031

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1
CO2	3	2	2	3	1
CO3	3	3	3	3	2
CO4	3	3	3	3	2
CO5	2	2	2	3	2
Average	**2.8**	**2.4**	**2.4**	**2.8**	**1.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Core focus on education, literacy, inclusive

		learning, and improving access to education among tribal communities
SDG 5	Gender Equality	Addresses gender disparities in education, especially access and participation of girls in tribal areas
SDG 8	Decent Work and Economic Growth	Promotes vocational guidance, skill development, and career opportunities through education
SDG 10	Reduced Inequalities	Focuses on reducing educational inequalities among marginalized and tribal populations
SDG 11	Sustainable Cities and Communities	Encourages preservation of cultural knowledge through education and community-based learning
SDG 16	Peace, Justice and Strong Institutions	Promotes inclusive policies, equal educational opportunities, and social justice through education systems
SDG 17	Partnerships for the Goals	Highlights collaboration between government, institutions, and communities to improve educational outcomes

Recommended Learning Resources:

- Rajesh (2006), *Source book of Guidance and Counseling: Issues and Concerns*, Academic Excellence, Delhi.
- Rajesh, Dixit, V.K (ed.) (2011), *Lifelong Learning: Issues and Challenges*, Global Book Organization, Delhi.
- Naik, Chitra. 1998. "Prologue". In B.N. Saraswati (ed.). The Cultural Dimension of Education. IGNCA and D.K. Print world: New Delhi.

SWAYAM Course: National Education Policy and Institutional Building

https://onlinecourses.swayam2.ac.in/ntr24_ed57/preview

Course Title: Molecular Anthropology and Forensic Science
(Credit-4)
Course Code: BA50031

Course Objectives

- To provide in-depth knowledge of molecular techniques used in Anthropology and Forensic Science.
- To understand the genetic basis of human variation and its implications in evolutionary and forensic contexts.
- To apply molecular tools for forensic identification and population studies.
- To train students in basic laboratory skills relevant to molecular anthropology and forensic analysis.

Unit I: Fundamentals of Molecular Anthropology [15 Classroom Contact Hours]

- Concept and Scope of Molecular Anthropology
- DNA Structure, Replication, and Mutation
- Types of Genetic Markers: mtDNA, Y-chromosome, autosomal DNA, SNPs, STRs
- Human Evolution and Molecular Evidence
- Applications in Anthropological Research

Unit II: Forensic Anthropology and Human Identification [15 Classroom Contact Hours]

- Introduction to Forensic Anthropology
- DNA Typing Techniques in Forensics (PCR, RFLP, STR Analysis, DNA Barcoding)
- Bone Biology and Skeletal Identification
- Personal Identification: Sex, Age, Ancestry, and Stature Estimation
- Role of Molecular Markers in Forensic Investigations

Unit III: Ethical, Legal, and Applied Aspects [15 Classroom Contact Hours]

- Ethical Issues in Genetic and Forensic Research
- Legal Framework and Admissibility of DNA Evidence in Court
- National and International Guidelines (e.g., NHGRI, UNESCO, FBI CODIS)
- Case Studies: Use of DNA in Solving Crimes and Identifying Missing Persons
- Applications in Mass Disasters, Wildlife Forensics, and Ancestry Testing

Unit IV: Practical: Laboratory Techniques and Field Applications [30 Lab Contact Hours]

- Skeletal Analysis for Sex, Age, and Stature Determination
- Personal Identifications of living Persons from biometry
- Mock Forensic Casework and Report Preparation
- Identification from Biological Samples (e.g., Blood, saliva / buccal swabs, hair)

Course Learning Outcomes:

CO1: Understand the principles and applications of molecular techniques used in anthropological and forensic investigations, including the analysis of genetic markers like mtDNA, Y-DNA, and STRs.
CO2: Critically evaluate the genetic basis of human variation and evolution, and apply molecular data to reconstruct human ancestry and population history.
CO3: Demonstrate knowledge of forensic anthropology methods for human identification, including DNA profiling and skeletal analysis in medico-legal contexts.
CO4: Apply ethical, legal, and procedural standards in handling biological samples and interpreting genetic evidence for forensic and anthropological purposes.
CO5: Perform laboratory procedures such as identification from biological samples, and analyze results to solve simulated anthropological or forensic cases.

Course Outcomes - Programme Outcomes Mapping of Paper BA50031

Programme Outcomes → / Course Outcomes ↓	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	**2**	**3**	**2**	**3**	**2**	**2**	**1**	**2**	**1**	**–**	**2**	**1**
CO2	**2**	**3**	**2**	**3**	**3**	**2**	**1**	**1**	**1**	**–**	**2**	**1**
CO3	**3**	**3**	**2**	**3**	**3**	**3**	**1**	**2**	**1**	**1**	**3**	**1**
CO4	**3**	**2**	**2**	**3**	**3**	**2**	**1**	**1**	**2**	**1**	**3**	**1**
CO5	**2**	**2**	**3**	**3**	**3**	**3**	**2**	**3**	**2**	**1**	**3**	**1**
Average	**2.4**	**2.6**	**2.2**	**3.0**	**2.8**	**2.4**	**1.2**	**1.8**	**1.4**	**0.6**	**2.6**	**1.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper BA50031

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	2
CO4	3	3	2	3	2
CO5	3	3	3	3	3
Average	**3.0**	**2.6**	**2.8**	**3.0**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Application of molecular techniques and genetics in understanding diseases, health conditions, and human biological variation
SDG 4	Quality Education	Promotes scientific knowledge, laboratory skills, and research-based learning in molecular and forensic anthropology
SDG 5	Gender Equality	Addresses biological basis of sex determination and promotes unbiased and inclusive interpretation in forensic contexts
SDG 9	Industry, Innovation and Infrastructure	Encourages use of advanced molecular tools, DNA profiling, and forensic technologies in research and applications
SDG 10	Reduced Inequalities	Supports fair and unbiased identification processes and reduces discrimination through scientific evidence
SDG 12	Responsible Consumption and Production	Emphasizes ethical use of biological samples and responsible laboratory practices
SDG 16	Peace, Justice and Strong Institutions	Strengthens justice systems through forensic identification, legal procedures, and ethical scientific practices

Recommended Learning Resources:

1. Jobling, M. A., Hollox, E., Hurles, M., Kivisild, T., & Tyler-Smith, C. (2013). *Human Evolutionary Genetics*. Garland Science.
2. Butler, J. M. (2011). *Advanced Topics in Forensic DNA Typing: Methodology*. Elsevier.
3. Stoneking, M. (2008). *An Introduction to Molecular Anthropology*. Wiley-Blackwell.
4. DNA Profiling: The Indian Scenario – Reports from CDFD and CFSL
5. Bass W.M. (1971). Human Osteology: A Laboratory and Field manual of the Human Skeleton. Columbia: Special Publications Missouri Archaeological Society.
6. Black S. and Ferguson E. (2011). *Forensic Anthropology 2000 to 2010.* CRC Press, London.
7. Byers, S. N. (2008). Forensic Anthropology. Boston: Pearson Education LTD.
8. Ubelaker and H. Scammell, Bones, M. Evans & Co., New York (2000).
9. Gunn A. (2009) *Essential Forensic Biology* (2nd ed). Chichester: Wiley-Blackwell
10. Modi, R. B. J. P. (2013). *A Textbook of Medical Jurisprudence and Toxicology*. Elsevier.
11. M.Y. Iscan and S.R. Loth, The scope of forensic anthropology in, Introduction to Forensic Sciences, 2nd Ed., W.G. Eckert (Ed.), CRC Press, Boca Raton (1997).
12. Reddy V. R. (1985). Dental Anthropology, Inter-India Publication, New Delhi.
13. Spencer, C. (2004). Genetic Testimony: A Guide to Forensic DNA Profiling, Pearson, New Delhi.
14. S.Rhine, Bone Voyage: A Journey in Forensic Anthropology, University of Mexico Press,

Mexico (1998).
15. Vats Y., Dhall J.K. and Kapoor A.K. (2011). Gender Variation in Morphological Patterns of Lip Prints among some North Indian Population. *J. Forensic Odontology*, 4: 11-15.
16. Wilkinson, C. (2004). *Forensic facial reconstruction*. Cambridge University Press.

Course Title: Archaeological Anthropology in South-East Asia
Course Code: AP50031
(Credit-4)

Course Objectives: The aim of this course is to provide a comprehensive understanding of India's prehistoric culture. It gives a description about Indus valley civilization. This course introduces the students to the museology.

Unit I: Prehistoric cultures in India [15 Classroom Contact Hours]
Palaeolithic cultures in India: Lower Palaeolithic cultures – evidences from Kashmir Valley and Peninsular India), Middle Palaeolithic culture in India, Upper Palaeolithic culture in India Mesolithic cultures in India; Neolithic culture in India (characteristic features, major type tools, important regions and sites, chronology with stratigraphic evidences, some important sites of Odisha may be discussed on above cultural periods).

Unit II: Indus Valley Civilisation and Megalithic Cultures in India [15 Classroom Contact Hours]
The Indus Civilization and related cultures: Pre-harappan culture; Harappan culture; Harappa; Mohenjodaro: Kalibangan; Lothal. Extent, Characteristics and Decline. Megalithic Cultures of India, Iron Age Culture of India, Gangetic valley, Pointed grey ware, NBPW and second urbanization, Southern Zone

Unit III: Pleistocene and Holocene Events in Southeast Asia: [15 Classroom Contact Hours]
Pleistocene Events: Land and Records of Early Human in South East Asia; Pleistocene Epoch in Southeast Asia; Stone tool Industries of the Middle Pleistocene and Upper Pleistocene periods. Holocene Events in Southeast Asia: Early Holocene Stone tool industry – the Hoabinhian Techno-complex of the Southeast Asian main land. Neolithic and Early Metal Age in Southeast Asia: Neolithic Cultures on the Southeast Asia Mainland and Island. Early Metal Age Cultures on the Southeast Asia Mainland and Island.

Unit IV: Practical Components: [30 Lab Contact Hours]

1. Conduct field surveys and excavation simulations to gain hands-on experience in archaeological methods.
2. Analyze and interpret artifacts from South-East Asian archaeological sites.
3. Develop a research project focused on a specific aspect of South-East Asian archaeological anthropology.

Course Learning Outcomes:

CO 1: After completion of the course the students will have a numeration of various prehistoric cultures of India, the archaeological sites and their significances.

CO 2: This paper will enable the students to identify the archaeological remains, artefacts and evidences discovered from different excavated sites of India resulting

into to understand the past cultures of human life, their living condition and settlement pattern.

CO 3: Through this paper the students will be able to have a descriptive association about the Indus Valley Civilization and cultural elements that are associated with it.

CO 4: This paper will also help the students to identify museology, its nature, characteristics, scope and relevance in investigating or reconstructing the past cultures.

CO 5: Identify different cultural aspects of human civilizations occurred in Indian history.

Course Outcomes - Programme Outcomes Mapping of Paper AP50031

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	3	1	1	2	1	2	2
CO2	3	3	2	3	3	3	1	1	2	1	2	2
CO3	3	3	2	3	2	3	1	1	2	1	2	2
CO4	2	3	2	2	2	3	1	2	2	1	2	2
CO5	3	3	2	3	2	3	1	1	2	1	2	2
Average	**2.8**	**3.0**	**2.0**	**2.8**	**2.2**	**3.0**	**1.0**	**1.2**	**2.0**	**1.0**	**2.0**	**2.0**

Course Outcomes - Programme Outcomes Mapping of Paper AP50031

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	1
CO2	3	2	2	3	1
CO3	3	2	2	3	2
CO4	3	2	2	3	2
CO5	3	2	2	3	2
Average	**3.0**	**2.0**	**2.0**	**3.0**	**1.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes knowledge of Indian prehistory, archaeology, and museology through scientific

		and research-based learning
SDG 10	Reduced Inequalities	Highlights shared cultural heritage and reduces biases by understanding diverse civilizations and communities
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage, archaeological sites, and museums as repositories of history
SDG 12	Responsible Consumption and Production	Encourages conservation and responsible management of cultural and archaeological resources
SDG 13	Climate Action	Examines environmental adaptations and changes in past human societies
SDG 15	Life on Land	Studies human interaction with ecosystems and biodiversity in historical contexts
SDG 16	Peace, Justice and Strong Institutions	Emphasizes heritage protection laws, ethical archaeological practices, and institutional responsibilities in preservation

Recommended Learning Resources:

Agarwal, D. P.1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.

Agarwal, D. P. and M.G. Yadav 1995, *Dating the human Past. Indian Society for Prehistoric*
Studies, Pune: Deccan College.

Allchin, Briget. and Raymond Allchin,1982. *The Rise of Civilization in India and Pakistan.*
Cambridge: Cambridge University Press.

Allchin, B. and R. Allchin, 1997.*Origins of Civilization: The Prehistory and Early*
Archaeology of South Asia. New Delhi. Viking by Penguin Books India (P) Ltd.

Bhattacharya, D. K.1990, *An Introduction to Prehistoric Archaeology*. Delhi; Hindustan
Publishing Corporation

Bhattacharya, D. K.1978, *Emergence of Culture in Europe*. Delhi: B. R. Publishing
Corporation.

Bhattacharya, D. K.2001. *An Outline of Indian Prehistory*. Delhi: PalakaPrakashan.

Burkitt, M.C.1985. *The Old Stone Age A Study of Palaeolithic Times*. New Delhi: Rupa& Co.

Chakrabarti, D.K. 2001.*India: An Archaeological History: Palaeolithic Beginning to Early*
Historic Foundation. New Delhi: Oxford University press.

Champion, T., C. Gamble, S. Shennan, A. Whittle 1989. *Prehistoric Europe*. London:
Academia Press.

Clark, Grahame, 1977, *World Prehistory: A New Outline*: Cambridge, England: The University
Press.

Clark, J.G.D, 1936, *Mesolithic Settlement in Northern Europe*. London: Cambridge

Clark, J.D., 1956, *Prehistory of Southern Africa*. New York.

Cole, S.1963, *Prehistory of East Africa*. Pelican Books.

Dikshit, K. N. (Ed.), 1985, *Archaeological Prospective of India since Independence*. New Delhi.

Fagan, Brian M.1977, *People of the Earth: An Introduction to World Prehistory*. Boston, Toronto: Little Brown and Company.

Hole, F. and Robert F. Heizer, 1973. *An Introduction to Prehistoric Archaeology*. New York: Holt, Rinehart and Winston.

Jain, V.K.2009, *Prehistory and Protohistory of India*. New Delhi: D.K. Printworld (P) Ltd.

Joukowsky, Martha1986. *A Complete Manual of Field Archaeology: Tool and Techniques of Field Work for Archaeologists*. New York: Prentice Hall Press.

Lewis, B., R. Jurmain, L. Kilgore, 2007. *Understanding Physical Anthropology and Archaeology*. United States of America: Thomson Wordsworth.

McIntosh, Jane 1999. *The Practical Archaeologist*, New York: Checkmark Books, Facts on File, Inc.

Nautiyal, K. P.1989. *Protohistoric India*. Delhi: Agam Kala Prakashan.

Paddayya, K. (Ed.), 2002, *Recent Studies in Indian Archaeology*. New Delhi.

Pappu R. S.2001, *Aheulian Culture in Peninsular India-- An Ecological Perspective*, New Delhi:D.K. Printworld (P) Ltd.

Possehl, G. L.1999, *Indus Age*: *The Beginnings*. New Delhi: Oxford University Press.

Phillipson, David. W. 1990. *African Archaeology*. Cambridge: Cambridge University Press.

Rajan, K.2002, *Archaeology: Principles and Methods*. Tanjavur, Tamilnadu: Manoo Pathippakam.

Rammi Reddy, V.1987, *Elements of Prehistory*. New Delhi: Mittal Publications

Rammi Reddy, V.1989, *Palaeolithic and Mesolithic Cultures*. New Delhi: Mittal Publications.

Rammi Reddy, V.1991, *Neolithic and Post-Neolithic Cultures*. New Delhi: Mittal Publications.

Renfrew, C. and P. Bahn, 1991.*Archaeology: Theories, Methods and Practice*. USA: Thames and Hudson

Sankalia, H.D.1974. *Prehistory and Protohistory of India and Pakistan*. Pune: DeccanCollege.

Sankalia, H.D.1974. *Stone Age Tools: Their Techniques Names and Probable Functions*. Poona: Deccan College.

Settar, S. and R. Korisettar (Ed), 2001, *Indian Archaeology in Retrospect,* Vol.1 and II: Prehistory Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.

Course Title: Anthropology, Indigenous Knowledge System and Intellectual Property Rights

Course Code: AN50033
Credit- 4

Course Objectives

This course aims to provide a comprehensive understanding of the anthropological aspects of connectivity of Anthropology to Indigenous People and Indigenous Knowledge System as well as Intellectual Property Rights (IPR) through theoretical understanding and practical knowledge through fieldwork among the Indigenous people.

Unit-I [15 Classroom Contact Hours]

Who are Indigenous People? Debate regarding Tribe vs Indigenous peoples. What is Indigenous Kowledge and its Importance in contemporary society? Anthropology of Indigenous Culture Studies in India.

The Debate about Indigenous and Traditional Knowledge (TK), Traditional Cultural Expressions (TCE), Legal Framework for the Protection of Traditional Knowledge and Traditional Cultural Expressions, The TRIPS Agreement, The WIPO's Efforts in Terms of TK and TCE, Indian Legal Framework for the Protection of TK and TCE

Unit-II [15 Classroom Contact Hours]

Understanding Intellectual Property Rights and Justification for its Protection: Copyrights, Patents, Trademarks, Plant Breeders Rights, Geographical Indications and Appellations of Origin.

Intellectual Property: Definitions, Commodification of Culture, The Myths of Patent, Ownerships of Tangible and Intangible Property Rights, Protection of Material Culture through Indigenous Knowledge and Governance, Misappropriation and Destruction.

Unit-III [15 Classroom Contact Hours]

Biogenetic Resources and Intellectual Property Rights

Importance to Biological Resources to Tribal and Indigenous Peoples: Access to Genetic Resources and Benefit Sharing, Threats to Biodiversity, Bio-piracy, Bio-prospecting, The Convention on Biological Diversity 1992, The UPOV Convention 1991, The Indian Biological Diversity Act 2002

Farmer's Right, Food Security and Tribal and Indigenous Peoples, Intellectual Property Rights

The International Treaty on Plant Genetic Resources for Food and Agriculture

The Protection of Plant Varieties and Farmers' Rights Act 2001

Unit-IV [30 Lab Contact Hours]

Practical Knowledge through Ethnographic fieldwork among the Indigenous Cultures in India.

Course Learning Outcomes

The learning outcomes of this paper are:

CO-1. The students will learn about what is Indigenous Knowledge. They will learn about how Indigenous Knowledge is important to our contemporary society.
CO-2. They will also learn about Intellectual Property Rights and IPR is applied to maintain Tangible and Intangible Cultural Heritage.
CO-3. They will be enriched to get knowledge about Biogenetic Resources and Intellectual Property Rights and the protection Act.
CO-4. From the practical component they will learn about how to interact with the Indigenous people to know about indigenous knowledge through intensive fieldwork.

Course Outcomes - Programme Outcomes Mapping of Paper AN50033

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	2	2	2	1	1	2	1	2	3
CO2	3	3	2	3	2	3	1	2	2	1	3	3
CO3	3	3	2	3	3	3	1	2	2	1	3	3
CO4	3	3	2	3	2	3	1	1	2	1	2	3
CO5	2	3	3	3	2	3	2	2	3	1	3	3
Average	**2.8**	**3.0**	**2.2**	**2.8**	**2.2**	**2.8**	**1.2**	**1.6**	**2.2**	**1.0**	**2.6**	**3.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN50033

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	3	2	3	2
CO3	3	3	2	3	2
CO4	3	2	2	3	2
CO5	3	3	3	3	3
Average	**3.0**	**2.6**	**2.2**	**3.0**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes awareness and understanding of Indigenous

		Knowledge systems and their relevance in contemporary education
SDG 5	Gender Equality	Recognizes the role of women in preserving and transmitting Indigenous knowledge and cultural practices
SDG 8	Decent Work and Economic Growth	Encourages protection and sustainable use of traditional knowledge systems for livelihood and economic empowerment
SDG 9	Industry, Innovation and Infrastructure	Highlights the role of IPR and innovation in protecting and utilizing bio-genetic resources and traditional knowledge
SDG 10	Reduced Inequalities	Supports rights of Indigenous communities and promotes equitable access to knowledge and resources
SDG 12	Responsible Consumption and Production	Emphasizes sustainable use of natural and bio-genetic resources guided by Indigenous practices
SDG 15	Life on Land	Focuses on conservation of biodiversity through traditional ecological knowledge
SDG 16	Peace, Justice and Strong Institutions	Promotes legal protection of Indigenous rights, IPR laws, and ethical governance
SDG 17	Partnerships for the Goals	Encourages collaboration between communities, institutions, and policymakers for knowledge preservation

RECOMMENDED LEARNING RESOURCES:

Alexander, D. (1993), "Some Themes in Intellectual Property and the Environment", *Review of European Community and International Environmental Law*, 2(2): 113-20.

Aoki, Keith (1998), "Neocolonialism, Anticommons Property and Biopiracy in the (Not-So-Brave) New World Order of International Intellectual Property Protection", *Indiana Journal of Global Legal Studies*, 6 (1), 11–58.

Barsh, R.L. (1986), "Indigenous Peoples: An Emerging Object of International law", *American Journal of International Law,* 80: 369-85.

Baxter, Jane (2003), "Commentary on "Fear, Hope and Longing for the Future of Authorship and Revitalized Public Domain in Global Regimes of Intellectual Property"", *DePaul Law Review*, 52 (4), 1235–1240.

Bengwayan, Michael (2003), *Intellectual and Cultural Property Rights of Indigenous and Tribal Peoples in Asia*, London UK: Minority Rights Group International.

Blakeney, Michael (1997), "Bioprospecting and the Protection of Traditional Medicinal Knowledge of Indigenous Peoples: An Australian Perspective", *European Intellectual Property Review*, 19 (6), 298–303.

Bozicevic, Karl. (1987), "Distinguishing Products of Nature from Products Derived from Nature", *Office of the Patent and Trademark Office Society*, 69: 415-26.

Breckenridge, Lee P. (1992), "Protection of Biological and Cultural Diversity: Emerging Recognition of Local Community Rights in Ecosystems under International Environmental law", *Tennessee Law Review*, 59(4): 735-85.

Brown, Michael (2004), *Who Owns Native Culture?*, Cambridge MA USA: Harvard University Press.

□□Byrne, N. (1993), "Plant Breeding and the UPOV", *Review of European Community and International Environmental Law*, 2(2): 136-40.
□□Cameron, James and Z. Makuch (1995), *The UN Biodiversity Convention and the WTO TRIPs Agreement: Recommendations to Avoid Conflict and Promote Sustainable Development*, Gland, Switzerland: World Wide Fund for Nature.
□□da Costa e Silva, E. (1995) , "The Protection of Intellectual Property for Local and Indigenous Communities", *European Intellectual Property Review*, 17(11): 546-9.
□□Daes, Erica Irene (1993), *Discrimination against Indigenous Peoples: Study on the Protection of the Cultural and Intellectual Property of Indigenous Peoples*, E/CN.4/Sub.2/1993/28, July 28.
□□Darrell, A. Posey & Graham Dutfield (1996), *Beyond Intellectual Property: Toward Traditional Resource Rights for Indigenous Peoples and Local Communities*, Ottawa: International Development Research Centre.
□□Hettinger, Edwin (1989), "Justifying Intellectual Property", *Philosophy and Public Affairs*, 18 (1), 31–52.
□□Kadidal, Shayana (1993), "Plants, Poverty, and Pharmaceutical Patents" , *The Yale Law Journal* ,103(177): 223-58.
□□Mu., Ramkumar & A. Jayakumar, (2008), *Intellactual Property Rights Demstified,* New Delhi: New India Publishing Agency
□□Radhakrishnan, R. & S. Balasubramanian (2008), *Intellectual Property Rights: Text and Cases*, New Delhi: Excel Books.
□□Sen Gupta, Tamali & Roger Blanpain, *Intellectual Property Rights India*, Hauge: Kluwer Law International.
□□Simpson, Tony (1997), *Indigenous Heritage and Self-Determination: The Cultural and Intellectual Property Rights of Indigenous People*, Copenhagen: International Work Group in Indigenous Affairs.
□□Vaidhyanathan, Siva (2001), *Copyrights and Copywrongs: The Rise of Intellectual Property and How It Threatens Creativity*, New York: New York University Press.

Course Title: Nutritional Anthropology and Epidemiology

Course Code: BA50033
Credit- 4

Course Objectives

This course aims to provide a comprehensive understanding of human nutrition through anthropological and epidemiological lenses. Students will explore how biology, culture, environment, and behavior influence nutritional status and physical performance. The course combines concepts from nutritional anthropology, human biology, and epidemiology to equip students with skills for nutritional assessment, analyzing health patterns, and understanding the socio-cultural determinants of diet and disease.

Unit I: Foundations of Nutritional Anthropology and Human Performance [15 Classroom Contact Hours]

- Anthropology of sports: scope and importance
- Nutritional anthropology: aims and interdisciplinary relevance
- Physical fitness: components and cultural dimensions
- Conditioning and training techniques: physiological responses
- Environmental effects on physical performance: heat, cold, altitude

Unit II: Body Composition, Nutrition, and Athletic Performance [15 Classroom Contact Hours]

- Somatotyping, human physique, and kin-anthropometry
- Sports selection and physiological monitoring
- Role of macro and micronutrients in performance
- Ergonomics and work performance in diverse environments
- Doping: physiological effects and ethical concerns

Unit III: Epidemiological Perspectives on Health and Nutrition [15 Classroom Contact Hours]

- Human biological variability and nutritional needs
- Micronutrient deficiencies and public health outcomes
- Cultural constructions of food and their health implications
- Food systems across time and space: an integrated bio-behavioral view
- Basics of nutritional epidemiology: indicators, surveys, surveillance
- Introduction to diet-disease relationships and population-level trends

Unit IV: Practical (Lab & Field-Based) [30 Lab Contact Hours]

- Assessment of daily nutrient intake (24-hour recall, food frequency)
- Measurement of body composition (BMI, WHR, skinfold thickness)
- Nutritional status indicators (anthropometric and biochemical)
- Physical performance tests in relation to nutritional status

- Ethnographic observation of food preferences and taboos in a community
- Case study: analyze nutrition and disease patterns in a tribal group

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

CO1: Understand and analyze the interrelationship between nutrition, culture, and physical performance.

CO2: Assess body composition and nutritional status using anthropometric and dietary tools.

CO3: Examine the cultural and physiological dimensions of food preferences and dietary habits.

CO4: Apply epidemiological methods to evaluate health and nutrition outcomes in populations.

CO5: Integrate biological and behavioral approaches to interpret nutrition-related health issues.

Course Outcomes - Programme Outcomes Mapping of Paper BA50033

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	3	1	1	2	1	2	3
CO2	3	3	2	3	3	3	1	2	2	1	3	3
CO3	3	3	2	3	2	3	1	1	2	1	2	3
CO4	3	3	2	3	3	3	2	2	3	2	3	3
CO5	3	3	2	3	3	3	1	2	3	1	3	3
Average	**3.0**	**3.0**	**2.0**	**3.0**	**2.6**	**3.0**	**1.2**	**1.6**	**2.4**	**1.2**	**2.6**	**3.0**

Course Outcomes - Programme Specific Outcomes Mapping of Paper BA50033

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	2	2	3	2
CO4	3	3	3	3	2
CO5	3	2	3	3	3
Average	**3.0**	**2.2**	**2.6**	**3.0**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 2	**Zero Hunger**	**Addresses nutrition, food security, dietary practices, and malnutrition in different populations**
SDG 3	**Good Health and Well-being**	**Focuses on health outcomes, nutritional status, epidemiology, and prevention of diseases**
SDG 4	**Quality Education**	**Enhances interdisciplinary knowledge of nutrition, culture, and health through scientific and field-based learning**
SDG 5	**Gender Equality**	**Highlights gender disparities in nutrition, maternal health, and food distribution patterns**
SDG 10	**Reduced Inequalities**	**Promotes equitable access to nutrition and healthcare among diverse and marginalized communities**
SDG 12	**Responsible Consumption and Production**	**Encourages sustainable dietary practices and responsible food consumption patterns**
SDG 13	**Climate Action**	**Examines the impact of en**

Recommended Learning Resources:

Brughart, R. 1990. The Cultural Context of Diet, Disease and the Body. In Diet and Disease in
Traditional and Developing Societies. G.A. Harrison and J.C. Harrison.
Quandt, S.A. 1987. Methods for Determining Dietary Intake. In Nutritional Anthropology. F.E. Johnston ed., 67-84. NY.
Rozin, P. 1987. Psychobiological Perspectives on Food Preferences. In Food and Evolution:
Toward a Theory of Food Habits. M. Harris and E.B. Ross (eds.). Temple University Press, Philadelphia, pp. 181-205.
Stinson, S. 1992. Nutritional Adaptation. Annual Review of Anthropology, 21:143-170.
Ulijasek, S.J. and Strickland, S.S. 1993. Introduction. In Nutritional Anthropology: Prospects and Perspectives, pp. 1-5. Smith Gordon.
S. Ulijaszek & F. Johnston – *Nutritional Anthropology*
Benjamin Caballero – *Encyclopedia of Human Nutrition*
Srilakshmi B. – *Dietetics*
WHO – *Nutrition Landscape Information System*
Indian Council of Medical Research (ICMR) reports and NIN guidelines

Selected journal articles on sports nutrition, food culture, and public health.

Course Title: Ethnoarchaeology of Odisha

Course Code: AP50033
Credit- 4

Course Objectives:
This course aims to provide an understanding of ethno-archaeological approaches and their significance in reconstructing past human behaviors, focusing on Odisha. The course explores material culture, indigenous technologies, traditional subsistence patterns, and the continuity between past and present societies. Special attention is given to the tribal communities of Odisha and their role in ethno-archaeological studies.

Unit-I: Introduction to Ethno-Archaeology [15 Classroom Contact Hours]

- Definition, Scope, and Importance of Ethno-Archaeology
- Relationship between Ethnography and Archaeology
- Theoretical Perspectives in Ethno-Archaeology
- Case Studies from India and the World

Unit-II: Indigenous Communities and Material Culture [15 Classroom Contact Hours]

- Major Tribal Groups of Odisha
- Traditional Pottery-Making, Tool Manufacturing, and House Construction
- Ethno-archaeological Approaches to Study Material Culture
- Significance of Living Traditions in Archaeological Interpretations

Unit-III: Traditional Subsistence Patterns and Resource Management [15 Classroom Contact Hours]

- Hunting, Gathering, and Fishing Practices of Odisha's Tribal Communities
- Shifting Cultivation and Agro-Pastoral Systems
- Sacred Landscapes, Rituals, and Their Archaeological Relevance
- Continuity and Change in Subsistence Practices

Unit-IV: Rock Art, Megaliths, and Funerary Practices [15 Classroom Contact Hours]

- Rock Art and Symbolism in Odisha (Gudahandi, Yogimatha, etc.)
- Megalithic Traditions and Burial Practices in Odisha
- Ethno-archaeological Perspectives on Sacred and Ritual Spaces
- Interpretation of Megalithic Sites through Living Traditions

Practical Unit: Fieldwork and Ethno-Archaeological Documentation [30 Lab Contact Hours]

- Ethno-Archaeological Field Survey in a Selected Tribal Area of Odisha

- Documentation of Traditional Craft Technologies (Pottery, Weaving, Tool Making)
- Comparative Analysis of Archaeological and Ethnographic Data
- Report Writing and Presentation of Findings

Course Learning Outcomes (CLOs)

CO1:
Demonstrate a comprehensive understanding of the concepts, scope, and theoretical perspectives of ethno-archaeology, and its relevance in interpreting past human behavior.

CO2:
Analyze the material culture of tribal communities in Odisha, including traditional technologies such as pottery, tool-making, and house construction, and relate them to archaeological interpretations.

CO3:
Evaluate traditional subsistence patterns, resource management practices, and ritual landscapes of Odisha's indigenous communities, and examine their continuity and change over time.

CO4:
Interpret archaeological evidence such as rock art, megaliths, and funerary practices through ethno-archaeological perspectives by linking them with living cultural traditions.

CO5:
Apply fieldwork methods to document and analyze ethno-archaeological data, including conducting surveys, recording traditional practices, performing comparative analysis, and presenting findings through structured reports.

Course Outcomes - Programme Outcomes Mapping of Paper AP50033

Programme Outcomes → / Course Outcomes ↓	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	2	3	2	2	2	1	–	–	1	–	1	1
CO2	3	3	2	3	2	2	1	–	1	–	2	2
CO3	3	3	2	3	3	2	1	–	2	1	2	3

CO4	**3**	**3**	**2**	**3**	**3**	**2**	**1**	**1**	**2**	**1**	**3**	**2**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**2**	**1**	**3**	**1**
Average	**2.6**	**3.0**	**2.2**	**2.8**	**2.6**	**2.0**	**1.0**	**0.6**	**1.6**	**0.6**	**2.2**	**1.8**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AP50033

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	1
CO2	3	2	2	3	2
CO3	3	2	2	3	2
CO4	3	2	3	3	2
CO5	3	3	3	3	2
Average	**3.0**	**2.2**	**2.4**	**3.0**	**1.8**

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes interdisciplinary learning, field-based research skills, and understanding of cultural heritage
SDG 5	Gender Equality	Examines gender roles in traditional crafts, subsistence, and social organization within tribal communities
SDG 10	Reduced Inequalities	Highlights indigenous communities, their knowledge systems, and inclusion in academic and development discourse
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage, rock art, megaliths, and traditional settlements
SDG 12	Responsible Consumption and Production	Emphasizes sustainable traditional technologies, craft practices, and resource use
SDG 13	Climate Action	Studies ecological adaptation and indigenous responses to environmental changes
SDG 15	Life on Land	Reflects sustainable interaction between tribal communities and natural ecosystems
SDG 16	Peace, Justice and Strong Institutions	Promotes protection of cultural rights, indigenous heritage, and ethical research practices
SDG 17	Partnerships for the Goals	Encourages collaboration with tribal communities, researchers, and institutions for documentation and preservation

Suggested Reading:

1. Agarwal, D. P.1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.

2. Allchin, Briget. and Raymond Allchin,1982. *The Rise of Civilization in India and Pakistan.Cambridge*: Cambridge University Press.
3. Allchin, B. and R. Allchin, 1997. *Origins of Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi. Viking by Penguin Books India (P) Ltd.
4. Bhattacharya, D. K.1990, *An Introduction to Prehistoric Archaeology*. Delhi; Hindustan Publishing Corporation
5. Bhattacharya, D. K.2001. *An Outline of Indian Prehistory*. Delhi: Palaka Prakashan.
6. Chakrabarti, D.K. 2001. *India: An Archaeological History: Palaeolithic Beginning to Early Historic Foundation*. New Delhi: Oxford University press.
7. Jain, V.K.2009, *Prehistory and Protohistory of India*. New Delhi: D.K. Printworld (P) Ltd.
8. Paddayya, K. (Ed.), 2002, *Recent Studies in Indian Archaeology*. New Delhi.
9. Pappu R. S.2001, *Aheulian Culture in Peninsular India-- An Ecological Perspective*, New Delhi: D.K. Printworld (P) Ltd.
10. Rammi Reddy, V.1987, *Elements of Prehistory*. New Delhi: Mittal Publications.
11. Rammi Reddy, V.1989, *Palaeolithic and Mesolithic Cultures*. New Delhi: Mittal Publications.
12. Rammi Reddy, V.1991, *Neolithic and Post-Neolithic Cultures*. New Delhi: Mittal Publications.
13. Sankalia, H.D.1974. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
14. Sankalia (1982) Stone Tool Type and Technology. Delhi, B.R.Publication.
15. Settar, S. and R. Korisettar (Ed), 2001, *Indian Archaeology in Retrospect,* Vol.1: PREHISTORY Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.

Course Title: Learning through Visual Ethnography
Course Code: TS50051
Credit- 4

Course Learning Objectives:

To establish among the students a sense of the importance of museums reflecting culture, custom, tradition and tenets of the tribal people. By visiting the museums, the students will get an idea on the research skills that focus on objects or things preserved in the museums.

Unit: I Basic Understanding of Tribes [15 Classroom Contact Hours]

Tribes of Odisha & India: A Profile PVTGs: India & Odisha, Concept of Tribal Freedom Fighter. Tangible and Intangible Tribal Culture of Odisha.

Preservation of Tribal Culture and Importance of Tribal Museums in India, Special Report on different Museums of India. Special Report - Tribal Museum, Ranchi- You Tube, Odisha Tribal Museum: Odisha State Tribal Museum – YouTube, Odisha State Museum: State Museum in Bhubaneswar – YouTube

Unit- II Tribes of India & PVTGs Documentary Movies [15 Classroom Contact Hours]

Birhor Tribe of Jharkhand/Odisha - A Documentary Movie - YouTube / Tribes of Odisha: Hill Kharia tribe -YouTube, Tribes of Odisha | Bonda Tribes – YouTube, Apatani Tribes of Arunachal Pradesh – YouTube, Munda Tribe | Tribes of India – YouTube, Oraon Tribe| Tribes of India – YouTube, Chero Tribe| Tribes of India – YouTube, Kisan Tribe| Tribes of India – YouTube, Sounti Tribe - Tribes of India – YouTube, Gadaba Tribe | Tribes of India – YouTube, Gurjar Tribe | Tribes of India - YouTube

Unit- III Tribal Freedom Fighters of Odisha[15 Classroom Contact Hours]

Documentary of Sri Chakara Bisoi, Documentary of Sri Laxman Naik:, Documentary of Sri Tamma Dora, tribal freedom fighter of Koya Community Ghumsar, Malkangiri District., Sri Dharanidhar Naik, A Literate Young Bhuiyan, Documentary on Sri Madri Kalo, a tribal freedom fighter from Bhuyan Community - Gangpur, Sundargarh, Documentary film on Dharanidhar Nayak, tribal freedom fighter from Bhuyan tribal community, Keonjhar, Tribal Freedom Fighter of Odisha: RINDO MAJHI

Unit- IV Museum Visit and Internship (Practical) [30 Lab Contact Hours]

Special Report on different Museums of India. Special Report - Tribal Museum, Ranchi- YouTube, Odisha Tribal Museum: Odisha State Tribal Museum – YouTube, Odisha State Museum: State Museum in Bhubaneswar – YouTube, Kalabhoomi: Kala Bhoomi Odisha Crafts Museum-YouTube, Museum visit gallery-wise: Textile & Jewellery, Agricultural equipment, Hunting equipment, Art & Craft

Museum visit gallery wise Textile & Jewellery, Agricultural equipment, Hunting equipment, Art & Craft

* Students will go for a summer internship program to a Museum and Research Institute for a period of one month and will prepare a report on this.

Course Learning Outcomes:

CO1: Assess that the tribal museums not only make the students aware of the pride of tribal history, but will also give a new impetus to tourism in these areas.

CO2: Contrast that these museums also preserve and promote songs, music, art-skills, handicrafts and crafts passed down from generation to generation.

CO 3: Experience the techniques of displaying the specimens and demonstrating the information about them

CO 4: Extrapolate the use of museums for gathering understanding on tribal culture.

CO 5: Associate the students with audio-visual platforms to identify the tribal problems, issues and concerns in an effective way.

Course Outcomes - Programme Outcomes Mapping of Paper TS50051

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	3	2	2	2	2	1	1	2	1	2	3
CO2	3	3	2	3	2	2	1	1	2	1	2	3
CO3	2	3	2	2	2	3	1	2	2	1	2	2
CO4	3	3	2	3	2	2	1	1	2	1	2	2
CO5	3	3	2	3	2	2	2	3	3	2	3	2
Average	**2.8**	**3.0**	**2.0**	**2.6**	**2.0**	**2.2**	**1.2**	**1.6**	**2.2**	**1.2**	**2.2**	**2.4**

Course Outcomes - Programme Specific Outcomes Mapping of Paper TS50051

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	2	3	2

CO3	3	2	2	2	2
CO4	3	2	2	3	2
CO5	3	3	3	3	2
Average	**3.0**	**2.2**	**2.2**	**2.8**	**2.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes learning through museums, cultural education, and awareness of tribal heritage
SDG 5	Gender Equality	Encourages inclusive representation of women in tribal culture and museum narratives
SDG 8	Decent Work and Economic Growth	Supports tourism development, museum-related professions, and promotion of traditional crafts
SDG 10	Reduced Inequalities	Highlights inclusion and representation of tribal communities and their cultural contributions
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage, tribal museums, and community identity
SDG 12	Responsible Consumption and Production	Encourages conservation and sustainable use of cultural resources and artifacts
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical practices, cultural rights, and institutional responsibility in heritage management
SDG 17	Partnerships for the Goals	Encourages collaboration between museums, communities, tourism sectors, and government bodies

Recommended Learning Resources:

1. Behera, D.K and Georg pfeffer. Contemporary Society Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company

2. Furer- Haimendorf, C. von 1982. Tribes of India: The Struggle for Survival. Delhi: Oxford University Publication.

3. Ghurye, G. S. The aborigines -"so-called" - and their future

4. Hardiman, David 1987. The Coming of the Devi: Adivasi Assertion in Western India. Delhi: Oxford University Press.

5. Joshi, P C and A K Kalla, ed. 2004. Tribal Health and Medicines. New Delhi: Concept Publishing.

6. Mahapatra, L.K., 1994. Tribal Development in India: Myth and Reality. Delhi: S.Chand& Company Ltd.

7. Maharana, A.K. & H. S. Mishra, K.K. Mohanty (edt.). 2004. Collection and Sale of Minor Forest Produce among the tribes of Orissa: A socio-structural and Economic Analysis. SCSTRTI, Bhubaneswar, Odisha.

8. Ota, A. B. & S.C. Mohanty 2015. Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – I (Ethnography). SCSTRTI, Bhubaneswar, Odisha.

9. Ota, A. B. & S.C. Mohanty 2015. Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – II (Change & Development). SCSTRTI, Bhubaneswar, Odisha.

10. Ota, A. B. & S.C. Mohanty 2015. Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – III (Anthropology of Health & Medicine). SCSTRTI, Bhubaneswar, Odisha.

Course Structure
Semester-IV

Course Code	Course Title	Credit			Total Credit
		L	T	P	
FD50082	Fieldwork and Dissertation	0	0	20	20
	Total				20

SEMESTER-IV

Fieldwork and Dissertation
Course Code: FD50082
(Credit-20)

Full Marks: 500 marks

Course objectives: The aim of this course is to provide a comprehensive understanding the nature of Anthropological research and make students acquainted with various types of data collection. This course also aims to able the students to make data analysis and writing report.

Field Work and Report Writing [600 Lab/Fieldwork Contact Hours]

Field Work: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 30 days of fieldwork under the supervision of a teacher, as nominated by the head of the Programme, in a tribal/rural area. The Programme shall announce the exact date of commencement of fieldwork. Student failing to complete the fieldwork in a particular year can only clear the paper by completing fieldwork next year. Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Programme for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his/her dissertation, seminar presentation and viva voice.

SL No	Mode of Evaluation	Credits
1	Selection of Research Topic and Synopsis Presentation	4
2	Literature Review and Preparation of Research Tools (Questionnaires and schedule)	4
3	Fieldwork and Data Collection	4
4	Data Analysis and Report Writing	4
5	Seminar Presentation and Viva voce test on dissertation	4
	TOTAL	20

The Dissertation has to be submitted by the student positively before the end semester examination.

Course Learning Outcomes:

CO 1: The students who successfully complete this course will understand the nature of anthropological research and develop their skills in various types of data collection, interpretation and presentation.

CO 2: After this course the students also able to explore different problems areas of human society, acquire skills in fieldwork, data analysis and report writing.

CO 3: This course will help the students to interpret both biological and social issues faced by the human societies.

CO 4: The students through this paper assess the data presentation and documentation in an effective way.

CO 5: Develop the capability of academic writing and publication of research findings.

Course Outcomes - Programme Outcomes Mapping of Paper AN50082

Programme Outcomes → / Course Outcomes ↓	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	**2**	**3**	**2**	**3**	**3**	**3**	**2**	**2**	**1**	**1**	**2**	**1**
CO2	**2**	**3**	**2**	**3**	**3**	**3**	**2**	**2**	**2**	**1**	**3**	**1**
CO3	**3**	**3**	**2**	**3**	**3**	**2**	**1**	**1**	**2**	**1**	**3**	**2**
CO4	**2**	**2**	**3**	**3**	**2**	**2**	**1**	**2**	**2**	**1**	**3**	**1**
CO5	**3**	**2**	**3**	**3**	**2**	**2**	**1**	**2**	**3**	**2**	**3**	**1**
Average	**2.4**	**2.6**	**2.4**	**3.0**	**2.6**	**2.4**	**1.4**	**1.8**	**2.0**	**1.2**	**2.8**	**1.2**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN50082

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2
CO2	3	3	3	3	2
CO3	3	2	3	3	2
CO4	3	2	2	2	2
CO5	3	3	3	2	3
Average	**3.0**	**2.6**	**2.8**	**2.6**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops research skills, fieldwork competence, and academic writing, promoting quality higher education
SDG 5	Gender Equality	Encourages gender-sensitive research design and inclusive data collection practices
SDG 8	Decent Work and Economic Growth	Enhances employability through research, analytical, and reporting skills
SDG 9	Industry, Innovation and Infrastructure	Promotes innovation through data analysis, research tools, and methodological applications
SDG 10	Reduced Inequalities	Supports research on marginalized communities and social disparities
SDG 12	Responsible Consumption and Production	Emphasizes ethical use of data, responsible research practices, and sustainability
SDG 16	Peace, Justice and Strong Institutions	Highlights research ethics, transparency, accountability, and evidence-based policy support
SDG 17	Partnerships for the Goals	Encourages collaborative and interdisciplinary research across institutions and communities

Recommended Learning Resources:

Ahuja, Ram (2010), *Research Methods*. Jaipur: Rawat Publication.

Bauer M.W. & G. Gaskell (eds.). (2000). *Qualitative Research with Text, Image and Sound: A Practical Handbook*. London, Sage Publications.

Bryman A. (1988). *Quantity and Quality in Social Research*. London, Unwin Hyman Ltd.

Bryman, A. (2001). *Surveying the Social World*, Buckingham. Philadelphia, Open University Press.

Denzin, N.K. & Y.S. Lincoln. (eds.). (2000). *Handbook of Qualitative Research*. New York, Sage.

Flick, U. (2009).*An Introduction to Qualitative Research* (4th Edition). London, Sage Publications.
Giddens, A. (1993). *New Rules of sociological Method* (2nd Edition).Stanford, California, Stanford University Press.
Grbich, C. (2004). *New Approaches in Social Research*. London, Sage Publications.
Gupta, C.B and Gupta, V. *An Introduction to Statistical Methods*, New Delhi: Vikas Publishing House PVT Ltd.
Huberman, A.M. & M.B. Miles.(2002). *The Qualitative Researcher's Companion*. New York, Sage Publications.
Kothari, C. R. *Research Methodology*, Methods and Techniques –Wiley Eastern Limited – New Delhi
Silverman, D. (ed.). (2011) *Qualitative Research* (3rd Edition).London, Sage Publications.
University of Chicago (2010). *The Chicago Manual of Style* (sixteenth ed.). Chicago: Univ. of Chicago Press.
W.J. Goode and P. K. Hatt (1952) *Methods in Social Research*. McGraw Hill Co.
Young, P.V. 1956. *Scientific Social Surveys and Research*. London: Prentice-Hall

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