KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

BACHELOR OF ARTS IN ANTHROPOLOGY

(As per NEP-2020, NCrF, NHEQF)

Academic Session 2026-2027

DEPARTMENT OF ANTHROPOLOGY

SCHOOL OF TRIBAL LEGAL STUDIES AND TRIBAL RIGHTS

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024

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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 & Mission of the School

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

B.A. / B.Sc. Anthropology (UG Anthropology)

Programme Type

Undergraduate / Honours / Honours with Research / Honours without Research/ Diploma / Certificate (as per NEP 2020 framework)

Programme Description (Under Graduate Programme in Anthropology)

The Four-Year Undergraduate Programme in Anthropology is structured under the semester system, consisting of **eight semesters spread over four years**. The programme is designed to provide students with a comprehensive foundation in Anthropology, integrating theoretical knowledge with practical exposure and skill-based learning in accordance with the **National Education Policy (NEP) 2020**.

This programme aims to introduce students to the fundamental concepts, principles, and approaches of Anthropology while fostering critical thinking, analytical ability, and field-based research skills. It emphasizes both academic depth and applied dimensions of Anthropology to prepare students for higher education, research, and diverse career opportunities.

The UG Anthropology programme offers a broad understanding of the **development, variation, and diversity of human beings** across time and space. Students are trained in the four major sub-disciplines of Anthropology:

- Socio-Cultural Anthropology
- Biological/Physical Anthropology
- Archaeological Anthropology (Prehistoric Archaeology)
- Linguistic Anthropology

The programme also introduces students to emerging and applied areas such as **tribal studies, health and nutrition, environmental anthropology, human rights, and development studies**, enabling them to relate anthropological knowledge to real-world contexts.

In the later semesters, students are provided with opportunities to **specialize or focus** on particular subfields based on their interests and aptitude. The programme also includes **fieldwork, internships, research projects, and skill enhancement courses**, ensuring experiential and participatory learning.

Vision of the FYUG Programme in Anthropology

The Anthropology discipline at KISS Deemed to be University envisions developing socially responsible and academically competent graduates who can critically understand and address the **social, cultural, biological, and environmental challenges** faced by humanity. The programme integrates interdisciplinary approaches and promotes sustainable and inclusive development through anthropological knowledge.

Mission of the FYUG Programme in Anthropology

The mission of the UG Anthropology programme is:

- To provide a **strong foundational understanding** of anthropological concepts and theories.
- To promote **holistic learning** of human diversity in cultural, biological, and historical contexts.
- To develop **research orientation, fieldwork skills, and analytical abilities** among students.
- To encourage **innovative thinking and application of anthropological knowledge** in solving societal issues.

- To prepare students for **higher studies, research, and professional careers** in various sectors.

About NEP 2020 (UG Anthropology Syllabus)

Aligned with the vision of **NEP 2020**, the Four-Year UG Anthropology programme emphasizes:

- **Multidisciplinary and holistic education**
- **Flexibility in course choices and multiple exit options**
- **Skill development and employability**
- **Research orientation and field-based learning**
- Integration of **traditional knowledge with modern scientific approaches**

The curriculum incorporates emerging areas such as:

- Digital Anthropology
- Health and Nutritional Anthropology
- Environmental Sustainability
- Applied and Development Anthropology

Special emphasis is given to **fieldwork, community engagement, internships, and research projects**, enabling students to connect theoretical knowledge with practical applications.

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.

Definitions of Components

a) Ability Enhancement Courses (AEC): It refers to the courses enhancing competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills not literature, prose, poetry and novel etc.

b) Academic Bank of Credits (ABC): The ABC has been envisaged by the UGC to facilitate the academic mobility of students with the freedom to study across the HEIs in the country with an appropriate 'credit transfer' mechanism from one programme to another, leading to attain a Degree/Diploma/Certificate, etc.

c) Academic Year: Two consecutive semesters constitute one academic year.

d) Choice Based: The students select courses from the prescribed courses i.e., Major, Minor, Multidisciplinary, Ability Enhancement Course (AEC), Skill Enhancement Course (SEC), Value Added Course (VAC), Summer Internship/ Lab/Research.

e) Major is the subject of main focus.

f) Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree/diploma/Certificate is prescribed in terms of number of credits to be earned.

g) Credit: A unit by which the course work is measured. One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.

h) Minor Course helps a student to gain a broader understanding beyond the major discipline. The subjects mentioned in the minor (in the course structure table) will be offered only if a minimum of 10 students opt for that particular subject.

i) Multidisciplinary: It refers to the courses that a student can opt from other disciplines in order to broaden the intellectual experience.

j) Skills Enhancement Courses (SEC): It refers to the courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

k) Summer Internship/Apprenticeship/Summer Project: It refers to experiential exposure of a student. Summer Internship of 6-8 weeks duration after the completion of the fourth semester, followed by a project report and viva-voce examination during the fifth semester has been made compulsory to enable the students to have hands on experience of real-life business situations.

l) Research has been provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues related to a real-life situation.

m) Value Added Courses: It refers to the courses enabling the students to acquire and demonstrate the knowledge and understanding of contemporary society.

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 instruction	45
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.

Course Credit Scheme for Single Major with research Programme

Semester	Major (No./Credits)	Minor (No./Credits)	MDC (No./Credits)	AEC (No./Credits)	SEC (No./Credits)	VAC (No./Credits)	Double Major	Research / Internship (No./Credits)	Grand Total Credits
I	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	1 / 4	—	—	20
II	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	2 / 4	—	—	20
III	2 / 8	1 / 4	1 / 3	1 / 2	1 / 3	—	—	—	20
IV	4 / 14	1 / 4	—	1 / 2	—	—	—	—	20
V	4 / 16	1 / 4	—	—	—	—	—	1 (Internship) / 2	22
VI	4 / 16	1 / 4	—	—	—	—	—	—	20
VII	4 / 16	1 / 4	—	—	—	—	—	—	20
VIII	1 / 4	1 / 4	—	—	—	—	—	1 (Dissertation) / 12	20
Total	**21 / 82**	**8 / 32**	**3 / 9**	**4 / 8**	**3 / 9**	**3 / 8**	—	**2 / 14**	**162**

Course Credit Scheme for Single Major without research Programme

Semester	Major (No./Credits)	Minor (No./Credits)	MDC (No./Credits)	AEC (No./Credits)	SEC (No./Credits)	VAC (No./Credits)	Double Major	Research / Internship (No./Credits)	Grand Total Credits
I	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	1 / 4	—	—	20
II	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	2 / 4	—	—	20
III	2 / 8	1 / 4	1 / 3	1 / 2	1 / 3	—	—	—	20
IV	4 / 14	1 / 4	—	1 / 2	—	—	—	—	20
V	4 / 16	1 / 4	—	—	—	—	—	1 (Internship) / 2	22
VI	4 / 16	1 / 4	—	—	—	—	—	—	20
VII	4 / 16	1 / 4	—	—	—	—	—	—	20
VIII	4 / 16	1 / 4	—	—	—	—	—	—	20
Total	**24 / 94**	**8 / 32**	**3 / 9**	**4 / 8**	**3 / 9**	**3 / 8**	—	**1 / 2**	**162**

Course Credit Scheme for Double Major with Research Programme

Semester	Major (No./Credits)	Minor (No./Credits)	MDC (No./Credits)	AEC (No./Credits)	SEC (No./Credits)	VAC (No./Credits)	Double Major (No./Credits)	Research / Internship (No./Credits)	Grand Total Credits
I	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	1 / 4	—	—	20
II	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	2 / 4	—	—	20
III	2 / 8	1 / 4	1 / 3	1 / 2	1 / 3	—	—	—	20
IV	4 / 14	1 / 4	—	1 / 2	—	—	—	—	20
V	4 / 16	1 / 4	—	—	—	—	3 / 12	1 (Internship) / 2	34
VI	4 / 16	1 / 4	—	—	—	—	3 / 12	—	32
VII	4 / 16	1 / 4	—	—	—	—	1 / 4	—	24
VIII	1 / 4	1 / 4	—	—	—	—	1 / 4	1 (Dissertation) / 12	24
Total	**21 / 82**	**8 / 32**	**3 / 9**	**4 / 8**	**3 / 9**	**3 / 8**	**8 / 32**	**2 / 14**	**194**

Course Credit Scheme for Double Major without Research Programme

Semester	Major (No./Credits)	Minor (No./Credits)	MDC (No./Credits)	AEC (No./Credits)	SEC (No./Credits)	VAC (No./Credits)	Double Major (No./Credits)	Research / Internship (No./Credits)	Grand Total Credits
I	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	1 / 4	—	—	20
II	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	2 / 4	—	—	20
III	2 / 8	1 / 4	1 / 3	1 / 2	1 / 3	—	—	—	20
IV	4 / 14	1 / 4	—	1 / 2	—	—	—	—	20
V	4 / 16	1 / 4	—	—	—	—	3 / 12	1 (Internship) / 2	34
VI	4 / 16	1 / 4	—	—	—	—	3 / 12	—	32
VII	4 / 16	1 / 4	—	—	—	—	1 / 4	—	24
VIII	4 / 16	1 / 4	—	—	—	—	1 / 4	—	24
Total	**24 / 94**	**8 / 32**	**3 / 9**	**4 / 8**	**3 / 9**	**3 / 8**	**8 / 32**	**2 / 14**	**194**

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)

Semester	Discipline Specific courses- core		Minor		MDC/IDC		AEC		SEC/ Internship/Dissertation		VAC		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	No. Of Papers	Total Credit	
I	1	4	1	4	1	3	1	2	1	3	1	4	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20
III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20
V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20
VIII	1	4	1	4					1	12			20
Total Credits for the Course		82		32		9		8		23		8	162

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.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

vii. Eligibility for Admissions with No. of Seats

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

viii. 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	Maximu mMark	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)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII)	UG Honours / Honours with Research	Level 6.0	~160

Programme Educational Objectives (PEOs)

- PEO-1: Employability: Apply anthropological knowledge and skills in education, research, public health, tribal development, and related professional sectors.

- PEO-2: Entrepreneurship: Develop innovative and community-based initiatives related to tribal welfare, cultural heritage, health, and sustainable development.

- PEO-3: Research Readiness: Pursue higher studies and research using scientific inquiry, critical thinking, and anthropological research methods.

- PEO-4: Social Responsibility: Demonstrate ethical practice, cultural sensitivity, and commitment to social justice and inclusive community development.

- PEO-5: Indigenous Knowledge Integration: Preserve, document, and integrate indigenous knowledge systems and tribal cultural heritage into development and sustainability initiatives.

Programme Outcomes (POs)

(Aligned with NEP-2020 Graduate Attributes.)

The Four-Year UG Anthropology graduates are expected to achieve the following attributes:

PO	Attributes	Description
PO1	Moral & Ethical Values	Demonstrate integrity, ethical conduct, social responsibility, emotional well-being, and awareness of rights and duties while contributing selflessly to society.
PO2	Disciplinary Knowledge	Apply comprehensive knowledge and understanding of Anthropology and related social science disciplines acquired through academic learning and interaction with scholars and peers.
PO3	Communication Skills	Communicate effectively in oral, written, and digital forms, and present ideas clearly across academic, professional, and community settings.
PO4	Critical Thinking, Problem Solving & Analytical Reasoning	Analyze issues critically, apply logical reasoning, and develop appropriate solutions to anthropological, social, cultural, and developmental problems.
PO5	Indian Knowledge Systems (IKS)	Understand, appreciate, and integrate Indian and indigenous knowledge systems, customary practices, and cultural traditions in learning, research, and development initiatives.
PO6	Research-Related Skills	Identify research gaps, formulate research questions, and conduct scientific investigations using appropriate qualitative and quantitative research methods.
PO7	Cooperation/Teamwork	Work effectively in teams through collaboration, coordination, mutual respect, and shared responsibility to achieve common goals.
PO8	Digital Literacy	Use ICT tools, digital platforms, e-resources, and data management technologies effectively for learning, research, and professional activities.
PO9	Experiential & Life-long Learning	Engage in field-based, experiential, and self-directed learning and continuously upgrade knowledge and skills throughout life.
PO10	Leadership Qualities	Demonstrate leadership, initiative, vision, and the ability to motivate and guide individuals and groups in academic, professional, and community contexts.
PO11	Professional & Decision-making Skills	Exhibit professional competence, ethical behavior, sound judgment, and effective decision-making in academic, research, and real-life situations.
PO12	Environment Awareness and Sustainability	Promote environmental awareness, sustainable practices, conservation of natural resources, and active participation in sustainable development initiatives.

Programme Specific Outcomes (PSOs)

PSO1: Develop a foundational understanding of the major branches of Anthropology and their relevance to society.

PSO2: Acquire basic skills in **ethnographic methods, fieldwork, and data collection**.

PSO3: Apply anthropological concepts to analyze **social, cultural, biological, and environmental issues**.

PSO4: Develop critical awareness of **human diversity, inequality, and cultural variations**.

PSO5: Prepare students for **higher education, research, and employment** in academic, governmental, and non-governmental sectors.

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Course Structure of the Undergraduate Programme Anthropology

SEMESTER-I

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Core Course **Major Course-I** (CC-1)	**AN10001**	Introduction to Anthropology	**3**	0	1	4
Minor Course –I (MC-1)	**AN12001**	Fundamentals of Anthropology	**3**	0	1	4
Multi-Disciplinary Course (MDC)-I (MD-1)	**AN13001**	Introduction to Human Science	**2**	1	0	3
Ability Enhancement Course (AEC)- I (Choose any one) AE-1	**AE14001**	Modern Indian Language (Odia)	**2**	0	0	2
	AE14003	Modern Indian Language (Hindi)	**2**	0	0	2
	AE14005	Modern Indian Language (Sanskrit)	**2**	0	0	2
	AE14007	Modern Indian Language (Santali)	**2**	0	0	2
	AE14009	Alternative English	**2**	0	0	2
Skill Enhancement course (SEC)-I (SE-1)	**CS15001**	Information Technology and communication	**2**	0	1	3
Value Added Course (VAC)-I	**VA16201**	Environment Education and Disaster Management	**3**	0	1	4
	Total					20

NB: Students shall choose Minor and MDC courses from other subjects offered by the University, while the Minor and MDC courses listed in this course structure are intended for students of other departments.

SEMESTER-II

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Core Course, Major Course-II (CC-2)	**AN10002**	Anthropology of India	**3**	0	1	4
Minor Course –II (MC-2)	**AN12002**	Growth of Anthropology in India	**3**	0	1	4
Multi-Disciplinary Course (MDC)-II (MD-2)	**AN13002**	Anthropology of Public Health and Epidemiology	**2**	1	0	3
Ability Enhancement Course (AEC)- II (Choose any one) (AE-2)	**AE14002**	Translation Studies (Odia)	**2**	0	0	2
	AE14004	Translation Studies (Hindi)	**2**	0	0	2
	AE14006	Translation Studies (Sanskrit)	**2**	0	0	2
	AE14008	Translation Studies (Santali)	**2**	0	0	2
	AE14010	Translation Studies (English)	**2**	0	0	2
SEC-II (SE-2)	**TS15002**	Skills for Social Intervention	**2**	1	0	3
VAC-II (Choose any one)	**VA16120**	Tribal Languages and Oral Traditions	1	0	1	2
	VA16138	Tribal Art, Crafts and Aesthetics	1	0	1	2
VAC-III (Choose any one)	**VA16430**	Life Skills Education	2	0	0	2
	VA16484	Community Engagement and Social Responsibility	1	0	1	2
	Total			Total		20

NB: Students shall choose Minor and MDC courses from other subjects offered by the University, while the Minor and MDC courses listed in this course structure are intended for students of other departments.

SEMESTER-III

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-III (CC-3)	**AN20001**	Introduction to Biological Anthropology	**3**	0	1	4
Major Course-IV (CC-4)	**AN20003**	Introduction to Social and Cultural Anthropology	**3**	0	1	4
Minor Course –III (MC-3)	**AN22001**	Applied and Action Anthropology	**3**	0	1	4
MDC –III (MD-3)	**AN23001**	Population Anthropology	**2**	1	0	3
AEC- III (AE-3)	**AE24001**	Communicative English	**2**	0	0	2
SEC-III (SE-3)	TS25001	Effective Communication for Social Impact	2	1	0	3
	Total					20

NB: Students shall choose Minor and MDC courses from other subjects offered by the University, while the Minor and MDC courses listed in this course structure are intended for students of other departments.

SEMESTER-IV

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-V (CC-5)	**AN20002**	Fundamentals of Human Origin, Evolution and Diversity	**3**	0	1	4
Major Course-VI (CC-6)	**AN20004**	Introduction to Archaeological Anthropology	**3**	0	1	4
Major Course-VII (CC-7)	**AN20006**	Theories of Culture and Society	**3**	0	1	4
Major Course-VIII (CC-8)	**AN20008**	Artificial Intelligence in Anthropology	**1**	0	1	2
Minor Course – IV (MC-4)	**AN22002**	Anthropology of Art and Culture	**3**	0	1	4
AEC- IV (AE-4)	**AE24002**	Professional Communication	**2**	0	0	2
	Total					20

NB: Students shall choose Minor courses from other subjects offered by the University, while the Minor courses listed in this course structure are intended for students of other departments.

SEMESTER-V (Single Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- IX (CC-9)	**AN30001**	Human Ecology & Economic Anthropology	**3**	0	1	4
Major Course-X (CC-10)	**AN30003**	Human Genetics	**3**	0	1	4
Major Course-XI (CC-11)	**AN30005**	Anthropology of Religion and Politics	**3**	0	1	4
Major Course-XII (CC-12)	**AN30007**	Linguistic Anthropology	**3**	0	1	4
Minor Course –V (MC-5)	**AN32001**	Anthropology and Tribes of India	**3**	0	1	4
Internship	**IP37081**	**Internship**	**0**	0	2	2
	Total			Total		22

SEMESTER-V (Double Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- IX (CC-9)	**AN30001**	Human Ecology & Economic Anthropology	**3**	0	1	4
Major Course-X (CC-10)	**AN30003**	Human Genetics	**3**	0	1	4
Major Course-XI (CC-11)	**AN30005**	Anthropology of Religion and Politics	**3**	0	1	4
Major Course-XII (CC-12)	**AN30007**	Linguistic Anthropology	**3**	0	1	4
Minor Course –V (MC-5)	**AN32001**	Anthropology and Tribes of India	**3**	0	1	4
Double Major-I (DM-1)	**AN32003**	Human Ecology and Bio-cultural Adaptation	**3**	0	1	4
Double Major-II (DM-2)	**AN32005**	Anthropological Genetics	**3**	0	1	4
Double Major-III (DM3)	**AN32007**	Fundamentals of Religion, Politics and Economy in Anthropology	**3**	0	1	4
Internship	**IP37081**	**Internship**	**0**	0	2	2
	Total			Total		34

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

SEMESTER-VI (Single Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XIII (CC-13)	**AN30002**	Anthropo-Demography	**3**	0	1	4
Major Course-XIV (CC-14)	**AN30004**	Tribal Cultures of India	**3**	0	1	4
Major Course-XV (CC-15)	**AN30006**	Material Anthropology	**3**	0	1	4
Major Course-XVI (CC-16)	**AN30008**	Anthropology of Gender	**3**	0	1	4
Minor Course –VI (MC-6)	**AN32002**	Medical Anthropology	**3**	0	1	4
				Total		20

SEMESTER-VI (Double Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XIII (CC-13)	**AN30002**	Anthropo-Demography	**3**	0	1	4
Major Course-XIV (CC-14)	**AN30004**	Tribal Cultures of India	**3**	0	1	4
Major Course-XV (CC-15)	**AN30006**	Material Anthropology	**3**	0	1	4
Major Course-XVI (CC-16)	**AN30008**	Anthropology of Gender	**3**	0	1	4
Minor Course –VI (MC-6)	**AN32002**	Medical Anthropology	**3**	0	1	4
Double Major-IV (DM-4)	**AN32004**	Tribal Demography	**3**	0	1	4
Double Major-V (DM-5)	**AN32006**	Anthropology of Material Culture	**3**	0	1	4
Double Major-VI (DM-6)	**AN32008**	Gender Studies in Anthropology	**3**	0	1	4
		Total		Total		32

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

SEMESTER-VII (Single Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-XVII (CC-17)	**RA40001**	Research Methods in Anthropology	**3**	0	1	4
Major Course-XVIII (CC-18)	**AN40003**	Applied Biological Anthropology	**3**	0	1	4
Major Course-XIX (CC-19)	**AN40005**	Ecological Anthropology, Environment and Sustainable Development Goals	**3**	0	1	4
Major Course-XX (CC-20)	**AN40007**	Cultural Evolution: Broad outline and Principles of Prehistoric Culture	**3**	0	1	4
Minor Course- VII (MC-7)	**AN42001**	Fashion and Visual Anthropology	**3**	0	1	4
				Total		20

SEMESTER-VII (Double Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XVII (CC-17)	**RA40001**	Research Methods in Anthropology	**3**	0	1	4
Major Course-XVIII (CC-18)	**AN40003**	Applied Biological Anthropology	**3**	0	1	4
Major Course-XIX (CC-19)	**AN40005**	Ecological Anthropology, Environment and Sustainable Development Goals	**3**	0	1	4
Major Course-XX (CC-20)	**AN40007**	Cultural Evolution: Broad outline and Principles of Prehistoric Culture	**3**	0	1	4
Minor Course –VII (MC-7)	**AN42001**	Fashion and Visual Anthropology	**3**	0	1	4
Double Major-VII (DM-7)	**AN42003**	Anthropology of Children and Childhood	**3**	0	1	4
				Total		24

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

SEMESTER-VIII (Single Major)
For Students opt for Degree in Honours without Research

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-XXI (CC-21)	**AN40002**	Anthropology of Health	**3**	0	1	4
Major Course-XXII (CC-22)	**AN40004**	Anthropology of Museum and Cultural Resource Management	**3**	0	1	4
Major Course-XXIII (CC-23)	**AP40032**	Principles and Methods in Prehistoric Archaeology	**3**	0	1	4
Major Course-XXIV (CC-24)	**AN40034**	Business and Corporate Anthropology	**3**	0	1	4
Minor Course – VIII (MC-8)	**AN42002**	Recent Trends in Anthropology	**3**	0	1	4
			Total			20

SEMESTER-VIII (Single Major)
For Students opt for Degree in Honours with Research

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-XXI (CC-21)	**AN40002**	Anthropology of Health	**3**	0	1	4
Minor Course – VIII (MC-8)	**AN42002**	Recent Trends in Anthropology	**3**	0	1	4
Dissertation	**RD40082**	Research and Dissertation	**0**	0	12	12
			Total			20

Grand Total (Single Major) = 162 Credits

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

- **UG Degree (Honours with Research):** Students securing **75% or above** in the first six semesters may opt for a **12-credit Research and Dissertation** in the major discipline under faculty supervision, leading to the award of **UG Degree (Honours with Research)** upon completion of minimum **160 credits**.
- **UG Degree (Honours without Research):** Students not opting for the research shall complete **three taught major courses (12 credits)** in lieu of the Research and Dissertation, leading to the award of **UG Degree (Honours without Research)** upon completion of minimum **160 credits**.

SEMESTER-VIII (Double Major)
For Students opt for Degree in Honours without Research

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XXI (CC-21)	**AN40002**	Anthropology of Health	**3**	0	1	4
Major Course-XXII (CC-22)	**AN40004**	Anthropology of Museum and Cultural Resource Management	**3**	0	1	4
Major Course-XXIII (CC-23)	**AP40032**	Principles and Methods in Prehistoric Archaeology	**3**	0	1	4
Major Course-XXIV (CC-24)	**AN40034**	Business and Corporate Anthropology	**3**	0	1	4
Minor Course – VIII (MC-8)	**AN42002**	Recent Trends in Anthropology	**3**	0	1	4
Double Major – VIII (DM-8)	**AN42004**	Anthropology of Inclusive Museum and Sustainable Heritage Management	**3**	0	1	4
			Total			24

SEMESTER-VIII (Double Major)

For Students opt for Degree in Honours with Research

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XXI (CC-21)	**AN40002**	Anthropology of Health	**3**	0	1	4
Minor Course –VIII (MC-8)	**AN42002**	Recent Trends in Anthropology	**3**	0	1	4
Double Major –VIII (DM-8)	**AN42004**	Anthropology of Inclusive Museum and Sustainable Heritage Management	**3**	0	1	4
Dissertation	**RD40082**	Research and Dissertation	**0**	0	12	12
			Total			24

Grand Total (Double Major) = 194 Credits

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

COURSE STRUCTURE
SEMESTER-I

Course Code	Course Title	Total Credits	L-T-P
AN10001	Introduction to Anthropology (CC-1)	4	3-0-1
AN12001	Fundamentals of Anthropology (MC-1)	4	3-0-1
AN13001	Introduction to Human Science (MD-1)	3	2-1-0
	AE-1 (Choose any One)		
AE14001	Modern Indian Language (Odia)	2	2-0-0
AE14003	Modern Indian Language (Hindi)	2	2-0-0
AE14005	Modern Indian Language (Sanskrit)	2	2-0-0
AE14007	Modern Indian Language (Santali)	2	2-0-0
AE14009	Alternative English	2	2-0-0
CS15001	Information Technology and Communication (SE-1)	3	2-0-1
VA16201	Environment Education and Disaster Management	4	3-0-1
Total		20	

SEMESTER-I
Major Course-I
Course Title: Introduction to Anthropology
Course Code: AN10001

Course Code	Course Title	Total Credits	L-T-P
AN10001	Introduction to Anthropology (CC-1)	4	3-0-1

Course Description:

This course offers an introduction to the fundamental concepts, theories, and methods of anthropology, providing undergraduate students with a comprehensive understanding of the discipline. Through a combination of lectures, readings, discussions, and practical exercises, students will explore the diverse subfields of anthropology, including cultural anthropology, biological anthropology, archaeology, and linguistic anthropology. Emphasis will be placed on developing critical thinking skills, cultural awareness, and an appreciation for the complexities of Human societies past and present.

Course Objectives:

1. To familiarize students with the foundational principles and key theoretical frameworks of anthropology.
2. To introduce students to the four subfields of anthropology and their respective methodologies.
3. To cultivate critical thinking skills through the analysis and interpretation of anthropological texts and case studies.
4. To promote cultural sensitivity and awareness of diverse worldviews and practices.
5. To provide opportunities for students to engage in hands-on activities and fieldwork exercises to apply anthropological concepts in practice.

Course Outline:

UNIT I: [15 Classroom Contact Hours]

Introduction to Anthropology (Definition of anthropology, Historical development of anthropology, Major subfields of anthropology), Future Dimensions of Anthropology and its relevance.

UNIT II: [10 Classroom Contact Hours]

Cultural Anthropology (Concept of culture, Cultural relativism vs. ethnocentrism, Methods in cultural anthropology (ethnography, participant observation, interviews), Cultural diversity and globalization

UNIT III: [10 Classroom Contact Hours]

Biological Anthropology (Human evolution and the fossil record, Primatology and the study of non-Human primates, Genetics and Human variation)

Archaeology (Introduction to archaeology, Methods in archaeology (excavation, dating techniques, analysis), Interpretation of archaeological evidence, Case studies in archaeological research)

UNIT IV: [10 Classroom Contact Hours]

Linguistic Anthropology (Language and culture, Language acquisition and sociolinguistics, Language change and variation), Applied and Action Anthropology

UNIT V: [30 Practical Contact Hours]

Practical: Human Osteology, (Craniology & Post Cranial Osteology), Identification of Human Bones-Skull Bones (Frontal, Parietal, Occipital, Temporal, Maxilla, Sphenoid, Zygoma, and Mandible); Long Bones with Side Determination (Humerus, Radius, Ulna, Femur, Tibia, Fibula), Scapula, Clavicle, Hip Bone, Sex Differences and Human dentition.

Course Learning Outcomes:

CO1: This course aims to equip students with a comprehensive understanding of anthropology, enabling them to critically analyze Human culture and society.

CO2: Students will compare cultural relativism with ethnocentrism, apply methods like ethnography, and evaluate the impact of cultural diversity and globalization on society.

CO3: They will develop a nuanced understanding of Human evolution, fossil record, primatology, genetics, and Human variation.

CO4: By the end of the course, students will demonstrate proficiency in archaeology principles and methods, including excavation techniques and dating methods.

CO5: The practical component focuses on Human osteology, facilitating engagement with forensic anthropology.

Course Outcomes - Programme Outcomes Mapping of Paper AN10001

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3

CO1	2	3	2	3	2	1	1	3	1	2
CO2	2	3	3	3	3	2	2	3	2	3
CO3	1	3	2	3	2	2	1	3	2	3
CO4	1	3	2	3	2	3	2	3	3	2
CO5	2	3	1	2	3	3	2	2	3	3
Average	1.6	3.0	2.0	2.8	2.4	2.2	1.6	2.8	2.2	2.6

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN10001

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	**3**	**1**	**3**	**3**	**2**
CO2	**2**	**3**	**3**	**3**	**2**
CO3	**3**	**1**	**3**	**3**	**2**
CO4	**3**	**3**	**3**	**1**	**2**
CO5	**2**	**3**	**3**	**2**	**3**

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Promotes anthropological knowledge, critical thinking, and understanding of human diversity
SDG 5	Gender Equality	Enhances awareness of gender roles, inequalities, and empowerment across cultures
SDG 10	Reduced Inequalities	Develops understanding of social stratification, marginalization, and inclusion
SDG 13	Climate Action	Addresses human-environment relationships and promotes sustainable cultural practices
SDG 16	Peace, Justice and Strong Institutions	Encourages ethical research, respect for human rights, and social harmony

Recommended Learning Resources:

1. "Cultural Anthropology: A Toolkit for a Global Age" by Kenneth J. Guest
2. "Biological Anthropology: Concepts and Connections" by Agustin Fuentes
3. "Archaeology: Theories, Methods, and Practice" by Colin Renfrew and Paul Bahn
4. "Language, Culture, and Society: An introduction to Linguistic Anthropology" by Zdenek Salzmann, James Stanlaw, and Nobuko Adachi

Minor Course-I
Course Title: Fundamentals of Anthropology
Course Code: AN12001

Course Code	Course Title	Total Credits	L-T-P
AN12001	Fundamentals of Anthropology (MC-1)	4	3-0-1

Course Description:

This course offers an introduction to the fundamental concepts, theories, and methods of anthropology, providing undergraduate students with a comprehensive understanding of the discipline. Through a combination of lectures, readings, discussions, and practical exercises, students will explore the diverse subfields of anthropology, including cultural anthropology, biological anthropology, archaeology, and linguistic anthropology. Emphasis will be placed on developing critical thinking skills, cultural awareness, and an appreciation for the complexities of Human societies past and present.

Course Objectives:

1. To familiarize students with the foundational principles and key theoretical frameworks of anthropology.
2. To introduce students to the four subfields of anthropology and their respective methodologies.
3. To cultivate critical thinking skills through the analysis and interpretation of anthropological texts and case studies.
4. To promote cultural sensitivity and awareness of diverse worldviews and practices.
5. To provide opportunities for students to engage in hands-on activities and fieldwork exercises to apply anthropological concepts in practice.

Course Outline:

UNIT I: [15 Classroom Contact Hours]

Fundamentals of Anthropology (Definition of anthropology, Historical development of anthropology, Major subfields of anthropology), Future Dimensions of Anthropology and its relevance.

UNIT II: [10 Classroom Contact Hours]

Social and Cultural Anthropology (Concept of culture, Cultural relativism vs. ethnocentrism, Methods in cultural anthropology (ethnography, participant observation, interviews), Cultural diversity and globalization

UNIT III: [10 Classroom Contact Hours]

Biological Anthropology (Human evolution and the fossil record, Primatology and the study of non-Human primates, Genetics and Human variation)

Archaeology (Introduction to archaeology, Methods in archaeology (excavation, dating techniques, analysis), Interpretation of archaeological evidence, Case studies in archaeological research)

UNIT IV: [10 Classroom Contact Hours]

Linguistic Anthropology (Language and culture, Language acquisition and sociolinguistics, Language change and variation)

UNIT V: [30 Practical Contact Hours]

Practical: Human Osteology, (Craniology & Post Cranial Osteology), Identification of Human Bones-Skull Bones (Frontal, Parietal, Occipital, Temporal, Maxilla, Sphenoid, Zygoma, and Mandible); Long Bones with Side Determination (Humerus, Radius, Ulna, Femur, Tibia, Fibula), Scapula, Clavicle, Hip Bone, Sex Differences and Human dentition.

Course Learning Outcomes:

CO1: This course aims to equip students with a comprehensive understanding of anthropology, enabling them to critically analyze Human culture and society.

CO2: Students will compare cultural relativism with ethnocentrism, apply methods like ethnography, and evaluate the impact of cultural diversity and globalization on society.

CO3: They will develop a nuanced understanding of Human evolution, fossil record, primatology, genetics, and Human variation.

CO4: By the end of the course, students will demonstrate proficiency in archaeology principles and methods, including excavation techniques and dating methods.

CO5: The practical component focuses on Human osteology, facilitating engagement with forensic anthropology.

Course Outcomes - Programme Outcomes Mapping of Paper AN12001

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	1	1	1	2	–	–	–
CO2	3	2	3	3	2	2	2	1	1	–	–	–
CO3	1	3	1	3	2	2	1	–	2	–	2	–
CO4	1	3	1	2	2	3	2	2	1	1	3	2
CO5	2	2	1	2	3	3	2	2	3	2	3	3

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN12001

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	2
CO2	2	2	3	2	1
CO3	3	1	2	3	2
CO4	2	3	2	2	3
CO5	2	3	3	3	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes anthropological knowledge, critical thinking, and research skills for holistic education
SDG 5	Gender Equality	Encourages understanding of gender roles, inequalities, and inclusivity in different cultures
SDG 10	Reduced Inequalities	Builds awareness about cultural diversity, marginalization, and social justice
SDG 13	Climate Action	Examines human-environment interaction and adaptation to environmental changes
SDG 15	Life on Land	Provides insights into human evolution, biodiversity, and ecological relationships

Recommended Learning Resources:

1. "Cultural Anthropology: A Toolkit for a Global Age" by Kenneth J. Guest
2. "Biological Anthropology: Concepts and Connections" by Agustin Fuentes
3. "Archaeology: Theories, Methods, and Practice" by Colin Renfrew and Paul Bahn
4. "Language, Culture, and Society: An introduction to Linguistic Anthropology" by Zdenek Salzmann, James Stanlaw, and Nobuko Adachi

Multi-Disciplinary Courses
Course Title: Introduction to Human Science
Course Code: AN13001
MDC-I

Course Code	Course Title	Total Credits	L-T-P
AN13001	Introduction to Human Science (MD-1)	3	2-1-0

Course Objectives

The primary objective of this course is to provide students with a comprehensive understanding of the diverse disciplines within the Human sciences. Students will explore the biological, psychological, social, and cultural aspects of Human behavior and development. The course aims to equip students with the knowledge and skills necessary to analyze Human behavior from a multidisciplinary perspective and apply this understanding to real-world issues.

UNIT-I [15 Classroom Contact Hours]

Fundamentals of Human Sciences: Definition and scope, Key disciplines and their contributions. Overview of Anthropology (Definition, scope, Historical development, and subfields of Anthropology), Relationship between Anthropology and other disciplines, Interdisciplinary nature of Anthropology.

UNIT-II [10 Classroom Contact Hours]

Man's Place in Animal Kingdom, Theories of Human Evolution, Human Variation and Adaptation, Human Race and Racism, Major Races of the World, Human adaptability to various environments, Cultural adaptation.

UNIT-III [10 Classroom Contact Hours]

Human Societies and Culture, Language, and Social Organization (Basic concepts of culture, social structures, and kinship), Anthropological Ethics and Research Methods, Basic research methods: fieldwork, participant observation, and interviews.

UNIT-IV [10 Classroom Contact Hours]

Cultural Evolution: Early Human Societies and Cultures, Three Age System, From Prehistory to Early Civilizations: Paleolithic, Mesolithic and Neolithic Culture in India, Indus Valley Civilization.

Course Outcomes:

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

CO 1. Understand the Fundamentals of Human Sciences and Anthropology
Demonstrate a clear understanding of the definition, scope, and key disciplines of human sciences, with a focus on anthropology, its historical development, subfields, and its interdisciplinary nature.

CO 2. Explain Human Evolution and Adaptation
Analyze the principles of human evolution, including primatology, evolutionary mechanisms (natural selection, genetic drift, gene flow, and mutation), and the genetic and phenotypic variations in human populations, as well as human adaptability to diverse environments.

CO 3. Understand Cultural Evolution and Social Structures.
Discuss the development of early human societies, culture, and language, and understand the anthropological concepts of social organization, kinship, and their significance in shaping human behavior.

CO 4. Apply Anthropological Research Methods Ethically
Identify and utilize basic anthropological research methods such as fieldwork, participant observation, and interviews, while adhering to ethical standards in anthropological research.

CO 5. Demonstrate Practical Skills in Human Osteology
Acquire hands-on skills in identifying human skeletal remains, including craniology and post-cranial osteology, and determining characteristics such as bone type, side determination, and sex differences.

Course Outcomes - Programme Outcomes Mapping of Paper AN13001

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	2	1	1	–	1	2	1	1	1
CO2	1	3	1	3	2	2	–	2	2	1	1	3
CO3	2	2	3	3	2	1	2	1	2	2	1	1
CO4	3	2	2	2	3	3	2	2	2	2	3	1

CO5	3	3	1	2	3	2	2	2	3	2	2	1

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN13001

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	1	1	2	2
CO2	3	1	3	2	2
CO3	2	1	3	3	2
CO4	2	3	2	2	3
CO5	2	3	2	1	3

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

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Develops foundational knowledge in anthropology, critical thinking, and research skills
SDG 5	Gender Equality	Promotes understanding of gender roles and inclusivity in cultural contexts
SDG 10	Reduced Inequalities	Enhances awareness of human diversity, inequality, and social justice
SDG 13	Climate Action	Explores human adaptation and environmental interactions
SDG 15	Life on Land	Provides insights into human evolution, biodiversity, and ecological relationships

Recommended Learning Resources:

1. "The Human Sciences: Their Nature and Structure" by George Steinmetz
2. "Cultural Anthropology: A Toolkit for a Global Age" by Kenneth J. Guest
3. "Human Development: A Life-SpANView" by Robert V. Kail and John C. Cavanaugh

4. "Technology and Society: Building Our Sociotechnical Future" by Deborah G. Johnson and Jameson M. Wetmore

Semester – I
Modern Indian Language (Odia)
AE14001
Credit-2
(Ability Enhancement Courses)

Course Objective

- ଓଡ଼ିଆ ଭାଷାର ଉଦଭ ଓ ବିକାଶ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।
- ଓଡ଼ିଆ ବ୍ୟାକରଣ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।

ୟୁନିଟ୍-୧ : ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭବ ଓ କ୍ରମବିକାଶ
(ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ କ୍ରମବିକାଶ)

ୟୁନିଟ୍-୨ : ଓଡ଼ିଆ ବ୍ୟାକରଣ
(ଶବ୍ଦ, ବାକ୍ୟ, ସମୋଚ୍ଚାରିତ ଶବ୍ଦ, ଅନେକାର୍ଥ ଶବ୍ଦ, ବିପରୀତ ଶବ୍ଦ, ରୂଢ଼ି, ପ୍ରବାଦ ଓ ପ୍ରବଚନ)

Course Outcome

CO-I : ଏହାଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ସମ୍ପର୍କରେ ଜ୍ଞାନ ।ହରଣ କରିପାରିବେ ।
CO-II : ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଆ ଭାଷାର କ୍ରମବିକାଶ ସଂପର୍କରେ ଜାଣିପାରିବେ ।
CO-III : ଓଡିଆ ବ୍ୟାକରଣ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।
CO-IV : ଶବ୍ଦ, ବାକ୍ୟ, ସମୋଚାରିତ ଶବ୍ଦ ଇତ୍ୟାଦି ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।
CO-V : ବିପରୀତ ଶବ୍ଦ ରୂଢ଼ି, ପ୍ରବାଦ ଓ ପ୍ରବଚନ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜ୍ଞାନ ଆହରଣ କରିପାରିବେ ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେ ଷ୍ଟୋର, କଟକ
୨. ଆଧୁନିକ ଓଡିଆ ବ୍ୟାକରଣ - ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ ମହଲ, କଟକ
୩. ବ୍ୟାବହାରିକ ଓଡିଆ ବ୍ୟାକରଣ – ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ
୪. ଓଡିଆ ଭାଷାର ଉନ୍ମେଷ ଓ ବିକାଶ – ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୫. ସାରସତ ବ୍ୟାବହାରିକ ଓଡିଆ ବ୍ୟାକରଣ – ଡକ୍ଟର କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ଶ୍ରୀ ବ୍ରଜକିଶୋର ହୋତା, ଶ୍ରୀ ଭାସ୍କର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, ବିନୋଦବିହାରୀ, କଟକ

Course Outcomes - Programme Outcomes Mapping of Paper AE14001

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	2	1	1	–	3	1	2
CO2	3	3	2	3	2	2	1	3	2	3
CO3	3	2	2	3	2	2	2	2	2	3

CO4	**3**	**2**	**2**	**3**	**2**	**1**	**2**	**2**	**1**	**3**
CO5	**3**	**2**	**3**	**3**	**3**	**2**	**2**	**2**	**2**	**3**
Average	**3.0**	**2.4**	**2.2**	**2.8**	**2.0**	**1.6**	**1.4**	**2.4**	**1.6**	**2.8**

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 knowledge of Odia language, literature, culture, and heritage**
SDG 5	**Gender Equality**	**Reflects gender roles and participation in social and cultural practices**
SDG 10	**Reduced Inequalities**	**Encourages inclusivity and understanding of diverse social groups in Odisha**
SDG 11	**Sustainable Cities and Communities**	**Focuses on preservation of cultural heritage, traditions, festivals, and community identity**
SDG 12	**Responsible Consumption and Production**	**Highlights traditional sustainable practices, food habits, and lifestyle patterns**
SDG 13	**Climate Action**	**Reflects traditional ecological knowledge and environment-related cultural practices**
SDG 16	**Peace, Justice and Strong Institutions**	**Promotes social harmony, cultural values, and ethical understanding in society**
SDG 17	**Partnerships for the Goals**	**Encourages community participation and cultural collaboration**

Semester – I
Modern Indian Language (Hindi)
AE14003
Credit-2
(Ability Enhancement Courses)

Course objective:-

- हिन्दी के प्रयोग और व्यवहारिक जान प्रदान करना।
- हिन्दी शब्द, वाक्य तथा व्याकरण सबंधी जानकारी देना।

Course out come:

Co-1 व्याकरणगत त्रुटियों में सुधार कर पायेंगे।

Co-2. विभिन्न प्रकार के लेखन कला से परिचित हो सकेंगे।

UNIT-I

i. शब्द, वाक्य

.. प्रयायवाची, अनेकार्थी, विलोम

UNIT-II

i. मुहावरे और लोकोक्तियाँ

iii. अनुच्छेद लेखन :

iv. फीचर लेखन

v. संवाद लेखन

vi. संम्पादकीय लेखन

vii. निबंध लेखन

पाठ्य पुस्तक :-

1. सामान्य हिन्दी- डॉ.हरदेव विहारी
2. संपूर्ण हिंदी व्याकरण एवं रचना- डॉ.अरविंद कुमार, ल्यूसेन्ट पब्लिकेशन
3. सामान्य हिन्दी- ओंकारनाथ वर्मा, अरिहंत पब्लिकेशन
4. हिन्दी व्याकरण- कामता प्रसाद गुरू

Course Outcomes - Programme Outcomes Mapping of Paper AE14003

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1 (Grammar correction skills)	2	2	3	2	1	1	–	2	1	2
CO2 (Writing skills)	2	2	3	3	2	1	1	2	1	2
Average	2.0	2.0	3.0	2.5	1.5	1.0	0.5	2.0	1.0	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 language proficiency, grammar skills, and writing abilities
SDG 5	Gender Equality	Encourages use of gender-sensitive language and inclusive communication
SDG 10	Reduced Inequalities	Promotes linguistic inclusion and accessibility for diverse learners
SDG 11	Sustainable Cities and Communities	Preserves cultural heritage through idioms, proverbs, and traditional expressions
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical communication, clarity of expression, and responsible language use
SDG 17	Partnerships for the Goals	Encourages communication and collaboration through effective language skills

Semester – I
Modern Indian Language (Sanskrit)
AE14005
Credit-2
(Ability Enhancement Courses)

Course Objectives:

- To enhance the greater interest towards Sanskrit.
- To decrease the phobia of other students towards Sanskrit
- To enhance basic knowledge on Sanskrit Grammar

Course outcome

CO1- The Students other than Sanskrit will be attracted towards Sanskrit learning.

CO2- Other students can also be understand Sanskrit text easily

CO3-Student will get enough knowledge on basics Sanskrit grammar.

CO4- Students will learn recitation or Sloka Chanting

CO5-Will enhance the ability of spoken Sanskrit

UNIT – I

(i) Varna Prakaranam
(ii) Sandhi
(iii) Samasa
(iv) Anuvada

UNIT – II

(i) Recitation
(ii) Sabdarupa
(iii) Dhaturupa
(iv)Spoken – Sanskrit

<u>Books for Reference</u>:

Vyakarana Darpana, Odisha State Bureau of Textbook Preparation and production, Pustak Bhavan, Bhubaneswar, Odisha

Course Outcomes - Programme Outcomes Mapping of Paper AE14005

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**
CO1 (Interest in Sanskrit learning)	**2**	**2**	**2**	**1**	**1**	**–**	**–**	**2**	**–**	**1**
CO2 (Understanding Sanskrit text)	**2**	**2**	**2**	**2**	**1**	**1**	**–**	**2**	**1**	**2**
CO3 (Basic grammar knowledge)	**2**	**3**	**1**	**2**	**1**	**1**	**–**	**3**	**1**	**2**
CO4 (Recitation / chanting)	**2**	**2**	**3**	**1**	**1**	**–**	**1**	**2**	**–**	**1**
CO5 (Spoken Sanskrit skills)	**2**	**2**	**3**	**2**	**2**	**1**	**1**	**2**	**1**	**2**

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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 basic language skills, grammar knowledge, and classical learning
SDG 5	Gender Equality	Promotes inclusive learning and equal access to classical language education
SDG 10	Reduced Inequalities	Encourages access to traditional knowledge across diverse student groups
SDG 11	Sustainable Cities and Communities	Preserves cultural heritage, classical literature, and traditional knowledge systems
SDG 12	Responsible Consumption and Production	Reflects traditional values and sustainable lifestyle concepts embedded in Sanskrit texts
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical values, discipline, and moral teachings through classical literature
SDG 17	Partnerships for the Goals	Encourages cultural exchange and collaborative learning of traditional knowledge

Semester – I
Modern Indian Language (Santali)
AE14007
Credit-2
(Ability Enhancement Courses)

Course Objectives:

[illegible]

Course Outcomes:

CO1. [illegible]

CO2. [illegible]

CO3. [illegible]

CO4. [illegible]

CO5. [illegible]

Course Inputs:

Contents:

Unit-1 [illegible]

Unit-2 [illegible]

[illegible]

Reference Books:

1. [illegible]
2. [illegible]- CIIL Mysore
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]

Course Outcomes - Programme Outcomes Mapping of Paper AE14007

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	2	1	1	–	3	1	2
CO2	3	3	2	3	2	2	1	3	2	3

CO3	**3**	**2**	**2**	**3**	**2**	**2**	**2**	**2**	**2**	**3**
CO4	**3**	**2**	**2**	**2**	**2**	**1**	**1**	**2**	**1**	**3**
CO5	**3**	**2**	**3**	**3**	**3**	**2**	**2**	**2**	**2**	**3**
Average	**3.0**	**2.4**	**2.2**	**2.6**	**2.0**	**1.6**	**1.2**	**2.4**	**1.6**	**2.8**

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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 language skills, literacy, and cultural understanding
SDG 5	Gender Equality	Promotes inclusive language use and awareness of gender roles in communication
SDG 10	Reduced Inequalities	Encourages linguistic inclusion and access to knowledge for diverse groups
SDG 11	Sustainable Cities and Communities	Preserves linguistic and cultural heritage, traditions, and identity
SDG 12	Responsible Consumption and Production	Reflects traditional knowledge and responsible cultural practices
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical communication, cultural harmony, and social values
SDG 17	Partnerships for the Goals	Encourages communication and collaboration through language learning

Semester – I
Alternative English
AE14009
Credit-2
(Ability Enhancement Courses)

* Refer to English department syllabus

Semester – I

Information Technology and Communication
CS15001
Credit-3
(Skill Enhancement Courses-I)

Code	Course Title	Credit	L-T-P
CS15001	Information Technology and Communication	3	2-0-1

Course Objectives:

1. To make them aware about the basics of computers and its evolution.
2. Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.
3. Learn about number systems and softwares.
4. Gain knowledge of networking concepts, data communication, internet etc.

Course Outcomes:

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

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of Information Technology, including computer hardware, software, operating systems, databases, computer networks, and information systems.
- **CO2 (Understanding):** Explain and interpret the principles of number systems, data representation, binary arithmetic, logic gates, and digital data processing.
- **CO3 (Application):** Apply the concepts of computer networks, Internet technologies, intranets, extranets, communication systems, and productivity software to solve basic computing and communication problems.
- **CO4 (Analysis):** Analyze and compare different communication technologies, network architectures, information systems, and IT infrastructure to identify appropriate solutions for organizational and personal computing needs.
- **CO5 (Synthesis/Evaluation):** Design, evaluate, and demonstrate the effective use of Information Technology tools, communication systems, and digital resources to enhance information management, collaboration, productivity, and decision-making in diverse application domains.

Course Duration: 34 hours

Course Syllabus:

Unit I: Introduction to Information Technology [9 Classroom Contact Hours]

- What is Computer, Evolution and Types of Computer
- Basic Applications of Computer
- Components of Computer System
- Functional Unit of Computer
- Input/Output Devices
- Computer Memory : Types of memory, RAM, ROM, Registers
- Concepts of Hardware and Software, Computer Languages.

Unit II: Computer Number Systems [8 Classroom Contact Hours]

- Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system)
- Conversion from one number system to other Complements of number systems and arithmetic operations
- Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

Unit III: Software Concept [7 Classroom Contact Hours]

- Software, Types of software: System software, Application Software, Utility Software
- System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler)
- Application Software: General purpose application (word processor, spreadsheet package, presentation software). Specific purpose application software (Payroll systems, HRMS-Human Resource Management System)
- Utility Software: Compression tools, Disk Defragmenter, Antivirus

Unit IV: Introduction to Computer Network [10 Classroom Contact Hours]

- Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology
- Network: LAN, MAN, WAN, PAN
- Internet Architecture: Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

Total Practical / Lab Experiments: [22 Lab Contact Hours]

1. Perform basic computer operations, file and folder management, and operating system configuration.
2. Create professional documents using a word processing tool with formatting, tables, images, references, and mail merge.
3. Design spreadsheets using formulas, functions, charts, conditional formatting, and PivotTables for data analysis.
4. Develop effective multimedia presentations using presentation software with animations, transitions, hyperlinks, and multimedia elements.
5. Create online forms and conduct surveys using cloud-based collaboration tools such as Google Forms or Microsoft Forms.
6. Configure and use cloud storage and collaboration platforms for file sharing, document editing, and team collaboration.
7. Perform internet-based information retrieval using advanced search techniques and evaluate the credibility of online resources.

8. Configure and use email services, video conferencing, instant messaging, and collaborative communication tools for professional communication.
9. Demonstrate cybersecurity practices by implementing password management, encryption, antivirus tools, phishing awareness, and safe internet usage.
10. Develop a mini project integrating office productivity tools, cloud services, digital communication platforms, and internet resources to solve a real-world problem.

Course Outcomes - Programme Outcomes Mapping of Paper AE15001

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	1	2	3	1	1	2	2	3	2	1	2	1
CO2	1	2	1	3	3	3	2	3	2	1	2	–
CO3	1	1	3	2	1	2	3	3	2	3	2	–
CO4	2	2	3	2	2	2	2	3	3	2	2	1
CO5	2	2	1	2	3	1	1	3	2	2	3	1

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Course Outcomes - Programme Specific Outcomes Mapping of Paper AE15001

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	1	1	3
CO2	1	3	2	1	3
CO3	1	2	1	1	3
CO4	3	3	2	2	3
CO5	3	1	3	1	3

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

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

- **Textbooks:**

1. Sinha, P. K. , Computer Fundamentals, BPB Publications
2. Curtin P. G., Foley K., Sen. Morin G, Information Technology

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Foundational digital and communication literacy
SDG 5	Gender Equality	Safer, empowering online participation
SDG 8	Decent Work and Economic Growth	ICT skills for employability
SDG 10	Reduced Inequalities	Bridging digital divides (rural/tribal learners)
SDG 16	Peace, Justice & Institutions	Responsible online citizenship, e-governance use

Semester-I

Environment Education and Disaster Management

VA16201

(Value Added Course)

Course Code	Course Title	Total Credits	L-T-P
VA16201	Environment Education and Disaster Management	4	3-0-1

Course Objectives

After completing this course, students will be able to:

1. **Understand** the fundamental concepts of human–environment interactions and the historical evolution of environmental issues.
2. **Examine** the causes and consequences of human activities on natural resources, biodiversity, ecosystems, and climate.
3. **Develop** an interdisciplinary understanding of environmental challenges by integrating perspectives from anthropology, ecology, geography, sociology, economics, and public policy.
4. **Apply** scientific, analytical, and ethical approaches to assess environmental problems and propose sustainable solutions.
5. **Promote** environmental awareness, stewardship, and responsible citizenship through informed decision-making and sustainable practices.

Course Outcomes:

CO 1. Students will develop a comprehensive understanding of the complex interactions between Human s and the environment, tracing historical developments, analyzing contemporary challenges, and exploring sustainable solutions.

CO 2. Students will be able to critically analyze the impact of Human activities on natural resources, biodiversity, ecosystems, and the climate, evaluating the effectiveness of conservation efforts and mitigation strategies.

CO 3. Students will gain an interdisciplinary perspective by integrating knowledge from fields such as ecology, geography, sociology, economics, and policy studies to address environmental issues holistically.

CO 4. Students will cultivate problem-solving skills by applying scientific principles, analytical tools, and ethical considerations to devise innovative solutions for environmental challenges at local, regional, and global scales.

CO 5. Students will develop the capacity for active engagement and advocacy in environmental stewardship, recognizing their role as responsible global citizens and agents of positive change in promoting sustainability and resilience.

Course Outcomes - Programme Outcomes Mapping of Paper VA16201

POs → / COs ↓	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
CO 1	1	3	1	2	2	1	–	1	2	–	1	3
CO 2	–	2	1	3	3	2	–	1	1	–	2	3
CO 3	–	3	2	2	2	2	1	2	3	–	1	3
CO 4	2	1	1	3	3	2	2	1	2	2	3	3
CO 5	3	1	3	1	1	–	3	1	3	3	2	3

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Course Outcomes - Programme Specific Outcomes Mapping of Paper VA16201

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	–	2	1	1
CO 2	2	1	3	2	1
CO 3	3	2	3	1	2
CO 4	1	2	3	1	2
CO 5	1	–	2	3	3

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

Unit I: Humans and the Environment

The man-environment interactions: Human as hunger-gatherers; Origin of agriculture; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Concept of sustainable development, Sustainable Development Goals (SDGs).

Unit II: Natural Resources and Sustainable Development

Overview of natural resources, renewable and non-renewable resources. Biotic resources:

Major type of biotic resources-forests, grassland, wetlands, wildlife. Water resources: Types of water resources-fresh water and marine; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Conflicts over water. Soil and mineral resources; Energy resources: Renewable and non-renewable sources of energy; Non-conventional energy sources-solar, wind, tidal, hydro, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.

Unit III: Conservation of Biodiversity and Ecosystems

Biodiversity as a natural resource; Biodiversity in India and the world; Biodiversity hotspots; Endangered species, Red data book. Threats to biodiversity and ecosystems: Commercial exploitation of species; Invasive species. Major conservation policies: in-situ conservation approaches; Major protected areas; National and International initiatives for biodiversity conservation; the role of traditional knowledge, community-based conservation. Land use and Land cover change: deforestation, desertification, urbanization, Loss of Biodiversity and it's impact.

Unit IV: Environmental Pollution

Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.

Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.

Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.

Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution: Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.

Noise pollution; Noise standards; adverse impact of noise on human health.

Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit V: Climate Change: Impacts, Adaptation and Mitigation

Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for the Indian sub-continent. Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and costal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species, agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaption to climate change.

Mitigation of climate change: Green House Gas (GHG) Reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; Energy efficiency measures; Renewable energy sources; Carbon capture and storage.

Unit VI: Environmental Management

Introduction to environmental laws and regulations: Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste

Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability. **Unit VII: Environmental Treaties and Legislation** Major International Environmental Agreements: UN Conference on Human Environment 1972, Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing ; Convention on International Trade in Endangered Species of Wild Flora and Fauna(CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Trans boundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention on Persistent Organic Pollutants; Minamata Convention on Mercury; United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air(Prevention and Control of Pollution) Act, 1981 The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules, National Green Tribunal. Major International organizations and initiatives: United Nations Environment Programme(UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere (MAB) programme. **Unit VIII: Disaster Management** Concept of Hazards, Disasters, Natural and manmade hazards, Types of hazards, Concept of Disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Manmade hazards – Industrial and Fire. Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level.
 Practical

1. Environment and its analysis
2. Water quality parameters
3. Determination of pH of water samples
4. Determination of acidity of water
5. Determination of Alkalinity of water sample
6. Measurement of turbidity of water samples
7. Determination of conductivity of water sample
8. Estimation of dissolved Oxygen (DO) in water sample
9. Estimation of Biological Oxygen Demand (BOD) of water
10. Estimation of Chemical Oxygen Demand (COD) of water
11. Determination of chloride in water
12. Determination of calcium hardness of water
13. Determination of total hardness of water
14. Determination of minerals in water
15. Visit to Industrial Sewage Disposal Unit

Recommended Learning Resources:

1. Principles of Engineering Geology by Krynine, D.S. and Judd, W.R., CBS, New Delhi 1998.
2. Natural Hazards by Bryant, E., Cambridge University Press. London, 1985.
3. Landslide Disaster – Assessment and Monitoring Nagarajan, R., Anmol Publications,
4. New Delhi, 2001.
5. Environmental risks and hazards by Cutter, Susan L., Prentice Hall of India, New
6. Delhi.1999.
7. Bill Mc Juire, Ian Mason and C. Killburn (2002) Natural hazards and Environmental
8. Change, Oxford University Press, New York.
9. Gupta, Harsh K. (2003) Disaster Management, Universities Press (India) Pvt. Ltd.
10. Coppola, Damon P. (2006) Introduction to International Disaster Management

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Skills for creating educational and community web resources
SDG 8	Decent Work and Economic Growth	Employable front-end / junior full-stack web development skills
SDG 9	Industry, Innovation and Infrastructure	Web applications as digital infrastructure for services and innovation
SDG 12	Responsible Consumption and Production	Development of efficient and responsible digital products

Recommended Learning Resources:

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.

2. Das, M.C. Text Book of Ecology, Tata Mc Graw Hills, New Delhi
3. Central Pollution Control Board Web page for various pollution standards. https://cpcb.nic.in/standards/
4. Chiras, D. D and Reganolds, J.P. (2010) . Natural Resource Conservation : Management for a Sustainable Future. 10th edition, Upper Saddle River, N.J. Benjamin/Cummins/Person.
5. Fisher, Michael H. (2018) an Environmental History of India-Form Earliest Times to the Twenty-First Century, Cambridge University Press.
6. Harris, France (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.
7. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)
8. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.
9. Krishnamurthy, K.V.(2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK
10. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes.
11. https://moef.govt.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf

12. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.
13. Annual Reports of Ministry of Env., Forests and Climate Change, Govt of India, New Delhi.

COURSE STRUCTURE
SEMESTER-II

Codes	Course Title	Credits	L –T- P
AN10002	Anthropology of India (CC-2)	4	3 – 0 – 1
AN12002	Growth of Anthropology in India (MC-2)	4	3 – 0 – 1
AN13002	Anthropology of Public Health and Epidemiology (MD-2)	3	2 – 1 – 0
(AE-2) (Choose any one)			
AE14002	Translation Studies (Odia)	2	2 – 0 – 0
AE14004	Translation Studies (Hindi)	2	2 – 0 – 0
AE14006	Translation Studies (Sanskrit)	2	2 – 0 – 0
AE14008	Translation Studies (Santali)	2	2 – 0 – 0
AE14010	Translation Studies (English)	2	2 – 0 – 0
TS15002	Skills for Social Intervention (SE-2)	3	2 – 1 – 0
VA16120	Tribal Languages and Oral Traditions	2	1 – 0 – 1
VA16138 (Choose any one)	Tribal Art, Crafts and Aesthetics	2	1 – 0 – 1
VA16430	Life Skills Education	2	2 – 0 – 0
VA16484 (Choose any one)	Community Engagement and Social Responsibility	2	1 – 0 – 1
	Total	20	

SEMESTER-II

Major Course-II
Course Title: Anthropology of India
Course Code: AN10002

Codes	Course Title	Credits	L –T- P
AN10002	Anthropology of India (CC-2)	4	3 – 0 – 1

Course Objectives:

The course aims to provide a comprehensive understanding of Anthropology in India, covering its historical development, societal diversity, and key theoretical concepts. Students will explore geographical and linguistic elements, including varna, jati, caste, tribe, ashrama, and purusartha. They'll delve into concepts like great tradition, little tradition, sanskritization, and dominant caste, and examine contributions of Western anthropologists like Rivers, Epstein, Berreman, Singer, Inden, Elwin, and Furer-Haimendorf. Practical activities will include racial classification, book reviews on social structures, biological diversity analysis, and highlighting Indian anthropologists' contributions, fostering analytical skills and a nuanced understanding of Indian anthropology.

Theory

Unit I: [15 Classroom Contact Hours]
Origin, history and development of Anthropology in India, geographical and linguistic elements of Indian population.

Unit II: [10 Classroom Contact Hours]
Understanding the diversity of Indian society: varna, jati, caste, tribe, ashrama, purusartha.

Unit III: [10 Classroom Contact Hours]
Basic concepts for understanding Indian society and culture: great tradition and little tradition, universalization and parochialization, sanskritization, dominant caste, tribe-caste continuum, nature-man-spirit complex.

Unit IV: [10 Classroom Contact Hours]
Contribution of western anthropologists to Anthropology of India: W.H.R. Rivers,
Scarlet Epstein, Gerald Berreman, Milton Singer, Ronald Inden, Verrier Elwin, and C. von Furer-Haimendorf.

Practical [30 Practical Contact Hours]

1. Identify various traits/variables which can be used in racial classification and comment on their relevance.
3. Review a book on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
2. Explore the biological diversity of any population group considering a minimum of five genetic traits from secondary sources.
3. Highlight the contributions of any one Indian Anthropologist.

Course Outcomes

The learning outcomes of this paper are:

CO 1. The students will learn about how anthropology originated and evolved in India.
CO 2. They will learn about Indian society on the basis of some key concepts developed by various anthropologists and sociologists.
CO 3. They will also learn about the contributions of some western anthropologists to understanding Indian society and culture.
CO 4. From the practical component they will learn about diversities in Indian society on the basis of biological and cultural traits.
CO 5. Students will be able to identify and document the socio-cultural and biological variations in local communities by applying traditional anthropological concepts to contemporary field observations.

Course Outcomes - Programme Outcomes Mapping of Paper AN10002

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	1	3	1	2	1	2	–	1	2	–	–	–
CO 2	2	3	2	3	3	2	1	1	2	–	1	1
CO 3	–	3	2	3	2	2	–	1	1	–	1	–
CO 4	2	2	2	2	3	3	2	2	2	1	1	2
CO 5	2	2	2	3	3	3	2	2	3	2	3	2

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN10002

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	–	1	2	1
CO 2	3	1	3	3	2
CO 3	3	–	2	2	2
CO 4	2	3	3	3	3
CO 5	2	3	3	3	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops knowledge of anthropology, Indian society, and cultural diversity, enhancing academic and community-based learning
SDG 5	Gender Equality	Promotes understanding of gender roles, inequalities, and inclusivity in social and cultural contexts
SDG 10	Reduced Inequalities	Encourages critical awareness of social stratification, diversity, and inclusion in Indian society
SDG 11	Sustainable Cities and Communities	Examines cultural heritage, social structures, and community diversity contributing to sustainable societies
SDG 12	Responsible Consumption and Production	Highlights traditional knowledge systems and sustainable practices within communities

Recommended Learning Resources:

1. Bernard, C.S. 2000. India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
2. Bhasin, M.K., Watter, H. and Danker-Hopfe, H. 1994. People of India – An Investigation of
3. Biological variability in Ecological, Ethno-economic and Linguistic Groups. Delhi: Kamla-Raj Enterprises.
4. Danda, A.K. and Dipali Danda (eds). 2010. Anthropology in India: Current Epistemology and Future Challenges. Jhargram: INCAA.
5. Dube, S.C. 1992. Indian Society. New Delhi: National Book Trust.

6. Dumont, L. 1980. Homo Hierachicus. University of Chicago Press.
7. Guha, B.S. 1931. The racial attributes of people of India. In: Census of India 1931, vol I, Part III.
8. Haddon, A.C. 1929. Races of Man. London: Cambridge University.
9. Hasnain, Nadeem. 1991. Readings in Indian Anthropology. New Delhi: Harnam Publications.
10. Kapoor, A.K. 1992. Genetic Diversity among Himalayan Human Populations. Jammu: Vinod Publishers.
11. Karve, I. 1961. Hindu Society: An Interpretation. Poona: Deccan College.
12. Lopez, D.S. 1995. Religions of India in Practice. Princeton University Press.
13. Majumdar, DN. 1901. Races and Culture of India. Bombay: Asia Publishing House.
14. Malhotra, K.C. 1978. Morphological Composition of people of India. J. Human Evolution.
15. Nicholas, D. 2001. Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
16. Trautmann, T.R. 2011. India: Brief history of Civilization. Delhi: Oxford University Press.

Vidyarthi, L.P and Rai, B.K. 1976. The tribal culture of India. Delhi: Concept Publishing Co.

Minor Course-II

Course Title: Growth of Anthropology in India
Course Code: AN12002

Codes	Course Title	Credits	L –T- P
AN12002	Growth of Anthropology in India (MC-2)	4	3 – 0 – 1

Course Objectives:

The course aims to provide students with a comprehensive understanding of anthropology in the Indian context, covering its historical origins, geographical and linguistic aspects, and the diverse societal structures including varna, jati, caste, tribe, ashrama, and purusartha. Additionally, it explores the growth and development of anthropology in India through various phases, elucidates key concepts essential for understanding Indian society and culture, and examines the major contributions of both Indian and Western anthropologists to the field. Practical components focus on developing analytical skills through racial classification, book reviews on Indian social structures, analysis of biological diversity, and recognition of significant contributions of Indian anthropologists.

Theory

Unit I: [15 Classroom Contact Hours]
Origin, history of Anthropology in India, geographical and linguistic elements of Indian population. Understanding the diversity of Indian society: varna, jati, caste, tribe, ashrama, purusartha.

Unit II: [10 Classroom Contact Hours]
Growth of Anthropology in India, Different Phases Growth and Development of Anthropology in India

Unit III: [10 Classroom Contact Hours]
Basic concepts for understanding Indian society and culture, Major Contributions of Indian Anthropologist to Anthropology in India

Unit IV: [10 Classroom Contact Hours]
Contribution of western anthropologists to Anthropology of India: W.H.R. Rivers, Scarlet Epstein, Gerald Berreman, Milton Singer, Ronald Inden, Verrier Elwin, and C. von Furer-Haimendorf.

Practical [30 Practical Contact Hours]

1. Identify various traits/variables which can be used in racial classification and comment on their relevance.
3. Review a book on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
2. Explore the biological diversity of any population group considering a minimum of five genetic traits from secondary sources.
3. Highlight the contributions of any one Indian Anthropologist.

Course Outcomes

The learning outcomes of this paper are:

CO 1. The students will learn about how anthropology originated and evolved in India.

CO 2. They will learn about Indian society on the basis of some key concepts developed by various anthropologists and sociologists.

CO 3. They will also learn about the contributions of some western anthropologists to understanding Indian society and culture.

CO 4. From the practical component they will learn about diversities in Indian society on the basis of biological and cultural traits.

CO 5. Students will be able to identify and document the socio-cultural and biological variations in local communities by applying traditional anthropological concepts to contemporary field observations.

Course Outcomes - Programme Outcomes Mapping of Paper AN12002

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO 1	1	3	1	2	1	2	–	1	2	–	–	–
CO 2	2	3	2	3	3	2	1	1	2	–	1	1
CO 3	–	3	2	3	2	2	–	1	1	–	1	–
CO 4	2	2	2	2	3	3	2	2	2	1	1	2
CO 5	2	2	2	3	3	3	2	2	3	2	3	2

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN10002

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	–	1	2	1
CO 2	3	1	3	3	2
CO 3	3	–	2	2	2
CO 4	2	3	3	3	3
CO 5	2	3	3	3	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Provides foundational knowledge of anthropology, Indian society, and cultural diversity, supporting inclusive and quality learning
SDG 5	Gender Equality	Encourages understanding of gender roles, inequalities, and inclusive perspectives in social and cultural contexts
SDG 10	Reduced Inequalities	Promotes awareness of social diversity, inequality, and inclusion within Indian society
SDG 11	Sustainable Cities and Communities	Enhances understanding of cultural heritage, social organization, and community diversity
SDG 12	Responsible Consumption and Production	Highlights sustainable practices and traditional knowledge systems within communities

Recommended Learning Resources:

1. Bernard, C.S. 2000. India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
2. Bhasin, M.K., Watter, H. and Danker-Hopfe, H. 1994. People of India – An Investigation of
3. Biological variability in Ecological, Ethno-economic and Linguistic Groups. Delhi: Kamla-Raj Enterprises.
4. Danda, A.K. and Dipali Danda (eds). 2010. Anthropology in India: Current Epistemology and Future Challenges. Jhargram: INCAA.
5. Dube, S.C. 1992. Indian Society. New Delhi: National Book Trust.
6. Dumont, L. 1980. Homo Hierachicus. University of Chicago Press.

7. Guha, B.S. 1931. The racial attributes of people of India. In: Census of India 1931, vol I, Part III.
8. Haddon, A.C. 1929. Races of Man. London: Cambridge University.
9. Hasnain, Nadeem. 1991. Readings in Indian Anthropology. New Delhi: Harnam Publications.
10. Kapoor, A.K. 1992. Genetic Diversity among Himalayan Human Populations. Jammu: Vinod Publishers.
11. Karve, I. 1961. Hindu Society: An Interpretation. Poona: Deccan College.
12. Lopez, D.S. 1995. Religions of India in Practice. Princeton University Press.
13. Majumdar, DN. 1901. Races and Culture of India. Bombay: Asia Publishing House.
14. Malhotra, K.C. 1978. Morphological Composition of people of India. J. Human Evolution.
15. Nicholas, D. 2001. Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
16. Trautmann, T.R. 2011. India: Brief history of Civilization. Delhi: Oxford University Press.

Vidyarthi, L.P and Rai, B.K. 1976. The tribal culture of India. Delhi: Concept Publishing Co.

MDC-II

Course Title: Anthropology of Public Health and Epidemiology
Course Code: AN13002

Codes	Course Title	Credits	L –T- P
AN13002	Anthropology of Public Health and Epidemiology (MD-2)	3	2 – 1 – 0

Course Objectives

Understand Epidemiology: Learn methods to study and control disease patterns in various populations. Analyze Health Factors: Identify and assess determinants and distribution of health-related events. Manage Health Programs: Develop skills to monitor, evaluate, and demonstrate health program effectiveness. Evaluate Decision-Making: Assess frameworks for evidence-based decision-making and organizational practices in healthcare. Gain Practical Experience: Study a healthcare facility and report on its delivery systems.

Unit I: Introduction to Public Health and Anthropology [15 Classroom Contact Hours]
Public Health Overview: *Definition, objectives, and key concepts in public health.* **Anthropological Perspectives on Health and Illness,** *Medical anthropology and its relevance to public health; the cultural context of illness and well-being. Dimension of Health,* **Determinants of Health:** *Factors influencing health: income, education, environment, social networks, and access to healthcare.*

Unit II: Epidemiology and Anthropology [10 Classroom Contact Hours]
Introduction to Epidemiology: *Basic epidemiological concepts, measurement of epidemiology incidence, prevalence, morbidity, mortality, and risk factors. Epidemiological methods (Observational and experimental methods).* **Disease Transmission and Patterns** *How diseases spread in populations: epidemic vs. endemic diseases. Relationship between* **Anthropology and Epidemiology.**

Unit III: Health Systems and Medical Pluralism [10 Classroom Contact Hours]
Overview of Health Systems, *Biomedical and alternative health systems: indigenous healing practices.* **Medical Pluralism:** *The coexistence of different medical systems within societies and the impact on health outcomes.* **Global Health Disparities:** *Health inequities across regions, gender, ethnicity, and socioeconomic status; the role of globalization in health.* **Cultural Competence in Public Health:** *Importance of culturally sensitive health programs and interventions.*

Unit IV: Health, Development, and Environment [10 Classroom Contact Hours]

Health and Development: *The relationship between economic development, health outcomes, and public health infrastructure.* **Environmental Health:** *Impact of environmental factors (pollution, climate change, urbanization) on public health.* **Indigenous Knowledge and Health** *Role of indigenous and local knowledge systems in addressing health challenges and promoting sustainable health practices.* **Future Dimensions in Anthropology and Public Health:** *Emerging issues in public health: mental health, non-communicable diseases, and the role of technology in health promotion.*

Course Learning Outcomes

By the end of this course, students will:

CO 1. Understand the role of cultural and social factors in shaping health and illness.

CO 2. Gain insight into epidemiological concepts and their applications in understanding disease patterns.

CO 3. Analyze the relationship between anthropology and public health, and how anthropologists contribute to public health initiatives.

CO 4. Critically examine global health challenges and culturally appropriate health interventions.

CO 5. Apply anthropological approaches to public health issues and research.

Course Outcomes - Programme Outcomes Mapping of Paper AN13002

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO 1	2	3	1	3	2	2	–	–	2	–	1	1
CO 2	–	3	1	3	3	3	1	2	2	1	2	1
CO 3	2	3	2	3	2	2	2	1	2	2	3	2
CO 4	2	2	3	3	2	1	2	1	3	2	2	3
CO 5	3	2	2	3	3	3	2	2	3	3	3	2

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

Course Outcomes - Programme Outcomes Mapping of Paper AN13002

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	2	3	3	2
CO 2	2	2	3	2	2
CO 3	3	2	3	2	3
CO 4	2	1	3	3	3
CO 5	2	3	3	2	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Central focus of the course; understanding disease patterns, epidemiology, and public health interventions through anthropological perspectives
SDG 4	Quality Education	Enhances interdisciplinary learning in anthropology, epidemiology, and public health knowledge
SDG 5	Gender Equality	Addresses gender-based health disparities and reproductive health inequalities
SDG 10	Reduced Inequalities	Focuses on health inequities across different social, cultural, and economic groups
SDG 11	Sustainable Cities and Communities	Examines environmental and community-level determinants of health and sustainable public health systems

Recommended Learning Resources:

Aschengrau, A. and Seage, G.R. 2008. Essentials of Epidemiology in Public Health. Boston, Massachusetts.
Edberg, M. 2013. Essentials of Health Behavior: Social and Behavioral Theory in Public

Health. Second Edition. Jones and Bartlett Publishers.
Gordis, L. 2004. Epidemiology. Third Edition. Philadelphia: Elsevier Saunders.
Griffith, J.R and White, K.R. 2010. The Well-Managed Healthcare Organization. Chicago, IL: Health Administration Press.
Kovner, A.R, McAlearney, A.S., Neuhauser, D. 2013. Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.
Lee, L.M. 2010. Principles and Practice of Public Health Surveillance. Oxford University Press.
Merson, M, Black, R, Mills, A. 2006. International Public Health: Diseases, Programs, Systems and Policies. Jones & Bartlett Learning.
Pagano, M. and Gauvreau, K. 2000. Principles of Biostatistics. Belmont, CA: Wadsworth.
Remington, P.L, Brownson, R.C., and Wegner, M.V. 2010. Chronic Disease Epidemiologyand Control. American Public Health Association.
Turnock, B. 2011. Essentials of Public Health. Jones & Bartlett Publishers.

SWAYAM Course: Public Health Management (https://onlinecourses.swayam2.ac.in/imb24_mg125/preview)

Semester – II
Translation Studies (Odia)
AE14002
Credit-2
(Ability Enhancement Courses)

Course Objective

ଅନୁବାଦ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ କରାଯାଇଛି ।
ଅନୁବାଦର ବିବିଧ ପ୍ରୟୋଗ କିପରି କରାଯିବ । ତାହା ସୂଚନା ପାଇବାର ପ୍ରୟାସ କରାଯାଇଛି ।

ୟୁନିଟ୍-୧ : ଅନୁବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
ୟୁନିଟ୍-୨ : ଅନୁବାଦର ବିବିଧ ପ୍ରୟୋଗ
(ସାହିତ୍ୟର ବିଭିନ୍ନ ବିଭାଗର ଭାଷାନୁବାଦ ଏବଂ ଏହାର ବିଭିନ୍ନ ଦିଗ)

Course Outcome

CO-I : ଛାତ୍ରଛାତ୍ରୀମାନେ ଅନୁବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଇତ୍ୟାଦି ସମ୍ପର୍କରେ ଅବଗତ ହୋଇପାରିବେ ।
CO-II : ଛାତ୍ରଛାତ୍ରୀମାନେ ଅନୁବାଦର ପ୍ରକାର ଭେଦ ସମ୍ପର୍କରେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।
CO-III : ଅନୁବାଦର ବିବିଧ ପ୍ରୟୋଗ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।
CO-IV : ସାହିତ୍ୟର ବିଭିନ୍ନ ବିଭାଗର କିପରି ଭାଷାନୁବାଦ କରାଯିବ ତାହା ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।
CO-V : ଅନୁବାଦ ପ୍ରୟୋଗର ବିଭିନ୍ନ ଦିଗ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ - ଅନାଦି ଚରଣ ଗାଁଣ, ବିଦ୍ୟାପୁରୀ, ବାଲୁବଜାର କଟକ, ଚତୁର୍ଥ ମୁଦ୍ରଣ, ୨୦୧୮
୨. ଓଡିଆ ସାହିତ୍ୟର ଇତିହାସ-ଡକ୍ଟର ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଏ. କେ. ମିଶ୍ର, ପବ୍ଲିଶର୍ସ-କଟକ, ସପ୍ତମ ସଂସ୍କରଣ, ୨୦୨୧
୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ଡକ୍ଟର ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, ଚତୁର୍ଥ ସଂସ୍କରଣ, ୨୦୧୯
୪. ଗବେଷଣା,ଅନୁବାଦ, ସମ୍ପାଦନା କଳା – ସଂ ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ

Course Outcomes - Programme Outcomes Mapping of Paper AE14002

POs/PSOs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	2	1	1	–	3	1	2
CO2	3	3	2	3	2	2	1	3	2	3
CO3	3	2	2	3	2	2	2	2	2	3
CO4	3	2	3	3	2	1	2	2	1	3
CO5	3	2	3	3	3	2	2	2	2	3
Average	3.0	2.4	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 4	Quality Education	Enhances language proficiency, literary knowledge, and communication skills
SDG 5	Gender Equality	Reflects gender roles and promotes inclusive representation through literature
SDG 10	Reduced Inequalities	Encourages linguistic inclusivity and access to regional language learning
SDG 11	Sustainable Cities and Communities	Preserves regional literary heritage, traditions, and cultural identity
SDG 12	Responsible Consumption and Production	Promotes responsible use of cultural knowledge and literary resources
SDG 13	Climate Action	Reflects environmental awareness through literary themes and compositions
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical communication, cultural values, and social harmony
SDG 17	Partnerships for the Goals	Encourages collaboration and cultural exchange through language and literature

Semester – II
Translation Studies (Hindi)
AE14004
Credit-2
(Ability Enhancement Courses)

पात्रता मानदंड : वे छात्र जिन्होंने दसवीं कक्षा और उससे ऊपर तक हिन्दी का अध्ययन किया है।

Learning Objectives-

- **सीखने के उद्देश्य:** पाठ्यक्रम का उद्देश्य द्विभाषी और बहुभाषी छात्रों को कुशल तैयार करना है
- स्रोत और लक्ष्य भाषा का पर्याप्त ज्ञान होना और उन्हें सभी व्यावहारिक उद्देश्यों के लिए पर्याप्त रूप से लागू करना है।
- इसका उद्देश्य अंतर-सांस्कृतिक संचार का निर्माण करना और छात्रों को अनुवाद में नौकरियां लेने के लिए खुद को तैयार करने के लिए विभिन्न कौशल का प्रभावी ढंग से उपयोग करने में सक्षम बनाना है।

Learning Outcomes:

- छात्र विभिन्न व्यावसायिक, तकनीकी, निर्माण करने में सक्षम होंगे और अनुवाद का कार्य लेने के लिए भाषाई कौशल में मदद करेगा i
- स्रोत और लक्ष्य भाषाओं दोनों में विभिन्न क्षेत्रों में उनका ज्ञान उन्हें कई क्षेत्रों में अनुवाद करने में मदद करेगा; अनुवादक लिखित सामग्री/पाठ के साथ काम करता है; दुभाषिया मौखिक रूप से भाषाओं के बीच मध्यस्थता करेगा।

यूनिट – I

I. अर्थ और परिभाषा
II. अनुवाद की शैली, प्रक्रिया
II. अनुवाद का महत्व
IV. अनुवाद के गुण

यूनिट – II अभ्यास

i. अंग्रेजी से हिंदी में अनुवाद
ii. दूसरी भाषाओं से हिंदी में अनुवाद

पाठ्य पुस्तक :-

1. प्रायोगिकहिन्दी- डॉ.गुलाममोइनुद्दीनखान, शुभमपुस्तकमहल
2. प्रयोजनमूलकहिन्दी – विनोदगोदर

Semester – II
Translation Studies (Sanskrit)
AE14006
Credit-2
(Ability Enhancement Courses)

Course Objectives:

- The course aims to prepare bilingual and multilingual students proficiency in translation.
- Have sufficient knowledge of at least two-three languages, the source and the target language.
- It also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and editing.

Course Outcomes:

CO1-Students will be able to build various professional, technical, and linguistic skills.

CO2-Willprovide the job of translation and editing.

CO3-Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas.

CO4-The translator works with the written material/texts.

CO5- The interpreter will mediate between languages orally.

Unit – I Translation: Introduction

(i) Meaning of Translation
(ii) Causes, Rules and Importance of Translation
(iii) Methods of Translation
(iv) Practical Translation: Sanskrit to other languages and vice versa

Unit – II Transliteration and Editing

(i) Diacritical Marks
(ii) The Use of Diacritical Marks
(iii) Transliteration of Sanskrit verses are to be written in Roman/Italic script with diacritical marks
(iv) Editing and Computer, Editing of an unseen passage in Sanskrit, Appendix : Script Chart of different Languages.

Semester – II
Translation Studies (Santali)
AE14008
Credit-2
(Ability Enhancement Courses)

Course Objectives:

[illegible]

Course Outcomes:

CO1. [illegible]

CO2. [illegible]

CO3. [illegible]

CO4. [illegible]

CO5. [illegible]

Course Inputs:

Contents: -

Unit- 1. [illegible]

Unit- 2. [illegible]:

[illegible]

Unit- 3. [illegible]:

[illegible]

Unit- 4. [illegible]

Reference Books:

[illegible]

[illegible]

[illegible]

[illegible]

Semester – II
Translation Studies (English)
AE14010
Credit-2
(Ability Enhancement Courses)

***Refer to English Department**

SEMESTER – II
Skills for Social Intervention
TS15002
Credit-3
Skill Enhancement Course (SEC-II)

Codes	Course Title	Credits	L –T- P
TS15002	Skills for Social Intervention (SE-2)	3	2 – 1 – 0

Course Objectives:

1. Develop effective communication and leadership skills essential for establishing rapport, fostering trust, and facilitating successful social interventions in diverse communities.
2. Enhance active listening, empathy, and cultural competence in communication, enabling students to address language barriers, local terminologies, and ethical considerations in social interventions.
3. Provide strategies for establishing and maintaining trust with community members through adaptive and responsive communication, focusing on non-verbal cues and the perception of social workers.
4. Strengthen cross-cultural communication and collaboration skills, allowing students to analyze real-life social intervention cases and apply techniques for creating safe spaces that promote openness and community engagement for social change

Unit-I [15 Classroom Contact Hours]

- Skills of communication and leadership, Establishing Rapport, active listening and empathy, Language barrier and Interpretation, local terminology (worldview) and concepts. Ethical Considerations in Communication.

Unit-II [15 Classroom Contact Hours]

- Understanding how communication influences the success of interventions and community engagement; dynamic nature of communication in field settings: Adaptation, responsiveness, and flexibility; techniques for establishing trust with community members through active listening, empathy, and non-verbal cues; he perception of the social worker and the relationship with community members.

Unit-III [15 Classroom Contact Hours]

- Cross-cultural Communication; strategic planning skills; empathetic communication and collaboration in social interventions; creating a safe environment for individuals to open up.
- Analyse a real-life social intervention case; identify and develop the techniques for community's trust and willingness to engage for social change

Course Outcomes

CO 1. Student will demonstrate proficiency in establishing rapport and building trust with individuals and communities through effective communication techniques, including active listening, empathy, and appropriate non-verbal cues.

CO 2. Student will identify and address barriers to communication, such as language, local terminologies, and cultural differences, to ensure clarity and understanding in social interventions.

CO 3. Student will apply cross-cultural communication strategies and adaptive techniques to engage diverse populations and promote effective community participation in social interventions.

CO 4. Student will critically analyze real-world social intervention cases, evaluating the role of communication in fostering trust and collaboration for sustainable social change, and develop tailored strategies for enhancing community engagement.

CO 5. Students will be able to apply professional ethical principles to maintain confidentiality, neutrality, and cultural sensitivity while navigating complex power dynamics and social relationships in community settings.

Course Outcomes - Programme Outcomes Mapping of Paper TS15002

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO 1	3	1	3	2	2	2	3	1	2	2	2	–
CO 2	2	2	3	3	2	1	2	1	2	1	2	–
CO 3	2	2	3	2	2	2	3	2	3	3	3	2
CO 4	2	2	2	3	3	3	2	2	2	2	3	2
CO 5	3	2	2	2	2	1	3	1	2	2	3	1

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper TS15002

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1.	1	3	2	3	2
CO 2.	2	3	2	3	2
CO 3.	1	3	3	3	3
CO 4.	2	2	3	2	3
CO 5.	2	3	2	3	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Effective communication supports health awareness, trust-building, and improved community health interventions
SDG 4	Quality Education	Enhances communication skills, cross-cultural understanding, and inclusive learning practices
SDG 5	Gender Equality	Promotes gender-sensitive communication and inclusive participation in community engagement
SDG 10	Reduced Inequalities	Addresses communication barriers related to language, culture, and social differences to ensure inclusivity
SDG 16	Peace, Justice and Strong Institutions	Builds trust, transparency, and collaboration between communities and institutions through effective communication

Reference

1. Bennet, M. J. (2022). *Developing Intercultural Competence: A Framework for Cross-Cultural Communication in Social Work Practice*. Journal of Social Work Education, 58(1), 24-37.
   DOI: 10.1080/10437797.2021.1891958

2. Brown, B. (2023). *The Power of Empathy: Understanding and Applying Empathetic Communication in Social Work*. Journal of Social Intervention, 35(3), 145-159.
   DOI: 10.1002/jsi.1895

3. **.**Heath, R. L., & Johansen, W. (2022). *Leadership in Social Work: Navigating Ethical Communication and Practice*. Routledge.
   ISBN: 9780367355821

4. Hughes, L., & Proctor, G. (2023). *Active Listening for Social Workers: Building Trust through Effective Communication*. Social Work Education, 42(1), 76-89.
   DOI: 10.1080/02615479.2022.2098963

5. Johnson, K. (2021). *Cultural Competence and Communication in Social Work: The Role of Language and Interpretation*. Social Work Perspectives, 34(2), 98-112.
   DOI: 10.1080/01585514.2021.1867692

6. Lewis, S., & Martin, J. (2022). *Social Work in Global Contexts: Cross-Cultural Communication and Interventions*. Palgrave Macmillan.**ISBN**: 9783030889703

7. McGregor, L., & Green, R. (2023). *Community Engagement in Social Change: A Communication Approach*. Springer.
   ISBN: 9783030655589

8. Perez, L., & Thompson, N. (2021). *Empathy in Action: Communication Skills for Social Change*. The Journal of Human Behavior in the Social Environment, 31(4), 509-523.
   DOI: 10.1080/10911359.2020.1763412

9. Robinson, R. M., & Webb, T. (2023). *Non-verbal Communication in Social Work Practice: Creating Safe Spaces for Clients*. Social Work & Society, 21(2), 55-70.
   DOI: 10.1695/SWS2021.5Vega, D., & Barba, J. (2022). *Leadership and Communication: Guiding Social Workers in Complex Interventions*. Journal of Social Services Research, 48(5), 670-684.**DOI**: 10.1080/01488376.2021.1895134

Value Added Course (VAC)-II

Codes	Course Title	Credits	L –T- P
VA16120	Tribal Languages and Oral Traditions	2	1 – 0 – 1
VA16138 (Choose any one)	Tribal Art, Crafts and Aesthetics	2	1 – 0 – 1

Course Title: Tribal Languages and Oral Traditions
Course Code - VA16120
Credit- 2

Course Objective: The course aims to introduce students to the rich linguistic and oral traditions of the indigenous tribal communities in Odisha, focusing on hands-on engagement with their languages, storytelling, and cultural practices.

UNIT- I Tribal Communities and Languages in Odisha [7 Classroom Contact Hour]

- Demography, distribution of tribes in Odisha and Linguistic classification
- **Tribal Languages:** Phonetic systems (sounds and pronunciation), Grammar and syntax overview, Writing systems (if applicable) and oral script preservation
- **Preservation and Documentation of Languages:** Language endangerment and revival efforts, Role of oral traditions in language preservation

UNIT-II Forms of Oral Traditions [8 Classroom Contact Hour]

- Folktales, legends, myths, songs, and proverbs, Rituals, festivals, and their role in storytelling
- **Significance of Oral Traditions in Tribal Life:** Transmission of history, culture, and values, Oral traditions in tribal identity and social structure
- **Impact of Modernization on Oral Traditions:** Challenges of maintaining oral traditions in the modern world, Role of technology in preserving oral narratives

Practical Component: [30 Practical Contact Hour]

- **Activity 1: Data Collection**
  Students will visit a tribal village in Odisha to interact with native speakers, record basic vocabulary, and document traditional greetings, kinship terms, and daily-use phrases.
- **Activity 2: Language Documentation Project**
  Each student will select one tribal language (based on availability) and create a mini-dictionary with at least 50 words, phrases, and their translations in English/Odia. This will be submitted as a report.

- **Activity 3: Story Collection and Recording**
  Students will collect a folktale, song, or oral narrative from a tribal community through

fieldwork. The collected material will be recorded (audio or video) and transcribed with contextual notes on its meaning and cultural significance.

- **Activity 4: Storytelling Presentation**
  Students will retell one of the collected stories in class, reflecting on its themes, structure, and importance within the community. The storytelling session can include a discussion on how these traditions relate to modern storytelling methods.

Course Learning Outcomes (CLOs)

CO 1: Demonstrate a comprehensive understanding of the diversity of tribal communities in Odisha, including their linguistic classifications, distribution, and cultural contexts.

CO 2: Analyze the basic linguistic features of selected tribal languages, including phonetics, grammar, and vocabulary, and understand their role in communication and identity.

CO 3: Evaluate the significance of oral traditions such as folktales, myths, songs, and proverbs in preserving tribal history, culture, and social values.

CO 4: Examine the impact of modernization on tribal languages and oral traditions, including issues of language endangerment and efforts toward preservation and revitalization.

CO 5: Apply fieldwork and documentation skills by collecting, recording, transcribing, and presenting linguistic data and oral narratives from tribal communities in a structured and analytical manner.

Course Outcomes - Programme Outcomes Mapping of Paper VA16120

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO 1.	1	3	1	2	2	2	–	1	2	–	–	2
CO 2.	–	3	2	3	3	2	–	1	2	–	–	–
CO 3.	2	3	2	2	2	2	1	–	3	1	1	1
CO 4.	2	2	2	3	3	2	1	2	2	2	2	3
CO 5.	3	2	3	2	2	3	3	3	3	2	3	1

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper VA16120

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1.	3	1	2	3	2
CO 2.	3	1	3	2	1
CO 3.	3	2	2	3	2
CO 4.	2	1	3	3	3
CO 5.	1	3	3	2	3

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

SDGs Mapping for this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes experiential learning, linguistic knowledge, and documentation skills
SDG 5	Gender Equality	Encourages inclusive representation of voices in oral traditions and storytelling
SDG 10	Reduced Inequalities	Supports preservation and recognition of marginalized tribal languages and cultures
SDG 11	Sustainable Cities and Communities	Focuses on safeguarding intangible cultural heritage such as oral traditions and languages
SDG 12	Responsible Consumption and Production	Encourages responsible documentation and use of cultural knowledge
SDG 13	Climate Action	Reflects ecological knowledge embedded in oral traditions and indigenous narratives
SDG 15	Life on Land	Highlights traditional ecological wisdom preserved through language and storytelling
SDG 16	Peace, Justice and Strong Institutions	Promotes protection of indigenous cultural and linguistic rights
SDG 17	Partnerships for the Goals	Encourages collaboration with tribal communities and institutions for preservation efforts

Recommended Learning Resources:

1. "The Tribal Languages of Eastern India" by G.N. Devy
2. "Orality and Literacy" by Walter Ong
3. "Folklore of Odisha: Oral Traditions of the Tribes" by Subash Chandra Das

Value Added Course (VAC)-II

Course Title: Tribal Art, Crafts and Aesthetics

Course Code- VA16138

Credit-2

Course Objective:

This course aims to introduce students to the rich heritage of tribal art, crafts, and aesthetics in India, with a focus on indigenous knowledge systems. It will explore the cultural, symbolic, and aesthetic significance of tribal art forms, emphasizing hands-on engagement with traditional craft-making techniques.

UNIT-I [7 Classroom Contact Hours]

- **Overview of Tribal Art Forms:** Regional diversity in tribal art (e.g., Warli, Gond, Pattachitra, Saura, Bhil art), Symbolism, motifs, and use of natural materials.
- **Tribal Crafts and Utility:** Basketry, pottery, textile weaving, beadwork, and metalwork (e.g., Dokra), Functionality of crafts in daily life and rituals.
- **Aesthetic and Cultural Significance:** Tribal worldviews expressed through art and crafts, The connection between nature, spirituality, and creativity

UNIT-II [8 Classroom Contact Hours]

- **Aesthetic Philosophy in Tribal Art:** The concept of beauty and functionality in tribal culture, Eco-friendly and sustainable practices in craft-making
- **Rituals and Festivals as Art:** Art and craft practices in tribal rituals, festivals, and social ceremonies, Role of body art, masks, and adornments in ceremonies
- **Impact of Modernization on Tribal Art:** Challenges to traditional art forms in the contemporary world, Preservation, commercialization, and the role of tribal cooperatives

Practical: [30 Practical Contact Hours]

- **Activity 1: Craft-making Workshop**
  Students will participate in a hands-on workshop where they learn basic techniques of one tribal craft (e.g., pottery, weaving, or painting), guided by Anartisan.
- **Activity 2: Art Analysis**
  Students will choose a tribal art form and create a short analysis of its cultural symbolism, aesthetic principles, and materials used, supported by images or sketches.

- **Activity 3: Field Visit**
  Students will visit a tribal art center or a local artisan's workshop to observe the craft-making process and interact with the artists.
- **Activity 4: Creative Project**
  Students will create a craft piece inspired by tribal art traditions, using eco-friendly materials, and present it along with a brief report on the knowledge and skills involved.

Course Learning Outcomes (CLOs)

CO 1: Demonstrate a comprehensive understanding of the diversity of tribal art forms in India, including their regional variations, symbolism, motifs, and use of natural materials.

CO 2: Analyze the cultural, functional, and aesthetic significance of tribal crafts in daily life, rituals, and indigenous knowledge systems.

CO 3: Evaluate the relationship between tribal art, nature, spirituality, and sustainability, including eco-friendly practices and aesthetic philosophies.

CO 4: Examine the impact of modernization on tribal art forms, including challenges, preservation strategies, commercialization, and the role of institutions and cooperatives.

CO 5: Apply practical skills in tribal art and craft-making through hands-on activities, field visits, and creative projects, and present analytical reports on their cultural and aesthetic dimensions.

Course Outcomes - Programme Outcomes Mapping of Paper VA16138

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO 1	–	3	1	2	1	2	–	1	2	–	–	2
CO 2	1	3	2	2	2	2	1	–	2	–	1	1
CO 3	2	2	1	3	2	1	–	–	2	–	1	3
CO 4	–	2	2	3	3	2	1	1	1	1	2	2
CO 5	2	2	3	2	3	3	3	2	3	2	3	2

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper VA16138

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	3	1	2	3	1
CO 2	3	2	3	2	2
CO 3	2	1	3	3	2
CO 4	1	–	3	2	3

CO 5	1	3	3	3	3

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

SDGs Mapping for this course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Promotes experiential learning, indigenous knowledge systems, and skill-based education
SDG 5	Gender Equality	Highlights gender roles in craft traditions and supports women's ....participation in artisan economies
SDG 8	Decent Work and Economic Growth	Encourages livelihood opportunities through traditional crafts and artisan skills
SDG 10	Reduced Inequalities	Supports recognition and inclusion of tribal communities and their knowledge systems
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage and traditional art forms
SDG 12	Responsible Consumption and Production	Emphasizes eco-friendly materials and sustainable craft practices
SDG 13	Climate Action	Reflects traditional ecological knowledge and sustainable interaction with nature
SDG 15	Life on Land	Promotes sustainable use of natural resources in craft-making
SDG 16	Peace, Justice and Strong Institutions	Encourages protection of indigenous cultural rights and ethical practices
SDG 17	Partnerships for the Goals	Supports collaboration between artisans, communities, and institutions

Recommended Learning Resources:

1. **"The Painted World of the Warli: Art and Ritual of the Warli Tribes of Maharashtra"** by Yashodhara Dalmia
   This book provides an in-depth look at the Warli tribe's unique art and its connection to their daily life and rituals.
2. **"Gond Art: Tribal Art of India"** by Bhajju Shyam
   an essential book on Gond art, highlighting the traditional and contemporary forms of this famous tribal painting style.
3. **"Dokra: A Tradition of Metal Craft"** by Jaya Jaitly
   Focuses on the history and techniques of Dokra metal casting, practiced by tribal communities in Odisha, Chhattisgarh, and West Bengal.
4. **"Tribal Art and Aesthetics in India"** by Sangeeta Menon
   A comprehensive overview of tribal aesthetics and the cultural meanings embedded in various tribal art forms across India.

5. **"Indian Folk and Tribal Paintings"** by Dr. Anirudha Dutta
   A well-illustrated volume on the diverse tribal and folk art traditions, covering the history, techniques, and cultural significance of these art forms.

Articles and Journals:

1. **"Tribal Art in India: A Contemporary Perspective"** by Jyotindra Jain
   Published in *Marg*, this article discusses the evolution of tribal art in modern India and the challenges it faces today.
2. **"Indigenous Aesthetics and Ecological Knowledge in Tribal Art"** by B. Pandey
   Published in *Journal of Tribal Studies*, this article explores how indigenous aesthetics and environmental wisdom are intertwined in tribal craftsmanship.
3. **"Traditional Craftsmanship in Tribal Communities of India"** by Suresh Kumar
   This article in *South Asian Studies Journal* provides an analysis of the functionality and symbolism of tribal crafts and their role in preserving cultural identity.

Online Resources:

1. **Indira Gandhi National Centre for the Arts (IGNCA)** – https://ignca.gov.in
   Provides a rich collection of resources, documentation, and research on tribal arts and crafts in India.
2. **Crafts Council of India** – http://www.craftscouncilofindia.org
   Offers information on various tribal crafts, including artisan profiles and exhibitions.
3. **National Museum of Tribal and Folk Art** – http://tribalartmuseumindia.org
   Contains virtual galleries and resources related to tribal and folk arts from across India, useful for visual references.

Value Added Course (VAC)-III

Codes	Course Title	Credits	L –T- P
VA16430 **VA16484** (Choose any one)	Life Skills Education	2	2 – 0 – 0
	Community Engagement and Social Responsibility	2	1 – 0 – 1

Course Title: Life Skills Education

Code: VA-16430

Credits-2 (2-0-0)

Course Objectives:

1. To enable the students to cope with the challenges of life

2. To know the various dimensions of self-awareness.

3. To enable the students to become healthy, independent and responsible citizen.

4. To enable the students to apply life skills in different spheres

Course Outcomes:

After learning the course the students should be able to:

1) Help students to build self-confidence.

2) Helps to explore alternatives and make rational decisions in solving each problem or issue.

3) Help to learn to take responsibility for what they do rather than blame others.

4) Encourage creative and critical thinking.

5) Develop good relationships with other members. And will be able to know decision making procedures and steps for problem solving

Pedagogy: Lecture, brainstorming, storytelling, case studies, assignment, visual presentation, seminar, role play, game

CO-PO-PSO Mapping

(Rate correlations:1-Weakly Mapped, 2-Moderately Mapped, 3-Strongly Mapped,"_"-No Correlation).

POs/ PSOs → / COs	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 1	P O 1	P O 1	P S O	P S O	P S O	P S O	P S O

↓										0	1	2	1	2	3	4	5
CO-I	3	2	3	3	2	1	2	2	3	2	3	2	3	3	2	3	2
CO-II	2	2	2	3	3	2	2	2	3	2	3	1	3	3	2	3	3
CO-III	3	2	2	3	2	1	2	1	3	2	3	1	3	3	2	3	2
CO-IV	2	2	2	3	3	2	2	1	3	2	3	1	3	3	2	3	3
CO-V	3	2	3	2	2	1	3	2	3	3	3	1	3	3	2	3	3
Avg.	2.5	2.0	2.3	2.8	2.5	1.5	2.2	1.5	3.0	2.2	3.0	1.2	3.0	3.0	2.0	3.0	2.7

UNIT-I Introduction to Life Skills [8 Classroom Contact Hours]

- ❖ Concept of Skill and Life Skills
- ❖ Meaning, definition and importance of life skills
- ❖ Ten core Life skills (WHO model)

UNIT-II : Social Skills [8 Classroom Contact Hours]

- ❖ Self Awareness (Self concept, Techniques used for knowing self : Open your heart, SWOT analysis, Johari window
- ❖ Empathy (Meaning of empathy, differences between sympathy and empathy)
- ❖ Effective Communication (components of effective communication, Styles of communication, Barriers in communication, How to say NO)
- ❖ Interpersonal Relationship (meaning of IPR, types ,qualities for effective interpersonal relationship, end the relationship constructively)

UNIT-III: Thinking Skills and Coping Skills [8 Classroom Contact Hours]

- ❖ Critical thinking and Creative thinking (Definition and stages)
- ❖ Problem solving and Decision making (Definition, Steps in problem solving and decision making
- ❖ Coping Skills (coping with emotion and coping with stress)
- ❖ Meaning and types of emotions, coping strategies
- ❖ Meaning and sources of stress, coping strategies

UNIT-IV Life Skills Based Adolescent Reproductive Sexual Health Education [10 Classroom Contact Hours]

- ❖ Health and Reproductive health
- ❖ Responsible sexual behavior
- ❖ Life Skills for responsible sexual behavior

Recommended Learning Resources

1) Nair.V.Rajasenan,(2010),Life Skills,Personality and Leadership,Rajiv Gandhi National Institute of Youth Development,Tamilnadu

2) RGNIYD (2008) Facilitators Manual on Enhancing Life Skills,Tamilnadu

3) Family Health International,NACO,USAID(2007),Life Skills Education tool kit for Orphans and vulnerable children in India

4) Morgan and King,(1993) Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd,New Delhi.

5) Wallace R. M.asters,(2001) Personal Development for Life and Work: UK,South Western

6) Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre,Tata Mc Graw.Hill

Websites:

1) UNFPA-http://www.unfpa.org/
2) UNICEF-http://www.unicef.org/
3) WHO –http://www.who.int./en/

SDG Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 3	Good Health and Well-being	Focus on mental health, stress management, and reproductive health
SDG 4	Quality Education	Promotes life skills-based education and holistic learning
SDG 5	Gender Equality	Encourages responsible sexual behavior and gender sensitivity

Value Added Course (VAC)-III

Community Engagement and Social Responsibility

Course Code - VA16484

Credit- 2

Course Objectives

The course aims to:

I. Introduce students to the concepts, ethics, and practices of community engagement.
II. Develop an understanding of rural society, community development, and local governance.
III. Familiarize students with rural development programmes, self-help groups, and government initiatives.
IV. Promote social responsibility through community participation and field-based learning.
V. Enhance students' ability to apply community engagement principles in addressing local developmental issues.

Unit I: Foundations of Community Engagement and Community Development (8 classroom contact Hours)

Concept, Ethics and Spectrum of Community Engagement; Local Community, Rural Culture and Practice of Community Engagement; Stages, Components and Principles of Community Development; Utility of Public Resources; Contributions of Self-Help Groups (SHGs); Rural Development Programmes and Rural Institutions.

Unit II: Community Participation, Governance and Social Responsibility (7 classroom contact Hours)

Local Administration and Community Involvement; Social Contribution through Community Networking; Major Government Schemes for Community Development; Programmes of Community Engagement and Their Evaluation; Community Engaged Research and Research Ethics; Rural Distress, Rural Poverty, Impact of COVID-19 on Migrant Labourers, and Disaster Mitigation.

Practical – Community Engagement and Field-Based Learning (30 Practical Hours)

1. Field Visit to a village, urban local community, Panchayati Raj Institution (PRI), or Self-Help Group (SHG).
2. Community Resource Mapping and identification of local development resources.
3. Survey on community development issues and awareness of government welfare schemes.
4. Observation of community participation and local governance practices.
5. Participation in community awareness programmes on health, sanitation, education, environment, or disaster preparedness.
6. Preparation and Presentation of a field report based on observations and community engagement activities.

Course Outcomes (COs)

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

- **CO1:** Explain the concepts, principles, ethics, and significance of community engagement and social responsibility.
- **CO2:** Describe the structure and functioning of rural communities, local governance institutions, and community development processes.

- **CO3:** Examine the role of Self-Help Groups (SHGs), rural institutions, community networks, and government schemes in promoting inclusive and sustainable development.
- **CO4:** Demonstrate the ability to engage with communities through field-based activities, surveys, and participatory learning approaches.
- **CO5:** Evaluate community issues and development programmes, and prepare evidence-based field reports with appropriate ethical considerations.

Course Outcomes - Programme Outcomes Mapping of Paper VA16484

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	1	2	1	1	–	2	–	2	2	1	2
CO 2	2	1	3	3	3	1	3	2	3	3	3	2
CO 3	2	–	2	2	2	–	3	–	2	2	1	3
CO 4	3	1	2	2	2	2	2	1	3	2	2	2
CO 5	2	1	2	3	3	–	3	2	2	3	3	3

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper VA16484

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	2	1	1	2	1
CO 2	1	3	3	2	3
CO 3	1	2	2	2	2
CO 4	2	2	2	3	3
CO 5	–	2	2	2	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution

SDG 3	Good Health and Well-being	Promotes community health support through volunteerism, disaster response, and emergency relief activities
SDG 4	Quality Education	Develops critical thinking, decision-making skills, leadership qualities, and values-based learning through experiential education
SDG 5	Gender Equality	Encourages inclusive participation of all genders in volunteer work and leadership roles in community service
SDG 10	Reduced Inequalities	Promotes equitable participation in social service activities and reduces social and cultural barriers in community engagement
SDG 11	Sustainable Cities and Communities	Encourages community-based volunteerism, disaster preparedness, and building resilient and sustainable communities
SDG 16	Peace, Justice and Strong Institutions	Builds ethical values, responsible citizenship, leadership, and peaceful community engagement through volunteer activities

Recommended Learning Resources:

•Principles of Community Engagement, 2nd Edition, NIH Publication No. 11-7782, Printed June 2011.

•https://youtu.be/-SQK9RGBt7o

•https://www.uvm.edu/sites/default/files/community_engagement_handout.pdf (Community Engagement)

•https://www.atsdr.cdc.gov/communityengagement/pce_concepts.html (Perspectives of Community)

•https://egyankosh.ac.in/bitstream/123456789/59002/1/Unit1.pdf (community concepts)

•https://sustainingcommunity.wordpress.com/2013/07/09/ethics-and-community-engagement/ (Ethics of community engagement)

•https://www.preservearticles.com/sociology/what-are-the-essential-elements-of-community/4558 (Elementsof Community)

•https://www.yourarticlelibrary.com/sociology/rural-sociology/rural-community-top-10-characteristics-of-the-rural-community-explained/34968 (features of rural community)

•https://www.mapsofindia.com/my-india/government/schemes-for-rural-development-launched-by-government-of-india (government programmes for rural development)

•https://www.yourarticlelibrary.com/sociology/rural-sociology/rural-community-top-10-characteristics-of-the-rural-community-explained/34968 (rural lifestyle)

SWAYAM Course: (https://onlinecourses.swayam2.ac.in/ugc25_ge01/preview)

COURSE STRUCTURE
SEMESTER-III

Codes	Course Title	Credits	L –T- P
AN20001	Introduction to Biological Anthropology (CC-3)	4	3 – 0 –1
AN20003	Introduction to Social and Cultural Anthropology (CC-4)	4	3 – 0 – 1
AN22001	Applied and Action Anthropology (MC-3)	4	3 – 0 – 1
AN23001	Population Anthropology (MD-3)	3	2 – 1 – 0
AE24001	Communicative English (AE-3)	2	2 – 0 – 0
TS25001	Effective Communication for Social Impact (SE-3)	3	2 – 1 – 0
	Total	20	

SEMESTER-III
Major Course-III
Course Title: Introduction to Biological Anthropology
Course Code: AN20001
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN20001	Introduction to Biological Anthropology	4	3 – 0 –1

Course Objectives

1. Trace the historical evolution of Human variation and evolutionary thought, exploring key theories including Lamarckism, Neo-Lamarckism, Darwinism, and Synthetic Theory.
2. Examine the development of Modern Biological Anthropology, its aims, scope, and relationships with allied disciplines, and discern the disparities between modern and traditional approaches.
3. Analyse the classification, characteristics, and behavioural patterns of non-Human primates, elucidating their significance in understanding Human evolution.
4. Critically evaluate various racial classifications, the paradigm shifts in racial studies, and recent advancements in understanding Human biological categories in light of genome research.

Theory **Credit- 3**

Unit I: [15 Classroom Contact Hours]
History of Physical Anthropology and development of Modern Biological Anthropology; aim, scope and relationship with allied disciplines; differences in modern and traditional approaches in Biological Anthropology.

Unit II: [10 Classroom Contact Hours]
History and development of understanding Human variation and evolutionary thought, theories of evolution, Human variation and evolution in ancient times, theories of evolution: Lamarckism, Neo Lamarckism, Darwinism, Synthetic Theory, Mutation and Neo-Mutation theories.

Unit III: [10 Classroom Contact Hours]
Non-Human primates and Human evolution, classification and characteristics of living primates, comparative anatomy and behaviour of Human and non-Human primates, significance of studying non-Human primates in Biological Anthropology.

Unit IV: [10 Classroom Contact Hours]
Great divisions of Humanity: comparative account of various racial classifications (Blumenbach, Hooton, Haddon, Deniker), paradigm shift in racial studies: from typological to populational

model; UNESCO statement on race, recent understanding of Human biological categories in the context of Human genome research.

Practical [30 Practical Contact Hours] **Credit- 1**

Somatometry

1. Maximum head length 2. Maximum head breadth
3. Minimum frontal breadth 4. Maximum bizygomatic breadth
5. Bigonial breadth 6. Nasal height
7. Nasal length 8. Nasal breadth
9. Physiognomic facial height 10. Morphological facial height
11. Physiognomic upper facial height 12. Morphological upper facial height
13. Head circumference 14. Stature 15. Sitting height 16. Body weight

Course Outcomes:

CO-1: The students will learn about history of Physical Anthropology and how it is related to other disciplines.

CO-2: They will learn about various theories related to Human evolution and variation.

CO-3: They will also learn about the relationship between non-Human and Human primates.

CO-4: The students will learn about the Human diversity in the world.

CO-5: From the practical component they will learn about how to measure and study various parts of the Human body.

Course Outcomes - Programme Outcomes Mapping of Paper AN20001

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO-1	–	3	1	2	1	2	–	1	2	–	–	–
CO-2	1	3	1	3	3	2	–	1	2	–	1	1
CO-3	–	3	1	3	2	2	–	–	2	–	–	2
CO-4	2	3	2	2	2	2	1	1	3	–	1	1
CO-5	–	2	2	2	3	3	2	2	3	1	2	–

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

Course Outcomes - Programme Outcomes Mapping of Paper AN20001

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

CO-1	3	–	1	1	1
CO-2	3	1	3	3	2
CO-3	3	–	2	2	1
CO-4	2	2	3	3	2
CO-5	1	3	3	2	3

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

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 3	Good Health and Well-being	Understanding human biology, variation, and anthropometry helps in assessing health, nutrition, and physical development
SDG 4	Quality Education	Provides scientific knowledge of human evolution, diversity, and interdisciplinary learning in anthropology
SDG 5	Gender Equality	Introduces biological understanding of sex differences and promotes awareness of equality beyond physical variation
SDG 10	Reduced Inequalities	Promotes respect for human diversity and reduces bias related to biological differences among populations
SDG 13	Climate Action	Explains human adaptation to different environmental and climatic conditions through evolution

Recommended Learning Resources:

1. Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.
2. Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. Wadsworth Publ.
3. Krober, A. L. 1948. Anthropology. Oxford & IBH Publishing Co.
4. Molnar, Stephen. 1975. Human Variations: Race Types and Ethnic Groups. London: Routledge.
5. Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
6. Statement on Race: Annotated Elaboration and Exposition of the Statements on Race 1972. Issued by UNESCO. Oxford University Press.

SWAYAM Course: Introduction to Developmental Biology (https://onlinecourses.nptel.ac.in/noc24_bt67/preview)

Major Course-IV

Course Title: Introduction to Social and Cultural Anthropology
Course Code: AN20003
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN20003	Introduction to Social and Cultural Anthropology	4	3 – 0 – 1

Course Description:

This course offers undergraduate students an introductory exploration of the foundational principles, theories, and methods of social and cultural anthropology. Through a combination of lectures, readings, discussions, and experiential learning activities, students will delve into the study of Human societies and cultures, examining the ways in which individuals navigate social structures, construct identities, and make meaning within diverse cultural contexts. Emphasis will be placed on critical thinking, cross-cultural awareness, and the application of anthropological perspectives to contemporary issues.

Course Objectives:

1. To introduce students to the key concepts, theories, and methodologies of social and cultural anthropology.
2. To foster an understanding of the dynamic interplay between culture, society, and individual behavior.
3. To cultivate critical thinking skills through the analysis and interpretation of ethnographic texts, case studies, and real-world examples.
4. To promote cross-cultural awareness and appreciation for cultural diversity.
5. To encourage students to apply anthropological insights to contemporary social and cultural phenomena.

Course Outline:

UNIT 1: [15 Classroom Contact Hours]
Introduction to Social and Cultural Anthropology (Definition and scope of social and cultural anthropology, Historical development of the discipline, Major theoretical frameworks in anthropology), Culture and Society (Cultural relativism and ethnocentrism, Social structure and organization, Symbols, rituals, and worldview)

UNIT II: [10 Classroom Contact Hours]
Ethnography and Fieldwork (Introduction to ethnographic methods, Participant observation and qualitative research techniques, Ethical considerations in anthropological fieldwork, Analysis and interpretation of ethnographic data)

UNIT III: [10 Classroom Contact Hours]

Kinship and Family (Kinship systems and terminologies, Marriage and family structures, Kinship and social organization), Economy and Exchange (Economic systems and modes of production, Gift exchange and reciprocity, Market economies and globalization, Economic anthropology and development)

UNIT IV: [10 Classroom Contact Hours]

Power, Politics, Religion and Conflict (Forms of political organization, Power dynamics and authority, Social control and conflict resolution), Religion and social change, Anthropology of war and peace, Gender and Sexuality (Anthropological perspectives on gender, Cultural constructions of femininity and masculinity, Gender roles and socialization).

UNIT V: Practical [30 Practical Contact Hours]

The practical will include the following techniques and methods in collection of data in Social Anthropology:
1. Observation
2. Interview
3. Questionnaire and Schedule
4. Case study
5. Life history

Course Outcomes:
CO-1: Students will grasp the definition, scope, and historical development of social and cultural anthropology, along with major theoretical frameworks in the field.
CO-2: Students will develop the ability to critically analyze cultural relativism and ethnocentrism, social structures, symbols, rituals, and worldviews within different societies.
CO-3: Students will acquire proficiency in ethnographic methods, including participant observation, qualitative research techniques, and ethical considerations in fieldwork.
CO-4: Students will demonstrate comprehension of kinship systems, marriage structures, economic systems, gift exchange, market economies, and their roles in social organization and globalization.
CO-5: Students will explore the complexities of power, politics, religion, conflict resolution, gender roles, and sexuality, while also gaining practical experience in data collection techniques essential to social anthropology research.

Course Outcomes - Programme Outcomes Mapping of Paper AN20003

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**

CO-1	–	3	1	2	1	2	–	1	2	–	–	–
CO-2	2	3	2	3	2	2	1	–	2	–	1	1
CO-3	3	2	3	2	3	3	3	2	3	2	3	1
CO-4	1	3	2	3	2	2	2	1	2	1	2	–
CO-5	2	3	2	3	3	3	2	2	3	3	3	1

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN20003

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO-1	3	–	2	1	1
CO-2	3	1	3	3	2
CO-3	2	3	3	2	3
CO-4	3	2	3	2	2
CO-5	2	3	3	3	3

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

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Enhances understanding of culture, society, and anthropological theories, promoting critical thinking and research skills
SDG 5	Gender Equality	Examines gender roles, sexuality, and inequalities across cultures, fostering awareness and inclusivity
SDG 10	Reduced Inequalities	Promotes respect for cultural diversity, social justice, and reduction of discrimination through anthropological perspectives
SDG 16	Peace, Justice and Strong Institutions	Explores power, politics, conflict resolution, and social harmony in different societies
SDG 17	Partnerships for the Goals	Encourages collaborative fieldwork, community engagement, and participatory research practices

Recommended Learning Resources:

1. "Cultural Anthropology: A Perspective on the Human Condition" by Emily A. Schultz and Robert H. Lavenda
2. "Social and Cultural Anthropology: A Very Short Introduction" by John Monaghan and Peter Just
3. "Ethnography: Step-by-Step" by David M. Fetterman
4. "Kinship and Family: An Anthropological Reader" edited by Linda Stone and Paul L. Stoller

SWAYAM Course: Indian Popular Culture (https://onlinecourses.nptel.ac.in/noc24_hs180/preview)

Minor Course-III

Course Title: Applied and Action Anthropology
Course Code: AN22001
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN22001	Applied and Action Anthropology	4	3 – 0 – 1

Course Objectives:
The present paper aims to provide students a clear understanding about the theoretical development of Anthropology and its Practice. Students will be able to understand the essential facts, theories, and methods of Academic Anthropology and its application as in Applied and Action Anthropology. It predicts the future of Anthropology in different aspects through its application in various sectors in NGOs, Fashion and Tourism, Visual aspects and also in Bio-Social Development of Mankind.

Theory
Unit I: Academic Anthropology: [10 Classroom Contact Hours]
Academics and Practitioners: Differences, Structure, Activities, Controversies and Issues; Applied Anthropology, Action Anthropology

Unit II: Role of Anthropology in Development: [10 Classroom Contact Hours]
Development Anthropology. Anthropology and Public Policy, Need Assessment and Community Development. Anthropology of NGO's, Business Anthropology, Environment and Community Health, Social and Economic Sustainability

Unit III: Future Dynamics in Anthropology: [10 Classroom Contact Hours]
Trends in Anthropology: Anthropology of Tourism, Anthropology in Census; Designing and Fashion, Visual Anthropology. Cultural Resource Management.

Unit IV: Applications of Biosocial Anthropology: [15 Classroom Contact Hours]
Bio-social elements of Human development at national and international level, application of conceptual framework of Forensic Anthropology in judicial settings both criminal and civil, Population Dynamics and relationship between population growth and various aspects of culture such as means of subsistence, kinship, social complexity, social stratification and political organization, Bio-social counselling of an individual or population.

Unit V: Practical [30 Practical Contact Hours]
1. The students will visit a NGO or corporate office or census office in Odisha and its adjoining areas and write principal observations on the same.

2. Write a project on constitutional provisions or evaluation of any development project/report.
3. Draw a scene of crime and identify the various evidences in a portrayed crime scene.
4. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Fashion / Human Rights / Ecotourism.
5. Write a project on the demographic profile from secondary data.
6. Collect data on bio-social problem and design counselling and give the analysis and interpretation.

Course Outcome

CO-1 This will help to understand the Academic Anthropology especially the Applied and Action Anthropology.
CO-2 How the discipline of Anthropology stands its role in Development in marginalised section of our country.
CO-3 This is the new subfield in Anthropology where the Anthropology students can get emphasis in new areas of research and take it as a profession.
CO-4 This will help for the application of Anthropology in Bio-Social aspects of our Society.
CO-5 Students get practical knowledge and experienced through their project report.

Course Outcomes - Programme Outcomes Mapping of Paper AN22001

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO-1	1	3	1	2	2	2	–	1	2	1	1	–
CO-2	3	3	2	3	3	2	2	1	2	2	3	2
CO-3	–	2	2	3	2	3	1	2	3	1	2	1
CO-4	1	3	1	3	3	2	–	1	2	–	2	1
CO-5	2	2	3	2	3	3	3	2	3	2	3	1

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN22001

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5

CO-1	3	1	3	2	2
CO-2	2	3	3	3	3
CO-3	2	2	3	2	3
CO-4	3	1	3	2	2
CO-5	1	3	3	2	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Addresses development issues of marginalized communities through applied anthropological interventions
SDG 3	Good Health and Well-being	Applies bio-social approaches to improve health conditions and community well-being
SDG 4	Quality Education	Enhances practical knowledge, research skills, and professional competence in anthropology
SDG 5	Gender Equality	Promotes gender-sensitive approaches in development and community engagement
SDG 10	Reduced Inequalities	Focuses on upliftment of marginalized groups and reducing socio-cultural inequalities
SDG 16	Peace, Justice and Strong Institutions	Encourages ethical practices, social justice, and community participation in development processes
SDG 17	Partnerships for the Goals	Emphasizes collaboration with communities, NGOs, and institutions in applied research and development work

Recommended Learning Resources:

1. Arya A and Kapoor AK. (2012). Gender and Health Management in Afro-Indian s. Global Vision Publishing House, New Delhi.
2. Kertzer DI and Fricke T. (1997). Anthropological Demography. University of Chicago Press.
3. Basu, A. and P. Aaby (1998). The Methods and the Uses of Anthropological Demography. 329 pp. Oxford, Clarendon Press
4. Carter A. (1998). Cultural Models and Demographic Behaviour. In The Methods and the Uses of Anthropological Demography edited by Basu A and Aaby P. Oxford: Clarendon Press. pp 246-268.
5. Census of India (2001, 2011) and National Family Health Survey (2006,2010).
6. Ervic, Alxander M., (2000). Applied Anthropology: Tools and Perspectives for Contemporary Practise, Boston, MA: Allyn and Bacon.

7. Erwin A. (2004). Applied Anthropology Tools and Practice, Allyn and Bacon.
8. Gupta S and Kapoor AK. (2009). Human Rights among Indian Populations: Knowledge, Awareness and Practice. Gyan Publishing House, New Delhi.
9. Willen SS. (2012). Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations. Journal of Human Rights. 11:150–159.
10. Goodale M. (2009). Human Rights: An Anthropological Reader. Wiley Blackwell.
11. Gupta S and Kapoor AK. (2007). Human Rights, Development and Tribe. In : Genes, Environment and Health – Anthropological Prespectives. K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.
12. Margaret AG. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.
13. Halbar BG and Khan CGH. (1991). Relevance of Anthropology – The Indian Scenario. Rawat Publications, Jaipur.
14. Kapoor AK (1998). Role of NGO's in Human Development: A Domain of Anthropology. J Ind Anthrop Soc; 33:283-300.
15. Kapoor AK and Singh D. (1997). Rural Development through NGO's. Rawat Publications, Jaipur.
16. Klepinger LL (2006). Fundamentals of Forensic Anthropology. Wiley-Liss Publications
17. Kumar RK and Kapoor AK. (2009). Management of a Primitive Tribe: Role of Development Dynamics. Academic Excellence, Delhi.
18. Mehrotra N and Patnaik SM. (2008). Culture versus Coercion: The Other Side of Nirmal Gram Yojna, Economic and Political weekly. pp 25-27.
19. Mishra RC (2005). Human Rights in a Developing Society, Mittal Publications, Delhi.
20. Noaln RW. (2002). Anthropology in Practice: Building a Career outside the Academy. Publishing Lynne Reinner.
21. Patnaik SM (1996). Displacement, Rehabilitation & Social Change. Inter India Publications, New Delhi.
22. Patnaik SM (2007). Anthropology of Tourism: Insights from Nagaland. The Eastern Anthropologist. 60(3&4):455-470
23.Srivastav OS (1996). Demographic and Population Studies. Vikas Publishing House, India
24. Vidyarthi LP and BN Sahay (2001). Applied Anthropology and Development in India, National Publishing House, New Delhi.
25. Vidyarthi LP. (1990). Applied Anthropology in India – Principles, Problems and Case Studies. Kitab Mahal, U.P.
26. Vidyarthi V (1981). Tribal Development and its Administration. Concept Publishing Company, New Delhi.

SWAYAM Course: NGO'S and Sustainable Development**https://onlinecourses.swayam2.ac.in/cec24_hs60/preview**

Sustainable Management of Biodiversity (https://onlinecourses.swayam2.ac.in/nou24_bt06/preview)

MDC-III

Course Title: Population Anthropology
Course Code: AN23001
Credit- 3 (Lecture-2 +Tutorial-1+ Practical-0)

Codes	Course Title	Credits	L –T- P
AN23001	Population Anthropology	3	2 – 1 – 0

Course Objectives: The objective of this paper is to study anthropological theory and methods to provide a better understanding of demographic phenomena in current and past populations. This paper also helps to understand population processes, mainly fertility, migration, and mortality.

Unit-I [15 Classroom Contact Hours]
Population Anthropology: Definition, Meaning, and Scope; Relevance of Population studies in Anthropology; History and Development of Population Studies; Relation of population studies / Demography with other Disciplines: Sociology, Human Ecology, Economics, Geography; Anthropology.

Unit-II [15 Classroom Contact Hours]
Population Growth: Concepts, Definition and Theories (Biological, Social and Economic); Stages of Population Growth (Population Transition); Concepts of Stable Population, Optimum Population, Population Explosion, Threshold Population and Population Threshold.

Unit-III [15 Classroom Contact Hours]
Sources of Demographic Data: Census - History of Census; Significant features of Census; Problems connected with Census; Census techniques – de facto and de jure methods; Census in India. Registration of Vital Events, Sample Registration system; Dual Report System, National Sample Survey, Population Registers, National and International Publications; Methods of Collection of Demographic Information.

Unit IV [15 Classroom Contact Hours]
Techniques of Population Analysis: Estimation of Population Growth Rate, Age-sex structure, Sex-Ratio, Dependency Ratio, Age at Marriage, Literacy rate, life expectancy. Measurements of fertility, mortality and migration.

Course Learning Outcomes:

CO 1: After completion of the papers, the student will able toidentify the size, distribution and composition of Human population, and their changes resulting from fertility, mortality, and migration.

CO 2: This paper will help a student to assess different demographic information for understanding the trend, changes and its significances.

CO 3: This paper will acquaint the students about the measurements such as birth rate, death rate, fertility rate, gross reproductive rate and migration rate that are used to analyze and present demographic information of a population.

CO 4: This paper will help the students to enumerate different sources census, sample and survey from which demographic data can be achieved.

CO 5: Enable the students to extrapolate the dynamics of population and its significance on society.

Course Outcomes - Programme Outcomes Mapping of Paper AN23001

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO 1	–	3	1	2	2	2	–	1	2	–	–	1
CO 2	1	3	1	3	3	2	–	1	2	–	2	1
CO 3	–	3	1	2	3	3	1	2	2	–	1	–
CO 4	2	2	2	2	2	3	2	3	2	1	2	–
CO 5	3	3	2	3	3	2	2	1	3	2	3	2

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN23001

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	3	1	2	3	1
CO 2	2	1	3	2	2

CO 3	2	2	3	1	3
CO 4	1	3	2	1	3
CO 5	2	2	3	3	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Analysis of mortality, fertility, and life expectancy helps in understanding public health trends and improving well-being
SDG 4	Quality Education	Develops analytical and statistical skills for interpreting population data and demographic trends
SDG 5	Gender Equality	Examines sex ratio, fertility patterns, and gender disparities in population dynamics
SDG 10	Reduced Inequalities	Studies population distribution and socio-economic inequalities across regions and communities
SDG 11	Sustainable Cities and Communities	Helps understand urbanization, migration, and population pressure on cities
SDG 13	Climate Action	Explores the relationship between population growth and environmental sustainability

Recommended Learning Resources:

1. Barclay, G. W.-Techniques of Population Analysis
2. BhendeA,T.Kanitkar- Principles of population studies
3. Bouge Donald, J. W.-Principles of Demography
4. Cox, Peter. R. -Demography
5. Dak, T. M.-Sociology of health in India
6. Hauser, P. & Duncan, D.-The Study of Population
7. Jain, Anrudh, K.-Infant Mortality in India
8. Mathur, R. N.-Population Analysis and Studies
9. Mishra, B. D.-Population Analysis
10. Park, D.-Preventive and Social Medicine
11. Premi, M. K.-Society and Population
12. Raj. Hans-Fundamentals of Demography
13. Sinha, V. C. & Zacharia, E.-Elements of Demography
14. Spiegelman, M.-Introduction to Demography.
15. Srivastava, O. S.-Demography
16. Visaria, Pravin-Differnentials and Determinants of Fertility

SWAYAM Course: Population and Society (https://onlinecourses.swayam2.ac.in/nou24_hs68/preview)

Semester-III

Communicative English

AE24001
Credit-2
(Ability Enhancement Course)

Course Objective:

This course will develop students' proficiency in English language skills, focusing on advanced aspects of reading, writing, speaking, and listening for effective communication in academic, professional, and social contexts.

Course Outcomes:

CO1: **To** develop the ability to speak clearly, fluently, and confidently in various social, academic, and professional

CO2: **To** improve their listening skills, enabling them to understand spoken English in different accents and contexts, and respond

CO3: **To** learn to write clear, coherent, and well-structured texts, including emails, reports, essays, and other forms of written communication

CO4: **To** enhance their interpersonal communication skills, including active listening, empathy, and collaboration

CO5: **To** gain an understanding of cultural differences in communication styles and practices,

Course Contents:

Unit I: Conventions of Academic Writing

Unit II: Critical Thinking and Structuring an Argument: Syntheses, Analyses, Evaluation, Introduction, Interjection, and Conclusion

References:

1. Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. "Effective Communication in English" by G. K. Hunter
3. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
4. "English Communication for Success" by Keith S. Folse
5. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
6. "Advanced English Communication" by R. S. Sinha
7. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
8. "English for Academic Purposes: A Comprehensive Guide" by R. Keith
9. "Communication Skills for the 21st Century" by Steve R. Robbins

Semester-III

Course Title: Effective Communication for Social Impact

Course Codes: TS25001
Credit-3
(Skill Enhancement Course-III)

Codes	Course Title	Credits	L –T- P
TS25001	Effective Communication for Social Impact	3	2 – 1 – 0

Course Objectives

I. This unit prepares students to engage effectively with communities during fieldwork by developing culturally sensitive communication skills.
II. It emphasizes building rapport and trust, navigating cross-cultural communication challenges, and understanding local languages, terminologies, and non-verbal cues.
III. The unit integrates anthropological, sociological and social work principles to help students interpret cultural context during interactions. Ethical considerations, including informed consent and respect for local communication norms, are central to the training.
IV. Through practical exercises like role-plays, mock interviews, and language practice, students learn to apply these skills in real-world fieldwork settings, ensuring accurate data collection and respectful community engagement.

UNIT-I [20 Classroom Contact Hours]

- Culture, Language and Communication: Nature, origin, and characteristics of language; verbal and non-verbal communication; social context of language use.
- Research communication Tool and Techniques: Interview, Questionnaire, Recording and Transcribing Communication, Reflection and Evaluation.

UNIT-II [20 Classroom Contact Hours]

- Role of Communication in Society: role plays, and debates on social issues—influence on attitudes, behaviour, and social policy.
- Active Listening and Empathy in Communication; Engaging with Marginalised Communities and Understanding Cultural Dimensions

UNIT-III [20 Classroom Contact Hours]

- Addressing language differences through interpreters or bilingual community members; the risks of misinterpretation and how to mitigate these challenges; the role of confidentiality in building trust and effective communication; Creating feedback loops to improve communication strategies for future interactions and intervention

Course Learning Outcomes:

CO-1: Demonstrate a fundamental understanding of the nature of language and the interplay between verbal and non-verbal communication within diverse social and cultural contexts.

CO-2: Apply essential research communication tools, including interviewing and transcribing techniques, while maintaining a rigorous process of reflection and evaluation.

CO-3: Execute effective communication strategies, such as role-plays and debates, to influence social attitudes, public behavior, and the formulation of social policy.

CO-4: Exhibit proficiency in active listening and empathetic engagement when working with marginalized communities, ensuring a deep understanding of their unique cultural dimensions.

CO-5: Manage linguistic diversity and ethical challenges by effectively utilizing interpreters, maintaining strict confidentiality, and establishing feedback loops for sustainable social intervention.

Course Outcomes - Programme Outcomes Mapping of Paper AN23001

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO-1	–	3	1	2	1	2	–	1	2	–	–	–
CO-2	3	2	3	2	3	3	3	2	3	2	3	1
CO-3	2	2	3	3	2	1	3	2	3	3	3	1
CO-4	2	3	3	2	2	2	3	–	2	2	2	1
CO-5	3	2	2	3	3	3	2	2	3	3	3	1

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN23001

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	–	2	1	1
CO-2	2	3	3	2	3
CO-3	1	2	3	3	3
CO-4	1	3	3	3	3
CO-5	2	3	3	2	3

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

Recommended Learning Resources:

1. Hymes, Dell (1964). The Ethnography of Communication.
2. Agar, Michael (1996). The Professional Stranger: An Informal Introduction to Ethnography.
3. Bernard, H. Russell (2017). Research Methods in Anthropology: Qualitative and Quantitative Approaches.
4. Spradley, James P. (1979). The Ethnographic Interview.
5. Heath, S., & McKinnon, D. (2022). The ethnography of communication: A practical guide for social workers. Sage Publications.
6. This text introduces social workers to the ethnographic study of communication, providing a framework for interpreting verbal and non-verbal communication in diverse communities.
7. Ting-Toomey, S., & Dorjee, T. (2019). Communicating across cultures. Guilford Press.
8. Focuses on the challenges and techniques for navigating intercultural communication, with a particular emphasis on cultural dimensions that affect everyday communication.
9. Hess, D. (2020). The ethics of community-based social work practice. Routledge.
10. This book provides a thorough overview of the ethical principles that guide social work in community-based settings, including informed consent and respect for cultural norms.
11. Sue, S., Cheng, J. K. Y., & Saathoff, S. (2021). Cultural competence in social work practice: Bridging the gap in diverse communities. Pearson.
12. A practical guide to developing cultural competence in social work, with a focus on communication strategies for engaging with diverse populations.
13. Schroeder, R. (2023). Language and identity in social work practice. Oxford University Press.

COURSE STRUCTURE
SEMESTER-IV

Codes	Course Title	Credits	L –T- P
AN20002	Fundamentals of Human Origin, Evolution and Diversity (CC-5)	4	3 – 0 – 1
AN20004	Introduction to Archaeological Anthropology (CC-6)	4	3 – 0 – 1
AN20006	Theories of Culture and Society (CC-7)	4	3 – 0 –1
AN20008	Artificial Intelligence in Anthropology (CC-8)	2	1- 0 – 1
AN22002	Anthropology of Art and Culture (MC-4)	4	3 – 0 – 1
AE24002	Professional Communication (AE-4)	2	2 – 0 – 0
	Total	20	

SEMESTER-IV
Major Course-V
Course Title: Fundamentals of Human Origin, Evolution and Diversity
Course Code: AN20002
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN20002	Fundamentals of Human Origin, Evolution and Diversity	4	3 – 0 – 1

Course Objectives:

1. Explore the evolutionary origins and radiation of primates, with a focus on Miocene hominoids like Ramapithecus, examining their distribution, features, and phylogenetic relationships.
2. Investigate Australopithecines and the appearance of Homo habilis, analyzing their distribution, features, and evolutionary connections.
3. Examine Homo erectus across Asia, Europe, and Africa, understanding their distribution, features, and phylogenetic status.
4. Understand the origin of Homo sapiens, analyzing fossil evidence of Neanderthals and Archaic Homo sapiens sapiens, and exploring the process of hominization.

Theory **Credit- 3**

Unit I: [10 Classroom Contact Hours]
Primate Origins and radiation with special reference to Miocene hominoids: Ramapithecus, distribution, features and their phylogenetic relationships.

Unit II: [10 Classroom Contact Hours]
Australopithecines: distribution, features and their phylogenetic relationships; appearance of genus Homo (Homo habilis) and related finds.

Unit III: [10 Classroom Contact Hours]
Homo erectus from Asia, Europe and Africa: distribution, features and their phylogenetic status.

Unit IV: [15 Classroom Contact Hours]
Origin of Homo sapiens: fossil evidences of Neanderthals and Archaic Homo sapiens sapiens and the process of hominisation. Biological Diversities in Human Populations

Practical [30 Practical Contact Hours] **Credit- 1**
Craniology (five normas), Craniometry: Maximum cranial length Maximum cranial breadth, Maximum bizygomatic breadth Maximum frontal breadth, Minimum frontal breadth Nasal

height, Nasal breadth Bi-mastoid breadth, Greatest occipital breadth upper facial height, Cranial index and Nasal index

Course Outcomes:

CO-1: Students will grasp the evolutionary origins and radiation of primates, focusing on Miocene hominoids like Ramapithecus and their phylogenetic relationships.

CO-2: Students will examine the distribution, features, and evolutionary relationships of Australopithecines and the appearance of Homo habilis, enhancing comprehension of early hominin evolution.

CO-3: Students will analyze the distribution, features, and phylogenetic status of Homo erectus across different continents, deepening their understanding of Human evolutionary history.

CO-4: Students will investigate the fossil evidence of Neanderthals, Archaic Homo sapiens sapiens, and the process of hominization, gaining insights into the origin of Homo sapiens and the biological diversities within Human populations.

CO-5: Through practical sessions in craniology and craniometry, students will acquire proficiency in measuring various cranial dimensions, analyzing cranial indices, and interpreting biological variations within Human populations, enhancing their practical skills in physical anthropology research.

Course Outcomes - Programme Outcomes Mapping of Paper AN20002

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO-1	-	3	1	2	-	2	-	1	2	-	-	-
CO-2	-	3	1	2	1	2	-	1	2	-	-	-
CO-3	-	3	2	2	1	2	-	1	2	-	-	-
CO-4	2	3	2	3	2	2	-	1	3	-	1	-
CO-5	2	3	1	2	3	3	2	2	3	1	3	-

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN20002

PSOs → /	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

COs ↓					
CO-1	3	1	2	1	2
CO-2	3	1	2	2	2
CO-3	3	1	3	2	2
CO-4	3	2	3	3	3
CO-5	2	3	3	3	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Builds scientific understanding of human evolution, fossil records, and analytical skills in anthropology
SDG 5	Gender Equality	Introduces basic understanding of biological sex differences through skeletal analysis
SDG 10	Reduced Inequalities	Promotes the idea of common human origin, reducing racial and biological misconceptions
SDG 13	Climate Action	Explains the role of climate and environmental changes in human evolution and adaptation
SDG 15	Life on Land	Provides knowledge of primate evolution, biodiversity, and ecological relationships

Recommended Learning Resources:

1. Buettner-Janusch, J. 1966. Origins of Man: Physical Anthropology. New York: John Wiley & Sons.
2. Campbell, Bernard G. and James D. Loy. 1996. Human Kind Emerging. London: Harper & Collins.
3. Conroy, G.C. 1997. Reconstructing Human Origins: A Modern Synthesis. New York: W. W. Norton & Company.
4. Howell, F.C. 1977. Horizons of Anthropology. Eds. S. Tax and L.G. Freeman. Chicago: Aldine Publishing House.
5. Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.
6. Nystrom, P. and Ashmore, P. 2011. The Life of Primates. New Delhi: PHI Learning Private Limited.
7. Seth, P. K. and Seth, S. 1986. The Primates. New Delhi: Northern Book Centre.

8. Singh, I. P. and Bhasin, M.K. 1989. Anthropometry: A Laboratory Manual on Biological Anthropology. Delhi: Kamla-Raj Enterprises.
9. Standford, C., Allen, J.S. and Anton, S.C. 2012. Biological Anthropology: The Natural History of Mankind. New Delhi: PHI Learning Private Limited.
10. Swindler, D. R. 2009. Introduction to the Primates. New Delhi: Overseas Press India Pvt. Ltd.

Major Course-VI

Course Title: Introduction to Archaeological Anthropology
Course Code: AN20004
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN20004	Introduction to Archaeological Anthropology	4	3 – 0 – 1

Course Objectives:

1. Understand the foundational concepts and scope of archaeological anthropology, its interrelation with other branches of anthropology, and allied disciplines.
2. Explore various methods for estimating time and reconstructing the past, including absolute and relative dating techniques, as well as climatic reconstruction methods.
3. Investigate the geochronology of the Pleistocene Epoch, focusing on glacial-interglacial cycles and different geoclimatic events.
4. Develop proficiency in analyzing cultural artifacts, including techniques for tool manufacturing, classification, typology, and cultural nomenclature.

Theory **Credit- 3**

Unit I: [15 Classroom Contact Hours]
Introduction: definition and scope of archaeological anthropology, relationship with other branches of anthropology and allied disciplines, methods of studying archaeological anthropology.

Unit II: [10 Classroom Contact Hours]
Methods of Estimation of Time and Reconstruction of the Past: absolute dating methods, relative dating methods, methods of climatic reconstruction: palynology, palaeontology, soil pH estimation.

Unit III: [10 Classroom Contact Hours]
Geochronology of Pleistocene Epoch: Glacial and Interglacial Pluviation and Inter Pluviation, Different types of geoclimatic events.

Unit IV: [10 Classroom Contact Hours]
Understanding Culture: technique of tool manufacturing and estimation of their relative efficiency, classification of tools, primary and combination fabrication techniques, typology and cultural nomenclature

Practical [30 Practical Contact Hours] **Credit- 1**
Identification, interpretation and drawings of at least two artefacts from each tool type given below:
1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Types
5. Neolithic Tool Types

Course outcomes

CO 1. The students will learn about archaeological anthropology and its relationship with other Sciences.
CO 2. They will learn about how the past is reconstructed.
CO 3. They will also learn about the method of understanding the prehistoric culture on the basis of archaeological finds.
CO 4. From the practical component they will learn about identification and interpretation of Prehistoric tools.

CO-5: Students will develop technical proficiency in the typological analysis and graphic documentation of prehistoric lithic assemblages, enabling them to interpret the cognitive and functional evolution of early human cultures.

Course Outcomes - Programme Outcomes Mapping of Paper AN20002

POs →/ COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO-1	-	3	1	2	-	2	-	1	2	-	-	-
CO-2	-	3	1	2	1	2	-	1	2	-	-	-
CO-3	-	3	2	2	1	2	-	1	2	-	-	-
CO-4	2	3	2	3	2	2	-	1	3	-	1	-
CO-5	2	3	1	2	3	3	2	2	3	1	3	-

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

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN20002

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	1	2	1	2
CO-2	3	1	2	2	2
CO-3	3	1	3	2	2
CO-4	3	2	3	3	3
CO-5	2	3	3	3	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	Provides knowledge of archaeological methods, prehistory, and analytical skills in understanding human past
SDG 10	**Reduced Inequalities**	Promotes appreciation of diverse cultural histories and reduces bias through understanding of human cultural evolution
SDG 11	**Sustainable Cities and Communities**	Emphasizes preservation of cultural heritage, archaeological sites, and ancient human settlements
SDG 12	**Responsible Consumption and Production**	Highlights sustainable use of resources by prehistoric societies and lessons for present-day sustainability
SDG 13	**Climate Action**	Explores how past human societies adapted to environmental and climatic changes
SDG 15	**Life on Land**	Provides insights into human interaction with ecosystems and biodiversity in prehistoric times

Recommended Learning Resources:

1. Allchin and Allchin. 1993. The Rise of Civilization of India and Pakistan. Cambridge University Press.
2. Bhattacharya, D.K. 1978. Emergence of Culture in Europe, Delhi: B.R. Publication.
3. Bhattacharya, D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi

Company.
4. Bhattacharya, D.K. 1996. Palaeolithic Europe. Humanities Press.
5. Champion et al. 1984. Prehistoric Europe. New York: Academic Press.
6. Fagan, B.M. 1983. People of Earth: An introduction. Boston: Little, Brown & Company.
7. Phillipson, D. W. 2005. African Archaeology. Cambridge: Cambridge University Press.
8. Sankalia, H.D. 1964. Stone Age Tools. Poona: Deccan College.

Major Course-VII

Course Title: Theories of Culture and Society
Course Code: AN20006
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN20006	Theories of Culture and Society	4	3 – 0 –1

Course Overview:

This course introduces students to the fundamental theories of anthropology. It traces the development of anthropological thought from the 19th century to contemporary perspectives, emphasizing key schools of thought and influential thinkers. The course covers cultural, social, and evolutionary perspectives, aiming to provide a strong foundation for understanding human societies and cultures.

Course Learning Objectives:

1. Understand the major theoretical perspectives in anthropology.
2. Analyze the contributions of key anthropologists to the development of theory.
3. Compare and contrast different approaches to studying culture and society.
4. Apply theoretical concepts to real-world examples.
5. Develop critical thinking skills through engagement with anthropological texts.

Unit 1: Evolutionism, Diffusionism and Early Theories [15 Classroom Contact Hours]

Early Evolutionism, Social Evolution (Edward Burnett Tylor, Lewis Henry Morgan, Herbert Spencer), Diffusionism (British Diffusionism, German-Austrian Diffusionism), **Historical Particularism:** Critique of Evolutionism, Cultural Relativism (Franz Boas)

Unit 2: Functionalism and Structural Functionalism, Culture and Personality School [10 Classroom Contact Hours]

Functionalism, Culture and Social Stability (Bronisław Malinowski, A.R. Radcliffe-Brown), The Influence of Culture on Personality (Ruth Benedict, Margaret Mead)

Unit 3: Structuralism and Symbolic Anthropology [10 Classroom Contact Hours]

Structuralism, Culture as a System of Symbols (Claude Lévi-Strauss), Symbolic Anthropology and Interpretation of Cultures (Clifford Geertz, Victor Turner) and **Marxist Anthropology** (Karl Marx, Eric Wolf)

Unit 4: Globalization and Contemporary Theories [10 Classroom Contact Hours]

Feminist Anthropology (Sherry Ortner, Michelle Rosaldo), **Postmodernism in Anthropology (**James Clifford, George Marcus), **Practice and Agency in Anthropology** (Pierre Bourdieu, Sherry Ortner)

Unit V: Practical Applications of Anthropological Theory [30 Practical Contact Hours]
Students shall undertake practical exercises focusing on the application of anthropological theories.

1. Comparative analysis of two anthropological theories using ethnographic case studies.
2. Critical review of selected writings of major anthropologists (Tylor, Boas, Malinowski, Radcliffe-Brown, Lévi-Strauss, Geertz, Bourdieu).
3. Theory mapping: Constructing timelines showing the evolution of anthropological thought.
4. Application of theoretical perspectives to contemporary issues such as globalization, tribal development, migration, health, gender, environment, and digital communities.
5. Seminar presentation on one major anthropological theorist and their contribution.
6. Book review of a classic anthropological text.
7. Analysis of documentary films or ethnographic videos using different theoretical frameworks.
8. Preparation of reflective reports linking field observations with anthropological theories.

Course Outcomes:

CO.1 Understand the importance of theory in anthropology and its application in research.

CO.2 Recognize the limits of theoretical reflection and its impact on anthropological inquiry.

CO.3 Explore historical questions addressed by anthropology and the development of key theoretical concepts.

CO.4 Grasp the concept of culture and its significance in understanding Human societies.

CO.5 Analyze prominent theoretical perspectives in anthropology, including Evolutionism, Diffusionism, Functionalism, Structuralism, Structural-functionalism, and the Culture and Personality School.

Course Outcomes - Programme Outcomes Mapping of Paper AN20006

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO-1	2	3	2	3	2	3	-	1	2	-	2	-
CO-2	2	3	1	3	3	2	-	-	2	-	2	-
CO-3	-	3	2	3	2	2	-	1	2	-	-	-
CO-4	3	3	3	3	2	2	2	-	3	1	2	1

CO-5	1	3	2	3	3	2	-	1	2	-	1	-

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

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN20006

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO-1	3	2	3	2	3
CO-2	2	2	3	2	2
CO-3	3	1	2	3	2
CO-4	3	2	3	3	2
CO-5	3	1	3	3	3

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

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

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Develops theoretical understanding, critical thinking, and analytical skills in anthropology
SDG 5	Gender Equality	Encourages analysis of gender perspectives within anthropological theories and critiques of bias
SDG 10	Reduced Inequalities	Promotes cultural relativism and reduces ethnocentric and discriminatory perspectives
SDG 16	Peace, Justice and Strong Institutions	Enhances understanding of social systems, power structures, and cultural harmony
SDG 17	Partnerships for the Goals	Supports interdisciplinary approaches and theoretical integration across fields

Recommended Learning Resources:

1. Boas, Franz. 1948. "The Aims of Ethnology" in Race, Language and Culture, 626-638.

New York: The MacMillan Company.

2. Descola, Phillipe. 1996. "Constructing Natures: Symbolic Ecology and Social Practice," from Nature and Society: Anthropological Perspectives, edited by Philippe Descola and Gísli Pálsson, 82-102. London: Routledge.
3. Erickson, P. A., & Murphy, L. D. (2013). *A History of Anthropological Theory*.
4. Evans-Pritchard, E. E. 1976. Appendix IV, part 1 in Witchcraft, Oracles and Magic among the Azande, 140-143. Oxford: Clarendon Press.
5. Excerpts from Durkheim, Émile. The Elementary Forms of Religious Life, translated by Karen E. Fields, New York: The Free Press.
6. Excerpts from Marx, Karl and Friedrich Engels. "The German Ideology" in The Marx-Engels Reader, edited by Robert C. Tucker, 146-200. New York: W.W. Norton and Company.
7. Fortun, Kim. 2012. "Ethnography in Late Industrialism." Cultural Anthropology.
8. Herder, Johann Gottfried. 1993. "Ideas Toward a Philosophy of History" in Against Pure Reason: Writings on Religion, Language, and History, translated by Marcia Bunge, 48-58. Minneapolis: Fortress Press.
9. Landmann, Michael. 1974. "The Meaning of Philosophical Anthropology" in Philosophical Anthropology, translated by David J. Parent, 17-23. Philadelphia: Westminster Books.
10. Lavenda, R. H., & Schultz, E. A. (2017). *Anthropology: What Does It Mean to Be Human?*.
11. Marx, Karl. "The Labour Process and the Valorization Process" in Capital, Volume One, translated by Ben Fowkes, 283-306. London: Penguin Books.
12. Moore, J. D. (2012). *Visions of Culture: An Introduction to Anthropological Theories and Theorists*.
13. Radcliffe-Brown, Alfred Reginald. 1940. "On Social Structure." The Journal of the Royal Anthropological Institute of Great Britain and Ireland 70 (1): 1-12
14. Singh, Y. (2021). *Social Anthropology: Theories and Themes in Indian Anthropology*. Rawat Publications.
15. Srivastava, V. K. (2017). *Theories in Social Anthropology: An Indian Perspective*. Rawat Publications.
16. Trouillot, Michel-Rolph. 1991. "Anthropology and the Savage Slot: The Poetics and Politics of Otherness." In Recapturing Anthropology: Working in the Present, edited by R.G. Fox, 17–44. Sante Fe: School of American Research Press.

Major Course-VIII

Course Title: Artificial Intelligence in Anthropology
Course Code: AN20008
Credit- 2 (Lecture-1 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN20008	Artificial Intelligence in Anthropology	2	1- 0 – 1

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 [8 Classroom Contact Hours]
Overview of AI and its relevance to anthropology, Introduction to machine learning, natural language processing, and computer vision, Digital ethnography and AI-assisted data collection, Using AI to identify cultural patterns and trends

UNIT-II [7 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, Applying learned techniques to a group project

Practical: [30 Practical Contact Hours]
Group project presentations, Discussion of future trends

1. AI-assisted data collection and transcription.
2. Text and image analysis using AI tools.
3. Social network analysis and data visualization.
4. Ethical evaluation of AI applications in anthropology.
5. Mini project, report writing, and presentation.

Course 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 AN20008

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO-1	-	3	2	2	1	2	-	2	2	-	1	-
CO-2	-	2	1	3	3	3	2	3	2	-	2	-
CO-3	3	2	2	3	2	2	-	2	2	1	3	-
CO-4	-	2	2	3	3	3	2	3	2	1	2	1
CO-5	1	2	3	2	2	2	2	2	2	2	2	-

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN20008

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO-1	3	1	2	1	3
CO-2	1	3	3	2	3
CO-3	2	2	3	3	3
CO-4	2	3	3	3	3

CO-5	2	2	2	2	3

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

SDG Mapping for 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	Promotes awareness of gender bias in AI systems and encourages inclusive data practices
SDG 9	Industry, Innovation and Infrastructure	Introduces innovative AI tools and methods for research and data analysis
SDG 10	Reduced Inequalities	Encourages fair and unbiased AI applications, addressing social and cultural inequalities
SDG 12	Responsible Consumption and Production	Promotes ethical use of data, responsible AI practices, and sustainability in digital research
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical AI use, transparency, accountability, and responsible decision-making
SDG 17	Partnerships for the Goals	Supports collaboration between technology and social sciences for interdisciplinary research

Recommended Learning Resources:

1. "Artificial Intelligence: A Guide for Thinking Human s" 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)

Minor Course-IV

Course Title: Anthropology of Art and Culture
Course Code: AN22002
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN22002	Anthropology of Art and Culture	4	3 – 0 – 1

Course Description: This course offers an in-depth exploration of the anthropology of art and culture, examining the ways in which art reflects, shapes, and is shaped by cultural, social, and historical contexts. It combines theoretical understanding with practical ethnographic research, providing students with a comprehensive perspective on the role of art in Human societies.

Course Objectives:

1. To understand the relationship between art and culture through anthropological theories and methods.
2. To analyze various forms of visual art, performance, literature, and architecture in cultural contexts.
3. To explore the impact of globalization and cultural policies on art and cultural practices.
4. To develop practical skills in ethnographic research related to art and culture.

Unit I: Art, Culture, and Society [15 Classroom Contact Hours]

Concepts and Theories: Introduction to key concepts and theoretical frameworks in the anthropology of art and culture. Art as Cultural Expression: Examination of how art reflects societal values, beliefs, and practices. Historical Perspectives: Overview of the evolution of art forms and cultural practices.

Unit II: Visual Art and Material Culture [10 Classroom Contact Hours]

Traditional and Contemporary Art: Study of various traditional art forms and their contemporary adaptations. Material Culture: The significance of objects and artifacts in cultural practices. Art Production and Distribution: Examination of the processes and social structures involved in the creation and dissemination of art.

Unit III: Performance, Music, and Dance [10 Classroom Contact Hours]

Performance Art: The role of theatre, dance, and ritual in cultural expression. Ethnomusicology: Study of music in its cultural context, including classical, folk, and popular music traditions.

Cultural Significance: Understanding the meanings and functions of performance arts in different societies.

Unit IV: Literature and Oral Traditions [10 Classroom Contact Hours]

Classical and Modern Literature: Exploration of literary works and their cultural significance. Oral Traditions: The role of storytelling, myths, and oral histories in preserving and transmitting culture. Comparative Literature: Cross-cultural analysis of literary themes and motifs.

Unit V: Practical Ethnographic Research [30 Practical Contact Hours]

Fieldwork Techniques: Methods and challenges of conducting ethnographic research in the study of art and culture. Cultural Analysis: Techniques for analyzing cultural data and interpreting artistic expressions. Case Studies: Examination of specific ethnographic studies of art and cultural practices.

Course Outcomes:
CO1: Demonstrate an understanding of key concepts and theories in the anthropology of art and culture.
CO2: Analyze the relationship between traditional and contemporary art forms and their cultural significance.
CO3: Evaluate the role of performance, music, and dance in different cultural contexts.
CO4: Interpret the significance of literature and oral traditions in preserving and transmitting cultural heritage.
CO5: Apply ethnographic research methods to study and analyze artistic and cultural practices.

Course Outcomes - Programme Outcomes Mapping of Paper AN22002

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	1	2	-	1	2	-	-	-
CO2	1	3	2	3	2	2	1	2	3	1	1	1
CO3	2	3	3	2	1	2	2	1	3	2	-	-
CO4	3	2	3	3	2	2	1	1	3	1	2	1
CO5	2	2	2	2	3	3	2	2	3	2	3	-

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

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN22002

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	2	1	3	3	2
CO3	2	2	3	3	2
CO4	2	1	2	3	3
CO5	1	3	3	2	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances understanding of art, culture, and heritage while developing analytical and research skills
SDG 5	Gender Equality	Examines gender roles and representations in art, performance, and cultural practices
SDG 10	Reduced Inequalities	Promotes respect for cultural diversity, indigenous knowledge, and marginalized artistic traditions
SDG 11	Sustainable Cities and Communities	Emphasizes preservation and promotion of cultural heritage, traditional arts, and community identity
SDG 12	Responsible Consumption and Production	Highlights sustainable use of materials in traditional art and preservation of cultural resources
SDG 16	Peace, Justice and Strong Institutions	Encourages cultural understanding, social harmony, and respect for diverse traditions
SDG 17	Partnerships for the Goals	Supports collaboration with communities, artists, and cultural institutions in research and preservation

Recommended Learning Resources:

Morphy, H. (1994). "The Anthropology of Art."

Gell, A. (1998). "Art and Agency: an Anthropological Theory."

Tilley, C. (2006). "Handbook of Material Culture."

Phillips, R. B. & Steiner, C. B. (1999). "Unpacking Culture: Art and Commodity in Colonial and Postcolonial Worlds."

Schechner, R. (2006). "Performance Studies: An introduction."

Nettl, B. (2005). "The Study of Ethnomusicology: Thirty-One Issues and Concepts."

Bascom, W. (1965). "The Forms of Folklore: Prose Narratives."

Damrosch, D. (2009). "How to Read World Literature."

Bernard, H. R. (2017). "Research Methods in Anthropology."

Clifford, J. & Marcus, G. E. (1986). "Writing Culture: The Poetics and Politics of Ethnography."

Arts and Culture: Towards a New Management Paradigm
https://onlinecourses.swayam2.ac.in/imb24_mg60/preview

ABILITY ENHANCEMENT COURSE (AEC)-IV

SEMESTER – IV
Professional Communication
AE24002
Credit-2
(Ability Enhancement Course)

Course Objective:

This course aims to advance students' English language skills by concentrating on various aspects of reading, writing, speaking, and listening. The goal is to ensure effective communication in academic, professional, and social settings.

Course Outcomes:

CO1: Develop the ability to speak with clarity, fluency, and confidence across various social, academic and professional fields.

CO2: Enhance listening skills to comprehend spoken English across different accents and contexts and respond appropriately.

CO3: Acquire the skills to write clear, coherent and well-organized texts including emails, reports, essays, and other types of written communication.

CO4: Improve interpersonal communication skills, including active listening, empathy, and collaboration.

CO5: Understand and navigate cultural differences in communication styles and practices.

Course Contents:

Unit I: Basics of English Grammar: Tense, Voice Change, Reported Speech, Modals, Sentence Making and Phrasal Verb.

Unit II: Writing in one's own words: Paragraph Writing, Paresis Writing, Report Writing, Extended Writing.

References:

1. English for Everyone: English Grammar Guide" by DK
2. "Practical English Usage" by Michael Swan (Updated Edition: 2016)
3. "English Grammar in Use" by Raymond Murphy (4th Edition: 2019)
4. "Understanding and Using English Grammar" by Betty Schrampfer Azar and Stacy A. Hagen (5th Edition: 2016)
5. "Advanced Grammar in Use" by Martin Hewings (3rd Edition: 2013)
6. "The Elements of Style" by William Strunk Jr. and E.B. White (4th Edition: 2000)

COURSE STRUCTURE
SEMESTER-V (Single Major)

Codes	Course Title	Credits	L –T- P
AN30001	Human Ecology and Economic Anthropology(CC-9)	4	3 – 0 – 1
AN30003	Human Genetics (CC-10)	4	3 – 0 – 1
AN30005	Anthropology of Religion and Politics (CC-11)	4	3 – 0 – 1
AN30007	Linguistic Anthropology(CC-12)	4	3 – 0 – 1
AN32001	Anthropology and Tribes of India (MC-5)	4	3 – 0 – 1
IP37091	**Internship**	2	0 – 0 - 2
	Total	22	

COURSE STRUCTURE
SEMESTER-V (Double Major)

Codes	Course Title	Credits	L –T- P
AN30001	Human Ecology and Economic Anthropology(CC-9)	4	3 – 0 – 1
AN30003	Human Genetics (CC-10)	4	3 – 0 – 1
AN30005	Anthropology of Religion and Politics (CC-11)	4	3 – 0 – 1
AN30007	Linguistic Anthropology(CC-12)	4	3 – 0 – 1
AN32001	Anthropology and Tribes of India (MC-5)	4	3 – 0 – 1
AN32003	Human Ecology and Bio-cultural Adaptation (DM-1)	4	3 – 0 – 1
AN32005	Anthropological Genetics (DM-2)	4	3 – 0 – 1
AN32007	Fundamentals of Religion, Politics and Economy in Anthropology (DM3)	4	3 – 0 – 1
IP37081	**Internship**	2	0 – 0 - 2
	Total	34	

SEMESTER-V
Major Course-IX
Course Title: Human Ecology and Economic Anthropology
Course Code: AN30001
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN30001	Human Ecology and Economic Anthropology	4	3 – 0 – 1

Course Objectives:
The present paper aims to provide students a clear understanding about the theoretical aspects of Human Ecology. Anthropology Students will be able to understand our ecological dimensions especially different Race and Community adapted in different ecological settings worldwide. Students will learn how the different Human Culture and their adaption to the Ecology through various Economic Activities such as Hunting and Gathering, Pastoralism, Shifting Agriculture and Peasantry in a historical aspect.

Theory
Unit I: [10 Classroom Contact Hours]
Concepts of Human Ecology: Definition, Eco-sensitivity adaptation, acclimation, acclimatization, biotic and abiotic component, Ecological pyramid, Ecological niche, food chain and food web.

Unit II: [10 Classroom Contact Hours]
Methods of studying Human Ecology. Adaptation to various ecological stresses: heat, cold and high altitude; Ecological rules and their applicability to Human populations.

Unit III: [10 Classroom Contact Hours]
Cultural Ecology: Culture as a tool of adaptation; various modes of Human adaptation in pre-state societies; (i) Hunting and food gathering (ii) Pastoralism and (iii) Shifting cultivation and Agriculture and peasantry. Ecological themes of State Formation: i.e. Neolithic Revolution, ii. Hydraulic Civilization, Impact of Urbanization and Industrialization on Man.

Unit IV: [15 Classroom Contact Hours]
Economic Anthropology, Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neo-classical, substantivist, and neo-marxist approaches, various forms of exchange: barter, trade and market; Forms of currencies; reciprocities: generalized, balanced and negative.

Unit V: Practical [30 Practical Contact Hours]

Biological and Cultural Dimensions of Human adaptation
1. Make a research design pertaining to any environmental problem and do a project based on it.

Course Outcomes:

CO-1 This will help to get the theoretical knowledge about Human Ecology and its different concept.

CO-2 It shows the methods of studying Human Ecology and its adaptation mechanism in diverse environment; Cold, Heat and High Altitude.

CO-3 This focuses on How Culture play the important role to understand Human Adaptation in Pre-State Societies.

CO-4 This indicates the historical aspects of Ecological themes of State Formation.

CO-5 It will help the Students to get practical knowledge through the Body measurements about the people living in diverse ecological settings and how it differs from one Ecology to other, also it may help to understand the Race.

Course Outcomes - Programme Outcomes Mapping of Paper AN30001

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO-1	-	3	1	2	1	2	-	1	2	-	-	2
CO-2	-	3	2	3	3	3	-	-	2	-	2	3
CO-3	2	3	2	2	2	2	1	-	3	1	1	3
CO-4	-	3	2	3	2	2	-	-	2	2	2	2
CO-5	2	2	1	2	3	3	2	2	3	2	3	2

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN30001

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

CO-1	3	1	2	2	2
CO-2	2	2	3	3	3
CO-3	3	2	3	3	2
CO-4	3	1	3	2	2
CO-5	1	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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SDGs Mapping of this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 3	Good Health and Well-being	Understanding human adaptation to different environments helps in assessing health, nutrition, and physiological responses
SDG 4	Quality Education	Provides interdisciplinary knowledge of human ecology, culture, and environment with analytical skills
SDG 5	Gender Equality	Examines gender roles in ecological adaptation and division of labor in different environments
SDG 10	Reduced Inequalities	Promotes understanding of diversity in human populations and adaptation across different ecological settings
SDG 13	Climate Action	Explores human responses and adaptations to climatic conditions such as cold, heat, and high altitude
SDG 15	Life on Land	Highlights human interaction with ecosystems, biodiversity, and sustainable resource use

Recommended Learning Resources:

1. Human ecology: biocultural adaptation in Human communities. (2006) Schutkowski, H. Berlin. Springer Verlag.
2. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976). Berry, J.B. New York: John Wiley.
3. Human ecology. (1964) Stapledon. Faber & Faber.
4. Studies in Human Ecology. (1961) Theodorson, G.A. Row, Peterson & Company Elmsford, New York.
5. Human ecology: (1973) Problems and Solutions. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress.W.H. FreemAN& Company, SANFrancisco.
6. Cohen, Yehudi A. 1968. MANin adaptation; the cultural present. Chicago: Aldine Pub. Co.
7. Redfield, Robert. (1965). Peasent society and culture an anthropological approach to civilization. Chicago [u.a.]: Univ. of Chicago Press.
8. Symposium on MANthe Hunter, Richard B. Lee, and Irven DeVore. 1969. MANthe hunter. Chicago:Aldine Pub. Co.

9. Dave Deeksha & S.S. Katewa (2012). Text Book of Environmental Studies. Cengage Learning India Pvt. Ltd., Delhi
10. Eugene P. Odum and Gary W. Barrett (2004). Fundamentals of Ecology. Cengage Learning; 5 edition.

SWAYAM Course: Ecology and Society (https://onlinecourses.nptel.ac.in/noc24_hs149/preview)

Major Course-X

Course Title: Human Genetics
Course Code: AN30003
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN30003	Human Genetics	4	3 – 0 – 1

Course Objectives:

1. Gain a comprehensive understanding of the structure, function, and inheritance of the Human genome, including gene and DNA structure, replication, repair, recombination, and gene expression.
2. Explore the expression of genetic information, from transcription to translation, and examine the relationship between genes and proteins, including transcriptional and translational processes.
3. Master methods of genetic study in Human s, such as pedigree analysis, chromosomal basis of genetic disorders, genetic mapping, sequencing strategies, and understanding non-Mendelian inheritance and complex diseases.
4. Investigate genomic diversity and Human evolution, focusing on evidence from molecular genetics, evolutionary genetics, DNA sequence variation, and the peopling of the Indian subcontinent.

Theory **Credit- 3**

Unit I: [15 Classroom Contact Hours]
Structure, function and inheritance of the Human genome: gene, DNA structure and replication, DNA repair and recombination, gene expression, coding and non-coding region.

Unit II: [10 Classroom Contact Hours]
Expression of genetic information: from transcription to translation, relationship between genes and protein, transcriptions: transcription and RNA processing, encoding genetic information, decoding the codons, the role of transfer RNAs.

Unit III: [10 Classroom Contact Hours]
Methods of genetic study in Human s: pedigree analysis and expressivity, chromosomal basis of genetic disorders (Karyotypes and identification of chromosome Variation, nucleic acid hybridization assays, cytogenetic mapping), genetic mapping (Microsatellite and other DNA polymorphisms), LOD score, sequencing strategies (PCR based Sanger sequencing to Exome sequencing), concept of non-mendelian inheritance and complex diseases.

Unit IV: [10 Classroom Contact Hours]

Genomic diversity &Human evolution: peopling of the Indian subcontinent: evidence from mtDNA and Y-chromosome, evolutionary genetics, molecular evolution, DNA sequence variation and Human origins.

Practical [30 Practical Contact Hours] **Credit- 1**

1. Blood Collection, transportation and storage in field
2. DNA Extraction from whole blood
3. DNA Quantification, Aliquoting and sample preparation
4. PCR and electrophoresis
5. Gel Documentation

Course outcomes

CO1. The students will learn about Human genes, their structure, replication and function.
CO2. They will learn about how genetic information is expressed.
CO3. They will also learn about the methods of studying Human genes.
CO4. From the practical component they will learn about DNA extraction, quantification, gel documentation, etc.
CO-5: Students will understand the principles of genomic diversity and human evolution, utilizing molecular evidence to trace the origins and peopling of the Indian subcontinent and analyze biological variations in human populations.

Course Outcomes - Programme Outcomes Mapping of Paper AN30003

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	1	2	1	2	-	1	2	-	-	1
CO2	1	3	1	3	1	2	-	1	2	-	-	1
CO3	2	3	2	3	2	3	-	2	2	-	2	1
CO4	1	2	1	2	3	3	2	3	3	1	3	2
CO5	2	3	2	3	2	2	-	1	3	-	1	2

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

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN30003

PSOs → / COs ↓	PSO1 (Foundations)	PSO2 (Methods)	PSO3 (Analysis)	PSO4 (Diversity)	PSO5 (Career)
CO1	3	1	2	1	2
CO2	3	1	2	1	2
CO3	3	2	3	2	3
CO4	1	3	3	2	3
CO5	3	2	3	3	3

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 genes, genetic disorders, and gene expression contributes to better health awareness and disease prevention
SDG 4	Quality Education	Provides scientific knowledge and practical skills in genetics and biotechnology
SDG 5	Gender Equality	Explains genetic basis of sex determination and sex-linked traits, promoting scientific understanding of gender differences
SDG 9	Industry, Innovation and Infrastructure	Introduces modern genetic techniques such as DNA extraction, analysis, and laboratory technologies
SDG 10	Reduced Inequalities	Promotes awareness against genetic discrimination and supports equality based on biological diversity
SDG 12	Responsible Consumption and Production	Encourages ethical use of genetic resources and responsible laboratory practices
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical use of genetic data, privacy, and responsible decision-making in research

Recommended Learning Resources:

1. Brown, T.A. 2007. Genomes. Garland Science.

2. Cavalli-sforza, L.L, Menozzi, P., Piazza, A. 1994. History and Geography of Human Genes. Princeton University.
3. Cummings, M.R. 2011. Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning.
4. Giblett, E.R. 1969. Genetic Markers in Human Blood. Oxford: Blackwell Scientific.
5. Griffiths, A.J.F. 2002. Modern Genetic Analysis: Integrating Genes and Genomes. WH FreemANPress.
6. Griffiths, A.J.F, Wessler, S.R., Carroll, S.B., Doebley, J. 2011. An introduction to Genetic Analysis. MacmillANHigher Education.
7. Jobling, M., Hurls, M. and Tyler-Smith, C. 2004. Human Evolutionary Genetics: Origins, Peoples & Disease. New York: Garland Science.
8. Lewis, R. 2009. Human Genetics: Concepts and Application. McGraw Hill Company, Inc.
9. Patch, C. 2005. Applied Genetics in Healthcare. Taylor & Francis Group.
10. Snustad, D.P. and Simmons, M.J. 2006. Principles of Genetics, Fourth Edition, John Wiley & Sons.
11. Strachan, T. and Read, A.P. 2004. Human Molecular Genetics. Garland Science. Vogel, F. and Motulsky A.G. 1996. Human Genetics. Springer, 3rd revised edition.

SWAYAM Course: Basic Human Genetics (https://onlinecourses.swayam2.ac.in/cec24_bt23/preview)

Major Course-XI
Course Title: Anthropology of Religion and Politics
Course Code: AN30005
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN30005	Anthropology of Religion and Politics	4	3 – 0 – 1

Course Description:

This course provides undergraduate students with an in-depth exploration of the anthropological perspectives on religion, politics, and economy within the Indian context. Through lectures, readings, discussions, and case studies, students will examine the complex interplay between these key dimensions of society and culture in India, considering both historical trajectories and contemporary dynamics. Emphasis will be placed on critical analysis, cross-cultural comparisons, and the application of anthropological theories and methodologies to understanding religious, political, and economic phenomena in India.

Course Objectives:

1. To introduce students to the anthropological study of religion, politics, and economy in India.
2. To examine the historical development and cultural significance of religious traditions, political structures, and economic systems in India.
3. To analyze the ways in which religion, politics, and economy intersect and influence each other in the Indian context.
4. To foster critical thinking skills through the exploration of key concepts, theories, and case studies.
5. To encourage students to reflect on the implications of anthropological insights for contemporary issues and challenges in India.

Course Outline:

UNIT-I: [15 Classroom Contact Hours]

Introduction to Anthropology of Religion, Politics, and Economy in India (Introduction to key concepts and approaches in anthropology, Historical background of religious, political, and economic systems in India), Diversity of religious traditions in India (Hinduism, Buddhism, Islam, Sikhism, etc.), Sacred spaces and pilgrimage, Religion and social identity)

UNIT-II: [10 Classroom Contact Hours]

Politics in India (Political organization and governance structures, Democracy, governance, and citizenship, Caste, class, and politics, Social movements and activism), Economic systems and

modes of production, Agrarian economy and rural livelihoods, Industrialization, globalization, and economic development, Inequality, poverty, and social change

UNIT-III: [10 Classroom Contact Hours]

Inter-sectionality of Religion, and Politics, (Religious nationalism and identity politics, Political economy of religion, Religious economies and market dynamics, Role of religion in development and social welfare

UNIT- IV: [10 Classroom Contact Hours]

Anthropological Methods and Approaches to study religion and politics (Ethnographic research methods, Participant observation and interviews), Contemporary Issues in India (Religious conflicts and communal tensions, Economic reforms and globalization, Implications of anthropological insights for policy and practice)

UNIT-V: [30 Practical Contact Hours]

Practical: Students have to do different Case Studies in Indian Society (Religious festivals and their socio-economic impact, Political mobilization and electoral politics, Economic transformations and livelihood strategies, Religious movements and social reform

Course Outcomes:

CO-1: Develop a comprehensive understanding of the anthropology of religion, politics, and economy in India, including key concepts, historical backgrounds, and diverse religious traditions such as Hinduism, Buddhism, Islam, and Sikhism.

CO-2: Analyze the complexity of religious practices, sacred spaces, and pilgrimage in India, and explore the intersection of religion with social identity and politics.

CO-3: Gain insights into the political landscape of India, including governance structures, democracy, caste dynamics, social movements, and activism, while also examining economic systems, agrarian livelihoods, industrialization, globalization, and issues of inequality and poverty.

CO-4: Explore the intersectionality of religion, politics, and economy, examining concepts such as religious nationalism, identity politics, the political economy of religion, and the role of religion in development and social welfare.

CO-5: Acquire practical skills in anthropological methods and approaches, including ethnographic research, participant observation, interviews, and qualitative data analysis, enabling the critical examination of contemporary issues in India such as religious conflicts, economic reforms, globalization, and the application of anthropological insights to inform policy and practice.

Course Outcomes - Programme Outcomes Mapping of Paper AN30005

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO-1	3	3	2	2	-	2	-	1	2	-	-	-
CO-2	3	3	2	3	2	2	2	-	3	1	1	-
CO-3	2	3	2	3	3	2	2	1	2	2	2	1
CO-4	3	2	2	3	3	2	1	-	3	2	3	1
CO-5	3	2	3	3	3	3	3	2	3	3	3	-

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

Course Outcomes - Programme Outcomes Mapping of Paper AN30005

PSOs → / COs ↓	PSO1 (Foundations)	PSO2 (Methods)	PSO3 (Analysis)	PSO4 (Diversity)	PSO5 (Career)
CO-1	3	1	2	3	2
CO-2	2	2	3	3	2
CO-3	3	2	3	3	3
CO-4	2	1	3	3	3
CO-5	1	3	3	2	3

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

Recommended Learning Resources:

"Religion in India: A Historical Introduction" by Fred W. Clothey

"Politics in India" by Rajni Kothari

"The Indian Economy: Problems and Prospects" by Uma Kapila

"Anthropology of Religion, Politics, and Economy in India: Critical Essays" edited by Vinay Kumar Srivastava

SWAYAM Course: Sociology of Religion**(https://onlinecourses.swayam2.ac.in/cec24_hs48/preview)**

Major Course-XII

Course Title: Linguistic Anthropology
Course Code: AN30007
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN30007	Linguistic Anthropology	4	3 – 0 – 1

Course Description:

This course offers undergraduate tribal students in India An introduction to the field of linguistic anthropology with a focus on understanding language diversity, language ideologies, and language revitalization efforts within tribal communities. Through lectures, readings, discussions, and practical exercises, students will explore the relationship between language and culture, language acquisition and socialization, and the role of language in shaping identity and power dynamics. Emphasis will be placed on empowering tribal students to critically engage with their own linguistic heritage and to appreciate the value of linguistic diversity in contemporary society.

Course Objectives:

1. To introduce students to the fundamental concepts, theories, and methods of linguistic anthropology.
2. To explore the linguistic diversity of tribal communities in India and their unique language ecologies.
3. To examine the socio-cultural significance of language in tribal identity, communication, and social organization.
4. To empower students to critically analyze language ideologies, linguistic discrimination, and language revitalization efforts.
5. To foster an appreciation for linguistic diversity and language rights among tribal students.

Course Outline:

UNIT I: [15 Classroom Contact Hours]

Introduction to Linguistic Anthropology (Introduction to key concepts and approaches in linguistic anthropology, Understanding language as a cultural resource in tribal communities) Language and Identity in Tribal Communities (Language and ethnic identity, Language as a marker of social status and belonging, Language ideologies and linguistic hierarchies, Multilingualism and language contact in tribal contexts)

UNIT II: [10 Classroom Contact Hours]

Language Acquisition and Socialization (Language acquisition in infancy and childhood, Language socialization and cultural transmission, Bilingualism and multilingualism in tribal communities, Language loss and language shift), Language and Power (Language, power, and social hierarchies, Language policies and linguistic discrimination, Language revitalization movements and language activism, Indigenous languages and the struggle for linguistic rights)

UNIT III: [10 Classroom Contact Hours]

Language and Culture (Sapir-Whorf hypothesis and linguistic relativity, Language, worldview, and cultural expression, Language and ritual communication, Verbal art and oral traditions in tribal societies), Language Documentation and Revitalization (Methods of language documentation and preservation, Community-based language revitalization initiatives, Collaborative research approaches in linguistic anthropology, Case studies of successful language revitalization efforts)

UNIT IV: [10 Classroom Contact Hours]

Language in Everyday Life (Language variation and social meaning, Language and gender, Language and social interaction, Language and performance, Linguistic Diversity and Globalization), Globalization and language endangerment (Language endangerment and language loss, Language rights and language justice movements, Linguistic diversity as a Human right)

UNIT V- Practical [30 Practical Contact Hours]

Documentation of languages and dialects of tribes of India, with special reference to Odisha.

Course Outcomes:

CO-1: Develop a comprehensive understanding of linguistic anthropology, including key concepts and approaches, with a focus on language as a cultural resource in tribal communities.

CO-2: Analyze the intricate relationship between language and identity in tribal communities, exploring language's role in ethnic identity, social status, belonging, and linguistic hierarchies.

CO-3: Gain insights into language acquisition, socialization, and bilingualism in tribal contexts, as well as the dynamics of language power, policies, discrimination, revitalization movements, and struggles for linguistic rights.

CO-4: Explore the intersection of language and culture, including the Sapir-Whorf hypothesis, cultural expression through language, ritual communication, verbal art, and oral traditions in tribal societies.

CO-5: Acquire practical skills in language documentation and revitalization, including methods, community-based initiatives, collaborative research approaches, and case studies, with a specific focus on documenting languages and dialects of tribes in India, particularly in Odisha,

contributing to the preservation and promotion of linguistic diversity.

Course Outcomes - Programme Outcomes Mapping of Paper AN30007

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO-1	2	3	2	2	1	2	-	1	2	-	-	-
CO-2	3	3	2	3	2	2	-	-	3	1	2	-
CO-3	3	2	3	3	2	2	2	1	2	2	3	-
CO-4	2	3	3	2	1	2	1	-	3	1	1	1
CO-5	2	2	3	2	3	3	3	2	3	2	3	-

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN30007

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	1	2	3	2
CO-2	2	1	3	3	2
CO-3	3	2	3	3	3
CO-4	2	1	2	3	2
CO-5	1	3	2	3	3

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 linguistic knowledge, cultural education, and research skills in language documentation and preservation

SDG 5	Gender Equality	Examines gender roles in language use, transmission, and representation in tribal societies
SDG 10	Reduced Inequalities	Supports linguistic rights of marginalized tribal communities and reduces cultural and social inequalities
SDG 11	Sustainable Cities and Communities	Emphasizes preservation of linguistic and cultural heritage, especially endangered tribal languages
SDG 16	Peace, Justice and Strong Institutions	Encourages linguistic rights, social justice, and inclusive policies for minority language speakers
SDG 17	Partnerships for the Goals	Promotes collaboration with tribal communities, researchers, and institutions for language preservation and revitalization

Recommended Learning Resources:

"Introducing Linguistic Anthropology" by Alessandro Duranti

"Language and Culture" by Claire Kramsch

"Language in Society: An introduction to Sociolinguistics" by Suzanne Romaine

"Language Ideologies: Practice and Theory" edited by Bambi B. Schieffelin, Kathryn A. Woolard, and Paul V. Kroskrity

SWAYAM Course: Introduction To Language And Linguistics

(https://onlinecourses.nptel.ac.in/noc24_hs127/preview)

Minor Course-V
Course Title: Anthropology and Tribes of India
Course Code: AN32001
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN32001	Anthropology and Tribes of India	4	3 – 0 – 1

Course Description:

This course is designed for undergraduate tribal students in India, offering an exploration of the social, cultural, economic, and political dimensions of tribes and peasants within the Indian context. Through a blend of lectures, readings, discussions, and fieldwork experiences, students will delve into the rich diversity of tribal communities and peasant societies in India, examining their histories, livelihoods, cultural practices, and interactions with the wider society. Emphasis will be placed on fostering a deep understanding of the complexities and challenges faced by tribal and peasant populations, as well as exploring pathways for sustainable development and social justice.

Course Objectives:

1. To provide students with a comprehensive understanding of the social and cultural dynamics of tribal and peasant communities in India.
2. To explore the historical roots and contemporary realities of tribal and peasant livelihoods, economies, and cultures.
3. To examine the intersections of tribal and peasant identities with broader social, economic, and political processes in India.
4. To foster critical thinking, analytical skills, and empathy towards tribal and peasant perspectives and experiences.
5. To encourage students to reflect on the implications of anthropological insights for the empowerment and well-being of tribal and peasant communities in India.

Course Outline:

UNIT I: [15 Classroom Contact Hours]

Introduction to Tribes and Peasants in India (Definitions and conceptualizations of tribes and peasants, Historical context of tribal and peasant communities in India), Tribal Diversity in India (Classification of tribes in India, Geographic distribution and demographic characteristics, Cultural diversity: languages, customs, and traditions, Tribal identity and self-representation)

UNIT II: [10 Classroom Contact Hours]

Peasant Communities in India (Historical development of peasant societies, Agrarian livelihoods and occupations, Landownership, tenancy, and agrarian reforms, Peasant movements and struggles), Livelihoods and Economies (Subsistence strategies: agriculture, pastoralism, forest-based livelihoods, Market integration and commercialization, Natural resource management and sustainable development, Livelihood challenges and opportunities)

UNIT III: [10 Classroom Contact Hours]

Social Organization and Kinship (Tribal kinship systems and social organization, Peasant caste structures and community organization, Gender roles and relations in tribal and peasant societies, Rituals, ceremonies, and social cohesion), Political Representation and Governance (Tribal autonomy and self-governance, Peasant participation in local governance, Political mobilization and representation, Government policies and programs for tribal and peasant welfare)

UNIT IV: [10 Classroom Contact Hours]

Cultural Identity and Change (Cultural dynamics: adaptation, innovation, and preservation, Impact of globalization, modernization, and urbanization, Indigenous knowledge systems and cultural resilience, Challenges of cultural identity and cultural revival), Land Rights and Environmental Justice (Land alienation and displacement, Environmental degradation and ecological resilience, Tribal and peasant movements for land rights and environmental justice, Indigenous approaches to sustainable resource management)

UNIT-V: Practical [30 Practical Contact Hours]

Course Outcomes:

CO-1: Develop a comprehensive understanding of tribes and peasants in India, including their definitions, conceptualizations, and historical contexts within Indian society.

CO-2: Analyze the diversity of tribal communities in India, including their classification, geographic distribution, demographic characteristics, cultural diversity, and processes of identity formation and self-representation.

CO-3: Explore the historical development of peasant societies in India, examining agrarian livelihoods, landownership, agrarian reforms, peasant movements, and challenges faced by peasant communities.

CO-4: Gain insights into livelihood strategies and economies of tribes and peasants, including subsistence agriculture, pastoralism, market integration, natural resource management, and the associated challenges and opportunities.

CO-5: Examine the social organization, kinship systems, gender roles, political representation, and governance structures within tribal and peasant communities, as well as the cultural dynamics, challenges of cultural identity, land rights, and environmental justice issues they face, including their responses through movements and indigenous approaches to sustainable resource management.

Course Outcomes - Programme Outcomes Mapping of Paper AN32001

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO-1	2	3	1	2	1	2	-	1	2	-	-	-
CO-2	3	3	2	3	2	2	-	1	3	1	2	-
CO-3	2	3	2	3	3	2	2	-	2	2	2	1
CO-4	1	2	2	2	3	2	2	1	2	1	2	3
CO-5	3	2	3	3	3	3	3	2	3	3	3	3

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

Course Outcomes - Programme Outcomes Mapping of Paper AN32001

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	1	2	3	2
CO-2	3	2	3	3	3
CO-3	2	1	3	2	3
CO-4	2	2	3	3	3
CO-5	3	3	3	3	3

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 poverty, livelihood challenges, and economic conditions of tribal and peasant communities**
SDG 2	**Zero Hunger**	**Focuses on agrarian livelihoods, subsistence agriculture, and food security issues**
SDG 4	Quality Education	Develops critical understanding of rural and tribal societies, culture, and development issues
SDG 5	Gender Equality	Analyzes gender roles, inequalities, and women's participation in tribal and agrarian contexts

SDG 10	Reduced Inequalities	Addresses marginalization, caste, class, and tribal inequalities in Indian society
SDG 13	Climate Action	Explores impact of environmental changes on livelihoods and adaptation strategies
SDG 15	Life on Land	Highlights traditional ecological knowledge, land rights, and sustainable resource management
SDG 16	Peace, Justice and Strong Institutions	Examines governance, political representation, land rights, and social justice movements
SDG 17	Partnerships for the Goals	Encourages collaboration among communities, policymakers, and institutions for inclusive development

Recommended Learning Resources:

"Tribes and Peasants in India" by R. S. Sharma

"Peasant Movements in India" by D. N. Dhanagare

"Understanding Tribal Cultures in India" edited by Shalini Randeria and Surinder S. Jodhka

"Tribal Development in India: The Contemporary Debate" edited by Virginius Xaxa and Amita Baviskar

SWAYAM Course: Tribal Society (https://onlinecourses.swayam2.ac.in/nou24_hs48/preview)

Minor Course
Double Major-I

Course Title: Human Ecology and Bio-cultural Adaptation
Course Code: AN32003
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN32003	Human Ecology and Bio-cultural Adaptation	4	3 – 0 – 1

Course Objectives:
The present paper aims to provide students a clear understanding about the theoretical aspects of Human Ecology. Anthropology Students will be able to understand our ecological dimensions especially different Race and Community adapted in different ecological settings worldwide. Students will learn how the different Human Culture and their adaption to the Ecology through various Economic Activities such as Hunting and Gathering, Pastoralism, Shifting Agriculture

and Peasantry in a historical aspect.

Theory [15 Classroom Contact Hours]
Unit I: Concepts in Ecology: Definition, Eco-sensitivity adaptation, acclimation, acclimatization, biotic and abiotic component, Ecological pyramid, Ecological niche, food chain and food web.

Unit II: [10 Classroom Contact Hours]
Methods of studying Human ecology. Adaptation to various ecological stresses: heat, cold and high altitude; Ecological rules and their applicability to Human populations.

Unit III: [10 Classroom Contact Hours]
Culture as a tool of adaptation; various modes of Human adaptation in pre-state societies;
(i) Hunting and food gathering (ii) Pastoralism and (iii) Shifting cultivation and Agriculture and peasantry.
Unit IV: [10 Classroom Contact Hours]
Ecological themes of State Formation: i.e. Neolithic Revolution, ii. Hydraulic Civilization, Impact of Urbanization and Industrialization on Man.

Unit V: Practical [30 Practical Contact Hours]
Biological and Cultural Dimensions of Human adaptation
1. Make a research design pertaining to any environmental problem and do a project based on it.

Course Outcomes:

CO-1 This will help to get the theoretical knowledge about Human Ecology and its different concept.

CO-2 It shows the methods of studying Human Ecology and its adaptation mechanism in diverse environment; Cold, Heat and High Altitude.

CO-3 This focuses on How Culture play the important role to understand Human Adaptation in Pre-State Societies.

CO-4 This indicates the historical aspects of Ecological themes of State Formation.

CO-5 It will help the Students to get practical knowledge through the Body measurements about the people living in diverse ecological settings and how it differs from one Ecology to other, also it may help to understand the Race.

Course Outcomes - Programme Outcomes Mapping of Paper AN32003

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO-1	-	3	1	2	1	1	-	1	2	-	-	3
CO-2	-	3	2	3	3	2	-	-	2	-	2	3
CO-3	2	3	2	3	2	2	1	-	3	1	2	2
CO-4	-	3	2	2	2	2	-	-	2	2	2	1
CO-5	3	2	1	3	3	3	2	2	3	2	3	2

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN32003

PSOs → / COs ↓	PSO1 (Foundations)	PSO2 (Methods)	PSO3 (Analysis)	PSO4 (Diversity)	PSO5 (Career)
CO-1	3	1	2	2	1
CO-2	2	2	3	3	2
CO-3	3	2	3	3	2
CO-4	3	1	3	2	2
CO-5	1	3	3	3	3

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	Studies human physiological adaptation to different environments (heat, cold, high altitude) and its impact on health
SDG 4	Quality Education	Provides interdisciplinary knowledge of ecology, culture, and human adaptation with analytical skills
SDG 5	Gender Equality	Examines gender roles in ecological adaptation and division of labour
SDG 10	Reduced Inequalities	Promotes understanding of diversity in human populations and adaptation across ecological settings

SDG 13	Climate Action	Explores human responses and adaptation to climatic conditions and environmental changes
SDG 15	Life on Land	Highlights interaction between humans and ecosystems, biodiversity, and sustainable resource use

Recommended Learning Resources:

1. Human ecology: biocultural adaptation in Human communities. (2006) Schutkowski, H. Berlin. Springer Verlag.
2. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976). Berry, J.B. New York: John Wiley.
3. Human ecology. (1964) Stapledon. Faber & Faber.
4. Studies in Human Ecology. (1961) Theodorson, G.A. Row, Peterson & Company Elmsford, New York.
5. Human ecology: (1973) Problems and Solutions. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress. W.H. Freeman& Company, San Francisco.
6. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
7. Redfield, Robert. (1965). Peasent society and culture An anthropological approach to civilization. Chicago [u.a.]: Univ. of Chicago Press.
8. Symposium on Man the Hunter, Richard B. Lee, and Irven DeVore. 1969. MANthe hunter. Chicago:Aldine Pub. Co.
9. Dave Deeksha & S.S. Katewa (2012). Text Book of Environmental Studies. Cengage Learning India Pvt. Ltd., Delhi
10. Eugene P. Odum and Gary W. Barrett (2004). Fundamentals of Ecology. Cengage Learning; 5 edition.
SWAYAM Course: Ecology And Society (https://onlinecourses.nptel.ac.in/noc24_hs149/preview)

Minor Course
Double Major-II
Course Title: Anthropological Genetics
Course Code: AN32005
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN32005	Anthropological Genetics	4	3 – 0 – 1

Course Objectives:

1. Gain a comprehensive understanding of the structure, function, and inheritance of the Human genome, including gene and DNA structure, replication, repair, recombination, and gene expression.
2. Explore the expression of genetic information, from transcription to translation, and examine the relationship between genes and proteins, including transcriptional and translational processes.
3. Master methods of genetic study in Human s, such as pedigree analysis, chromosomal basis of genetic disorders, genetic mapping, sequencing strategies, and understanding non-Mendelian inheritance and complex diseases.
4. Investigate genomic diversity and Human evolution, focusing on evidence from molecular genetics, evolutionary genetics, DNA sequence variation, and the peopling of the Indian subcontinent.

Theory **Credit- 3**

Unit I: [15 Classroom Contact Hours]
Anthropological Genetics, differences between anthropological genetics and Human genetics, Structure, function and inheritance of the Human genome: gene, DNA structure and replication, DNA repair and recombination, gene expression, coding and non-coding region.

Unit II: [10 Classroom Contact Hours]
Expression of genetic information: from transcription to translation, relationship between genes and protein, transcriptions: transcription and RNA processing, encoding genetic information, decoding the codons, the role of transfer RNAs.

Unit III: [10 Classroom Contact Hours]
Methods of genetic study in Human s: pedigree analysis and expressivity, chromosomal basis of genetic disorders (Karyotypes and identification of chromosome Variation, nucleic acid hybridization assays, cytogenetic mapping), genetic mapping (Microsatellite and other DNA

polymorphisms), LOD score, sequencing strategies (PCR based Sanger sequencing to Exome sequencing), concept of non-mendelian inheritance and complex diseases.

Unit IV: [10 Classroom Contact Hours]
Genomic diversity &Human evolution: peopling of the Indian subcontinent: evidence from mtDNA and Y-chromosome, evolutionary genetics, molecular evolution, DNA sequence variation and Human origins.

Practical [30 Practical Contact Hours] **Credit- 1**

1. Blood Collection, transportation and storage in field
2. DNA Extraction from whole blood
3. DNA Quantification, Aliquoting and sample preparation
4. PCR and electrophoresis
5. Gel Documentation

Course outcomes

CO1. The students will learn about Human genes, their structure, replication and function.
CO2. They will learn about how genetic information is expressed.
CO3. They will also learn about the methods of studying Human genes.
CO4. Students will able to learn about genetic diversity and human evolution.
CO5: From the practical component they will learn about DNA extraction, quantification, gel documentation, etc.

Course Outcomes - Programme Outcomes Mapping of Paper AN32005

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	3	1	2	-	2	-	1	2	-	-	-
CO2	-	3	1	2	-	2	-	1	2	-	-	-
CO3	2	3	2	3	2	3	-	2	2	-	2	-
CO4	1	2	1	2	3	3	2	3	3	1	3	-
CO5	2	3	2	3	2	2	-	1	3	-	1	1

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN32005

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	2
CO2	3	1	2	1	2
CO3	3	2	3	2	3
CO4	1	3	3	2	3
CO5	3	2	3	3	3

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

Recommended Learning Resources:

1. Brown, T.A. 2007. Genomes. Garland Science.
2. Cavalli-sforza, L.L, Menozzi, P., Piazza, A. 1994. History and Geography of Human Genes. Princeton University.
3. Cummings, M.R. 2011. Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning.
4. Giblett, E.R. 1969. Genetic Markers in Human Blood. Oxford: Blackwell Scientific.
5. Griffiths, A.J.F. 2002. Modern Genetic Analysis: Integrating Genes and Genomes. WH Freeman Press.
6. Griffiths, A.J.F, Wessler, S.R., Carroll, S.B., Doebley, J. 2011. An introduction to Genetic Analysis. Macmillan Higher Education.
7. Jobling, M., Hurls, M. and Tyler-Smith, C. 2004. Human Evolutionary Genetics: Origins, Peoples & Disease. New York: Garland Science.
8. Lewis, R. 2009. Human Genetics: Concepts and Application. McGraw Hill Company, Inc.
9. Patch, C. 2005. Applied Genetics in Healthcare. Taylor & Francis Group.
10. Snustad, D.P. and Simmons, M.J. 2006. Principles of Genetics, Fourth Edition, John Wiley & Sons.
11. Strachan, T. and Read, A.P. 2004. Human Molecular Genetics. Garland Science. Vogel, F. and Motulsky A.G. 1996. Human Genetics. Springer, 3rd revised edition.

SWAYAM Course: Basic Human Genetics (https://onlinecourses.swayam2.ac.in/cec24_bt23/preview)

Minor Course
Double Major-III
Course Title: Fundamentals of Religion, Politics and Economy in Anthropology
Course Code: AN32007
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN32007	Fundamentals of Religion, Politics and Economy in Anthropology	4	3 – 0 – 1

Course Description:

This course provides undergraduate students with an in-depth exploration of the anthropological perspectives on religion, politics, and economy within the Indian context. Through lectures, readings, discussions, and case studies, students will examine the complex interplay between these key dimensions of society and culture in India, considering both historical trajectories and contemporary dynamics. Emphasis will be placed on critical analysis, cross-cultural comparisons, and the application of anthropological theories and methodologies to understanding religious, political, and economic phenomena in India.

Course Objectives:

1. To introduce students to the anthropological study of religion, politics, and economy in India.
2. To examine the historical development and cultural significance of religious traditions, political structures, and economic systems in India.
3. To analyze the ways in which religion, politics, and economy intersect and influence each other in the Indian context.
4. To foster critical thinking skills through the exploration of key concepts, theories, and case studies.
5. To encourage students to reflect on the implications of anthropological insights for contemporary issues and challenges in India.

Course Outline:

UNIT I: [10 Classroom Contact Hours]

Introduction to Anthropology of Religion, Politics, and Economy in India (Introduction to key concepts and approaches in anthropology, Historical background of religious, political, and economic systems in India), Diversity of religious traditions in India (Hinduism, Buddhism, Islam, Sikhism, etc.), Sacred spaces and pilgrimage, Religion and social identity)

UNIT II: [10 Classroom Contact Hours]

Politics in India (Political organization and governance structures, Democracy, governance, and citizenship, Caste, class, and politics, Social movements and activism), Economic systems and modes of production, Agrarian economy and rural livelihoods, Industrialization, globalization, and economic development, Inequality, poverty, and social change

UNIT III: [10 Classroom Contact Hours]

Inter-sectionality of Religion, Politics, and Economy (Religious nationalism and identity politics, Political economy of religion, Religious economies and market dynamics, Role of religion in development and social welfare

UNIT IV: [10 Classroom Contact Hours]

Anthropological Methods and Approaches (Ethnographic research methods, Participant observation and interviews, Ethical considerations in anthropological research, Analysis and interpretation of qualitative data, Contemporary Issues in India (Religious conflicts and communal tensions, Economic reforms and globalization, Implications of anthropological insights for policy and practice)

UNIT IV: [10 Classroom Contact Hours]

Practical: Case Studies in Indian Society (Religious festivals and their socio-economic impact, Political mobilization and electoral politics, Economic transformations and livelihood strategies, Religious movements and social reform

Course Outcomes:

CO-1: Develop a comprehensive understanding of the anthropology of religion, politics, and economy in India, including key concepts, historical backgrounds, and diverse religious traditions such as Hinduism, Buddhism, Islam, and Sikhism.

CO-2: Analyze the complexity of religious practices, sacred spaces, and pilgrimage in India, and explore the intersection of religion with social identity and politics.

CO-3: Gain insights into the political landscape of India, including governance structures, democracy, caste dynamics, social movements, and activism, while also examining economic systems, agrarian livelihoods, industrialization, globalization, and issues of inequality and poverty.

CO-4: Explore the intersectionality of religion, politics, and economy, examining concepts such

as religious nationalism, identity politics, the political economy of religion, and the role of religion in development and social welfare.

CO-5: Acquire practical skills in anthropological methods and approaches, including ethnographic research, participant observation, interviews, and qualitative data analysis, enabling the critical examination of contemporary issues in India such as religious conflicts, economic reforms, globalization, and the application of anthropological insights to inform policy and practice.

Course Outcomes - Programme Outcomes Mapping of Paper AN32007

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO-1	3	3	2	2	1	2	-	1	2	-	-	-
CO-2	3	3	2	3	2	2	2	-	3	1	2	-
CO-3	2	3	2	3	3	2	2	1	2	2	2	1
CO-4	3	2	2	3	3	2	1	-	3	2	3	1
CO-5	2	2	3	3	3	3	3	2	3	3	3	-

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN32007

PSOs → / COs ↓	**PSO1 (Foundations)**	**PSO2 (Methods)**	**PSO3 (Analysis)**	**PSO4 (Diversity)**	**PSO5 (Career)**
CO-1	3	1	2	3	2
CO-2	2	2	3	3	2
CO-3	3	2	3	3	3
CO-4	2	1	3	3	3
CO-5	1	3	3	2	3

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 poverty, inequality, and economic challenges in Indian society, especially among marginalized groups
SDG 4	Quality Education	Develops critical understanding of socio-cultural, political, and economic systems
SDG 5	Gender Equality	Analyzes gender roles, inequalities, and intersectionality in religion, politics, and economy
SDG 8	Decent Work and Economic Growth	Studies livelihoods, agrarian economy, industrialization, and globalization impacts
SDG 10	Reduced Inequalities	Focuses on caste, class, and social inequalities in India
SDG 16	Peace, Justice and Strong Institutions	Explores governance, democracy, conflict resolution, and social justice
SDG 17	Partnerships for the Goals	Encourages collaboration, policy engagement, and interdisciplinary approaches

Recommended Learning Resources:

"Religion in India: A Historical Introduction" by Fred W. Clothey

"Politics in India" by Rajni Kothari

"The Indian Economy: Problems and Prospects" by Uma Kapila

"Anthropology of Religion, Politics, and Economy in India: Critical Essays" edited by Vinay Kumar Srivastava

SWAYAM Course: Sociology of Religion **(https://onlinecourses.swayam2.ac.in/cec24_hs48/preview)**

Course Title: Internship
Course Code: IP37081
Credit-2

Codes	Course Title	Credits	L –T- P
IP37081	**Internship**	2	0 – 0 - 2

Objectives of Internship:

● To promote attitudes in the student towards professional self-development and increasing self-esteem
● To assist students develop knowledge and skills in the practice of all the methods of social work
● To incorporate the class room learning with organizational/agency practice through hands-on experience
● To expand skills of the students in troubleshooting in areas of service delivery through organization /agency.

At the end of the 4th Semester of 4 years B.A./ B.Sc. Anthropology Programme, the students are expected to go for 15 to 30 days internship and submit report after completion of internship to the department. Mode of Internship will be Offline/Online/Hybrid Mode (as decided by the Department/ as per the institutional guidelines).

Suggested Internship Areas

Students may undertake internships in:

- Government Departments
- NGOs and Voluntary Organizations
- Research Institutes
- Educational Institutions
- CSR Projects
- Panchayati Raj Institutions
- Tribal Development Agencies
- Health and Nutrition Projects
- Museums and Archives
- Cultural Organizations
- Heritage and Tourism Organizations
- Media and Documentation Centres
- Corporate Social Responsibility (CSR) Units
- International Organizations
- Start-ups and Social Enterprises

Nature of the Organization/Agency (To be visited by students)

The organization/ Agency can be Government or Non-Government Organization (NGO). If it is an NGO, it must be registered organization. The students will have to get prior permission from University for such internship.

Students will have to join internship in organization related to subject domain under Social Work discipline and study the organization and its programmes. The internship report should contain the following basic components:

1. Location and background of the organization/agency
2. Objectives, programme and activities(during current calendar/financial year)
3. Administrative structure of the organization /agency
4. Major contributions of the organization/agency to the society
5. Problems/issues addressed by the organization/agency
6. Students' contribution (details of activities) for the organization/agency
7. Summary including learning points
8. Reference/s

Following appendices to be attached:

1. List of Executive/Administration/Management committee of the organization/agency
2. List of contacts (Name and address)
3. List of document shared to the intern
4. Photographs (relevant to intern's activities in the organization/agency
5. Map of the district where the organization is located (show location in the map, Google map can be used)
6. Address, website, e-mail and phone number of the organization/agency
7. A certificate from the authorized signatory of the organization for completion of internship with dates.

Course Learning Outcomes:

CO1: Demonstrate professional attitudes and behaviours conducive to self-development and enhanced self-esteem in a social work organization/agency setting.

CO2: Apply knowledge and skills of various methods of social work (casework, group work, community organization, research, administration) in real field practice during the internship.

CO3: Integrate classroom learning with organizational/agency practice by actively participating in programme activities and service delivery processes.

CO4: Identify and analyze key problems/issues addressed by the organization/agency and propose context appropriate, ethically sound strategies for improving service delivery.

CO5: Prepare a structured, evidence based internship report documenting the organization's background, structure, programmers, students' contributions, and critical learning reflections, supported by required appendices and certification.

Course Outcomes - Programme Outcomes Mapping of Paper IP37081

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**

CO-1	2	2	2	2	3	2	3	2	3	2	3	2
CO-2	2	3	2	3	3	3	2	2	3	1	2	1
CO-3	1	3	3	3	3	2	2	2	3	2	2	2
CO-4	1	2	3	2	2	2	3	2	2	3	3	1
CO-5	1	3	2	3	3	3	2	3	3	2	3	1

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper IP37081

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO-1	2	3	2	2	3
CO-2	2	3	2	3	2
CO-3	3	2	3	3	3
CO-4	1	2	3	2	3
CO-5	3	3	3	2	3

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 practical learning, fieldwork skills, and application of anthropological knowledge
SDG 5	Gender Equality	Encourages gender-sensitive fieldwork practices and inclusive data collection
SDG 8	Decent Work and Economic Growth	Develops professional and research skills relevant for employment and field-based careers
SDG 10	Reduced Inequalities	Promotes understanding of marginalized communities and inclusive research practices
SDG 11	Sustainable Cities and Communities	Studies community structures, livelihoods, and local development issues
SDG	Peace, Justice and Strong	Emphasizes ethical research, social responsibility, and

16	Institutions	community engagement
SDG 17	Partnerships for the Goals	Encourages collaboration with communities, institutions, and stakeholders during fieldwork

COURSE STRUCTURE
SEMESTER-VI (Single Major)

Codes	Course Title	Credits	L –T- P
AN30002	Anthropo-Demography(CC-13)	4	3 – 0 – 1
AN30004	Tribal Cultures of India (CC-14)	4	3 – 0 – 1
AN30006	Material Anthropology (CC-15)	4	3 – 0 – 1
AN30008	Anthropology of Gender (CC-16)	4	3 – 0 – 1
AN32002	Medical Anthropology (MC-6)	4	3 – 0 – 1
	Total	20	

COURSE STRUCTURE
SEMESTER-VI (Double Major)

Codes	Course Title	Credits	L –T- P
AN30002	Anthropo-Demography (CC-13)	4	3 – 0 – 1
AN30004	Tribal Cultures of India (CC-14)	4	3 – 0 – 1
AN30006	Material Anthropology (CC-15)	4	3 – 0 – 1
AN30008	Anthropology of Gender (CC-16)	4	3 – 0 – 1
AN32002	Medical Anthropology (MC-6)	4	3 – 0 – 1
AN32004	Tribal Demography (DM-4)	4	3 – 0 – 1
AN32006	Anthropology of Material Culture (DM-5)	4	3 – 0 – 1
AN32008	Gender Studies in Anthropology (DM-6)	4	3 – 0 – 1
	Total	32	

SEMESTER-VI

Major Course-XIII
Course Title: Anthropo-Demography
Course Code: AN30002
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN30002	Anthropo-Demography	4	3 – 0 – 1

Course Objectives:
This course aims to provide Students a clear idea about Population Anthropology from a theoretical orientation. It discusses about its important components; Fertility, Mortality and Migration. It also gives enormous knowledge about population growth and its effects on Society. The Migration rate of Marginalized section especially the Tribal Community to different urban areas.

Theory

Unit I: [15 Classroom Contact Hours]

Anthropology of Demography: Introduction, definition and basic concepts, relationship between Demography, population studies and Anthropology, Importance of population studies in Anthropology.

Unit II: [10 Classroom Contact Hours]

Population Theories: John Graunt, Thomas R. Malthus, biological theory of population, theory of demographic transition.

Unit III: [10 Classroom Contact Hours]

Tools of demographic data: measures of population composition, distribution and growth, measures of fertility, measures of mortality, measures of migration.

Unit IV: [10 Classroom Contact Hours]

Population of India: sources of demographic data in India, growth of Indian population, demography of Indian tribal and non-tribal groups, anthropological determinants of population growth, impact of urbanization on the migration of tribal groups.

Unit V: Practical [30 Practical Contact Hours]

A student will collect and compile demographic data from different secondary sources on any given topic and a project report will be submitted for evaluation against two credits.

Course Outcomes

The learning outcomes of this paper are:

CO-1. The students will learn about demographic anthropology and its importance in anthropology.

CO-2. They will learn about major theories of population.

CO-3. They will also learn about the various sources of data in population studies.

CO-4. From the practical component they will learn about how to collect demographic data from various sources and prepare a project report on the same.

CO-5. This Unit will help to Students to get practical knowledge about Demography and the different problems through Fieldwork.

Course Outcomes - Programme Outcomes Mapping of Paper AN30002

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	2	1	1	–	–	1	–	–	1
CO2	3	2	2	3	2	2	1	–	1	–	–	1
CO3	3	3	2	3	3	2	2	1	1	–	1	1
CO4	3	2	2	3	3	3	2	2	2	1	2	1
CO5	3	2	3	3	3	3	2	2	2	1	2	2
Average	2.8	2.4	2.2	2.8	2.4	2.2	1.4	1.0	1.4	1.0	1.7	1.2

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN30002

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	–
CO2	2	2	3	2	1
CO3	3	2	3	2	1
CO4	2	3	3	2	2
CO5	2	3	3	2	3
Average	2.4	2.2	2.8	1.8	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 3	Good Health and Well-being	Analysis of fertility, mortality, and population health indicators supports understanding of public health issues

SDG 4	Quality Education	Develops knowledge and analytical skills in population studies and demographic research
SDG 5	Gender Equality	Examines sex ratio, fertility patterns, and gender disparities in population dynamics
SDG 10	Reduced Inequalities	Studies population distribution, migration, and socio-economic inequalities
SDG 11	Sustainable Cities and Communities	Explores urbanization, migration patterns, and population pressure on settlements
SDG 13	Climate Action	Analyzes population–environment relationships and sustainability challenges

Recommended Learning Resources:

Abela, Roth Eric. 2004. Culture, Biology and Anthropological Demography. Cambridge: Cambridge University Press.

Bhende, A. and Kaniikar, T. (2006) Principles of Population Studies. Himalaya Publishing House. Mumbai.

Caldwell, J.C. 2006. Demographic Transition Theory. Springer.

Census of India, 2001, 2011, SRS bulletin 2013, NFHS 2006, CRS, NSSO.

Gautam, R.K., Kshatriya, G.K. and Kapoor, A.K. 2010. Population Ecology and Family Planning. New Delhi: Serials Publications.

Howell, N. 1986. Demographic Anthropology. Ann. Rev. Anthropol., 15: 219-246.

Kshatriya, G.K., Rajesh, G. and Kapoor, A.K. 2010. Population Characteristics of Desert Ecology.VDM Verlag.

Misra, B.D. 1982. An introduction to the study of population. New Delhi: South Asia Publ. Ltd.

Park, K. 2000. Text book of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot.

Patra, P.K. and Kapoor, A.K. 2009. Demography and Development Dynamics in a Primitive Tribe of Himalayas. Dehradun: International Book Distributors.

Riley, N.E. and Mc Carthy, J. 2003. Demography in the Age of the Postmodern. Cambridge University Press, 1-13 and 32-98.

Sharma, A.K. 1979. Demographic transition: A Determinant of Urbanization. Social Change, 9: 13-17.

Srivastava, O.S. 1996. Demographic and Population Studies. New Delhi: Vikas Publishing House.

Zubrow, E.B.W. 1976. Demographic Anthropology: Quantitative Approaches. Albuquerque: University of New Mexico Press.

SWAYAM Course: Population and Society (https://onlinecourses.swayam2.ac.in/nou24_hs68/preview)

Major Course-XIV

Course Title: Tribal Cultures of India
Course Code: AN30004
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN30004	Tribal Cultures of India	4	3 – 0 – 1

Course Objectives:

1. Understand the complexities of tribes, Scheduled Tribes, and Indigenous communities in India, including their classification and vulnerability.
2. Analyze the racial classification of Scheduled Tribes and the differences between emic and etic perspectives on tribes.
3. Learn about the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and its significance for indigenous rights and cultural representation.
4. Explore the colonial origins of the concept of "tribe" in India and its impact on indigenous communities, while considering ways to decolonize tribal identities.
5. Engage in practical activities like watching relevant videos and participating in reflective debates to understand postcolonial trauma in Indian tribes and the importance of repatriation and healing.

Lectures **Credit- 3**

Unit I [15 Classroom Contact Hours]

Concept of tribes/Scheduled Tribe/Indigenous and its problematic nature, Vulnerability index of the Schedules Tribe, Classification and distribution of Schedules Tribe based on their economy, occupation and religion. Particularly Vulnerable Tribal Groups (PVTGs).

Unit II [10 Classroom Contact Hours]

Racial Classification of Scheduled Tribes in India. Tribes: Nomenclature- emic and etic differences; Tribal movements, Problems of tribal development.

Unit III [10 Classroom Contact Hours]

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) **Introduction to UNDRIP and Indigenous Rights, Indigenous Knowledge Systems and Cultural Representation**

Unit IV [10 Classroom Contact Hours]

Reimagining Tribal Identities: Decolonizing Concepts in India. Examine the colonial origins of the concept of "tribe" in India and its implications for indigenous communities.

Practical [30 Practical Contact Hours] **Credit-1**

1. Watch the youtube video on Dolly Kikon's Repatriation and Healing of the Land: an Indigenous Perspective
2. Reflect and debate on Postcolonial Trauma in the Lives of Indian Tribes
3. Submit a report

Course Outcomes:

CO.1 Understand the problematic nature of the concept of tribes, Scheduled Tribes, and Indigenous communities in India.

CO.2 Explore the vulnerability index of Scheduled Tribes and the classification based on economy, occupation, religion, and Particularly Vulnerable Tribal Groups (PVTGs).

CO.3 Analyze the racial classification of Scheduled Tribes and the nomenclature differences between emic and etic perspectives.

CO.4 Examine the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and its implications for indigenous rights, knowledge systems, and cultural representation.

CO.5 Critically evaluate colonial origins of the concept of "tribe" in India and explore ways to decolonize tribal identities, considering the implications for indigenous communities.

Course Outcomes - Programme Outcomes Mapping of Paper AN30004

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	1	–	–	1	–	1	1
CO2	2	3	2	3	2	2	1	–	1	–	1	2
CO3	2	3	2	3	3	1	–	–	1	–	1	1
CO4	3	3	2	3	3	2	1	1	2	1	2	2
CO5	3	3	3	3	3	2	1	1	2	1	3	2
Average	2.6	3.0	2.2	2.8	2.6	1.6	0.6	0.4	1.4	0.4	1.6	1.6

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN30004

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	3	1
CO2	3	2	3	3	1
CO3	3	1	3	3	1
CO4	3	2	3	3	2
CO5	3	2	3	3	2
Average	3.0	1.6	2.8	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 1	No Poverty	Examines socio-economic conditions, marginalization, and livelihood challenges of tribal communities
SDG 4	Quality Education	Promotes understanding of indigenous knowledge systems, cultural diversity, and critical thinking
SDG 5	Gender Equality	Addresses gender roles and inequalities within tribal and indigenous communities
SDG 10	Reduced Inequalities	Focuses on social, cultural, and political marginalization and promotes inclusive development
SDG 13	Climate Action	Highlights indigenous ecological knowledge and adaptation strategies to environmental changes
SDG 15	Life on Land	Emphasizes sustainable resource management and the close relationship between tribes and ecosystems
SDG 16	Peace, Justice and Strong Institutions	Explores rights-based frameworks like UNDRIP, governance, justice, and representation of indigenous communities
SDG 17	Partnerships for the Goals	Encourages collaboration with tribal communities, policymakers, and organizations for inclusive development

Recommended Learning Resources:

1. **Tribal Culture in India: https://aptribes.ap.gov.in/pdfViewer.jsp?pdf=2037&id=digital**
2. **Decolonizing ethnography and Tribes in India: Toward an alternative methodology: https://www.frontiersin.org/articles/10.3389/fpos.2023.1047276/full**
3. **Face-to-face with the (animal) Other an invitation to decolonize the anthropology of Pakistan: https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1111/amet.13188**
4. **Decolonising Tribal Studies in India: https://raiot.in/decolonising-tribal-studies-in-india-prof-virginius-xaxa/**
5. **Dr. Dolly Kikon lectures on 'Naga Ancestral Remains, Repatriation and Healing of**

the Land': https://www.youtube.com/watch?v=nPDlU_TGkKc

6. **Tribal Studies: Decolonizing the Mind:**
   https://www.jetir.org/papers/JETIR1811179.pdf
7. **Postcolonial Trauma in the Lives of Indian Tribes:**
   https://rupkatha.com/v15n511/https://rupkatha.com/V15/n5/v15n511.pdf

SWAYAM Course: Understanding Tribals (https://onlinecourses.swayam2.ac.in/nou24_hs47/preview)

Tribal Society (https://onlinecourses.swayam2.ac.in/nou24_hs48/preview)

Minor Course-XV

Course Title: Material Anthropology
Course Code: AN30006
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN30006	Material Anthropology (CC-15)	4	3 – 0 – 1

Course Objectives:

This syllabus aims to provide students with both theoretical knowledge and practical experience in material anthropology, preparing them for further study or careers in anthropology, archaeology, museum studies, and related fields. Material Anthropology explores the study of material culture, examining the ways in which objects and artifacts are integral to Human life and social practices. This course covers theoretical frameworks, methods of analysis, and practical applications within the field, offering students a comprehensive understanding of how material culture shapes and reflects Human experiences.

UNIT-I [15 Classroom Contact Hours]

Introduction to Material Anthropology, Concepts and Definitions: Understanding material culture and its significance in anthropology. Historical Development: The evolution of material culture studies within anthropology. Theoretical Frameworks: Key theories and approaches in material anthropology (e.g., cultural-historical, symbolic, phenomenological).

Unit II: [10 Classroom Contact Hours]

Methods and Techniques in Material Anthropology Fieldwork and Data Collection: Techniques for studying material culture in different contexts. Analysis and Interpretation: Methods for analyzing artifacts and interpreting their cultural significance. Ethnographic Approaches: Using ethnography to study material culture.

Unit III: [10 Classroom Contact Hours]

Material Culture and Identity Objects and Identity: How material culture shapes personal and group identities. Gender and Material Culture: The role of objects in expressing and constructing gender. Heritage and Memory: The significance of material culture in collective memory and heritage preservation.

Unit IV: [10 Classroom Contact Hours]

Contemporary Issues in Material Anthropology Globalization and Material Culture: The impact

of global processes on local material cultures. Digital Materiality: The intersection of material culture and digital technologies. Ethics and Material Culture: Ethical considerations in the study and display of material culture.

Unit V: [30 Practical Contact Hours]

Field Study and Practical Analysis Fieldwork Project: Students will conduct a study at a local museum, archaeological site, or community center, focusing on the material culture practices observed. Report Preparation: Students will document their findings and analyze the significance of the material culture in the studied context.

Course Outcomes

CO-1: Students will gain a comprehensive understanding of material culture and its significance in anthropology, including its historical development and key theoretical frameworks.

CO-2: Students will learn techniques for fieldwork and data collection, as well as methods for analyzing artifacts and interpreting their cultural significance using ethnographic approaches.

CO-3: Students will examine how material culture shapes personal and group identities, including the role of objects in expressing and constructing gender, and the significance of material culture in collective memory and heritage preservation.

CO-4: Students will analyze contemporary issues in material anthropology, including the impact of globalization on local material cultures, the intersection of material culture and digital technologies, and ethical considerations in the study and display of material culture.

CO-5: Students will conduct a fieldwork project at a local museum, archaeological site, or community center, allowing them to apply their theoretical knowledge in a practical setting. They will then prepare a report documenting their findings and analyzing the significance of the material culture observed.

Course Outcomes - Programme Outcomes Mapping of Paper AN30006

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	2	2	1	–	–	1	–	1	1
CO2	2	3	2	3	3	3	2	1	1	–	2	1
CO3	3	3	2	3	2	2	1	–	2	1	2	2
CO4	3	3	3	3	3	2	1	2	2	1	3	2
CO5	3	3	3	3	3	3	2	2	2	2	3	2
Average	2.6	3.0	2.4	2.8	2.6	2.2	1.2	1.0	1.6	0.8	2.2	1.6

Course Outcomes – Programme Specific Outcomes Mapping of Paper AN30006

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	1
CO2	3	3	3	2	2
CO3	3	2	3	3	2
CO4	3	2	3	3	2
CO5	3	3	3	3	3
Average	3.0	2.2	2.8	2.6	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 understanding of material culture, research skills, and field-based learning
SDG 5	Gender Equality	Examines gender representation and identity through material culture
SDG 10	Reduced Inequalities	Promotes respect for marginalized cultures and indigenous material traditions
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage, museums, and community identity
SDG 12	Responsible Consumption and Production	Highlights sustainable use of materials and traditional craft practices
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical practices in artifact collection, preservation, and representation
SDG 17	Partnerships for the Goals	Encourages collaboration with museums, communities, and institutions in fieldwork and research

Recommended Learning Resources:

1. Miller, D. (ed.). (1987). Material Culture and Mass Consumption. Wiley-Blackwell.
2. Appadurai, A. (ed.). (1986). The Social Life of Things: Commodities in Cultural Perspective. Cambridge University Press.
3. Stocking Jr., G. W. (ed.). (1985). Objects and Others: Essays on Museums and Material Culture. University of Wisconsin Press.
4. Donald, M., & Hurcombe, L. (eds.). (2000). Gender and Material Culture in Historical Perspective. Palgrave Macmillan.

5. Lancy, D. F. (2015). The Anthropology of Childhood: Cherubs, Chattel, Changelings. Cambridge University Press.
6. Dent, A. N. (ed.). (2010). Globalization and Indigenous Culture. University of Arizona Press.
7. Horst, H. A., & Miller, D. (eds.). (2012). Digital Anthropology. Berg Publishers.
8. Dudley, S. (ed.). (2010). Museum Materialities: Objects, Engagements, Interpretations. Routledge.
9. O'Reilly, K. (2012). Ethnographic Methods. Routledge.
10. Messenger, P. M. (ed.). (2009). Cultural Heritage Management: A Global Perspective. University Press of Florida.

SWAYAM Course: Indian Art: Materials, Techniques and Artistic Practices
(https://onlinecourses.nptel.ac.in/noc24_hs136/preview)

Minor Course-XVI

Course Title: Anthropology of Gender
Course Code: AN30008
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN30008	Anthropology of Gender	4	3 – 0 – 1

Course Objectives: This paper aims to provide theoretical knowledge about anthropology of gender, feminism, masculinism, trans-gender, and their gender specific role in society. The socialization process and the gender movement for their diverse gender specific rights.

Theory
Unit I: [15 Classroom Contact Hours]

Introduction: concept of gender, theorizing gender, social and biological theories of gender, psychoanalytical theories, literary theories, theory of gender performativity and Queer theory.

Unit II: [10 Classroom Contact Hours]

Anthropology and gender: Anthropology and gender studies, Anthropology and feminism, Anthropological approach to gender studies, cultural construction of gender; socialization and gender: agents of socialization: parents, schools, peers; the role of nuclear and extended families in constructing/reproducing gender; gender socialization in patrilineal and matrilineal societies.

Unit III: [10 Classroom Contact Hours]

Changing genders and recent changes in gender studies: masculinities, feminities and third/ fourth genders in worldwide perspective, gay and trans-sexuality; discourses concerning gender and sexual orientation; feminist movement and gender movement.

Unit IV: [10 Classroom Contact Hours]

Current gender issues: gender and rights of reproduction, gender discrimination, gender and violence, gender and development, gender and Human rights.

Unit V: Practical [30 Practical Contact Hours]

The students shall write a 3000 pages report on any topic related to gender and assigned by the teacher concerned. The report may be based on secondary literature or fieldwork.

Learning Outcomes

CO-1. The students will learn about the concepts and theories of gender.
CO-2. They will learn about the relationship between gender and anthropology.
CO-3. They will also learn about changing gender roles in societies.
CO-4. From the practical component they will learn about collected gender data and writing a report on a given gender subject.

Course Outcomes - Programme Outcomes Mapping of Paper AN30008

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	1	–	–	1	–	1	1
CO2	3	3	2	3	2	1	1	–	1	–	1	1
CO3	3	3	3	3	3	2	1	–	2	1	2	2
CO4	3	2	3	3	3	3	2	1	2	1	3	1
Average	3.0	2.8	2.5	2.8	2.5	1.8	1.0	0.3	1.5	0.5	1.8	1.3

Course Outcomes - Programme Outcomes Mapping of Paper AN30008

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	3	1
CO2	3	1	3	3	1
CO3	3	2	3	3	2
CO4	2	3	3	3	3
Average	2.8	1.8	2.8	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 4	Quality Education	Develops understanding of gender concepts, theories, and research skills
SDG 5	Gender Equality	Core focus on gender roles, inequalities, and empowerment
SDG 10	Reduced Inequalities	Promotes social justice and inclusion across gender identities
SDG 16	Peace, Justice and Strong Institutions	Encourages ethical practices, fairness, and respect for rights in society
SDG	Partnerships for the Goals	Supports collaboration in gender-based research and

17		community engagement

Recommended Learning Resources:

Connell, R.W. 2002. Gender. Cambridge: Polity Press.
Connell, R.W. 2005. Masculinities. Cambridge: Polity Press
Cormack, C.M and M. Strathern. 1998. Nature, Culture and Gender. Cambridge: University Press.
Croll, E. 2000. Endangered Daughters: Discrimination and Development in Asia. London: Routledge.
Dube, Leela. 1997. Comparative Perspectives in Gender in South and Southeast Asia. New Delhi: Vistaar.
Harris, M.1991. Cultural Anthropology. NY: Harper Collins.
Mayers, M.J. et.al. 1990. Gender, Kinship, Power. NY: Routledge.
McGee, R.J and R.L. Warms. 1996. Anthropological Theory. London: Mayfield Pub.
Moore, H.L. 1990. Feminism and Anthropology. Minneapolis: University of Minnesota Press.
Moore, H.L. 1994. A Passion for Difference: Essays in Anthropology and Gender. Bloomington: Indian a Univ. Press.
Moser, C. 1993. Gender, Planning and Development. London: Routledge.
Ortner, S.B. and H. Whitehead. 1956. Sexual Meanings: The Cultural Context of Gender and Sexuality. Cambridge: University Press.
Pal, M., P. Pathak, P. Bharati, B. Ghosh, and A. Majumdar. 2012. Gender Issues and Empowerment of Women. New York: Nova Science Publishers.
Rachel Alsop, Annette Fitzsimmons and Kathleen Lennon (eds). 2002. Theorizing Gender. Oxford: Polity Press.
Rappaport, N and J. Overing. 2000. Social and Cultural Anthropology. London: Routledge.

SWAYAM Course: Gender Justice And Workplace Security

(https://onlinecourses.nptel.ac.in/noc24_mg120/preview)

Understanding Gender and Law (**https://onlinecourses.swayam2.ac.in/nou24_ge68/preview**)

Minor Course-VI

Course Title: Medical Anthropology
Course Code: AN32002
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN32002	Medical Anthropology	4	3 – 0 – 1

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]

Medical Anthropology, Historical development and Scope; Theoretical perspectives in Medical Anthropology, 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, Ethno-medicine and medical pluralism; 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, National Health Policy, NRHM, 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 Practical Contact Hours]

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 AN32002

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**3**	**3**	**2**	**3**	**2**	**2**	**1**	**1**	**1**	**–**	**2**	**2**
CO2	**3**	**3**	**2**	**3**	**3**	**2**	**1**	**–**	**1**	**–**	**2**	**3**
CO3	**3**	**3**	**2**	**3**	**3**	**2**	**1**	**1**	**1**	**–**	**2**	**3**
CO4	**2**	**3**	**2**	**3**	**3**	**3**	**2**	**2**	**2**	**1**	**3**	**2**
CO5	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**1**	**2**	**1**	**3**	**3**
Average	**2.8**	**3.0**	**2.2**	**3.0**	**2.8**	**2.2**	**1.4**	**1.0**	**1.4**	**0.4**	**2.4**	**2.6**

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN32002

PSOs → / COs ↓	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	3	2	2
CO2	3	2	3	3	2
CO3	3	2	3	3	2
CO4	2	3	3	2	3
CO5	3	2	3	3	3
Average	**2.8**	**2.2**	**3.0**	**2.6**	**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**	**Focuses on healthcare systems, indigenous medicine, disease prevention, and improving health outcomes**
SDG 4	Quality Education	Develops interdisciplinary knowledge and research skills in health and anthropology
SDG 5	Gender Equality	Examines gender disparities in health access, maternal health, and role of women in healthcare
SDG 10	Reduced Inequalities	Addresses inequalities in healthcare access among marginalized and tribal communities
SDG 12	Responsible Consumption and Production	Promotes sustainable use of medicinal plants and ethical healthcare practices
SDG 13	Climate Action	Explores environmental impacts on health and adaptation strategies
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical healthcare practices, rights-based approaches, and policy implications
SDG 17	Partnerships for the Goals	Encourages collaboration between communities, healthcare systems, and institutions

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.

SWAYAM Course: Social History Of Medicine In Colonial India (https://onlinecourses.nptel.ac.in/noc24_hs178/preview)

Public Health Management (https://onlinecourses.swayam2.ac.in/imb24_mg125/preview)

Minor Course
Double Major-IV
Course Title: Tribal Demography
Course Code: AN32004
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN32004	Tribal Demography	4	3 – 0 – 1

Course Objectives:
This course aims to provide Students a clear idea about Population Anthropology from a theoretical orientation. It discusses about its important components; Fertility, Mortality and Migration. It also gives enormous knowledge about population growth and its effects on Society. The Migration rate of Marginalized section especially the Tribal Community to different urban areas.

Theory

Unit I: [15 Classroom Contact Hours]

Tribal Demography: Introduction, definition and basic concepts, relationship between Demography, population studies and Anthropology, Importance of population studies in Anthropology.

Unit II: [10 Classroom Contact Hours]

Population Theories: John Graunt, Thomas R. Malthus, biological theory of population, theory of demographic transition.

Unit III: [10 Classroom Contact Hours]

Tools of demographic data: measures of population composition, distribution and growth, measures of fertility, measures of mortality, measures of migration.

Unit IV: [10 Classroom Contact Hours]

Tribal Population of India: sources of demographic data in India, growth of Indian population, demography of Indian tribal and non-tribal groups, anthropological determinants of population growth, impact of urbanization on the migration of tribal groups.

Unit V: Practical [30 Practical Contact Hours]

A student will collect and compile demographic data from different secondary sources on any given topic and a project report will be submitted for evaluation against two credits.

Course Outcomes

The learning outcomes of this paper are:

CO-1. The students will learn about demographic anthropology and its importance in anthropology.

CO-2. They will learn about major theories of population.

CO-3. They will also learn about the various sources of data in population studies.

CO-4. From the practical component they will learn about how to collect demographic data from various sources and prepare a project report on the same.

CO-5. This Unit will help to Students to get practical knowledge about Demography and the different problems through Fieldwork.

Course Outcomes - Programme Outcomes Mapping of Paper AN32004

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	2	1	1	–	–	1	–	–	1
CO2	2	3	2	3	2	1	1	–	1	–	1	1
CO3	2	3	2	3	2	2	1	1	1	–	1	1
CO4	3	2	2	3	3	3	2	2	2	1	2	1
CO5	3	2	3	3	3	3	2	2	2	1	2	2
Average	2.4	2.6	2.2	2.8	2.2	2.0	1.2	1.0	1.4	0.4	1.2	1.2

Course Outcomes – Programme Specific Outcomes Mapping of Paper AN32004

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	–
CO2	2	1	2	2	1
CO3	2	2	2	2	1
CO4	2	3	3	2	2
CO5	2	3	3	2	3
Average	2.2	2.0	2.4	1.8	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 3	Good Health and Well-being	Uses fertility, mortality, and life expectancy data to understand public health trends
SDG 4	Quality Education	Builds analytical, statistical, and research skills in population studies
SDG 5	Gender Equality	Examines sex ratio, fertility behavior, and gender

		disparities in population dynamics
SDG 10	Reduced Inequalities	Analyzes socio-economic inequalities through population distribution and migration patterns
SDG 11	Sustainable Cities and Communities	Studies urbanization, migration, and population pressure on infrastructure
SDG 13	Climate Action	Explores links between population growth, resource use, and environmental sustainability

Recommended Learning Resources:

1. Abela, Roth Eric. 2004. Culture, Biology and Anthropological Demography. Cambridge: Cambridge University Press.
2. Bhende, A. and Kaniikar, T. (2006) Principles of Population Studies. Himalaya Publishing House. Mumbai.
3. Caldwell, J.C. 2006. Demographic Transition Theory. Springer.
4. Census of India, 2001, 2011, SRS bulletin 2013, NFHS 2006, CRS, NSSO.
5. Gautam, R.K., Kshatriya, G.K. and Kapoor, A.K. 2010. Population Ecology and Family Planning. New Delhi: Serials Publications.
6. Howell, N. 1986. Demographic Anthropology. Ann. Rev. Anthropol., 15: 219-246.
7. Kshatriya, G.K., Rajesh, G. and Kapoor, A.K. 2010. Population Characteristics of Desert Ecology. VDM Verlag.
8. Misra, B.D. 1982. An introduction to the study of population. New Delhi: South Asia Publ. Ltd.
9. Park, K. 2000. Text book of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot.
10. Patra, P.K. and Kapoor, A.K. 2009. Demography and Development Dynamics in a Primitive Tribe of Himalayas. Dehradun: International Book Distributors.
11. Riley, N.E. and Mc Carthy, J. 2003. Demography in the Age of the Postmodern. Cambridge University Press, 1-13 and 32-98.
12. Sharma, A.K. 1979. Demographic transition: A Determinant of Urbanization. Social Change, 9: 13-17.
13. Srivastava, O.S. 1996. Demographic and Population Studies. New Delhi: Vikas Publishing House.
14. Zubrow, E.B.W. 1976. Demographic Anthropology: Quantitative Approaches. Albuquerque: University of New Mexico Press.

SWAYAM Course: Population and Society (https://onlinecourses.swayam2.ac.in/nou24_hs68/preview)

Minor Course
Double Major-V
Course Title: Anthropology of Material Culture
Course Code: AN32006
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN32006	Anthropology of Material Culture	4	3 – 0 – 1

Course Objectives:

This syllabus aims to provide students with both theoretical knowledge and practical experience in material anthropology, preparing them for further study or careers in anthropology, archaeology, museum studies, and related fields. Material Anthropology explores the study of material culture, examining the ways in which objects and artifacts are integral to Human life and social practices. This course covers theoretical frameworks, methods of analysis, and practical applications within the field, offering students a comprehensive understanding of how material culture shapes and reflects Human experiences.

UNIT-I [15 Classroom Contact Hours]

Anthropology of material culture: Concepts and Definitions: Understanding material culture and its significance in anthropology. Historical Development: The evolution of material culture studies within anthropology. Theoretical Frameworks: Key theories and approaches in material anthropology (e.g., cultural-historical, symbolic, phenomenological).

Unit II: [10 Classroom Contact Hours]

Methods and Techniques in Material Anthropology Fieldwork and Data Collection: Techniques for studying material culture in different contexts. Analysis and Interpretation: Methods for analyzing artifacts and interpreting their cultural significance. Ethnographic Approaches: Using ethnography to study material culture.

Unit III: [10 Classroom Contact Hours]

Material Culture and Identity Objects and Identity: How material culture shapes personal and group identities. Gender and Material Culture: The role of objects in expressing and constructing gender. Heritage and Memory: The significance of material culture in collective memory and heritage preservation.

Unit IV: [10 Classroom Contact Hours]

Contemporary Issues in Material Anthropology Globalization and Material Culture: The impact of global processes on local material cultures. Digital Materiality: The intersection of material culture and digital technologies. Ethics and Material Culture: Ethical considerations in the study

and display of material culture.

Unit V: [30 Practical Contact Hours]

Field Study and Practical Analysis Fieldwork Project: Students will conduct a study at a local museum, archaeological site, or community center, focusing on the material culture practices observed. Report Preparation: Students will document their findings and analyze the significance of the material culture in the studied context.

Course Outcomes

CO-1: Students will gain a comprehensive understanding of material culture and its significance in anthropology, including its historical development and key theoretical frameworks.

CO-2: Students will learn techniques for fieldwork and data collection, as well as methods for analyzing artifacts and interpreting their cultural significance using ethnographic approaches.

CO-3: Students will examine how material culture shapes personal and group identities, including the role of objects in expressing and constructing gender, and the significance of material culture in collective memory and heritage preservation.

CO-4: Students will analyze contemporary issues in material anthropology, including the impact of globalization on local material cultures, the intersection of material culture and digital technologies, and ethical considerations in the study and display of material culture.

CO-5: Students will conduct a fieldwork project at a local museum, archaeological site, or community center, allowing them to apply their theoretical knowledge in a practical setting. They will then prepare a report documenting their findings and analyzing the significance of the material culture observed.

Course Outcomes - Programme Outcomes Mapping of Paper AN30006

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	2	2	1	–	–	1	–	1	1
CO2	2	3	2	3	3	3	2	1	1	–	2	1
CO3	3	3	2	3	2	2	1	–	2	1	2	2
CO4	3	3	3	3	3	2	1	2	2	1	3	2
CO5	3	3	3	3	3	3	2	2	2	2	3	2
Average	2.6	3.0	2.4	2.8	2.6	2.2	1.2	1.0	1.6	0.8	2.2	1.6

Course Outcomes – Programme Specific Outcomes Mapping of Paper AN30006

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	**3**	**1**	**2**	**2**	**1**
CO2	**3**	**3**	**3**	**2**	**2**
CO3	**3**	**2**	**3**	**3**	**2**
CO4	**3**	**2**	**3**	**3**	**2**
CO5	**3**	**3**	**3**	**3**	**3**
Average	**3.0**	**2.2**	**2.8**	**2.6**	**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	Builds knowledge of material culture, research methods, and field-based learning
SDG 5	Gender Equality	Examines gender representation and identity through material objects and practices
SDG 10	Reduced Inequalities	Promotes respect for marginalized cultures and indigenous material traditions
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage, museums, and community identity
SDG 12	Responsible Consumption and Production	Highlights sustainable use of materials and traditional craft practices
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical practices in artifact collection, preservation, and representation
SDG 17	Partnerships for the Goals	Encourages collaboration with museums, communities, and institutions in research and fieldwork

Recommended Learning Resources:

1. Miller, D. (ed.). (1987). Material Culture and Mass Consumption. Wiley-Blackwell.
2. Appadurai, A. (ed.). (1986). The Social Life of Things: Commodities in Cultural Perspective. Cambridge University Press.
3. Stocking Jr., G. W. (ed.). (1985). Objects and Others: Essays on Museums and Material Culture. University of Wisconsin Press.
4. Donald, M., & Hurcombe, L. (eds.). (2000). Gender and Material Culture in Historical Perspective. Palgrave Macmillan.
5. Lancy, D. F. (2015). The Anthropology of Childhood: Cherubs, Chattel, Changelings. Cambridge University Press.
6. Dent, A. N. (ed.). (2010). Globalization and Indigenous Culture. University of Arizona Press.
7. Horst, H. A., & Miller, D. (eds.). (2012). Digital Anthropology. Berg Publishers.

8. Dudley, S. (ed.). (2010). Museum Materialities: Objects, Engagements, Interpretations. Routledge.
9. O'Reilly, K. (2012). Ethnographic Methods. Routledge.
10. Messenger, P. M. (ed.). (2009). Cultural Heritage Management: A Global Perspective. University Press of Florida.

SWAYAM Course: Indian Art: Materials, Techniques and Artistic Practices (https://onlinecourses.nptel.ac.in/noc24_hs136/preview)

Minor Course
Double Major-VI
Course Title: Gender Studies in Anthropology
Course Code: AN32008
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN32008	Gender Studies in Anthropology	4	3 – 0 – 1

Course Objectives: This paper aims to provide theoretical knowledge about anthropology of gender, feminism, masculinism, trans-gender, and their gender specific role in society. The socialisation process and the gender movement for their diverse gender specific rights.

Theory
Unit I: [15 Classroom Contact Hours]

Introduction: concept of gender, theorizing gender, social and biological theories of gender, psychoanalytical theories, literary theories, theory of gender performativity and Queer theory.

Unit II: [10 Classroom Contact Hours]

Anthropology and gender: Anthropology and gender studies, Anthropology and feminism, Anthropological approach to gender studies, cultural construction of gender; socialization and gender: agents of socialization: parents, schools, peers; the role of nuclear and extended families in constructing/reproducing gender; gender socialization in patrilineal and matrilineal societies.

Unit III: [10 Classroom Contact Hours]

Changing genders and recent changes in gender studies: masculinities, feminities and third/ fourth genders in worldwide perspective, gay and trans-sexuality; discourses concerning gender and sexual orientation; feminist movement and gender movement.

Unit IV: [10 Classroom Contact Hours]

Current gender issues: gender and rights of reproduction, gender discrimination, gender and violence, gender and development, gender and Human rights.

Unit V: Practical [30 Practical Contact Hours]

The students shall write a report on any topic related to gender and assigned by the teacher concerned. The report may be based on secondary literature or fieldwork.

Course Outcomes

CO-1. The students will learn about the concepts and theories of gender.
CO-2. They will learn about the relationship between gender and anthropology.
CO-3. They will also learn about changing gender roles in societies.
CO-4. From the practical component they will learn about collected gender data and writing a report on a given gender subject.

Course Outcomes - Programme Outcomes Mapping of Paper AN32008

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	1	–	–	1	–	1	1
CO2	3	3	2	3	2	1	1	–	1	–	1	1
CO3	3	3	3	3	3	2	1	–	2	1	2	2
CO4	3	2	3	3	3	3	2	1	2	1	3	1
Average	3.0	2.8	2.5	2.8	2.5	1.8	1.0	0.3	1.5	0.5	1.8	1.3

Course Outcomes – Programme Specific Outcomes Mapping of Paper AN32008

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	3	1
CO2	3	1	3	3	1
CO3	3	2	3	3	2
CO4	2	3	3	3	3
Average	2.8	1.8	2.8	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 4	Quality Education	Builds conceptual and analytical understanding of gender and society
SDG 5	Gender Equality	Core focus on gender roles, inequalities, empowerment, and social transformation
SDG 10	Reduced Inequalities	Promotes inclusion and reduces discrimination across gender identities
SDG 16	Peace, Justice and Strong Institutions	Encourages fairness, rights-based approaches, and ethical practices
SDG 17	Partnerships for the Goals	Supports collaborative research, awareness programs, and community engagement on gender issues

Recommended Learning Resources:

1. Connell, R.W. 2002. Gender. Cambridge: Polity Press.
2. Connell, R.W. 2005. Masculinities. Cambridge: Polity Press
3. Cormack, C.M and M. Strathern. 1998. Nature, Culture and Gender. Cambridge: University Press.
4. Croll, E. 2000. Endangered Daughters: Discrimination and Development in Asia. London: Routledge.
5. Dube, Leela. 1997. Comparative Perspectives in Gender in South and Southeast Asia. New Delhi: Vistaar.
6. Harris, M.1991. Cultural Anthropology. NY: Harper Collins.
7. Mayers, M.J. et.al. 1990. Gender, Kinship, Power. NY: Routledge.
8. McGee, R.J and R.L. Warms. 1996. Anthropological Theory. London: Mayfield Pub.
9. Moore, H.L. 1990. Feminism and Anthropology. Minneapolis: University of Minnesota Press.
10. Moore, H.L. 1994. A Passion for Difference: Essays in Anthropology and Gender. Bloomington: Indian a Univ. Press.
11. Moser, C. 1993. Gender, Planning and Development. London: Routledge.
12. Ortner, S.B. and H. Whitehead. 1956. Sexual Meanings: The Cultural Context of Gender and Sexuality. Cambridge: University Press.
13. Pal, M., P. Pathak, P. Bharati, B. Ghosh, and A. Majumdar. 2012. Gender Issues and Empowerment of Women. New York: Nova Science Publishers.
14. Rachel Alsop, Annette Fitzsimmons and Kathleen Lennon (eds). 2002. Theorizing Gender. Oxford: Polity Press.
15. Rappaport, N and J. Overing. 2000. Social and Cultural Anthropology. London: Routledge.

SWAYAM Course: Gender Justice And Workplace Security

(https://onlinecourses.nptel.ac.in/noc24_mg120/preview)

Understanding Gender and Law (**https://onlinecourses.swayam2.ac.in/nou24_ge68/preview**)

COURSE STRUCTURE
SEMESTER-VII (Single Major)

Codes	Course Title	Credits	L –T- P
RA40001	Research Methods in Anthropology	4	3 – 0 – 1
AN40003	Applied Biological Anthropology	4	3 – 0 – 1
AN40005	Ecological Anthropology, Environment and Sustainable Development Goals	4	3 – 0 – 1
AN40007	Cultural Evolution: Broad outline and Principles of Prehistoric Culture	4	3 – 0 – 1
AN42001	Fashion & Visual Anthropology	4	3 – 0 – 1
	Total	20	

COURSE STRUCTURE
SEMESTER-VII (Double Major)

Codes	Course Title	Credits	L –T- P
RA40001	Research Methods in Anthropology	4	3 – 0 – 1
AN40003	Applied Biological Anthropology	4	3 – 0 – 1
AN40005	Ecological Anthropology, Environment and Sustainable Development Goals	4	3 – 0 – 1
AN40007	Cultural Evolution: Broad outline and Principles of Prehistoric Culture	4	3 – 0 – 1
AN42001	Fashion & Visual Anthropology	4	3 – 0 – 1
AN42003	Anthropology of Children and Childhood	4	3 – 0 – 1
	Total	24	

SEMESTER-VII

Major Course-XVII
Course Title: Research Methods in Anthropology
Course Code: RA40001
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
RA40001	Research Methods in Anthropology	4	3 – 0 – 1

Course Objectives:
This paper aims to train the students about the Anthropological Knowledge about Research Methods and Techniques and its application during Fieldwork and to write about Ethnography. It has different steps to get oriented about Research Methods. First access to Library and through Review of Literature and to know about Qualitative and Quantitative Research Methods.

Unit I: Research Design [15 Classroom Contact Hours]
Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis, sampling, tools and techniques of data collection, data analysis and reporting, guiding ideals and critical evaluation of major approaches in research methods, basic tenets of qualitative research and its relationship with quantitative research.

Unit II: Tools and techniques of data collection [10 Classroom Contact Hours]
Concept of survey, relationship of survey method with ethnographic method, construction of questionnaire and interview schedule, validation and internal consistency of questionnaire Observation - Direct, Indirect, Participant, Non-participant, Controlled, Interview - Structured and unstructured, Focussed Group Discussion, key informant interview, Case Study and life history

Unit III: Ethics and Politics of Research: [10 Classroom Contact Hours]
Identify, define, and analyse ethical issues in the context of Human subject research; Ethical importance of consent, privacy and confidentiality in research; Issues of academic fraud and plagiarism, conflicts of interest, authorship and publication.

Unit IV: Bio-Statistics: [10 Classroom Contact Hours]
Guiding ideals and critical evaluation of major approaches in research methods, basic tenets of qualitative research and its relationship with quantitative research; Types of variables, presentation and summarization of data (tabulation and illustration). Descriptive statistics- Measurers of Central Tendency, Measure of Variation, Variance and Standard Deviation.

Unit-V: Practical [30 Practical Contact Hours]

1. Construction of Genealogy.
2. Observation: Direct, Indirect, Participant, Non-participant, Controlled
3. Questionnaire and Schedule, Interview- Unstructured, Structured, Key informant interview, Focussed Group Discussion, Case study and life history.

Course Outcomes:
CO-1 This Unit will help the students to get knowledge about Research Design.

CO-2 This is highlighting the tools and techniques of Data collection. Where the Students will get the knowledge how to apply the research techniques in Field.

CO-3 This will orient students about the ethical guidelines and also the politics of research.

CO-4 This unit will help the students to orient about Quantitative research techniques.

CO-5 It will help the students about practical knowledge about Research Methods.

Course Outcomes - Programme Outcomes Mapping of Paper RA40001

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	–	1	1	–	1	–
CO2	2	3	2	3	3	3	2	2	1	1	2	–
CO3	3	2	2	3	2	2	1	–	2	1	3	1
CO4	2	3	2	3	3	3	1	2	1	1	2	–
CO5	3	3	3	3	3	3	2	2	2	1	3	1
Average	2.4	2.8	2.2	3.0	2.6	2.6	1.2	1.4	1.4	0.8	2.2	0.4

Course Outcomes - Programme Specific Outcomes Mapping of Paper RA40001

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	1	1
CO2	2	3	3	2	2
CO3	3	2	3	3	2
CO4	2	3	3	2	2
CO5	3	3	3	2	3
Average	2.4	2.6	2.8	2.0	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	Develops research skills, critical thinking, and methodological competence
SDG 5	Gender Equality	Encourages gender-sensitive research design and inclusive data collection
SDG 9	Industry, Innovation and Infrastructure	Promotes use of quantitative techniques, data analysis, and research tools
SDG 10	Reduced Inequalities	Supports inclusive research practices and representation of marginalized communities
SDG 12	Responsible Consumption and Production	Emphasizes responsible data use, ethical research practices, and sustainability in fieldwork
SDG 16	Peace, Justice and Strong Institutions	Highlights research ethics, transparency, accountability, and integrity
SDG 17	Partnerships for the Goals	Encourages collaborative research with communities, institutions, and stakeholders

Recommended Learning Resources:

- Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.
- Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
- Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012.
- Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
- Michael A. The Professional Stranger. Emerald Publishing. 1996.
- Bernard R. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press. 2011.
- Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995.
- Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches.
- Boston: Allyn and Bacon. 2000.'reilly K. Ethnographic Methods. London and New York: Routledge. 2005.
- Patnaik S.M. Culture, Identity and Development: ANAccount of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.
- Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge: Cambridge University Press. 1978.
- Sarantakos S. Social Research. London: Macmillan Press. 1998.

SWAYAM Course: Research Methodology (https://onlinecourses.swayam2.ac.in/nou24_cm17/preview)

Research Methodology and Statistical Analysis
https://onlinecourses.swayam2.ac.in/nou24_cm06/preview

Research Methodology https://onlinecourses.swayam2.ac.in/cec24_ge02/preview

Research Methodology https://onlinecourses.nptel.ac.in/noc24_ge21/preview

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

Codes	Course Title	Credits	L –T- P
AN40003	Applied Biological Anthropology	4	3 – 0 – 1

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, Forensic Anthropology and applications of Human Genetics in Forensic identifications.

Unit-IV [30 Practical 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

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
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

PSOs → / COs ↓	**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.

Major Course-XIX

Course Title: Ecological Anthropology, Environment and Sustainable Development Goals

Paper Code: AN40005
(Credit-4)

Codes	Course Title	Credits	L –T- P
AN40005	Ecological Anthropology, Environment and Sustainable Development Goals	4	3 – 0 – 1

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 Practical 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

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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

PSOs → / COs ↓	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.

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

Codes	Course Title	Credits	L –T- P
AN40007	Cultural Evolution: Broad outline and Principles of Prehistoric Culture	4	3 – 0 – 1

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 Practical 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

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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

PSOs → / COs ↓	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."

Minor Course-VII
Course Title: Fashion and Visual Anthropology
Course Code: AN42001
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN42001	Fashion & Visual Anthropology	4	3 – 0 – 1

Course Objectives:

1. Learn about visual anthropology and fashion anthropology, focusing on how we see and understand cultures through images and clothing.
2. Explore the role of fashion in anthropology, studying how it reflects societal changes and cultural identities, especially in indigenous and tribal communities.
3. Understand how documentaries capture culture through film and the senses, and learn about different types of ethnographic documentaries.
4. Gain practical skills in making ethnographic documentaries and visually representing indigenous clothing in modern contexts.

Lectures **Credit- 3**

Unit I Fashion Anthropology: [15 Classroom Contact Hours]
Why Consider Fashion in Anthropological Studies? Anthropology of Dress & Fashion: Dress Practice and Socioeconomic Change, Globalization and World Dress.; Indigenous/ Tribal Fashion: Critically examining Indigenous/Tribal Fashion as a symbol of heritage and sustainability.

Unit II An introduction to Visual Anthropology: [10 Classroom Contact Hours]
Visual Anthropology: The Ethnographer's Eye: Ways of Seeing in Modern Anthropology; Nature, classification and scope; Role of vision and image in ethnographic investigation.

Unit III Ethnographic Documentary: [10 Classroom Contact Hours]
The Corporeal Image: Film, Ethnography and the Senses'; Types of ethnographic documentary: (1) social or technical process film, (2) testimony film, and (3) event film. Applied aspects of ethnographic documentaries.

Unit IV Anthropology of Vision, Memory and the Senses: [10 Classroom Contact Hours]
Visual Methods in Social Research. Anthropology of the senses and memory. Cinema and Anthropology, Technology and Documentation,

Practical [30 Practical Contact Hours] **Credit-1**

Ethnographic Documentary

1. Practical film-making, directing, camera work and editing: working in teams all students make 3 short films (1) a social or technical process film, (2) a testimony film, and (3) an event film.
2. Prepare a visual sketch of 5 Indigenous outfits in a Modern Avtar mentioning their design, techniques, stories associate with the outfit and sustainability.

Course Outcomes:

CO.1 Understand how visual anthropology and fashion anthropology help interpret cultures through images and clothing.
CO.2 Recognize the significance of fashion in anthropology and its impact on societal dynamics and cultural identities.
CO.3 Learn about different types of ethnographic documentaries and how they are used in anthropological research.
CO.4 Develop practical skills in making ethnographic documentaries, including filming and editing.
CO.5 Demonstrate the ability to visually document indigenous clothing in modern contexts, considering design, culture, and sustainability.

Course Outcomes - Programme Outcomes Mapping of Paper AN42001

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	2	2	1	–	1	1	–	1	1
CO2	3	3	2	3	2	1	1	–	1	–	2	2
CO3	2	3	2	3	2	2	1	1	1	–	2	1
CO4	2	2	3	3	3	3	2	3	2	1	3	1
CO5	3	3	3	3	3	3	2	2	2	1	3	3
Average	2.4	2.8	2.4	2.8	2.4	2.0	1.2	1.4	1.4	0.4	2.2	1.6

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN42001

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	1
CO2	3	1	3	3	1
CO3	2	2	3	2	2
CO4	2	3	3	2	3
CO5	3	3	3	3	3

Average	2.6	2.0	2.8	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	Develops knowledge of visual and fashion anthropology, along with creative and research skills
SDG 5	Gender Equality	Examines gender identity, roles, and representation through clothing and visual culture
SDG 10	Reduced Inequalities	Promotes recognition of indigenous identities and marginalized cultural expressions
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage through clothing and visual documentation
SDG 12	Responsible Consumption and Production	Highlights sustainable fashion practices and ecological awareness in textile use
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical visual representation and cultural rights
SDG 17	Partnerships for the Goals	Encourages collaboration with communities, designers, and researchers for cultural documentation

Recommended Learning Resources:

1. Grimshaw, A. 1999. The Ethnographer's Eye: Ways of Seeing in Modern Anthropology. Cambridge University Press.
2. Edwards E & Bhaumik, K (eds) 2008. Visual Sense: A Cultural Reader. Oxford and New York: Berg
3. Morphy, H and Perkins, M. (eds) 2006 The Anthropology of Art: A Reader. Oxford: Blackwell
4. Schneider, A and Wright, C (eds) 2010 Between Art and Anthropology, Oxford: Berg
5. Jay, M 1994 Downcast Eyes: The Denigration of Vision in Twentieth Century French Thought. Berkeley and London: University of California Press
6. David MacDougall 2005 'The Corporeal Image: Film, Ethnography and the Senses'. Princeton: Princeton University Press
7. Banks, M. 2001 Visual Methods in Social Research. London: Sage.Press
8. Fashion Anthropology: https://storybehindthecloth.com/fashion-anthropology/
9. Anthropology of Dress and Fashion: https://www.bloomsburyfashioncentral.com/article?docid=b-9781474280655&tocid=b-9781474280655-BG004

10. Indigenous fashion leaders point the way to a carbon-free future: https://www.undp.org/stories/indigenous-fashion-leaders-point-way-carbon-free-future
11. Munda Tribe Dress: A Symbol of Heritage and Sustainability in Ethnic Fashion: https://www.myhubble.money/blog/munda-tribe-dress-a-symbol-of-heritage-and-sustainability-in-ethnic-fashion
12. Evolving identity: Changing choice of clothing: https://dl.designresearchsociety.org/cgi/viewcontent.cgi?article=1207&context=iasdr
13. Tribal Textile of Odisha: https://repository.tribal.gov.in/bitstream/123456789/74416/1/SCST_2016_research_0347.pdf
14. 20 Clothing preference of the 21st Century tribal women:: https://fashioninstitute.mmu.ac.uk/assets/uploads/2019/07/20-Clothing-preference-of-the-21st-Century-tribal-women-a-study-of-the-transformation-in-the-costume-of-tribal-women-of-Tripura-India-Paramita-Sarkar.pdf

SWAYAM Course: Visual Communication Design for Digital Media https://onlinecourses.nptel.ac.in/noc24_ar09/preview

Visual Perception and Art: A Survey Across the Cultures https://onlinecourses.nptel.ac.in/noc24_hs91/preview

Double Major-VII
Course Title: Anthropology of Children and Childhood
Course Code: AN42003
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN42003	Anthropology of Children and Childhood	4	3 – 0 – 1

Course Objectives:

1. Understand the concept of childhood and its significance in anthropology, exploring child development and different perspectives on childhood.
2. Examine the situation of children in India, including issues like child labor, the plight of girls, and the impact of poverty and drought on street children and those living in slums.
3. Analyze the prevalence of child abuse and the influence of media on children's lives, while also understanding laws and policies that protect children's rights.
4. Investigate challenges related to children and schooling, such as overburdened school schedules and corporal punishment, and explore strategies to address them.
5. Explore children's health and sickness, considering factors that affect their well-being and access to healthcare.
6. Engage in practical exercises to apply theoretical knowledge to real-life situations, including identifying solutions to problems faced by children in India, reflecting on personal childhood experiences, and understanding the cultural and practical significance of childhood games.

Lectures **Credit- 3**

Unit I [15 Classroom Contact Hours]
Childhood, Anthropology of Childhood, Child Development,
Views of childhood, Who cares for children? How do children learn? Rites of passage.

Unit II [10 Classroom Contact Hours]
Situation of children in India, Children under difficult situations: child labour in India, female working children, plight of the girl- child in India.
Impact of poverty and drought on children: street children, growing up in slums, child domestic workers,. Child Abuse & Children and the Media: children in cyber environment.

Unit III [10 Classroom Contact Hours]
Children and the Law: Rights of the Child, National Policy for Children, UN Convention on the Right of the Child, Constitution of India - Child Rights. Children and Social Change

Unit IV [10 Classroom Contact Hours]
Children and Schooling: Overburdened school-going children, Corporal punishment: strategy to address the physical punishment and emotional abuse of children, Children in Health and Sickness.

Practical [30 Practical Contact Hours] **Credit-1**

As part of the practical, students will undertake the following exercises to enable them to connect the theories they learn with everyday life:

1. Identify a topic related to the situation of children in India and write an assignment mentioning some solutions or suggestions to address the identified issues.
2. Write a personal journal reflecting on your own childhood experiences, considering key events, influences, and emotions that shaped your upbringing.
3. Recreate a game that you played in your childhood and identify its cultural and practical significance in the growth and development of a child, reflecting on the social interactions, skills, and values it fosters.

Course Outcomes:

CO.1 Understand childhood development and learning processes, including diverse perspectives on child growth.
CO.2 Identify and analyze the socio-economic challenges faced by children in India, such as child labor and gender disparities.
CO.3 Recognize the prevalence and impact of child abuse and media influence on children, and understand legal protections for children's rights.
CO.4 Evaluate issues in schooling, such as excessive workload and disciplinary measures, and propose strategies for improvement.
CO.5 Explore factors affecting children's health and well-being, including access to healthcare services and environmental influences.

Course Outcomes - Programme Outcomes Mapping of Paper AN42003

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	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	2	3	3	3	3	2	2	1	2	2	3	1
CO5	3	3	2	3	3	2	1	1	2	1	2	3
Average	2.8	3.0	2.4	2.8	2.8	1.8	1.0	0.6	1.6	1.0	2.2	1.8

Course Outcomes – Programme Specific Outcomes Mapping of Paper AN42003

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**1**	**2**	**2**	**1**
CO2	**3**	**2**	**3**	**3**	**2**
CO3	**3**	**2**	**3**	**3**	**2**
CO4	**2**	**2**	**3**	**3**	**3**
CO5	**3**	**2**	**3**	**3**	**2**
Average	**2.8**	**1.8**	**2.8**	**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	Addresses child health, nutrition, and access to healthcare services
SDG 4	Quality Education	Focuses on schooling issues, learning processes, and educational development
SDG 5	Gender Equality	Examines gender disparities in childhood, including access to education and opportunities
SDG 8	Decent Work and Economic Growth	Addresses child labor and its socio-economic implications
SDG 10	Reduced Inequalities	Highlights inequalities affecting children, including socio-economic and regional disparities
SDG 16	Peace, Justice and Strong Institutions	Promotes child rights, legal protections, and safeguarding against abuse
SDG 17	Partnerships for the Goals	Encourages collaboration between institutions, communities, and policymakers for child welfare

Recommended Learning Resources:

1. Childhood: https://www.anthroencyclopedia.com/entry/childhood
2. Anthropology of Childhood: https://www.google.co.in/books/edition/The_Anthropology_of_Childhood/aRhdEAAAQBAJ?hl=en&gbpv=1&printsec=frontcover
3. Childhood Within Anthropology: https://www.blackwellpublishing.com/content/BPL_Images/Content_store/Sample_chapter/9781405125901/9781405125901_001.pdf
4. Notes on "The Anthropology of Childhood": https://www.lesswrong.com/posts/vwM7hnT9ysE3suwfk/notes-on-the-anthropology-of-childhood

SWAYAM Course: Children with Developmental challenges

https://onlinecourses.swayam2.ac.in/cec24_ed22/preview

Early Childhood Care and Education https://onlinecourses.swayam2.ac.in/cec24_ed17/preview

COURSE STRUCTURE
SEMESTER-VIII (Single Major)
For Students opt for Degree in Honours without Research

Codes	Course Title	Credits	L –T- P
AN40002	Anthropology of Health	4	3 – 0 – 1
AN40004	Anthropology of Museum and Cultural Resource Management	4	3 – 0 – 1
AP40032	Principles and Methods in Prehistoric Archaeology	4	3 – 0 – 1
AN40034	Business and Corporate Anthropology	4	3 – 0 – 1
AN42002	Recent Trends in Anthropology	4	3 – 0 – 1
	Total	20	

COURSE STRUCTURE
SEMESTER-VIII (Single Major)
For Students opt for Degree in Honours with Research

Codes	Course Title	Credits	L –T- P
AN40002	Anthropology of Health	4	3 – 0 – 1
AN42002	Recent Trends in Anthropology	4	3 – 0 – 1
RD40082	Research and Dissertation	12	0 – 0 – 12
	Total	20	

Grand Total (Single Major) = 162 Credits

- **UG Degree (Honours with Research):** Students securing **75% or above in the first six semesters** and opting for the research stream shall undertake a **12-credit Research and Dissertation** in the major discipline under the supervision of a faculty member. On successful completion of minimum **160 credits**, including the research and dissertation, the student shall be awarded the **UG Degree (Honours with Research)**.

- **UG Degree (Honours without Research):** Students not opting for the research shall complete **three taught major courses carrying a total of 12 credits** in lieu of the Research and Dissertation, as prescribed under the **Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)**, and on successful completion of minimum **160 credits** shall be awarded the **UG Degree (Honours without Research)**.

COURSE STRUCTURE
SEMESTER-VIII (Double Major)
For Students opt for Degree in Honours without Research

Codes	Course Title	Credits	L –T- P
AN40002	Anthropology of Health	4	3 – 0 – 1
AN40004	Anthropology of Museum and Cultural Resource Management	4	3 – 0 – 1
AP40032	Principles and Methods in Prehistoric Archaeology	4	3 – 0 – 1
AN40034	Business and Corporate Anthropology	4	3 – 0 – 1
AN42002	Recent Trends in Anthropology	4	3 – 0 – 1
AN42004	Anthropology of Inclusive Museum and Sustainable Heritage Management	4	3 – 0 – 1
	Total	24	

COURSE STRUCTURE
SEMESTER-VIII (Double Major)
For Students opt for Degree in Honours with Research

Codes	Course Title	Credits	L –T- P
AN40002	Anthropology of Health	4	3 – 0 – 1
AN42002	Recent Trends in Anthropology	4	3 – 0 – 1
AN42004	Anthropology of Inclusive Museum and Sustainable Heritage Management	4	3 – 0 – 1
RD40082	Research and Dissertation	12	0 – 0 – 12
	Total	24	

Grand Total (Double Major) = 194 Credits

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

Codes	Course Title	Credits	L –T- P
AN40002	Anthropology of Health	4	3 – 0 – 1

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 Practical 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

CO↓ / POs→	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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

CO↓ / PSOs→	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.

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

Codes	Course Title	Credits	L –T- P
AN40004	Anthropology of Museum and Cultural Resource Management	4	3 – 0 – 1

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 Practical 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

CO↓ / POs→	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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

CO↓ / PSOs→	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

Major Course-XXIII
Course Title: Principles and Methods in Prehistoric Archaeology
(Credit-4)
Course Code: AP 40032

Codes	Course Title	Credits	L –T- P
AP40032	Principles and Methods in Prehistoric Archaeology	4	3 – 0 – 1

Course Objectives: This present paper aims to introduce the students to the archaeology and different chronological division 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 Practical 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

COs↓ / POs→	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
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

COs↓ / PSOs→	**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 Ethno-archaeology. 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

Major Course-XXIV

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

Codes	Course Title	Credits	L –T- P
AN40034	Business and Corporate Anthropology	4	3 – 0 – 1

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

COs ↓ / POs →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
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

COs ↓ / PSOs →	**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

Minor Course-VIII

Course Title: Recent Trends in Anthropology
Course Code: AN42002
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN42002	Recent Trends in Anthropology	4	3 – 0 – 1

Course Objectives:
The present paper aims to provide students a clear understanding about the theoretical development of Anthropology and its Practice. Students will be able to understand the essential facts, theories, and methods of Academic Anthropology and its application as in Applied and Action Anthropology. It predicts the future of Anthropology in different aspects through its application in various sectors in NGOs, Fashion and Tourism, Visual aspects and also in Bio-Social Development of Mankind.

Theory

Unit I: [15 Classroom Contact Hours]
Recent Trends Anthropology: Academics and Practitioners: Differences, Structure, Activities, Controversies and Issues; Role of Anthropology in Development: Development Anthropology. Anthropology and Public Policy, Need Assessment and Community Development.

Unit II: [10 Classroom Contact Hours]
Anthropology of NGO's, Business and Corporate Anthropology, Environment and Community Health, Social and Economic Sustainability

Unit III: [10 Classroom Contact Hours]
Forensic Anthropology, Anthropology of Sports and Nutrition, Molecular anthropology,

Unit IV: Future Dynamics in Anthropology: [10 Classroom Contact Hours]
Trends in Anthropology: Anthropology of Tourism, Anthropology in Census; Designing and Fashion, Visual Anthropology. Cultural Resource Management.

Unit V: Practical [30 Practical Contact Hours]
1. The students will visit a NGO or corporate office or census office in Odisha and its adjoining areas and write principal observations on the same.
2. Write a project on constitutional provisions or evaluation of any development project/report.
3. Draw a scene of crime and identify the various evidences in a portrayed crime scene.
4. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Fashion / Human Rights / Ecotourism.
5. Write a project on the demographic profile from secondary data.

6. Collect data on bio-social problem and design counselling and give the analysis and interpretation.

Course Outcome

CO-1 This will help to understand the Academic Anthropology especially the Applied and Action Anthropology.

CO-2 How the discipline of Anthropology stands its role in Development in marginalised section of our country.

CO-3 This is the new subfield in Anthropology where the Anthropology students canget emphasis in new areas of research and take it as a profession.

CO-4 This will help for the application of Anthropology in Bio-Social aspects of our Society.

CO-5 Students get practical knowledge and experienced through their project report.

Course Outcomes - Programme Outcomes Mapping of Paper AN42002

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	2	2	1	–	–	1	–	2	1
CO2	3	3	2	3	3	2	1	–	1	1	3	2
CO3	2	3	2	3	2	2	1	1	2	1	3	1
CO4	3	3	2	3	3	2	1	1	2	1	3	2
CO5	3	2	3	3	3	3	2	2	2	1	3	1
Average	2.6	2.8	2.2	2.8	2.6	2.0	1.0	0.8	1.6	0.8	2.8	1.4

Course Outcomes - Programme Outcomes Mapping of Paper AN42002

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	1
CO2	3	2	3	3	2
CO3	3	2	3	2	3
CO4	3	2	3	3	3
CO5	2	3	3	2	3

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 development interventions aimed at improving conditions of marginalized communities
SDG 4	Quality Education	Enhances applied knowledge, research skills, and professional competencies
SDG 5	Gender Equality	Promotes gender-sensitive approaches in development and social interventions
SDG 8	Decent Work and Economic Growth	Encourages skill development and application of anthropology in professional fields
SDG 10	Reduced Inequalities	Addresses social exclusion, marginalization, and inclusive development
SDG 13	Climate Action	Applies anthropological knowledge to environmental sustainability and adaptation
SDG 16	Peace, Justice and Strong Institutions	Supports ethical practices, social justice, and participatory governance
SDG 17	Partnerships for the Goals	Encourages collaboration with communities, NGOs, and institutions

Recommended Learning Resources:

1. Arya A and Kapoor AK. (2012). Gender and Health Management in Afro-Indian s. Global Vision Publishing House, New Delhi.
2. Kertzer DI and Fricke T. (1997). Anthropological Demography. University of Chicago Press.
3. Basu, A. and P. Aaby (1998). The Methods and the Uses of Anthropological Demography. 329 pp. Oxford, Clarendon Press
4. Carter A. (1998). Cultural Models and Demographic Behaviour. In The Methods and the Uses of Anthropological Demography edited by Basu A and Aaby P. Oxford: Clarendon Press. pp 246-268.
5. Census of India (2001, 2011) and National Family Health Survey (2006,2010).
6. Ervic, Alxander M., (2000). Applied Anthropology: Tools and Perspectives for Contemporary Practise, Boston, MA: Allyn and Bacon.
7. Erwin A. (2004). Applied Anthropology Tools and Practice, Allyn and Bacon.
8. Gupta S and Kapoor AK. (2009). Human Rights among Indian Populations: Knowledge, Awareness and Practice. Gyan Publishing House, New Delhi.
9. Willen SS. (2012). Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations. Journal of Human Rights. 11:150–159.
10. Goodale M. (2009). Human Rights: an Anthropological Reader. Wiley Blackwell.
11. Gupta S and Kapoor AK. (2007). Human Rights, Development and Tribe. In : Genes, Environment and Health – Anthropological Prespectives. K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.
12. Margaret AG. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.
13. Halbar BG and Khan CGH. (1991). Relevance of Anthropology – The Indian Scenario. Rawat Publications, Jaipur.

14. Kapoor AK (1998). Role of NGO's in Human Development: A Domain of Anthropology. J Ind Anthrop Soc; 33:283-300.
15. Kapoor AK and Singh D. (1997). Rural Development through NGO's. Rawat Publications, Jaipur.
16. Klepinger LL (2006). Fundamentals of Forensic Anthropology. Wiley-Liss Publications
17. Kumar RK and Kapoor AK. (2009). Management of a Primitive Tribe: Role of Development Dynamics. Academic Excellence, Delhi.
18. Mehrotra N and Patnaik SM. (2008). Culture versus Coercion: The Other Side of Nirmal Gram Yojna, Economic and Political weekly. pp 25-27.
19. Mishra RC (2005). Human Rights in a Developing Society, Mittal Publications, Delhi.
20. Noaln RW. (2002). Anthropology in Practice: Building a Career outside the Academy. Publishing Lynne Reinner.
21. Patnaik SM (1996). Displacement, Rehabilitation & Social Change. Inter India Publications, New Delhi.
22. Patnaik SM (2007). Anthropology of Tourism: Insights from Nagaland. The Eastern Anthropologist. 60(3&4):455-470
23.Srivastav OS (1996). Demographic and Population Studies. Vikas Publishing House, India
24. Vidyarthi LP and BN Sahay (2001). Applied Anthropology and Development in India, National Publishing House, New Delhi.
25. Vidyarthi LP. (1990). Applied Anthropology in India – Principles, Problems and Case Studies. Kitab Mahal, U.P.
26. Vidyarthi V (1981). Tribal Development and its Administration. Concept Publishing Company, New Delhi.

Double Major –VIII
Course Title: Anthropology of Inclusive Museum and Sustainable Heritage Management
Course Code: AN42004
Credit- 4 (Lecture-3 +Tutorial-0+ Practical-1)

Codes	Course Title	Credits	L –T- P
AN42004	Anthropology of Inclusive Museum and Sustainable Heritage Management	4	3 – 0 – 1

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.

Lectures **Credit- 3**

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 The Future of Museums Post-Pandemic: [10 Classroom Contact Hours]
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 The Significance of Heritage Matters: [10 Classroom Contact Hours]
Heritage Conservation and Museum Anthropology: Rethinking Museums as Civic Spaces, Art and Ethnography Self and The Other Promoting Inclusive Museums.

Unit IV [10 Classroom Contact Hours]
Kala Bhoomi: Practical Exploration in Anthropology of Museums (Practical)

Practical [15 Classroom Contact Hours] **Credit-1**

1. Curation and presentation of cultural artefacts and crafts.
2. Learn about museum management, community engagement, and cultural heritage preservation.
3. Critically evaluate the effectiveness of museum exhibitions and interpretive strategies in conveying cultural narratives and fostering visitor engagement.
4. Reflect on personal observations and experiences from the study trip and relate them to concepts.

Course 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 Appreciation 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 AN42004

POs → / COs ↓	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
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 AN42004

PSOs → / COs ↓	**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 heritage, museum practices, and analytical skills in interpretation
SDG 5	Gender Equality	Encourages inclusive representation of gender in museum exhibits and heritage narratives
SDG 10	Reduced Inequalities	Supports representation and rights of indigenous and marginalized communities
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage, museums, and historical sites
SDG 12	Responsible Consumption and Production	Encourages responsible conservation and use of cultural resources
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical museum practices, indigenous rights, and fair representation
SDG 17	Partnerships for the Goals	Promotes collaboration among museums, communities, and institutions

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

Research Based on Major Course

Research and Dissertation
Paper Code: RD40082
(Credit-12)

Codes	Course Title	Credits	L –T- P
RD40082	Research and Dissertation	12	0 – 0 – 12

Course Description

This course provides practical training in anthropological research through 30 days of supervised fieldwork in a tribal, rural, or urban community. Students learn research design, field techniques, ethical practices, data analysis, scientific report writing, and presentation of research findings. The course develops professional skills in conducting independent anthropological research and preparing an ethnographic dissertation in accordance with NEP 2020's experiential and research-based learning approach.

Course Objectives

1. Understand the principles and ethics of anthropological fieldwork.
2. Apply qualitative and quantitative methods of data collection.
3. Develop skills in participant observation, interviews, case studies, genealogies, and household surveys.
4. Analyze and interpret anthropological data using appropriate methods.
5. Prepare a scientific dissertation based on original field research.
6. Develop academic writing, presentation, and communication skills.

Course Contents

Module	Title	Credits	Marks
I	Research Design and Field Preparation	4	100
II	Fieldwork, Data Collection and Data Analysis	4	100
III	Dissertation Writing, Seminar Presentation and Viva Voce	4	100
Total		**12 Credits**	**300**

Module I: Research Design and Field Preparation (4 Credits)

- Nature and significance of anthropological field research
- Identification and selection of research problem
- Review of literature and identification of research gaps
- Formulation of research objectives and research questions
- Research design and preparation of research proposal
- Selection of study area and respondents
- Sampling design and fieldwork planning
- Research ethics, informed consent, confidentiality, and community engagement
- Preparation of research tools and fieldwork schedule

Module II: Fieldwork, Data Collection and Data Analysis (4 Credits)

- Thirty-day supervised fieldwork in a tribal, rural, or urban community
- Rapport establishment and community entry
- Participant and non-participant observation
- Interview, questionnaire, and schedule
- Case study and life history
- Genealogical method and household census
- Social and resource mapping
- Focus group discussion and key informant interview
- Maintenance of field diary and field notes
- Editing, coding, classification, tabulation, and interpretation of qualitative and quantitative data

Module III: Dissertation Writing, Seminar Presentation and Viva Voce (4 Credits)

- Organization and structure of an anthropological dissertation
- Scientific writing and presentation of research findings
- Preparation of tables, charts, figures, maps, and photographs
- Citation, referencing, bibliography, and plagiarism awareness
- Interpretation, discussion, conclusion, and recommendations
- Submission of dissertation
- Seminar presentation of research findings
- Viva voce based on fieldwork, dissertation, and anthropological concepts

Module	Title	Assessment Components	Marks
I	**Research Design and Field Preparation**	1. Research problem (15) 2. Literature review (20) 3. Research objectives & design (20) 4. Research proposal & fieldwork plan (20) 5. Research ethics & research tools (25)	**100**
II	**Fieldwork, Data Collection and Data Analysis**	1. Fieldwork performance (20) 2. Field diary & field notes (20) 3. Field techniques and Data collection (30) 4. Data processing, analysis & interpretation (30)	**100**
III	**Dissertation Writing, Seminar Presentation and Viva Voce**	1. Dissertation (60) 2. Seminar presentation (20) 3. Viva voce (20)	**100**
Total	**12 Credits**		**300**

Course Learning Outcomes:

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

CO 1: Demonstrate an understanding of the principles, methods, and ethics of anthropological research, including research design, problem formulation, literature review, and sampling techniques.

CO 2: Apply anthropological fieldwork methods and tools, such as participant observation, interviews, questionnaires, case studies, genealogies, household census, and social mapping, to collect reliable primary data in community settings.

CO 3: Analyze, interpret, and present qualitative and quantitative field data using appropriate techniques, and relate the findings to anthropological concepts and contemporary social and biological issues.

CO 4: Prepare and maintain systematic field records, including field diaries, field notes, documentation, tables, maps, figures, and other research materials in accordance with accepted academic and ethical standards.

CO 5: Produce a scientifically structured anthropological dissertation, effectively communicate research findings through seminar presentations and viva voce, and demonstrate competency in academic writing, referencing, and dissemination of research outcomes.

Course Outcomes - Programme Outcomes Mapping of Paper AN40082

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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 AN40082

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2
CO2	3	3	3	2	3
CO3	3	2	3	3	2
CO4	2	2	3	2	3
CO5	2	2	3	2	3
Average	2.6	2.4	3.0	2.2	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	Enhances research skills, academic writing, data analysis, and knowledge production
SDG 5	Gender Equality	Promotes gender-sensitive research design and inclusive representation
SDG 9	Industry, Innovation and Infrastructure	Encourages use of research tools, data analysis techniques, and innovation in methodology
SDG 10	Reduced Inequalities	Supports inclusive research practices addressing marginalized communities
SDG 12	Responsible Consumption and Production	Emphasizes ethical use of data, responsible documentation, and academic integrity
SDG 16	Peace, Justice and Strong Institutions	Highlights transparency, ethics, accountability, and integrity in research practices
SDG 17	Partnerships for the Goals	Encourages collaboration in research with communities, institutions, and stakeholders

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

SWAYAM Course: Research Methodology (https://onlinecourses.swayam2.ac.in/nou24_cm17/preview)

Research Methodology and Statistical Analysis
https://onlinecourses.swayam2.ac.in/nou24_cm06/preview

Research Methodology https://onlinecourses.swayam2.ac.in/cec24_ge02/preview

Research Methodology https://onlinecourses.nptel.ac.in/noc24_ge21/preview

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