

**DEPARTMENT OF ANTHROPOLOGY
H.N.B. GARHWAL UNIVERSITY
SRINAGAR (GARHWAL)**

P.G. (M.Sc./M.A. 2 Year 2026-27) First Year

I Semester

Semester	Course Code	Credits	Name of the Course	Remarks
I	PG-DSC-01T PG-DSC-01P	3+2	Biological Anthropology (Theory+Practical)	Core Course – Major
	PG-DSC-02	5	Social-cultural Anthropology	Core Course – Major
	PG-DSC-03T PG-DSC-03P	3+2	Archaeological Anthropology (Theory+Practical)	Core Course – Major
	PG-SEC-01T PG-SEC-01P	3+2	Visual Anthropology (Theory+Practical)	Skill Enhancement Course – Major
	PG-DSE-01	4	Human Population Genetics	Core Course – Elective
	PG-DSE-02	4	Tribal Cultures of India	Core Course – Elective
	PG-MDE-01	4	Human Population Genetics	MD/ID – Elective
	PG-MDE-02	4	Tribal Cultures of India	MD/ID – Elective
	TOTAL	24		

II Semester

Semester	Course Code	Credits	Name of the Course	Remarks
II	PG-DSC-04T PG-DSC-04P	3+2	Prehistoric Archaeology (Theory+Practical)	Core Course – Major
	PG-DSC-05T PG-DSC-05P	3+2	Human Biological Variation (Theory+Practical)	Core Course – Major
	PG-DSC-06	5	Research Methodology	Core Course – Major
	PG-SEC-02T PG-SEC-02P	4+1	Communication Anthropology	Skill Enhancement Course – Major
	PG-DSE-03T PG-DSE-03P	3+1	Demographic Anthropology (Theory+Practical)	Core Course – Elective
	PG-DSE-04T PG-DSE-04P	3+1	Ecological Anthropology (Theory+Practical)	Core Course – Elective
	PG-MDE-03T PG-MDE-03P	3+1	Demographic Anthropology (Theory+Practical)	MD/ID – Elective
	PG-MDE-04T PG-MDE-04P	3+1	Ecological Anthropology (Theory+Practical)	MD/ID – Elective
	TOTAL	24		

P.G. (M.Sc./M.A. 2 Year) Second Year

III Semester

Group	Course Code	Credits	Name of the Course	Remarks
Group A	PG-DSC-07T PG-DSC-07P	3+2	Paleoanthropology (Theory+Practical)	Core Course – Major
	PG-DSC-08T PG-DSC-08P	3+2	Human Evolution (Theory+Practical)	Core Course – Major
	PG-DSC-09T PG-DSC-09P	3+2	Human Cytogenetics (Theory+Practical)	Core Course – Major
	PG-DSC-10	5	Neuroanthropology	Core Course – Major
	PG-DSE-05	4	Primate Behavior	Core Course – Elective
	PG-DSE-06T PG-DSE-06P	3+1	Sensory Ethnography (Theory+Practical)	Core Course – Elective
	PG-MDE-05	4	Primate Behavior	MD/ID – Elective
	PG-MDE-06T PG-MDE-06P	3+1	Sensory Ethnography (Theory+Practical)	MD/ID – Elective
Group B	PG-DSC-11	5	Anthropological Theories-I	Core Course – Major
	PG-DSC-12	5	Tribal India	Core Course – Major
	PG-DSC-13	5	Material Culture and Computer Application	Core Course – Major
	PG-DSC-14	5	Business and Corporate Anthropology	Core Course – Major
	PG-DSE-07	4	Anthropology of Rehabilitation and Resettlement	Core Course – Elective
	PG-DSE-06T PG-DSE-06P	3+1	Sensory Ethnography (Theory+Practical)	Core Course – Elective
	PG-MDE-07	4	Anthropology of Rehabilitation and Resettlement	MD/ID – Elective
	PG-MDE-06T PG-MDE-06P	3+1	Sensory Ethnography (Theory+Practical)	MD/ID – Elective
	TOTAL	24		

IV Semester

Group	Course Code	Credits	Name of the Course	Remarks
Group A	PG-DSC-15T PG-DSC-15P	3+2	Human Growth, Development and Nutrition (Theory+Practical)	Core Course – Major
	PG-DSC-16T PG-DSC-16P	3+2	Medical Anthropology (Theory+Practical)	Core Course – Major
	PG-DSC-17T PG-DSC-17P	3+2	Forensic Anthropology (Theory+Practical)	Core Course – Major
	PG-DSC-18	5	Dissertation	Core Course – Major
	PG-DSE-08	4	Human Paleopathology	Core Course – Elective
	PG-DSE-09	4	Anthropology of Consciousness	Core Course – Elective
	PG-MDE-08	4	Human Paleopathology	MD/ID – Elective
	PG-MDE-09	4	Anthropology of Consciousness	MD/ID – Elective
Group B	PG-DSC-19	5	Anthropological Theories-II	Core Course – Major
	PG-DSC-16T PG-DSC-16P	3+2	Medical Anthropology (Theory+Practical)	Core Course – Major
	PG-DSC-20	3+2	Anthropology and Education	Core Course – Major
	PG-DSC-18	5	Dissertation	Core Course – Major
	PG-DSE-10	4	Applied Anthropology	Core Course – Elective
	PG-DSE-09	4	Anthropology of Consciousness	Core Course – Elective
	PG-MDE-10	4	Applied Anthropology	MD/ID – Elective
	PG-MDE-11	4	Development Anthropology	MD/ID – Elective
	TOTAL	24		

P.G. (M.Sc./M.A.) First Year (I Semester)

PG-DSC-01T: Biological Anthropology [3 Credits (45 Hours)]

Unit I: Biological/Physical Anthropology: Meaning and Scope. Difference in the Approaches of Modern and Traditional Biological Anthropology with Emphasis on Human Evolution. The Rise of Evolutionary Biology: Meaning of Evolution, A Short History of Evolutionary Biology: Evolution before Darwin, Charles Darwinian and Natural Selection, The Modern Synthesis.

Unit II: Mechanism (forces) of Evolution: Natural Selection, Genetic Drift, Gene Flow, Mutation, Non-random Mating; Evidence of Evolution: Fossil Record, Comparative Anatomy, Embryology, Biogeography, Molecular Biology.

Unit III: Processes of Evolution: Speciation, Adaptation, Convergent Evolution, Divergent Evolution, Coevolution; Levels of Evolutionary Study: Microevolution, Macroevolution, Developmental Biology, Population Genetics, Phylogenetics

Learning Outcomes

1. After studying the course students will be able to differentiate between old and new physical anthropology and the concept of biological anthropology applied in new physical anthropology.
2. Students will learn the historical development of anthropological thoughts from beginning to modern times.
3. Students will get complete understanding of evolution applied in modern biology, its mechanism, process, evidences and levels of evolutionary study.

PG-DSC-01P: Biological Anthropology (Practical) [2 Credits (30 Hours)]

Somatometry: Somatometric measurement of head, measurements of body height, breadth and girth, measurements of limbs

Somatoscopy: Somatoscopic observations of human bodies.

Craniometry: Craniometric measurements of human skull.

Osteology: Osteological description of human skeleton.

Learning Outcomes

1. From the practical component, students will learn the measurement techniques used in physical anthropology.
2. They will be able to measure different physical dimensions of a person. Also, they will learn physical differences by observing somatoscopic features of human body.

Suggested Readings

- Mark Ridley. Evolution. Blackwell Publishing.
- Greg Downey. Becoming Human: How Evolution Made Us, Enculture Press
- Craig Stanford, John S. Allen, Susan C. Anton. Exploring Biological Anthropology: The Essentials. Pearson.
- Robert Jurmain, Lynn Kilgore, Wenda Trevathan, Eric J. Bartelink. Essentials of Physical Anthropology. Cengage Learning.
- Roger Lewin. Human Evolution: An Illustrated Introduction. Blackwell Publishing.
- Carol R. Ember, Melvin Ember and Jean Stein. Anthropology. Pearson
- Philippe Huneman and Denis M. Walsh. Challenging the Modern Synthesis: Adaptation, Development and Inheritance, Oxford University Press.

PG-DSC-02: Social-cultural Anthropology
[5 Credits (75 Hours)]

Unit I: Meaning of social and cultural anthropology; nature of the domain of social and cultural anthropology; Relationship of social-cultural anthropology with history, economics, psychology, linguistic, political science & sociology.

Unit II: Define & distinguish: Material & Non-material Culture, Ethnocentrism & Cultural Relativism, Etic and Emic Perspectives; Social Change: meaning, factors of social change, theories of social change.

Unit III: Approaches to the study of Indian society, culture and civilization: Indological, Anthropological and Historical; Indian Caste System; Social Groups-primary, secondary and tertiary; Communities-rural and urban.

Unit IV: Social Organization of Jaunsaris/Tharus/Bhotias/Buxsas/Rajis (One from the tribes of Uttarakhand).

Learning Outcomes

1. The students will learn about the meaning, nature and domain of Social-Cultural Anthropology and its relationship with other disciplines.
2. They will learn about concepts of material and non-material culture, different factors of social changes.
3. They will learn about different approaches to study the Indian society, culture, and civilization.
4. They will also learn about the concept of culture, Indian Caste system and its different attributes and characteristics.
5. They will understand the social organization of tribes of Uttarakhand.

Suggested Readings

- Barnard, A. 2000. *History and Theory in Anthropology*. Cambridge: Cambridge University.
- McGee R.J. and Warms R.L. 1996. *Anthropological Theories: An Introductory History*.
- Upadhyay, V.S & Gaya Pandey. 1993. *History of Anthropological Thought*. New Delhi: Concept Pub Co.
- Harris, Marvin. 1968. *The Rise of Anthropological Theory: A History of Theories of Culture*. London: Routledge and Kegan Paul.
- Moore M. and Sanders T. 2006. *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing.
- Applebaum H.A. 1987. *Perspectives in Cultural Anthropology*. Albany: State University of New York.
- Sarana, Gopala. 2008. *Explorations in Method and Theory in Anthropology*. Rawat Publications. Jaipur.
- Bayly, S. 2001. *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: University Press.
- Beteille, A. 1991. *Society and Politics in India*. Delhi: Oxford University Press.
- Bose, N.K. 1961. *The Structure of Hindu Society*. Delhi: Orient Longman.
- Cohn, B. 1971. *India: The Social Anthropology of a Civilization*. London: Prentice-Hall.
- Dash, C. 2006. *Social Ecology and Demographic Structure of Bhotias: Narratives and Discourses*. New Delhi: Concept Publishing Company.
- Dharmshaktu, H. 2018. *Dev-Bhoomi: Where I Belong*. India: Notionpress.com.
- Dube S.C. 1992. *Indian Society*. National Book Trust, India: New Delhi.
- Dumont, L. 1976. *Homo Hierarchicus*. Delhi: Vikas Publishing House.
- Evans-Pritchard, E.E. 1940. *Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Pantianos Classics.
- Gupta, Dipankar (ed): *Social Stratification*. Delhi: Oxford University Press.
- Hasan, Amir. 1979. *The Buxas of the Tarai*. Delhi: B.R. Publishing Corporation.
- Inden, R. 1980. *Imagining India*. Oxford: Basil Blackwell.
- Kalla AK. 1994. *Ethnology of India*. Munshiram Manoharlal Publishers. New Delhi.
- Karve, Irawati. 1961. *Hindu Society: An Interpretation*. Poona: Deccan College.
- Mandelbaum, D.G., 1970. *Society in India: Changes and Continuities*. Bombay: Popular Prakashan.
- Mandelbaum, D. G. 1972. *Society in India*, 2 Vols. Bombay: Popular Prakashan.
- Majumdar, D.N. 1960. *Himalayan Polyandry-structure, functioning and culture change-a field-study of Jaunsar-Bawar*. Delhi: Asis Publishing House.
- Nicholas D. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton Un Press.

- Shah, G. (ed). 2004. *Caste and Democratic Politics in India*. Delhi: Orient Blackswan.
- Srinivas, M.N. 2002. *Collected Essays: M.N. Srinivas*. Delhi: Oxford University Press.
- Xaxa, V. 2008. *State, Society and Tribes: Issues in Post-colonial India*. Delhi: Pearson Longman.
- Srivastava, S.K. 2011. *The Tharus- A Study in Culture Dynamics*. Kala Prakashan.

PG-DSC-03T: Archaeological Anthropology
[3 Credits (45 Hours)]

Unit-I: Introduction to archaeological anthropology. Definition, Scope and relationship with other allied branches.

Unit-II: Dating methods: Principles of Archaeology-Stratigraphy, Typology and Technology, Associated finds and State of Preservation.

Unit-III: Geological Time-Scale, Archaeological Sites, Relative and Chronometric dating. Tool typology and salient features of Lower, Middle and Upper Palaeolithic culture. Neolithic Culture of India.

Learning Outcomes

1. The students will learn about archaeological anthropology and its relationship with other branches of anthropology and other related disciplines.
2. Students shall get a basic understanding of the nature of the archaeological record and the role of archaeology in understanding cultural development.
3. Get an overview of the changing environments of the Quaternary and its impact on humans.
4. They will also learn about geological timescale and cultural expressions of each epoch.
5. Students shall be familiarized with the basic framework of European and Indian Palaeolithic, Mesolithic, Neolithic Culture.

Suggested Readings

- Allchin, B and R. Allchin. 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: SBS.
- Bhattacharya D.K. 1972. *Prehistoric Archaeology*. New Delhi: Hindustan Publishing Corporation.
- Bhattacharya D.K. 1979. *Old Stone Age Tools and Techniques*. Calcutta: K.P. Bagchi Company.
- Bhattacharya, D. K. 2017. *An Outline of Indian Prehistory*. New Delhi: Palaka Prakashan.
- Burkitt, M. C. 1985. *The Old Stone Age: A Study of Palaeolithic Times*. New Delhi: Rupa & Co.
- Karir, B. S. 1985: *Geomorphology and Stone Age Culture of North West India*, Sandeep Prakashan, Delhi.
- Champion et al. 1984. *Prehistoric Europe*. New York: Academic Press.
- Gaur, R. 1987. *Environment and Ecology of Early Man in Northwest India*. Delhi: Renaissance Publishers.
- Rajan, K. 2002. *Archaeology: Principles and Methods*. Thanjavur: Pathippakam
- Rami Reddy, V. 2014. *Elements of Prehistory*. Tirupati: V. Indira.
- Sankalia, H. D. 1964. *Stone Age Tools: Their Techniques, Names and Probable functions*. Poona: Deccan College.
- Agrawal, D.P. 1982. *The Archaeology of India*. New Delhi: Select Books Syndicate.

PG-DSC-03P: Archaeological Anthropology (Practical)
[2 Credits (30 Hours)]

1. Identification and techniques of Stone Age technology.
2. Instruments used in excavation.
3. Study and understanding of tool types of: Lower Palaeolithic Culture, Middle Palaeolithic Culture, Upper Palaeolithic Culture, Mesolithic Culture, Neolithic Culture

Note: Students will be taken for an archaeological fieldwork/Museum visit for better understanding of stone tools.

Learning Outcomes

1. The students will learn about archaeological anthropology and its relationship with other branches of anthropology and other related disciplines.

2. Students shall get a basic understanding of the nature of the archaeological record and the role of archaeology in understanding cultural development.

PG-SEC-01T: Visual Anthropology
[3 Credits (45 Hours)]

Unit I: Introduction to Visual Anthropology; Visual Anthropology as a subfield of social/cultural anthropology, Emergence in relation to photography, film and the “visual turn” in social sciences. Two overlapping streams: a) production and analysis of ethnographic photography/film; b) analysis of visual systems (body, dress, housing, ritual objects, mass media), Foundational theorists, Key concepts. Pre-cinematic and early photographic uses in scientific and anthropometric projects. Early ethnographic photography and colonial visual regimes (exhibiting “Others,” salvage ethnography, spectacle). Development of ethnographic film: from naïve realism to observational cinema, cinema vérité, direct cinema.

Unit II: Social theories of communication and ethnographic semiotics; images as “texts” or “writing.” Reflexivity, subjectivity and the “ethnographer’s gaze.” Politics and poetics of representation; questions of voice, authorship, audience. Photography as ethnographic observation and documentation: fieldnote-photo integration. Photographic analysis: images as data; found images; archives; everyday photography. Photo-elicitation interviews, ethno-photo essays, participatory photo diaries. Ethics of photographing in the field: consent, anonymity, ownership, circulation.

Unit III: Ethnographic film as sensory experience; soundscapes, embodiment, and the senses. Modes of ethnographic film: observational cinema, cinema vérité, participatory video, essay film, experimental approaches. Technical basics: framing, sequencing, shooting for edit, sync vs wild sound (without becoming a film school). Ethical issues in filming: intervention, staging, collaborative editing, circulation and reception.

Learning Outcomes

Students will be able to:

1. Summarise the historical emergence and key definitions of visual anthropology. Distinguish between different streams (film-focused vs broader visual culture focus).
2. Situate key historical moments and figures in visual anthropology. Critically read colonial and early ethnographic images as historically situated practices.
3. Apply semiotic and communication theories to visual materials. Critically discuss who represents whom, for what audiences, and with what consequences.

PG-SEC-01P: Visual Anthropology (Practical)
[2 Credits (30 Hours)]

Unit I: Introduction to visual fieldwork: observation, note-taking, image-making as part of ethnography. Practical sessions in: Basic still photography for ethnography (exposure, composition, consent). Short video exercises (one-shot scenes, observational sequences). Sound recording and simple soundscapes. Exercises in photo diaries, visual mapping, and walking as method.

Unit II: Project planning: choosing a theme, defining research questions, negotiating access and consent, deciding the visual form (film, photo essay, digital story, or micro-exhibition). Fieldwork: 3–5 weeks of regular visits, visual data collection, and fieldnotes. Production: For film: basic shooting, logging, and simple editing into a 8–12 minute ethnographic short. For photography: 15–20 image sequence with captions and thematic sections, designed as a photo-essay or small exhibition. For mixed media: combination of images, sound, text in a digital story or online exhibit.

Learning Outcomes

Students will be able to:

1. Design simple visual methods (photo-elicitation, photo diaries, image analysis) for fieldwork. Evaluate photographs as both cultural artefacts and methodological tools.
2. Critically view ethnographic and documentary films, recognising different modes and their implications. Understand how filmic techniques shape ethnographic knowledge and audiences’ experience.

Suggested Readings

- Paul Hockings, Principles of Visual Anthropology (2011).
- Marcus Banks, Visual Methods in Social Research (2020).
- Sarah Pink, Doing Visual Ethnography (2nd ed., 2013).
- Fadwa El Guindi, Visual Anthropology: Essential Methods and Theory (2004).
- Gillian Rose, Visual Methodologies (6th ed., 2016).
- Chio, J. "Visual Anthropology" in Cambridge Encyclopedia of Anthropology (2021)
- Review articles in Visual Anthropology Review (Society for Visual Anthropology journal) cover trends (e.g. Barker 2024 special issue).
- Bernard, H., & Gravlee, Handbook of Methods in Cultural Anthropology, ch. 41 ("Visual Anthropology").
- Others: Films and culture analyses, digital media anthropology (e.g. Varis & Wang 2022 on digital storytelling).
- Harper, D. (2001). Visual methods in the Social Sciences. In Elsevier eBooks (pp. 16266–16269). <https://doi.org/10.1016/b0-08-043076-7/00725-7>

PG-DSE-01/PG-MDE-01: Human Population Genetics [4 Credits (60 Hours)]

Unit I: Mendelian population, concept of Hardy-Weinberg equilibrium, testing equilibrium and measuring departure from it, application of H-W law in human population genetics, measures of genetic diversity and tool used for phylogenetic analysis.

Unit II: Genetic polymorphism: basic concept of transient and balanced polymorphism, natural selection, Darwinian fitness, selection relaxation, selection leading to change in gene frequency, and selection leading to change in genetic equilibrium.

Unit III: Models explaining the maintenance of genetic polymorphism (relationship between sickle cell and malaria, other polymorphism and adaptation to malaria, X-linked polymorphism, selection due to infectious diseases and its association with blood groups and other polymorphism).

Unit IV: Haemoglobin polymorphism, thalassaemia and abnormalities of polypeptide chains, genetic isolates: formation and disintegration, mutation rate, dynamics of genetic drift, mutation, selection and gene flow/ migration, consanguinity and inbreeding (definitions and concept), genetic consequences of inbreeding in human population, inbreeding coefficient and genetic load, magnitude of consanguineous marriages in India and the world.

Learning Outcomes

1. The students will learn about what constitutes a Mendelian population.
2. They will learn about genetic polymorphism and how it is explained by various theories.
3. They will also learn about genetic abnormalities in populations and the reasons thereof.
4. From the practical component they will learn about identification and interpretation of genetic markers on the basis of traditional anthropological methods.

Suggested Readings

- Boorman, K.E. and B.E. Dodd. 1961. Introduction to Blood Group Serology-Theory Techniques, Practical Applications. Little Brown.
- Cavalli-Sforza and Bodmer. 1976. The Genetics of Human Population. San Francisco: Freeman.
- Hartl, Daniel & A.G. Clark, 1997. Principles of Population Genetics. Sinauer Associates, Inc.
- Hartl, Daniel. 1999. A Primer of Population Genetics. Sinauer Associates, Inc.
- Pierce, Benjamin. 2003. Genetics: A Conceptual Approach. W. H. Freeman & Company.
- Race, R.R. and R. Sanger. 1975. Blood groups of Man. Oxford: Blackwell Scientific Publications.
- Snustad, Peter and M.J. Simmons. 2006. Principles of Genetics. John Wiley and Sons.

PG-DSE-02/PG-MDE-02: Tribal Cultures of India
[4 Credits (60 Hours)]

Unit I: Concepts of tribe and debates centering around the various concepts of tribe, general and specific characteristics of tribes, tribes in India: antiquity, historical, academic, administrative and anthropological importance, de-notified tribes.

Unit II: Tribe-caste continuum, constitutional safeguard/provisions, regional and linguistic distribution of tribes in India.

Unit III: Classification of tribes based on their economy, occupation and religion, racial elements among the tribes, scheduled and non-scheduled categories of tribes.

Unit IV: Forest policies and tribes, migration and occupational shift, tribal arts and aesthetics, displacement, rehabilitation and social change, globalization among Indian tribes.

Learning Outcomes

1. The students will learn about various concepts of tribes and the importance of studying them.
2. They will learn about the difficulties of differentiating between tribe and caste in India.
3. They will learn about different constitutional provisions and safeguards for tribe in India.
4. They will learn about classification of tribes based on religion, economy, occupation, race, linguistic etc.
5. They will also learn about the forest policies, migration, arts, problem of displacement and rehabilitation among tribes.

Suggested Readings

- Behera, D.K. and Georg Pfeffer. *Contemporary Society Tribal Studies*, Volume I to VII. New Delhi: Concept Publishing Company.
- Georg Pfeffer. *Hunters, Tribes and Peasant: Cultural Crisis and Comparison*. Bhubaneswar: Niswas.
- Vidyarthi, L.P. and B.K. Rai. *Applied Anthropology in India*.
- Vidyarthi, L.P. and B.N. Sahay. *Applied Anthropology and Development in India*. New Delhi: National Publishing House.

PG (M.Sc./M.A.) First Year (II Semester)

PG-DSC-04T: Prehistoric Archaeology [3 Credits (45 Hours)]

Unit I: Prehistoric Archaeology: meaning and scope of prehistoric archaeology. Geological time scale, Dating methods- Relative and Chronometric dating. Principles of Archaeology, Typology and Technology, Associated finds and State of Preservation. Various Archaeological sites.

Unit II: Tool typology of Lower Palaeolithic, Middle Palaeolithic, Upper Palaeolithic culture and archaeological sites of India.

Unit III: Cave art and paintings. Identification of techniques used by prehistoric people. Salient features of Neolithic culture. Indus Valley Civilization sites in India.

Learning Outcomes

1. The students will learn about the meaning of prehistory, outline the difference between prehistory, protohistory and history.
2. The students will learn about various dating methods in the field of prehistoric archaeology.
3. The students will learn various archaeological sites and Cave art.
4. The students will also learn about various techniques for manufacture of tools in different cultural phases.

Suggested Readings

- Bhattacharya D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
- Bhattacharya, D.K.1997. Prehistoric Archaeology. Hindustan Publishing Corporation (India), Delhi.
- Bhattacharya, D.K.2017. An Outline of Indian Prehistory. New Delhi: Palaka Prakashan
- Sankalia, H.D. 1982. Stone Age Tools: Their techniques, Names and Probable Functions. Poona: Deccan College.
- Burkitt, M. C. 1985. The Old Stone Age: A Study of Palaeolithic Times. New Delhi: Rupa & Co.
- Karir, B. S. 1985: Geomorphology and Stone Age Culture of North West India, Sandeep Parkashan, Delhi.
- Champion et al. 1984. Prehistoric Europe. New York: Academic Press.
- Rajan, K. 2002. Archaeology: Principles and Methods. Thanjavur: Pathippakam
- Rami Reddy, V. 2014. Elements of Prehistory. Tirupati: V. Indira.
- Sankalia, H. D. 1964. Stone Age Tools: Their Techniques, Names and Probable functions. Poona: Deccan College.
- Agrawal, D.P. 1982. The Archaeology of India. New Delhi: Select Book

PG-DSC-04P: Prehistoric Archaeology (Practical) [2 Credits (30 Hours)]

1. Identification and techniques of Stone Age technology.
2. Study and understanding of tool types of: Lower Palaeolithic Culture, Middle Palaeolithic Culture, Upper Palaeolithic Culture, Mesolithic Culture, Neolithic Culture, Art Objects, Bone Tools and Artefacts

Note: Students will be taken for an archaeological fieldwork/Museum visit for better understanding of stone tools.

Learning Outcomes

1. The students will learn about archaeological anthropology and its relationship with other branches of anthropology and other related disciplines.
2. Students shall get a basic understanding of the nature of the archaeological record and the role of archaeology in understanding cultural development.

Suggested Readings

- Bhattacharya, D.K.1997. Prehistoric Archaeology. Hindustan Publishing Corporation (India), Delhi.

- Sankalia, H.D. 1982. Stone Age Tools: Their techniques, Names and Probable Functions. Poona: Deccan College.
- Bhattacharya, D.K. 1979. Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis. Calcutta: K. P. Bagchi and Company.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Karir, B. S. 1985. Geomorphology and Stone Age Culture of North West India, Sandeep Prakashan, Delhi.
- Debenath, A and H.L.Dibble. 1993. Handbook of Palaeolithic Typology. Philadelphia: University of Pennsylvania Press.
- Oakley, K.P. 1972. Man the Tool Maker. London. Trustees of the British Museum Natural History.

PG-DSC-05T: Human Biological Variation
[3 Credits (45 Hours)]

Unit I: Historical Views of Human Variation, The Concept of Race, Race and Racism in Twentieth Century, Changing Attitudes towards Race in Anthropology.

Unit II: Concept of Genetic Variation, Causes of Genetic Variation between and within Human Populations with Special Reference to the Role of Mutation, Selection, Genetic Drift, Isolation and Gene Flow.

Unit III: Adaptive Biology of Human Variation: Population Genetics and Polymorphism in Human Variation; Stress, Homeostasis and Levels of Adaptability; The Adaptive Biology of Human Variation – To Thermal Stress - Heat & Cold, High Altitude.

Learning Outcomes

1. The students will learn historical views on the concept of race and human variation.
2. They will learn the genetic basis of variation.
3. Students will learn about the population genetics.

PG-DSC-05P: Human Biological Variation (Practical)
[2 Credits (30 Hours)]

A field study on biological variation.

Learning Outcomes

1. Students will learn the genetic basis of biological variations that appear in phenotypes of humans.

Suggested Readings

- Schutkowski, H. Berlin. Human ecology: Biocultural adaptation in human communities. Springer Verlag.
- Berry, J.B. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976). New York: John Wiley.
- G.A. Row. Studies in Human Ecology. (1961) Theodorson, Peterson & Company Elmsford, New York.
- Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress. Human ecology: Problems and Solutions. W.H. Freeman & Company, San Francisco.

PG-DSC-06: Research Methodology
[5 Credits (75 Hours)]

Unit I: Nature of Social Science; Relationship of Social Sciences with Natural/Physical and Humanities; Problem of Subjectivity, Objectivity and Reflexivity in Anthropological Research; Research Ethics.

Unit II: Field Work Tradition in Anthropology; Approaches: Emic-Etic, Macro-Micro Methods: Ethnography, Comparative Method, Participant Observation, Genealogical Method, Case Study and Survey. Doing ethnographic Fieldwork: Fieldwork Identity; Rapport and Relations; Representation and Emotions; Ethical issues; Reflexivity and Ethnographic Writing.

Unit III: Research Design: Review of Literature, Statement of the Research Problem; Objectives, Hypotheses, Research Questions, Conceptual Model, Types of Research Design.

Unit IV: Techniques of Data Collection: (a) Primary Sources: Observation, Interview, Key Informants, Schedule and Questionnaire, Life History, Focus Group Discussion, Scaling Techniques, (b) Secondary Sources: Census, National Sample Survey, Documents and Records, Maps, National and International Reports (UNDP, World Bank, UNICEF, etc.); Archaeological Methods – Exploration, Excavation and Documentation.

Unit V: Statistical Methods and Research Report: Sampling, Classification and Tabulation of Data, Variables, Measures of Central Tendency and Dispersion; Hypothesis Testing Statistics: t-Test and χ^2 Test; Different Types of Reports. Preparation of Anthropological Research Report.

Learning Outcomes:

1. Students will learn Understand the foundational concepts of research design, including formulation of research problems, questions, strategies, and data handling methods.
2. Students will gain familiarity with anthropological fieldwork traditions and methodological approaches including ethnography, participant observation, and comparative methods.
3. They will learn develop the ability to construct a comprehensive research design, including literature review, problem statement, objectives, hypotheses, and conceptual framework.
4. Students will acquire proficiency in diverse techniques of data collection from both primary and secondary sources, including archaeological methods.
5. Apply statistical tools for data analysis and develop skills in writing structured anthropological research reports.
6. Engage critically with the practice of ethnographic fieldwork, focusing on identity, ethics, reflexivity, and representation.

Suggested Readings

- H. Russell Bernard, Research Methods in Anthropology: Qualitative and Quantitative Approach, Altamira Press, 2006.
- H. Russell Bernard, Handbook of Methods in Cultural Anthropology, Altamira Press, 1998, 2nd ed. 2014.
- Michael Crotty, The Foundations of Social Research: Meaning and Perspective in Social Process, Allen & Unwin, 1st ed 1998.
- Norman Blaikie, Approaches to Social Enquiry, Polity Press, 1st ed 1993, 2007.
- Norman Blaikie, Designing Social Research: The Logic of Anticipation, Polity, 1st ed. 2000, 2nd ed. 2010, 2019.
- Norman Blaikie, Analyzing Quantitative Data: From Description to Explanation, 2003, Sage
- Norman Blaikie, Social Research: Paradigms in Action, Polity, 2017.
- David Baronov, Conceptual Foundations of Social Research Methods, Paradigm Publishers, 2004
- C.R. Kothari, Research Methodology: Methods and Techniques, New Age, 2nd ed. 2004
- W. Lawrence Neuman, Social Research Methods, Qualitative and Quantitative Approach, Pearson, 2nd ed. 2014
- Bernard, H. R. 1988. Research Methods in Cultural Anthropology. London: Sage Publications.
- Cohen, L. 1963. Statistical Methods of Social Scientists: An Introduction. New Delhi: Prentice - Hall of India (p) Ltd.
- Danda, A. Research Methodology in Anthropology. Inter-India New Delhi
- Goode, J. and Hatt, P. K. 1962. Methods in Social Research, New York: Mc Graw Hill Book Company.
- Kothari, C. R. 1997. Research Methods: Methods and Techniques. Delhi: Wishwa Prakashan.
- Madge, J. 1952. Tools of Social Science. New York: Free Press of Glencoe.
- Royal Anthropological Institute. 1967. Notes and Queries on Anthropology. London: Routledge and began Paul.
- Sundar Rao, P. S. S. and Richard, J. 1996. An Introduction to Biostatistics. New Delhi: Prentice-Hall of India.
- Thomas, D. H. 1976. Figuring Anthropology: First Principles of Probability and Statistics. New York: Holt, Rinehart and Winston.
- Werner, O. and Schoepfle. G. M. 1987. Systematic Field Work (Vo1.1) Foundations of Ethnography and Interviewing. Newbury Park: C.A. Sage Publications.

PG-SEC-02T: Communication Anthropology
[4 Credits (60 Hours)]

Unit I – Foundations of Communication Anthropology (Core concepts and intellectual history): Anthropology of communication: scope, historical emergence, relationship to linguistic and cultural anthropology. Key concepts: culture, communication, language, sign, symbol, ritual, performance, discourse, ideology. From “language and culture” to “communication and culture”: shifts from structuralist to practice and performance-oriented perspectives. Four-field and interdisciplinary linkages: sociolinguistics, conversation analysis, media studies, cognitive anthropology.

Unit II – Ethnography of Communication and Interaction (The ethnography of communication as method and theory): Ethnography of communication: Hymes’ framework, SPEAKING model, communicative competence, communicative events. Contextualizing talk: participants, settings, channels, genres, keys, norms, ends; naturally occurring interaction as data. Ritual, performance, and everyday talk: greetings, narratives, joking, politeness, face-work, and framing.

Unit III – Culture, Power, and Intercultural Communication (Communication, culture, difference, and power): Culture and communication: culture as learned, shared, symbolic system; language, nonverbal communication, and cultural codes. Intercultural and cross-cultural communication: high-/low-context communication, individualism/collectivism, time and space in interaction. Communication, identity, and difference: race, caste, class, gender, sexuality, disability, religion; intersectionality in communicative practice. Power, ideology, and hegemony in communication: media discourse, stereotypes, othering, and representation of marginalized groups.

Unit IV – Media, Technology, and Globalizing Communication (Mediated and digital communication in anthropological perspective): Media anthropology: culture, media, and society; mediation, remediation, and mediatization. Mass and networked communication: audiences, publics, counterpublics, fandoms, and citizen/participatory media. Digital cultures: mobile phones, social media, memes, online communities, and platform ecologies as communicative environments. Globalization, migration, and transnational communication: diaspora, multilingualism, and hybrid cultural forms; cultural memory and media.

Learning Outcomes

Students will be able to:

1. Map major theoretical traditions that underpin communication anthropology and locate specific scholars and debates within these traditions.
2. Explain and critically compare major anthropological theories of culture, language, and communication, and relate them to contemporary communicative practices.
3. Analyze specific intercultural encounters or media texts to show how communicative practices reproduce or contest power and inequality.
4. Apply anthropological concepts to analyze contemporary media and digital communication phenomena in local and transnational contexts.

PG-SEC-02P: Communication Anthropology (Practical)
[1 Credits (15 Hours)]

Micro-Ethnography of Communicative Events (Field-based project using ethnography of communication): Selection of a communicative site (e.g., local market, classroom, religious gathering, WhatsApp group, office meeting, community radio program). Data collection: participant observation, fieldnotes, audio/video recordings where appropriate and ethical, collection of artefacts and screenshots. Analytic tasks: apply SPEAKING model, identify key genres, norms, and identities at stake; write a short ethnographic report integrating theory and data.

OR

Discourse, Narrative, and Multimodal Analysis (Close analysis of recorded data and media texts)
 Suggested activities: Transcription of short interactional segments (e.g., conversation, interview, ritual speech, TV/YouTube segment, podcast, political speech). Application of basic tools from conversation analysis, narrative analysis, and critical discourse analysis (turn-taking, repair, stance, framing, metaphor, evaluative devices). Multimodal analysis of media artefacts (text, image, sound, layout) from news, advertising, social media, or folk/performative media.

Learning Outcomes

Students will be able to:

1. Demonstrate the ability to conduct ethically responsible, small-scale ethnographic research on communication and present their findings in a coherent written and/or oral format.
2. Systematically analyze recorded communicative data and media texts and connect micro-level discourse features to macro-level cultural and power structures.

Suggested Readings

- Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press.
- Gal, S. & Woolard, K. (eds.) (1994). *Languages and Publics: The Making of Authority*.
- Ginsburg, A.-L., Abu-Lughod, L., & Larkin, B. (eds.) (2002). *Media Worlds: Anthropology on New Terrain*. University of California Press.
- Hymes, D. (1972). *Foundations in Sociolinguistics: An Ethnographic Approach*. University of Pennsylvania Press (orig. 1964).
- Miller, D. (2011). *Tales from Facebook*.
- Miller, D. (2012). *Why We Post: Open Anthropology*. UCL Press (free e-book on digital culture).
- Philipsen, G. (1992). "Cultural Communication," in *Intl J. of Intercultural Relations*.
- Pink, S. (2013). *Doing Visual Ethnography*. Sage.
- Ritchie, J. (2013). "Mapping Visual Ethnography."
- Sacks, H., Schegloff, E., & Jefferson, G. (1974). "A Simplest Systematics for the Organization of Turn-Taking." *Language*, 50(4): 696–735.
- Silverstein, M. (1976). Shifters, Linguistic Categories, and Cultural Description.
- Spitulnik, D. (1993). "Anthropology and Mass Communication: Myth and Media in Cultural Study." *Annual Rev. Anthropology* 22: 293–315.

PG-DSE-03T: Demographic Anthropology

[3 Credits (45 Hours)]

Unit I: Demographic Anthropology: Introduction, Definition and Basic Concepts, Relationship between Demography, Population Studies and Anthropology, Importance of Population Studies in Anthropology.

Unit II: Population Theories: John Graunt, Thomas R. Malthus, Biological Theory of Population, Theory of Demographic Transition.

Unit III: Tools of Demographic Data: Measures of Population Composition, Distribution and Growth, Measures of Fertility, Measures of Mortality, Measures of Migration.

Unit IV: 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.

Learning Outcomes:

1. Students will learn basic concepts of demographic anthropology and importance of population studies.
2. Students will learn theories applied in population studies.
3. Students will learn about the tools used in demographic data analysis.
4. Students will learn demographic composition of India.

PG-DSE-03P: Demographic Anthropology (Practical)

[1 Credits (15 Hours)]

A demographic analysis of a village community will be undertaken by the students.

Learning Outcomes

1. Students will develop a comprehensive understanding of local demographic structure of a community.
2. Students will be able to apply the tools of demographic data collection in real life situation.

Suggested Readings

- Devid Kertzer and Tom Fricke: Anthropological Demography: Toward a New Synthesis.
- Cronk, Chagnon and Irons: Adaptation and Human Behavior: An Anthropological Perspective.
- Eric Abella Roth: Culture, Biology and Anthropological Demography
- Bhende A. and Kaniikar T. : Principles of Population Studies.
- Caldwell J.C.: Demographic Transition Theory.
- Census of India 2001, 2011
- Gautam R.K., Kshatriya, G.K. and Kapoor A.K.: Population Ecology and Family Planning.
- Howell N.: Demographic Anthropology.
- Misra B.D.: An introduction to the study of population.

PG-DSE-04T: Ecological Anthropology [3 Credits (45 Hours)]

Unit-I: Ecological Anthropology: definition and approach; aims and objectives; key terms and concepts used; the distinctive interdisciplinary nature of ecological anthropology.

Unit-II: Historical background and development: Environmental Determinism, Possibilism, Cultural Ecology, Ecological Anthropology, Cultural Materialism, Behavioral Ecology, Global and Political Ecology, Human Ecology and Biocultural Approach.

Unit-III: Culture as adaptive mechanism, hunting and gathering, the origin of food production, agricultural domestication, horticulture, pastoralism, intensive agriculture. Current issues and problems.

Learning Outcomes

1. Students will learn fundamental concepts of ecological anthropology.
2. Students will learn different historical phases of development of ecological thought in anthropology.
3. Students will learn ethnographical application of ecological approach.

PG-DSE-04P: Ecological Anthropology (Practical) [1 Credits (15 Hours)]

Students will undertake an in-depth study of a local community to gain insights into their livelihood patterns and adaptive practices. This exploration will focus on the intricate relationship between the community's lifestyle and the utilization of local environmental resources, examined through an ecological lens. The objective is to understand how the community adapts to and interacts with its environment, emphasizing sustainable practices and resource management. Upon completion of their research, students will compile their findings into a detailed report, which will be submitted to the department.

Learning Outcomes

1. Students will develop a comprehensive understanding of local community dynamics, focusing on livelihood patterns and adaptive practices. They will gain insights into the sustainable use of environmental resources, examining the ecological interactions within the community.
2. The research and report-writing process will enhance students' analytical, observational, and reporting skills, preparing them for future ecological studies and community-based research projects.

Suggested Readings

- Mark Q. Sutton and E. N. Anderson. Introduction to Cultural Ecology, Altamira Press.
- H. Schutkowski. Human Ecology: Biocultural Adaptations in Human Communities, Springer.
- Roberto Frisancho, Human Adaptation
- Bennet, John, The Ecological Transition: Cultural Anthropology and Human Adaption, Pergamon Press Inc.
- Chagnon & Irons, Evolutionary Biology and Human Social Behavior
- Cohen, M., Nathan, The Food Crisis in Pre-history: Over Population and the Origins of Agriculture
- Eidl, R.C., Man, Culture and Settlement
- Gadgil & Guha, This Fissured Land : An Ecological History of India. OUP
- Hardesty. Donald, Ecological Anthropology, John Wiley and Sons. India Oxford University Press.

- Moran, E.F. Human, Adaptability: An Introduction to Ecological Anthropology
- Netting, R.M. The Ecological Approach in Cultural Study
- Odum, H.T. Environment, Power and Society
- Odum, Eugene, Fundamentals of Ecology

P.G. (M.Sc./M.A. 2 Year) - Second Year III Semester

PG-DSC-07T: Palaeoanthropology [3 Credits (45 Hours)]

Unit I: Introduction to Palaeoanthropology -Definition, aim and scope. Relation of Palaeoanthropology with other disciplines. Geological Time Scale with stress on Cenozoic era.

Unit II: Rules of Taxonomy and nomenclature. Siwaliks nomenclature, Stratigraphy, fauna and flora and Palaeoanthropological significance of Siwaliks. Dentition of various mammalian fossil fauna.

Unit III: Mio-Pliocene Hominoids of Siwaliks. Diagnosis, description and distribution through time and space of Lorisids (Nycticeboides), Adapids (*Indraloris* and *Sivaladapis*), Cercopithecoids (*Theropithecus*). Hominoids (*Sivaladapis* and *Gigantopithecus*).

Learning Outcomes:

1. The student will understand about palaeoanthropology and its affinities with other discipline.
2. They will learn about conceptual palaeontological, geological and anthropological knowledge necessary to understand the subject of Palaeoanthropology.
3. The students will learn about the Siwaliks and fossil primates which are known from Indian Siwaliks.
4. They will learn about various trends in Primate evolution in time and space.

Suggested Readings

- Brace C.L. and Montagu, M.F.A. 1969. Man's Evolution: An Introduction to Physical Anthropology, Macmillan.
- Buettner-Janusch, John. 1969. Origins of Man, Wiley Eastern Private Limited: New Delhi.
- Comas, J. 1960: Manual of Physical Anthropology.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Kennedy, G.E. 1980. Palaeoanthropology. New York: McGraw-Hill.
- Poirier, F.E. and McKee, J.K. 1999. Understanding Human Evolution, 4th ed. New Jersey Prentice Hall.
- Henke, W. and Tattersall. 2007. Handbook of Palaeoanthropology. Springer I (Eds.).
- Szalay, F.S. and Delson, E. 1979. Evolutionary History of the Primates New York: Academic Press.
- Fleagle, J. G. 1998. Primate Adaptation and Evolution. London: Academic Press.
- Shipman, P. 1981. Life History of a Fossil: An Introduction to Taphonomy and Palaeoecology. Cambridge: Harvard University Press.
- Begun, D. R. 2013. A Companion to Paleoanthropology. UK: Blackwell Publishing Ltd.
- Vashisht, R.N. 1985: Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications
- Oakley, K. P. 1964. Frameworks for Dating Fossil Man. Transaction Publishers.
- Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal
- Shukla, B.R.K. and S. Ratogi. 2002. Physical Anthropology and Human Genetics – An Introduction. Delhi: Palaka Prakashan.

PG-DSC-07P: Palaeoanthropology (Practical) [2 Credits (30 Hours)]

Paleoanthropology scope, field work tools. How and where to look for the fossils, Identification of major rock types. Recording information in the Field diary and Field Catalogue Register, Clinometer Compass, Washing and Screening, Preparation of fossils (Chemical and Mechanical Methods – Dental Engine, Dental probes and scalars).

2. Photography, Moulding and Casting of fossils (Basics only). Dentition of various mammalian fossil fauna (*Equus*, *Hipparion*, *Sus* and Bovids) and their illustrations.

Learning Outcomes

1. The course includes practical training is imparted to the students in various techniques used in the collection, preparation, identification, illustration of fossils, moulding and casting and photography of fossil material.
2. The students will learn identification, methods of collecting fossils and recording information in the field.
3. They will learn about how to conduct field work in palaeoanthropology and how to search fossils.

Suggested Readings

- Kummel, B. and Raup, D. 1970. Handbook of Paleontological Techniques. San Francisco: (Eds.) Freeman.
- Vasishat, R.N. 1985. Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Karir, B. S. 1985. Geomorphology and Stone Age Culture of North West India, Sandeep Prakashan, Delhi.
- Green, O.R. 2001. A Manual of Practical Laboratory and Field Techniques in Palaeobiology. Dordrecht: Kluwer Academic Publishers.
- Chaurasia, B. D. 1984. Human Osteology. New Delhi: CBS.

PG-DSC-08T: Human Evolution [3 Credits (45 Hours)]

Unit I: Primate: emergence and evolution, Early pre-hominids - classification distribution and diagnosis of *Sahelanthropus tchadensis*, *Orrorin tugenensis*, and *Ardipithecus ramidus*. Distribution and general features of *Australopithecines* through time and space.

Unit II: Early Homo - *Homo habilis*, *Homo erectus* (Africa, Java, Peking), *Homo naledi*. Distribution and characteristic feature of Narmada Man (Asia)

Unit III: Emergence of *Homo neanderthalensis* distribution and salient features through time and space. Emergence of modern humans, distribution and general characteristic features.

Learning Outcomes

1. The students will learn about phases of human evolution.
2. The students shall get a basic understanding of early pre-hominoids and early Homo.
3. They will also be familiar about Narmada Man known from India.
4. The students will understand about emergence of Neanderthal man as well as modern humans.

Suggested Readings

- Brace, C. L. and Montagu 1969. Man's Evolution: An Introduction to Physical Anthropology, Macmillan.
- Buttner-Janusch, J. 1966. Origins of Man. New York: John Wiley.
- Simpson, G.G. 1953. The Major Features of Evolution. New York: Columbia University Press.
- Vasishat, R.N. 1985. Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Poirier, F.E. 1990. In Search of Ourselves: An Introduction to Physical Anthropology. New Jersey: Prentice Hall.
- Poirier, F.E. and McKee, J.K. 1999. Understanding Human Evolution 4th ed. New Jersey: Prentice Hall.
- Hoppa RD and Vaupel JW. 2002. Paleodemography: Age Distributions from Skeletal Samples. Cambridge University Press.
- Szaley, F.S. and Delson, E. 1979. Evolutionary History of the Primates. New York: Academic Press.
- Lewin, R. 1999. Human Evolution: An Illustrated Introduction. Massachusetts: Blackwell Science
- Srivastava, R.P. 2011. Morphology of the Primates and Human Evolution. New Delhi: PHI Learning Pvt. Ltd.

PG-DSC-08P: Human Evolution (Practical)
[2 Credits (30 Hours)]

1. Comparative anatomy of skull and bones of various mammals. Description and identification of various Human Bones, Vertebrae (cervical, thoracic, lumbar), Scapula and Mandible.
2. Craniometric measurements of Skull, Description and illustrations of Norma verticalis, Norma lateralis, Norma occipitalis, Norma frontalis, Norma basialis.
3. Comparison of dentition of various mammalian fauna.

Learning Outcomes

1. The students will learn about comparative anatomy of mammals.
2. The students shall get practical training about the identification of skeletal remains of non human primates.
3. The students will also learn about the dentition of fossil primates and identification of various mammals.

Suggested Readings

- Napier JR and Napier PH. 1985. The Natural History of the Primates. Cambridge, MA: The MIT Press
- Boyd R and Silk JB. 2009. How Humans Evolved. London: WW Norton.
- Tattersall I. 2009. The Fossil Trail: How We Know What We Think We Know about Human Evolution. New York: Oxford University Press.
- Hooton, E. A. 1965. Up from the Ape. New York: Macmillan.
- Vasishat, R.N. 1985. Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers
- Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal
- Cela-conde CJ and Frisancho J. (2007). Human Evolution: Trails from the past. Ayala Oxford University Press.
- Srivastava, R.P. 2011. Morphology of the Primates and Human Evolution. New Delhi: PHI Learning Pvt. Ltd.
- Lansen CS, Matter RM and Gebo DL. 1998. Human Origin: The fossil Record. Waveland Press.
- Cameron DW and Colin P. Groves CP. 2004. Bone, Stones and Molecules: "Out of Africa" and Human Origins. Elsevier Inc.

PG-DSC-09T: Human Cytogenetics
[3 Credits (45 Hours)]

Unit I: Definition, scope, and historical background; Relation to genetics, cytology, anatomy, and medicine; Structure and function of the nucleus and chromosomes; Karyotype, idiogram, chromosomal landmarks.

Unit II: Chromosome morphology: centromere, telomere, euchromatin/heterochromatin; Types of chromosomes; Chromosome banding techniques; Molecular cytogenetics

Unit III: Mitosis and meiosis: phases, regulation, and significance; Meiotic recombination, synaptonemal complex; Checkpoints and cell cycle regulation; Chromosomal behavior in cancer cells.

Unit IV: Numerical and structural alterations, induced chromosomal aberrations in somatic cells, mechanism and consequences, detection methods; sources responsible for change in gene frequencies.

Learning Outcomes

1. Students will be able to explain the historical development, scope, and interdisciplinary nature of cytogenetics, including its integration with genetics, cytology, anatomy, and medicine.
2. They will be able to describe the structure and function of the nucleus and chromosomes, including the karyotype, idiogram, and chromosomal landmarks, and demonstrate basic skills in chromosomal analysis.
3. Students can identify and differentiate chromosome morphology (centromere, telomere, euchromatin, heterochromatin), and apply chromosome banding and molecular cytogenetic techniques to study chromosomal structure and variation.

4. They will be able to demonstrate understanding of the cell cycle, especially mitosis and meiosis, and explain the regulatory mechanisms, recombination processes, and abnormal chromosomal behavior in pathological conditions such as cancer.

PG-DSC-09P: Human Cytogenetics

[1 Credits (15 Hours)]

Students will get information on practical from the Department.

Suggested Readings

- Hema Purandarey. Essentials of Human Genetics, 2nd ed, Jaypee.
- Ricki Lewis. Human Genetics: Concepts and Applications, 12th ed., McGrawHill.
- B. Taneri, E. Asilmaz, T. Delikurt, P. Savas, S. Targen and Y. Esemen. Human Genetics and Genomics: A Practical Guide, Wiley-VCH.
- Hartwell, L.H., et al. Genetics: From Genes to Genomes, 4th Edition. New York: McGraw-Hill.
- Hedric, P.W. Genetics of Populations, 2nd edition. Massachusetts: Jones and Bartlett Publishers.
- Knight, J.C. Human Genetic Diversity. Oxford: Oxford University Press.
- Maynarth, Smith J. Evolutionary Genetics. New York: Oxford University Press
- Crawford, M.H. (ed.). Anthropological Genetics. Cambridge: Cambridge University Press.

PG-DSC-10: Neuroanthropology

[5 Credits (75 Hours)]

Unit I: Foundations of Neuroanthropology: Defining neuroanthropology: Brain–culture nexus; “brains in the wild”; integration of neuroscience into anthropology. Holism and biocultural approaches. Historical and intellectual background. The encultured brain: The nervous system as a “cultural organ”: extended immaturity, neuroplasticity, and susceptibility to cultural sculpting. Neuroanthropology as a “humanistic science” integrating ethnographic interpretation and neuroscientific evidence. Core dual problem: culture in the brain / brain in culture

Unit II: Culture–Brain Nexus and Core Domains: Perception, attention, and sensory worlds: Cultural modulation of perception and attention. Sensory training and expertise. Embodiment, skill, and practice: Encultured skills and their neural correlates. Embodied learning and “practice without theory”. Emotion, affect, and coping: Cultural models of emotion and their neural underpinnings. Suffering, pathology, and addiction: Neuroanthropological perspectives.

Unit III: Methods in Neuroanthropology: Integrating biology and culture: Linking neuroscience with biocultural anthropology; moving beyond simple “biopsychosocial” additivity. From what people say/do to what they process. Sizing culture appropriately. Patterns of shared variation. Multilevel analysis Interactive elements. Conceptual triangulation. Critical complementarity. Methodological triangulation: Combining qualitative, behavioral, and neuroscientific methods in mutually informing ways.

Unit IV: Applications, Critique, and Pedagogy: Education and learning: Encultured brains in classrooms. Health, illness, and addiction: Neuroanthropological insights into addiction, stress, and coping as culturally situated processes. Technology, media, and the cultural brain: Digital media, attention economies, and “inequality brains”. Policy, ethics, and representation: Critical neuroscience and the politics of brain discourse.

Learning Outcomes

Students will be able to”

1. Define neuroanthropology and distinguish it from cultural neuroscience, social neuroscience, and standard biocultural models.
2. Explain why anthropologists and neuroscientists have converged around questions of brain–culture interaction and describe key features of the “encultured brain” perspective.
3. Describe and critically reflect on the dual problem of “culture in the brain” and “brain in culture,” using canonical examples.
4. Summarize how culture influences neural structure and function across multiple domains, including perception, skill, emotion, and pathology.

5. Outline a feasible small-scale neuroanthropological research design addressing a specific culture–brain question, with appropriate methods and ethical safeguards.
6. Explain the logic of triangulation (conceptual and methodological) and how it strengthens inferences about brain–culture interactions.
7. Apply neuroanthropological perspectives to at least two applied domains (e.g., education, mental health, addiction, media) and articulate implications for practice or policy.

Suggested Readings

- Downey, G., Lende, D. (Eds.) The Encultured Brain: An Introduction to Neuroanthropology
- Lende, D., Neuroanthropology Blog & Research Articles
- Kitayama, S. & Cohen, D., Handbook of Cultural Neuroscience
- Jasanoff, A., The Biological Mind
- Varela, F.J., Thompson, E., Rosch, E., The Embodied Mind
- Domínguez Duque, J. F., Turner, R., Lewis, E. D., & Egan, G. “Neuroanthropology: a humanistic science for the study of the culture–brain nexus.” Social Cognitive and Affective Neuroscience.
- D, J. F. D., Lewis, E. D., Turner, R., & Egan, G. F. (2009). The brain in culture and culture in the brain: a review of core issues in neuroanthropology. Progress in Brain Research, 178, 43–64.
[https://doi.org/10.1016/s0079-6123\(09\)17804-4](https://doi.org/10.1016/s0079-6123(09)17804-4)
- Lende, D. H., Casper, B. I., Hoyt, K. B., & Collura, G. L. (2021). Elements of neuroanthropology. Frontiers in Psychology, 12, 509611. <https://doi.org/10.3389/fpsyg.2021.509611>
- Neuroanthropology: a humanistic science for the study of the culture-brain nexus,
https://pure.mpg.de/rest/items/item_724862_7/component/file_3025660/content
- Elements of Neuroanthropology - Frontiers, accessed May 21, 2026,
<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.509611/full>
- Neuroanthropology - Neuroanthropology - neuroXcareers.org
<https://neuroxcareers.org/neuroanthropology/>
- Not allowed to have a small heart: Tourette Syndrome
<https://neuroanthropology.net/2021/09/27/not-allowed-to-have-a-small-heart-tourette-syndrome/>

PG-DSE-05 / PG-MDE-05: Primate Behavior [4 Credits (60 Hours)]

Unit I: Taxonomy and diversity of living primates, Primate Characteristics, Distribution of Primates, Arboreal and Terrestrial Habitat of Primates, Importance of primate behavior in anthropology and evolutionary biology

Unit II: Primate Behavior: The Evolution of Behavior, Primate Social and Cultural Behavior, Language in Primate

Unit III: Types of primate social systems, Modes of communication: vocal, visual, tactile, olfactory, Cognitive abilities: memory, problem-solving, tool use

Unit IV: Behavioral ecology: foraging, diet, territoriality, Human impact on primate behavior and habitat use

Learning Outcomes

1. Students will understand the classification, habitat, and distribution of primates, and be able to identify key characteristics of both arboreal and terrestrial species.
2. Students will gain insights into the evolution of primate behavior, including social, cultural, and linguistic aspects, enabling them to analyze and interpret various primate behaviors.

Suggested Readings

- Strier, Karen B.(1999). Primate Behavioral Ecology. Pearson.
- Mitani, Call, Kappeler, Palombit, & Silk (Eds) (2012). The Evolution of Primate Societies. The University of Chicago Press.

- Kano, F., Shepherd, S. V., Hirata, S., & Call, J. (2018). Primate social attention: Species differences and effects of individual experience in humans, great apes, and macaques. PLOS ONE, 13(3), e0193283. <https://doi.org/10.1371/journal.pone.0193283> Cited by: 51
- Lutz, C. K., Coleman, K., Hopper, L. M., Novak, M. A., Perlman, J. E., & Pomerantz, O. (2022). Nonhuman primate abnormal behavior: Etiology, assessment, and treatment. American Journal of Primatology, 84(10), e23380. <https://doi.org/10.1002/ajp.23380> Cited by: 44
- Tardif, S. D., Coleman, K., Hobbs, T. R., & Lutz, C. (2013). IACUC Review of Nonhuman Primate Research. ILAR Journal, 54(2), 234–245. <https://doi.org/10.1093/ilar/ilt040> Cited by: 98

PG-DSE-06T / PG-MDE-06T: Sensory Ethnography
[3 Credits (45 Hours)]

Unit I: Foundations of Sensory Ethnography (Theory): From visual anthropology to sensory ethnography: shifts from text to image to multisensory media. Anthropology of the senses: historicizing sight, sound, touch, taste, and smell; critiques of ocularcentrism. Embodiment, habitus, and phenomenology (e.g., Merleau-Ponty, Bourdieu) as foundations for sensory approaches. Affect, atmosphere, and emotion: how feeling and sensing shape knowledge production. Introduction to “ethnography of the senses” vs “sensory ethnography” (terminological and methodological distinctions).

Unit-II: Methods, Mediation, and the Senses (Theory): Sensory fieldnotes: describing texture, temperature, rhythm, smell, bodily posture; writing “with” the senses. Sound as ethnography: listening, soundscapes, soundwalks, sonic ethnography; basics of audio recording. Still and moving images: long takes, framing, depth of field, camera movement as embodied ways of knowing. Touch, materiality, and “carnal” ethnography: using one’s own body as an instrument of inquiry. Taste and smell: challenges of capturing and communicating gustatory and olfactory worlds. Fieldwork infrastructures: notebooks, recorders, cameras, phones, consent forms, backups, metadata, archives.

Unit III: Representation, Ethics, and Critique (Theory): From rushes to finished work: editing as analytic practice in film, sound, photo sequences, and multimodal projects. Experimental and art-inflected forms: long takes, durational work, installations, non-linear web pieces, interactive platforms. Voice, authorship, collaboration: co-creation, feedback screenings, collaborative soundwalks, co-writing. Ethics and politics of sensing: consent around recording bodies and environments, risks of voyeurism, extractivism, and sensory appropriation. Decolonial, feminist, and activist sensory ethnographies; sensory work with marginalized and vulnerable communities. Reception and publics: festivals, exhibitions, academic contexts, online platforms; how audiences sense and interpret work.

PG-DSE-06P / PG-MDE-06P: Sensor Ethnography (Practical)
[1 Credits (15 Hours)]

Sonic ethnography (3–5 minutes, audio only): record an environment or practice so that sound alone conveys a sensory world. Long-take sensory film (3–5 minutes, one shot): ambulatory shot choreographed to express embodied experience of a place. Sensory portrait (photo or video): focus on a person, object, or non-human entity via close attention to gesture, texture, and environment. Soundwalk or smellwalk: guided route with audio recording and/or detailed fieldnotes.

OR

A 5–10 minute sensory ethnographic film **or** An equivalent sensory project (e.g., layered sound piece, photographic sequence with text, sensory installation, or interactive web project). The project must be grounded in original fieldwork and linked to theoretical discussions from the theory units.

Learning Outcomes

Students will be able to:

- Map key authors, debates, and trajectories in sensory anthropology and sensory ethnography.
- Critically read and discuss classic and contemporary sensory ethnographies (films, sound works, texts).
- Articulate how a sensory perspective changes research questions, fieldwork practice, and forms of representation.

- Compare the affordances and limitations of different sensory and media methods for particular research questions.
- Reflect on the researcher's body and senses as instruments and sites of knowledge, not just neutral tools.
- Critically analyse existing sensory ethnographies with attention to aesthetics, politics, and ethics, not only content.

Suggested Readings

- Vannini, Philip (2024). *The Routledge International Handbook of Sensory Ethnography*. Routledge.
- Pink, Sarah (2009). *Doing Sensory Ethnography*. SAGE.
- Vannini, P., D. Waskul and S. Gottschalk (2012) *The Senses in Self, Society, and Culture: a sociology of the senses*. Oxford: Routledge.
- Howes, D. (2003) *Sensing Culture: engaging the senses in culture and social theory*. Ann Arbor: University of Michigan Press.
- Harris, M. (ed.) (2007) *Ways of Knowing: new approaches in the anthropology of experience and learning*. Oxford: Berghahn.
- Ingold, T. (2010) *Being Alive*. London: Routledge.
- Howes, D. (ed.) (1991) *The Varieties of Sensory Experience: a sourcebook in the anthropology of the senses*. Toronto, Buffalo, London: University of Toronto Press.
- Howes, D. (ed.) (1991) *The Varieties of Sensory Experience: a sourcebook in the anthropology of the senses*. Toronto, Buffalo, London: University of Toronto Press.
- MacDougall, D. (2005) *The Corporea/ Image: film, ethnography, and the senses*. Princeton: Princeton University Press.
- Desjarlais, R. (2003) *Sensory Biographies: lives and death among Nepal Yolmo Buddhists*. London: University of California Press.

PG-DSC-11: Anthropological Theories - I [5 Credits (75 Hours)]

Unit I: History of Anthropological Thought: Classical Schools, Pioneers in Anthropology, Evolutionism- Herbert Spencer, Lewis Henry Morgan, Edward Burnett Tylor; Neo-evolutionism- V. Gordon Childe, Leslie White, Julian Steward.

Unit-II: Historical Particularism: Franz Boas, Clarke Wissler; Diffusionism: British School- Elliot Smith, W.H.R. Rivers; German School- Wilhelm Schmidt, Fritz Graebner; American School- Clark Wissler, Alfred Kroeber.

Unit III: Functionalism: Conceptual, Theoretical and Methodological Contributions of Bronislaw Malinowski, Robert K. Merton; Structural-functionalism- Radcliffe Brown, Evans Pritchard, Raymond Firth; Structuralism- Levi-Strauss, Edmund Leach.

Unit IV: Culture and Personality Studies: Abram Kardiner, Ruth Benedict, Cora-du-Bois, Margaret Mead, Melford E. Spiro, Mary Douglas, Stephen Taylor.

Learning Outcomes

1. Students will understand the foundations of anthropological theory through the contributions of classical and neo-evolutionist thinkers.
2. Students will analyze alternative explanations of cultural development through historical particularism and various diffusionist schools.
3. Students will examine how functionalist and structuralist approaches explain cultural systems and social organization.
4. Students will explore the relationship between individual personality and culture through key psychological anthropological theories.

Suggested Readings

- Barnard, A. 2000. *History and Theory in Anthropology*. Cambridge: University Press.
- Bidney, D. 1953. *Theoretical Anthropology*. New York: Columbia University Press.

- Ember, C. R. & Ember, M., 1981. *Anthropology* 3rd ed. NJ: Prentice-Hall
- Erickson, P. A. 1993. *Anthropological Lives: Biographies of Eminent Anthropologists* (Anthropological Perspectives: Resources for Teaching Anthropology). New Delhi: Reliance
- Pritchard, E. 1981. *History of Anthropological Thought*. New York: Basic Books.
- Firth, R. 2004. *Elements of Social Organization*. Psychology Press.
- Harris, M. 1968. *Rise of Anthropological Theory*. London: Routledge and Kegan Paul.
- Hastrup, K. and Hastrup, P. 1994. *Social Experience and Anthropological Knowledge*. London: Routledge.
- Hastrup, K. 1995. *A Passage to Anthropology: Between Experience and Theory*. London: Routledge.
- Herzfeld, M. 2001. *Anthropology: Theoretical Practice in Culture and Society*. Oxford: Blackwell.
- Ingham, J. M. 1996. *Psychological Anthropology Reconsidered*. Cambridge University Press.
- James, W. 2004. *The Ceremonial Animal: A New Portrait of Anthropology*. Oxford: Oxford University Press.
- Kaplan, D & Manners, R. 1968. *Theory in Anthropology*. London: Routledge & Kegan.
- Layton, Robert. 1998. *An Introduction to Theory in Anthropology*. Cambridge: Cambridge University Press.
- Leach, E. R. 1961. *Rethinking Anthropology*. London: The Athlone Press.
- Levi-Strauss, C. 1963. *Structural Anthropology*. New York: Basic Books.
- Malinowski, B. 1965. *A Scientific Theory of Culture: And Other Essays*. University of North Carolina Press.
- Mann, R. S. 1984. *Anthropological and Sociological Theory*. Jaipur: Rawat.
- McGee, R. J. & Warms, R. L. 1996. *Anthropological Theory*. London: Mayfield Publishers.
- Moore, H. 2003. *The Future of Anthropological Knowledge*. London: Routledge.
- Radcliffe-Brown, A. R. 1952. *Structure and Function of Primitive Society*. London: Routledge & Kegan.
- Sahlins, M. D., Harding, T.G. & Service, E.R. 1960. *Evolution and Culture*. University of Michigan Press.
- Steward, J. H. 1967. *Contemporary Change in Traditional Societies: Asian rural societies*. University of Illinois Press.
- Stocking, G. 1995. *After Tylor: British Social Anthropology, 1888-1951*. Madison: University of Wisconsin Press.
- Turner, V.W. 1969. *The Ritual Process: Structure and Anti-Structure*. London: Routledge.
- Upadhyay, V. S. & Pandey, G. 1993. *History of Anthropological Thought*. New Delhi: Concept Publishing Company.
- Garner, R. 2013. *Rethinking Contemporary Social Theory*. London, Paradigm.
- Goode, W. J. 1973. *Explanation in Social Theory*. New York: Oxford University Press.
- Kuper, A. 1988. *The Invention of Primitive Society: Transformations of an Illusion*. London: Routledge.
- Leach, E. R. 1954. *Political Systems of Highland Burma*. Boston: Beacon Press.
- Merton, R. K. 1968. *Social Theory and Social Structure*. Simon and Schuster.
- Rose, D. 1990. *Living the Ethnographic Life*. London: Sage Publications.
- Seligman, A. B. 2012. *Rethinking Pluralism*. N.Y.: Oxford.

PG-DSC-12: Tribal India
[5 Credits (75 Hours)]

Unit I: Concept of tribe in Indian context; the idea of Indigenous people; Tribal societies in Precolonial period, Colonial period, and Post Independence; Particularly Vulnerable Tribal Groups in India.

Unit-II: Peoples and Cultures of India – Ethnic and Linguistic Classifications; Caste, Tribe, Dalits and Minorities (Broad Features and Identities); Social disabilities suffered by the Schedules Castes , Scheduled Tribes, Other Backwards Classes (OBCs) and Religious Minorities; The Aryan controversy.

Unit III: Constitutional safeguards in modern India, Industrialization, urbanization and globalization; Identity and ethnicity, Conflict and dissension, Integration; gender in tribal society; Tribe-caste Interaction; Politics of Religious conversions; Tribal uprisings and unrest; Problems of insurgency; Tribe Peasant interaction.

Unit IV: Tribal development: plans and policies; tribal customary law; indigenous knowledge; tribal displacement and rehabilitation in India.

Learning Outcomes

1. This course will help students understand the problematic nature of the concepts of tribe and indigenous; how it differs from caste; understand the contemporary issues and challenges faced by the tribals in India due to displacement, marginalization, globalization etc.
2. Students will explore the ethnic, linguistic, and social diversity of India, and critically examine caste, tribe, Dalits, minorities, and related socio-cultural issues.
3. Analyse critically the plans and policies formulated for the welfare of tribes in India.
4. The course will also help students understand the diverse sections of Indian society without being ethnocentric.

Suggested Readings

- Bailey, F.G. (1960). Tribes, caste and Nations: A study of political activity and political change in Orissa.
- B  teille, Andr  . (1998). The Idea of Indigenous People. *Current Anthropology*, Vol. 39, No. 2 (April 1998), pp. 187-192.
- Behera, M.C. (ed). (2018). *Revisiting Tribal Studies: A Glimpse after Hundred years*. Jajpur: Rawat Publications.
- F  rer-Haimendorf, & Christoph, von. (1985). *Tribal populations and cultures of the Indian subcontinent*. Handbuch der Orientalistik, 7. Bd. Leiden: E.J. Brill.
- Guha, Ramachandra(1996). Savaging the Civilised: Verrier Elwin and the Tribal Question in Late Colonial India. *Economic and Political Weekly*, Vol. 31, No. 35/37, Special Number (Sep., 1996), pp.2375-2380+2382-2383+2385-2389
- Miri, Mrinal. (2003). *Identity and the moral life*. New Delhi: Oxford University Press.
- Oommen, T. K. (2011). Scheduled Castes, Scheduled Tribes, and the Nation: Situating G. S.
- Ghurye. *Sociological Bulletin*, Vol. 60, No. 2 (May-August 2011), pp. 228-244
- Sachchidananda. (1970). Tribe-Caste Continuum : A Case Study of the Gond in Bihar.
- Anthropos, Bd. 65, H. 5./6. , pp. 973-997
- Srivastava, V. K. (2008). Concept of 'Tribe' in the Draft National Tribal Policy. *Economic and Political Weekly*, Vol. 43, No. 50 pp. 29-35
- Vidyarthi, L. P. (1977). *Tribal Culture of India* : concept publishing company.
- Xaxa, Virginius. (2008). *State, society, and tribes: issues in post-colonial India*. New Delhi: Dorling Kindersley (India)

PG-DSC-13: Material Culture and Computer Application [5 Credits (75 Hours)]

Unit I: Implements of (a) Food Gathering (b) Hunting (c) Fishing (d) Agriculture (e) Fire Making (f) Land and Water Transport.

Unit-II: Implements of (g) Musical Instruments and (h) Types of Habitations Technological Equipment, Their Use, Energy Input and Output in Relation Simple Societies.

Unit III: Application of Computer in Anthropological Study and Research. Face to Face with Computer. Basics of Computer- Configuration and Accessories. Introduction to MS-Word, MS-Excel, Power-Point with Reference to Data Entry, Data Analysis and Report Writing.

Unit IV: Preparation of Power Point Presentation for Seminar (Each student has to Prepare and Present their Seminar with the help of Power Point Presentation).

Learning Outcomes

1. Students will be able to identify and understand traditional implements used in food gathering, hunting, fishing, agriculture, fire making, and transportation.

2. Students will be able to examine the use, function, and energy dynamics of musical instruments, habitations, and other technological tools in simple societies.
3. Students will gain foundational knowledge of computer operations and apply MS Office tools for data entry, analysis, and report writing in anthropological research.
4. Students will develop and deliver seminar presentations using PowerPoint, demonstrating their ability to organize and communicate research effectively.

Suggested Readings

- Agnihotri, V. (2002). Manav aur Uski Bhoutik Sanskriti. K.K. Publications: Allahabad.
- Bunin, R. B. (2008). Microsoft Office 2007: Introductory Course. Cambridge, Mass: Course Technology: UK.
- Hicks, D. & Beaudry, M.C. (2010). The Oxford Handbook of Material Culture Studies. OUP: New York.
- Fischer, M. D. (2006). Application in Computing for Social Anthropologist. Routledge: London.
- Fischer, M. D. (1994). Applications in Computing for Social Anthropologists. Psychology Press: UK.

PG-DSC-14: Business & Corporate Anthropology [5 Credits (75 Hours)]

Unit I: Business and Corporate Anthropology: History and Subject Matter; Applied Anthropology in Industry, Application of the Ethnography in Business Management.

Unit-II: Anthropology and Consumer Behaviour; Globalization, International Trade and Anthropology; Techniques for Conducting Fieldwork for Business Organizations.

Unit-III: Techniques for Conducting Fieldwork for Business Organizations.

Unit-IV: Globalization, international trade and anthropology- Understanding the process of globalization, information technology, communication networks and international trade.

Learning Outcomes

1. The students will be able to learn key concepts in the Business and Corporate Anthropology which can be employed in their ethnographic encounters from different perspectives in Business and Corporate organizations.
2. Link anthropological skills to Information technology, communications networks and Human Resource Management to serve as Business and Corporate Anthropologists.
3. The students may serve as good entrepreneurs in innovative product designing and launching.
4. To students can determine patterns of consumer behavior and organizational behavior and can also understand significance of business entrepreneurship.

Suggested Readings

- Baba, M. Anthropology and Business [A]. (2006) In H. James Birk (Ed.) Encyclopedia of Anthropology, [C]. Thousand Oaks, CA: Sage Publications, 83-117.
- Jordan, A. Business Anthropology, [M].(2003)
- Bestor, Ted. 2004. "Tsukiji: The Fish Market at the Center of the World" University of California Press.
- Comaroff, John L. and Jean Comaroff. 2009 "Ethnicity Inc." University of Chicago Press
- Frank, Thomas 1997. The Conquest of Cool: Business Culture, Counterculture and the Rise of Hip Consumerism. University of Chicago Press.
- Elizabeth M. Eddy and William Partridge (Eds.) 1978. Doing Business with Management. In Applied Anthropology in America,. New York: Columbia University Press. Pp. 245- 260.
- Hart, Keith, and Horacio Ortiz. 2014. "The Anthropology of Money and Finance: Between Ethnography and World History". Annual Review of Anthropology. 43: 465-482.
- Ho, Karen Zouwen. 2009. Liquidated: An ethnography of Wall Street. Durham: Duke University Press.
- Hoffer, Lee D. 2006. Junkie business: the evolution and operation of a heroin dealing network. Australia: Thomson/Wadsworth.
- Jordan, Ann T.2003. Business Anthropology. Waveland Press, Long Grove, Illinois. 2003.
- Melissa Cefkin, 2010.(ed) Ethnography and the corporate encounter: Reflections on Research and of Corporations.

- Ortiz, Horacio. 2014. "The Limits of Financial Imagination: Free Investors, Efficient Markets, and Crisis". *American Anthropologist*. 116 (1): 38-50.
- Tian, R, M. Lillis, and Van Marrewijk, A.H. 2010. *General Business Anthropology*. Miami, FL: North American Business Press.
- Tian, R. 2010, The Unique Contributions and Unique Methodologies: A Concise Overview of the Applications of Business Anthropology [J]. *International Journal of Business Anthropology*, 1 (2):70-88.
- Tian, R. and A. Walle. 2009, Anthropology and Business Education: Practitioner Applications for a Qualitative Method[J]. *International Journal of Management Education*, 7(2):59-67.
- Zaloom, Caitlin. 2006 "Out of the Pits: Traders and Technology from Chicago to London" University of Chicago Press.

PG-DSE-07/PG-MDE-07: Anthropology of Rehabilitation & Resettlement
[4 Credits (60 Hours)]

Unit I: Basic Concepts of Rehabilitation and Resettlement; R & R – A Global Scenario, R & R – A National Scenario; Theory of R & R Developed by Michael Cernea; Reconstruction Model Planning for Resettler's Recovery by Using Risks and Reconstruction Model of Michael Cernea.

Unit-II: Facilitating Proper R & R, Identification of Maps & Baseline Data Collection, Process of Planning R & R, Resettlement Issues; Institutional Arrangement- Preparation of Community Development Activities for Displaced People, National R & R Policies and Act.

Unit-III: Application of R & R, Preparation of RAP with Proper Budget and Action Plan, Preparation of Community Development Activities for Displaced People; A Case Analysis-Hydro-Electric Project.

Unit-IV: Institutional Arrangement- Preparation of Community Development Activities for Displaced People, National R & R Policies and Act; Legal Framework-The Forest Policy, 1894; Indian Forest Act 1865 & 1878, FRA Act 2006 The Land Acquisition Act (LAA), 1894 & LARR Act 2013; Wildlife (Protection Act), 1972.

Learning Outcomes

1. Understand the fundamental concepts and global/national frameworks of Rehabilitation and Resettlement, including Michael Cernea's Risks and Reconstruction Model.
2. Learn the processes involved in effective R&R planning, including identification of project-affected persons, asset valuation, and institutional arrangements.
3. Apply R&R principles through the preparation of Resettlement Action Plans and community development initiatives, with a case study of a hydro-electric project.
4. Explore the legal and institutional frameworks governing R&R, including national policies, forest laws, and land acquisition acts.

Suggested Readings

- Joshi B.L. 1982 Displacement and Rehabilitation: A study of a Dam affected village community, Aurangabad, Parimal Prakahsan.
- Michael Cernea., 1991 Involuntary Resettlement: Social Research, Policy and planning in Michael Cernea (ed) putting people first (second Edition) New York.
- Morse, B and T. Berger, 1992 Sardar Sarovar, The report of the Independent Review, Resource futures International, Ottawa.
- Parasuraman, 1996 Development projects displacement and outcomes for displaced; Two case studies, Economic and Political weekly, June 15 Mumbai.
- J.J. Roy Burman and Bipin Das. 1992. Development projects and Tribal exploitation in Buddha ded Chaudary (ed) Tribal Transformation in India, New Delhi.
- Sudhakara Reddy P. 2002. Displacement and Social-Cultural change, Commonwealth publishers: New Delhi.

PG-DSC-15T: Human Growth, Development and Nutrition
[3 Credits (45 Hours)]

Unit I: Definition and concept of growth and development- Methods of studying growth and development, stages of growth and their characteristics- prenatal, infant, childhood, adolescence, senescence. Factors affecting growth-hereditary, environment, hormone, nutrition, socio-economic factors, ethnic and gender differences in growth curves, secular trend.

Unit II: Food and nutrients: Proteins, fats, minerals and vitamins, concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus. Body mass Index, assessment of nutritional status and methods of evaluation.

Unit III: Human physique and body composition – concept and techniques; gender and ethnic differences, Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods. Decimal age calendar.

Learning Outcomes

1. The students will learn about the concepts of growth, maturation and development.
2. They will learn about factors responsible for growth.
3. The students will learn various deficiencies and obesity risk factors.
4. They will also learn about various methods of somatotyping.

PG-DSC-15P: Practical in Human Growth, Development and Nutrition
[2 Credits (30 Hours)]

1. Nutritional anthropometry
2. Methods to assess the Nutritional status.
2. Somatotyping: Heath-Carter method.
3. Body composition: bone mass, body mass, percentage body fat (PBF), segmental fat, body age.

Learning Outcomes

1. The students will learn about the anthropometry techniques.
2. The students will learn about factors responsible for growth.
3. The students will learn about balanced diet and its importance.
4. They will also learn about various methods of somatotyping.

Suggested Readings

- Bogin B. 1999. Patterns of human growth. Cambridge University Press.
- Frisancho R. 1993. Human Adaptation and Accommodation. University of Michigan Press.
- Cameron N and Bogin B. 2012. Human Growth and Development. Second edition, Academic press Elsevier.
- Harrison GA and Howard M. (1998). Human Adaptation. Oxford University Press.
- Harrison GA, Tanner JM, Pibeam DR, Baker PT. 1988. Human Biology. Oxford University Press.
- Heyward, V.H., Wagner, D.R. 2009. Applied body Composition Assessment. Human Kinetics.
- Jurmain R, Kilgore L, Trevathan W. Essentials of physical anthropology. Wadsworth publishing.
- Kapoor AK and Kapoor S. 1995. Biology of Highlanders. Vinod Publisher and Distributor.
- Sinha R and Kapoor S. 2009. Obesity: A multidimensional approach to contemporary global issue. Dhanraj Publishers. Delhi.
- Singh, I. P. and Bhasin, M.K. 1989. Anthropometry: A Laboratory Manual on Biological anthropology.
- Shukla, B.R.K. and S. Ratogi. 2003. Laboratory Manual of Physical Anthropology (Anthropometry and Osteology). Lucknow: Bharat Book Centre.

PG-DSC-16T: Medical Anthropology
[3 Credits (45 Hours)]

Unit I: Medical Anthropology: Definition, Aim, Scope and Subject Matter of Medical Anthropology. Historical Development of Medical Anthropology. Basic Concepts: Illness, Sickness, Disease.

Unit II: Theoretical Orientations in Medical Anthropology. Medical Systems: a) Medical Systems as Cultural Systems. b. Medical System as Social System and Adaptive System.

Unit III: Folk Psychiatry; Culture Change and Mental Illness; Therapeutic Elements in Magico-Religious Healing Techniques. Medical Pluralism: Cosmopolitan, Regional and Local Medical Systems.

Learning Outcomes

1. Students will learn the basic concepts of medical anthropology.
2. Students will learn the concepts of social and cultural systems used in medical anthropology.
3. Students will learn about the folk psychiatry and medical pluralism.

PG-DSC-16P: Medical Anthropology (Practical)
[2 Credit (30 Hours)]

Field based study to understand and document the local medical practices used by people in rural communities. Students will explore traditional healing methods, herbal medicine, and the sociocultural factors influencing health and healthcare in a particular local community.

Learning Outcomes

1. Students will develop an understanding of the traditional medical practices prevalent in rural settings.
2. They will acquire practical skills in ethnographic research.
3. They will gain insights into the cultural beliefs, values, and practices that shape health behaviors and healthcare decisions within the community.

Suggested Readings

- Foster G.M & Anderson B.G: Medical Anthropology.
- Brown Q.G et al: Understanding and Applying Medical Anthropology.
- Kalla A.K & Joshi P.C: Tribal Health and Medicine.
- Helman C.: Culture, Health and Illness.
- K. White (2002) An Introduction to the Sociology of Health and Illness, London: Sage.
- W. C. Cockerham (2007) Social Causes of Health and Disease, US: Polity Publication.
- M. Akram (2014) Sociology of Health, New Delhi/Jaipur: Rawat Publications.

PG-DSC-17T: Forensic Anthropology
[3 Credits (45 Hours)]

Unit I: Introduction to Forensic Anthropology: Definition, Brief History, scope, importance of forensic anthropology and relationship of forensic anthropology with other disciplines. Basic Human Skeletal Biology, Identification of Human and Non-Human Skeletal remains. Determination of age, sex and stature from bones.

Unit II: Personal Identification, Methods of identification in Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, Lip Prints, Handwriting analysis, Fingerprints and Footprints. DNA fingerprinting and its importance.

Unit III: Forensic odontology: tooth structure and growth, bite marks, estimation of age in young and adults. Facial Reconstruction, Identification and Individualization of bloodstains. Definition of crime, Crime Investigation.

Learning Outcomes

1. The students will learn about forensic anthropology and its growing importance.
2. They will also learn about identification of the individuals on the basis of tooth, skeleton, finger prints, blood, etc.

3. They will learn about identification of individuals with Somatometry and Somatoscopy Methods and also handwriting analysis.
4. They will learn about crime scene investigation.

Suggested Readings

- Byers, Steven N. 2007. Introduction to Forensic Anthropology, 3rd Edition.
- Cummins and C. Midlo. 1961. Finger Prints, Palms and Soles. New York: Dover Publication Inc.
- Dwight, T. 1978. The Identification of the Human Skeleton. Boston: Massachusetts Medical Society.
- El-Najjar, M.Y. and K.R. McWilliams. 1978. Forensic Anthropology. Illinois: Charles C. Thomas.
- Klepinger, Linda L. 2006. Fundamentals of Forensic Anthropology. Wiley-Liss.
- Krogman, W.M. 1962. The Human Skeleton in Forensic Medicine. Illinois: Charles C. Thomas.
- Reddy, B.M., Roy, S.B. and B.N. Sarkar (eds). 1991. Dermatoglyphics Today. Kolkata: IIBRD publisher.
- Singh, I.P and M.K. Bhasin. 1989. Anthropometry. New Delhi: Kamala-Raj Enterprises.
- Chaurasia, B.D. 1983. Handbook of General Anatomy. Delhi: CBS.
- Steward, T.D. 1979. Essentials of Forensic Anthropology. Illinois: Charles C. Thomas.
- Chatterjee S.K. 1981: Speculation in Finger Print Identification. Jantralekha Printing Works, Kolkata.
- Nath, S. 1996. An Introduction to Forensic Anthropology. New Delhi: Gian Publications.
- Mehta, M.K. 1980. Identification of Thumb Impression & Cross Examination of Finger Prints, N.M. Tripathi Pub. Bombay.

Learning Outcomes

1. The students will learn historical views on the concept of race and human variation.
2. They will learn the genetic basis of variation.
3. Students will learn about the population genetics.

PG-DSC-17P: Forensic Anthropology (Practical) [2 Credits (30 Hours)]

1. Study of Human Long Bones and Skull
2. Fingerprint examination and Handwriting analysis
3. Somatometric and Somatoscopic Observation on living persons.
4. Crime scene investigation study.
5. Identification of blood stains.

Learning Outcomes

1. The students will learn about the human skeleton.
2. They will also learn about identification of the individuals on the basis finger prints and handwriting analysis.
3. They will learn about identification of individuals with Somatometry and Somatoscopy methods.
4. They will also learn about crime scene investigation and blood stains examination.

Suggested Readings

- Bass W.M. 1971. Human Osteology: A Laboratory and Field manual of the Human Skeleton. Columbia: Special Publications Missouri Archaeological Society.
- Reddy V. R. 1985. Dental Anthropology, Inter-India Publication, New Delhi.
- Spencer, C. 2004. Genetic Testimony: A Guide to Forensic DNA Profiling, Pearson, New Delhi.
- Krishan K, Kanchan T. 2016. Identification: Prints - Footprints in Encyclopedia of Forensic and Legal Medicine (Second Edition), Editors-in-Chief: Jason Payne- James and Roger Byard, Academic Press, Oxford, U.K. Elsevier B.V. Pages: 81-91.
- 5. Wilkinson, C. 2004. Forensic facial reconstruction. Cambridge University Press.
- Chaurasia, B.D. 1984. Human Osteology. New Delhi: CBS.
- Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal.
- Singh, I.P. and M.K. Bhasin. 1989. Anthropometry. New Delhi: Kamla Raj Enterprises.

- Shukla, B.R.K. and S. Ratogi. 2003. Laboratory Manual of Physical Anthropology (Anthropometry and Osteology). Lucknow: Bharat Book Centre.

PG-DSC-18: Dissertation [5 Credits (75 Hours)]

Fieldwork at any place approved by the supervisor of the students. The fieldwork may be conducted in any one of the longish vacations.

Submission of one typed copy of the dissertation duly forwarded and recommended by the supervisor. It will include the list of questions asked and a glossary of local words.

The completed dissertation should provide proof of students' understanding of:

- a. research design as applicable to a specific topic
- b. issues concerning sampling, quantitative and qualitative analysis of data
- c. linkage of theory and data in regard to certain specific issues such as gender, rehabilitation, development and backwardness

Learning Outcomes

1. The students will learn about how to do fieldwork.
2. They will learn about designing research according to the requirement of a particular field of enquiry, sampling, problems related to sampling and use of various techniques of data collection.
3. They will learn about classification, interpretation, and presentation of data.
4. They will also learn about writing a dissertation, selecting chapter headings and subheadings, writing references, footnotes, endnotes, etc.

PG-DSE-08 / PG-MDE-08: Human Palaeopathology [4 Credits (60 Hours)]

Unit I: Introduction and history of human palaeopathology. Definition and scope of palaeopathology.

Unit II: Identification of bones, skull and postcranial remains. Diagnosis in palaeopathology. Identification, description and diagnosis in pathological processes in the skeleton.

Unit II: The origins and evolution of human diseases and methods of identifying disease in ancient human skeletal remains. Diseases of Joints, Infectious Diseases, Metabolic Diseases, Trauma, Tumours, Dental Disease.

Unit IV: Disorders of Growth and Development. Palaeopathology and frequency of disease in human remains from archaeological sites.

Learning Outcomes

1. The students will learn how diseases have impact humans and human societies through time, in many parts of the world.
2. Students will learn how to recognize bones of the human skeleton and understand normal vs. abnormal variations that may be the product of disease processes.
3. Students will understand how human biological systems respond to bacterial, viral, and other pathogens, and how these responses affect bone and other tissues.
4. Students will learn to recognize pathological alterations to bone and mummified tissue.

Suggested Readings

- Bass, W. M. 1995. Human Osteology: A Laboratory and Field Manual. 5th edition. Columbia: Missouri Archaeological Society.
- Roberts C.A. 2007. Manchester K. The archaeology of disease. Cornell University Press.
- Tony Waldron 2009. Palaeopathology (Cambridge Manuals in Archaeology). 2nd edition.
- D. Resnick. 2002. Diagnosis of bone and joint disorders, 4th edition, Philadelphia.
- K.D Brandt, M. Doherty and L.S Lohmander. 2003. Osteoarthritis, Oxford, Oxford University Press.
- DJ Ortner, 2003. Identification of pathological conditions in human skeletal remains, 2nd edition, San Diego, Academic Press.

- M.A. Katzenberg and S.R. Saunders., 2007. Biological Anthropology of the Human Skeleton: Second Edition.
- Donald J. Ortner and Walter G. J. Putschar, 1981. Identification of Pathological Conditions in Human Skeletal Remains. Smithsonian Institution Press.
- April M. Beisaw. 2013. Identifying and Interpreting Animal Bones: A Manual.
- Anne L. Grauer. 2022. The Routledge Handbook of Paleopathology 1st Edition

**PG-DSE-09 / PG-MDE-09: Anthropology of Consciousness
[4 Credits (60 Hours)]**

Unit I: Anthropology of consciousness: concepts, ontologies, and methods: What is “consciousness” for anthropologists: Genealogy of approaches - mid-late 20th-century developments: cognitive anthropology, cultural psychology, phenomenological anthropology, anthropology of the senses, cultural neurophenomenology. Mind as multiple and situated. Ontological turn: many worlds of consciousness, Mind/personhood across ontologies. Neuroanthropology and neurophenomenology. Anthropology of consciousness through contemplative practice, Generative neurophenomenology and advanced meditation, Decolonizing and re-animating consciousness

Unit-II: Contemporary theories of consciousness: Materialist theories: neural correlates, higher-order theories, global workspace, predictive processing, affective/homeostatic accounts. Non-reductive physicalism and embodied/enactive/ relational views (e.g. consciousness as relational process, “minding matter”). IIT, panpsychism, quantum accounts, dual-aspect monism, idealism. “Challenge theories”: those that argue current scientific language may be inadequate to capture consciousness.

Unit III: Vedāntic and Indian perspectives on consciousness: Advaita Vedānta: consciousness as self-luminous, non-dual, ultimate reality; Brahman as pure consciousness; ātman = Brahman; world as mithyā (dependent/illusory). Sāṃkhya–Yoga: plurality of passive puruṣas versus prakṛti; comparative contrast with Advaita’s single non-dual consciousness. Buddhist traditions: anattā and non-substantial luminous mind; dialogue and tension with the Vedāntic affirmation of a permanent Self. Contemporary work on Indian philosophy and cognitive science: Indian systems as alternative ontologies addressing many of the same puzzles as contemporary theories.

Unit IV: Contemporary theories of consciousness through a Vedāntic lens: Materialist theories vs Advaita. Non-reductive physicalism, embodied/enactive views, and Vedāntic embodiment. Panpsychism, cosmopsychism, and Advaita’s non-dual consciousness. Idealism and Vedānta. Challenge theories, anomalous experiences, and Vedāntic cosmology.

Learning Outcomes

Student will be able to:

1. Summarize major anthropological approaches to consciousness.
2. Explain how cultural models of mind shape experience.
3. Critically reflect on the methodological challenges of studying consciousness ethnographically.
4. Accurately describe Kuhn’s main categories and sub-families of theories and map particular theorists or models (e.g. IIT, panpsychism) onto Kuhn’s taxonomy.
5. Explain Advaita Vedānta’s core claims about consciousness and their soteriological context.
6. Distinguish Advaita from Sāṃkhya–Yoga and Buddhist theories of mind and self.
7. Articulate how Indian systems can function as live interlocutors for contemporary philosophy of mind and consciousness science, not just as “belief systems.”
8. Re-articulate contemporary theories of consciousness through a Vedāntic conceptual vocabulary.

Suggested Readings

- Robert Lawrence Kuhn, A landscape of consciousness: Toward a taxonomy of explanations and implications, Progress in Biophysics and Molecular Biology, Volume 190, 2024, Pages 28-169.
- Throop CJ, Laughlin CD. Anthropology of consciousness. In: Zelazo PD, Moscovitch M, Thompson E, eds. *The Cambridge Handbook of Consciousness*. Cambridge Handbooks in Psychology. Cambridge University Press; 2007.

- Luhrmann, Tanya Marie. (2021) 2023. "Mind". In The Open Encyclopedia of Anthropology, edited by Felix Stein. Facsimile of the first edition in The Cambridge Encyclopedia of Anthropology. Online: <http://doi.org/10.29164/21mind>
- Federico Divino (2025) Anthropology of consciousness through contemplative practices. Ethnographic investigation into meditative experience and subjectivity. Doctoral Dissertation. <https://tesidottorato.depositolegale.it/handle/20.500.14242/213115>
- Lieberman JM, Sacchet MD. Toward a neuroscience of consciousness using advanced meditation. *Neurosci Biobehav Rev.* 2026 Feb;181:106520. doi: 10.1016/j.neubiorev.2025.106520. Epub 2025 Dec 9. PMID: 41380790.
- Monnier A, Adel L, Dumas G. Now is the time: operationalizing generative neurophenomenology through interpersonal methods. *Neurosci Conscious.* 2025 Dec 27;2025(1):niaf052. doi: 10.1093/nc/niaf052. PMID: 41458363; PMCID: PMC12743303.
- Carles Salazar (2023). On the qualitative nature of conscious states: Insights from a structuralist theory of mind and meaning. *Anthropology of Consciousness.* 2024;35:96–110.
- Broch, Tuva Beyer and Saiba Varma. 2024. "Touch in Digitalized Worlds: An Introduction." *Anthropology of Consciousness*35(2): 136–149. <https://doi.org/10.1111/anoc.12239>.
- Divino, Federico. 2025. "The Dawn of Division: For an Anthropological Theory of Consciousness Through Contemplative Ethnography." *Anthropology of Consciousness*36(1): e12246. <https://doi.org/10.1111/anoc.12246>.
- Webb, H.S. (2013), Expanding Western Definitions of Shamanism: A Conversation with Stephan Beyer, Stanley Krippner, and Hillary S. Webb. *Anthropol Conscious*, 24: 57-75. <https://doi.org/10.1111/anoc.12000>
- Vaibhav Tripathi, Pallavi Bharadwaj, Neuroscience of the yogic theory of consciousness, *Neuroscience of Consciousness*, Volume 2021, Issue 2, 2021, niab030, <https://doi.org/10.1093/nc/niab030>
- Zeman, Adam & Coebergh, Jan. (2013). The nature of consciousness. *Handbook of clinical neurology.* 118. 373-407. 10.1016/B978-0-444-53501-6.00031-7.
- Laughlin, Charles D.2024. "Consciousness As an Intelligent Complex Adaptive System: A Neuroanthropological Perspective." *Anthropology of Consciousness*35(1): 15–41. <https://doi.org/10.1111/anoc.12213>.
- Swami Sarvpriyanand. Ancient Wisdom Modern Questions: Vedantic Perspective
- Anil K. Seth (2018). Consciousness: The last 50 years (and the next). *Brain and Neuroscience Advances*, <https://doi.org/10.1177/2398212818816019>
- Rahul Banerjee and Amita Chatterjee (2018). *Indian Philosophy and Meditation: Perspectives on Consciousness*. Routledge.

PG-DSC-19: Anthropological Theories - II [5 Credits (75 Hours)]

Unit I: Historical and Dialectical Materialism: Georg Wilhelm Friedrich Hegel, Karl Marx and Friedrich Engels; Symbolic and Interpretive Anthropology- Victor Turner, David Schneider, Clifford Geertz; Post Modernism- Georg E. Marcus.

Unit-II: New Ethnography: Kenneth Pike and Marvin Harris regarding Etic and Emic Approaches; Civilization Theories: Robert Redfield, Oscar Lewis, MacKim Marriot, Milton Singer.

Unit III: Concept of 'Primitive' and 'Native' in Anthropology; 'Primitive' as a Conceptual model in Anthropological Research; Dilemma of 'We' and 'They' in research; Autonomous nature of Anthropology; Integration of Scientific and Humanistic Approaches, Anthropologist as Scientist, Citizen, and Humanist.

Unit IV: Globalizations and its impact, General Theoretical Approaches- Modernization Theory, Dependency Theory, World System Theory; Contemporary Social Anthropology-Its Foci and Concerns; Contribution to Indian Studies by- G.S. Ghurye, N.K. Bose, D.N. Majumdar, V. Elwin, L.P. Vidyarthi, Dumont, M.N. Srinivas, S.C. Dube, Leela Dube, Irawati Karve.

Learning Outcomes

1. Students will analyze historical and dialectical materialism alongside symbolic, interpretive, and postmodern approaches in anthropological theory.

2. Students will understand the emic and etic perspectives in new ethnography and evaluate civilization theories proposed by key anthropologists.
3. Students will critically examine the concepts of 'primitive' and 'native', and explore anthropology's scientific, humanistic, and ethical dimensions.
4. Students will assess the impact of globalization, major theoretical approaches to change, and key contributions to Indian anthropology.

Suggested Readings

- Ahmed, A. S. & Shore, C. 1995. *The Future of Anthropology: It's Relevance to the Contemporary World*. London: Athlone.
- Amin S. 1976. *Unequal Development: An Essay on the Social Formations of Peripheral Capitalism*. New York: Monthly Review Press.
- Beteille, A. 1998. *The Idea of Indigenous People*. In *Current Anthropology*, Vol. 39, No. 2, pp. 187-192.
- Bloch, M. 1975. *Marxist Analyses and Social Anthropology*. New York: Wiley.
- Bloch, Maurice. 1983. *Marxism and Anthropology: The History of a Relationship*. Oxford: Clarendon Press.
- Bloch, M. 1991. *Language, Anthropology and Cognitive Science*. *Man* 26(2): 183-98.
- Clifford, J. & Marcus, G. E. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
- Douglas, Mary. 1978. *Cultural Bias*. London: Royal Anthropological Institute of Great Britain and Ireland.
- Engels, F. 1884. *The Origin of the Family, Private Property, and the State*.
- Erickson, P. A. 1993. *Anthropological Lives: Biographies of Eminent Anthropologists (Anthropological Perspectives: Resources for Teaching Anthropology)*. New Delhi: Reliance.
- Evans-Pritchard, E. 1981. *History of Anthropological Thought*. New York: Basic Books.
- Hegel, Friedrich, G. W. 1807. *Phenomenology of Spirit*.
- Inda, J. X. & Renato, R. 2002. *The Anthropology of Globalization: A Reader*. Blackwell Readers in Anthropology, Malden, Mass: Blackwell Publishers.
- Ingold, T. 1994. *Companion Encyclopedia of Anthropology*. London: Routledge.
- Geertz, C. 1974. *Myth, Symbol, and Culture*. New York: W.W. Norton.
- Geertz, C. 1993. *The Interpretation of Culture*. New York: Fontana Press.
- Harris, M. 1968. *Rise of Anthropological Theory*. London: Routledge and Kegan Paul.
- Harris, M. 1988. *Theoretical Principles of Cultural Materialism*. In *High Points in Anthropology*. Bohannan, Paul and Glazer, Mark, eds. New York: McGraw-Hill, Inc.
- Hastrup, K. 1995. *A Passage to Anthropology: Between Experience and Theory*. London: Routledge.
- Marx, K. 1990. *Capital*. Trans. Ben Fowkes. London: Penguin Books.
- Marx, Karl & Engels, F. 1848. *The Communist Manifesto*.
- McNeil, P. 1990. *Research Methods*. London: Routledge.
- Moore, H. 2003. *The Future of Anthropological Knowledge*. London: Routledge.
- Morgan, L. H. 1877. *Ancient Society*.
- Kuper, A. 1975. *Anthropologist and Anthropology*. Middlesex: Penguin.
- Patterson, T. C. 2009. *Karl Marx, Anthropologist*. New York: Berg.
- Spencer, J. 1996. *Symbolic Anthropology*. In *Encyclopedia of Social and Cultural Anthropology*. Alan Barnard and Jonathan Spencer ed. Pp. 535-539. London and New York: Routledge.
- Srivastava, V.K. 2008. *Concept of "Tribe" in the Draft National Tribal Policy*. In *Economic and Political Economy*. Mumbai: Sameeksha Trust. pp. 29-35.
- Turner, Victor W. 1980. *Social Dramas and Stories about Them*. *Critical Inquiry* 7:141-168.
- Upadhyay, V.S. and G. Pandey. 1993. *History of Anthropological Thought*. New Delhi: Concept Publishing Company.
- Xaxa, Virginius. 1999. *Tribes as Indigenous People of India*. In *Economic and Political Economy*. Mumbai: Sameeksha Trust. pp. 3589-3595.
- Garner, Robert 2013. *Rethinking Contemporary Social Theory*. London, Paradigm.
- Charon, J. 1992. *Symbolic Interactionism*. New Jersey: Prentice Hall.

- Manganaro, Marc. 2014. *Modernist Anthropology: From Fieldwork to Text*. Princeton University Press.
- Scupin, R. & DeCorse, C. R. 2012. *Anthropology: A Global Perspective*. New Delhi: Pearson/Prentice Hall.
- Wallerstein, I. 1974. *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press.
- Seligman, A. B. 2012. *Rethinking Pluralism*. N.Y. Oxford.

PG-DSC-16T: Medical Anthropology
[3 Credits (45 Hours)]

Unit I: Medical Anthropology: Definition, Aim, Scope and Subject Matter of Medical Anthropology. Historical Development of Medical Anthropology. Basic Concepts: Illness, Sickness, Disease.

Unit II: Theoretical Orientations in Medical Anthropology. Medical Systems: a) Medical Systems as Cultural Systems. b. Medical System as Social System and Adaptive System.

Unit III: Folk Psychiatry; Culture Change and Mental Illness; Therapeutic Elements in Magico-Religious Healing Techniques. Medical Pluralism: Cosmopolitan, Regional and Local Medical Systems.

Learning Outcomes

1. Students will learn the basic concepts of medical anthropology.
2. Students will learn the concepts of social and cultural systems used in medical anthropology.
3. Students will learn about the folk psychiatry and medical pluralism.

PG-DSC-16P: Medical Anthropology (Practical)
[2 Credit (30 Hours)]

Field based study to understand and document the local medical practices used by people in rural communities. Students will explore traditional healing methods, herbal medicine, and the sociocultural factors influencing health and healthcare in a particular local community.

Learning Outcomes

1. Students will develop an understanding of the traditional medical practices prevalent in rural settings.
2. They will acquire practical skills in ethnographic research.
3. They will gain insights into the cultural beliefs, values, and practices that shape health behaviors and healthcare decisions within the community.

Suggested Readings

- Foster G.M & Anderson B.G: Medical Anthropology.
- Brown Q.G et al: Understanding and Applying Medical Anthropology.
- Kalla A.K & Joshi P.C: Tribal Health and Medicine.
- Helman C.: Culture, Health and Illness.
- K. White (2002) An Introduction to the Sociology of Health and Illness, London: Sage.
- W. C. Cockerham (2007) Social Causes of Health and Disease, US: Polity Publication.
- M. Akram (2014) Sociology of Health, New Delhi/Jaipur: Rawat Publications.

PG-DSC-20: Anthropology and Education
[5 Credits (75 Hours)]

Unit I: Role of Anthropology in Tribal Education; Formal and Informal Education; Tribal Education after Independence-NPE 1968, NPE 1986, NEP 2020; Status of Education in Scheduled Tribes, Ethnography of classroom/schools.

Unit II: Tribal Education- Medium of instruction; contents; background of teachers; tribal children in residential and non-residential schools; traditional process of learning and modern education; tribal values and ethics as opposed to modern educational values; problems of drop-outs and stagnation; attitude of different stakeholders towards tribal education.

Unit III: Challenges of Tribal Education in India; Government Interventions- Eklavya Model Schools, Scholarships Schemes, Vocational Training Centers in Tribal Areas.

Unit IV: Ethnographic survey of a nearby school, participate in the classroom teaching and prepare a report based on observations.

Learning Outcomes

1. The students will learn about the role of anthropology in tribal education.
2. They will be able to analyse different educational policies since the independence of India critically and will be able to locate the status of education in Scheduled Tribes.
3. They will learn about the various issues about tribal education, like how tribal value systems are different from modern educational values.
4. They will learn about the various challenges of tribal education in India and the different government interventions.

Suggested Readings

- Anderson-Levitt, Kathryn, ed. 2012. *Anthropologies of Education: A Global Guide to Ethnographic Studies of Learning and Schooling*. New York: Berghahn Books.
- Bourdieu, Pierre. 1986. *The Forms of Capital*. In *Handbook of Theory and Research in the Sociology of Education*, edited by J. G. Richardson, 241–258. New York: Greenwood.
- Census 2011. Registrar General & Census Commissioner, Ministry of Home Affairs, Govt. of India.
- D' Amato, Suzanne E. 2010. *Education and Anthropology*. In *21st Century Anthropology: A Reference Handbook* edited by H. James Birx, New Delhi: Sage Reference.
- Henze, R. (2020, October 27). Anthropology of Education. *Oxford Research Encyclopedia of Anthropology*. Retrieved 18 Mar. 2024, from <https://oxfordre.com/anthropology/view/10.1093/acrefore/9780190854584.001.0001/acrefore-9780190854584-e-10>.
- Levinson, Bradley, and Mica Pollock, eds. 2011. *A Companion to the Anthropology of Education*. Malden, MA: Wiley-Blackwell.
- National Policy on Education 1968. Ministry of Education, Govt. of India.
- National Policy on Education 1986. Ministry of Education, Govt. of India.
- National Education Policy (NEP) 2020. Ministry of Education, Govt. of India.
- Report of the High-level committee on socioeconomic, health and educational Status of tribal communities of India. 2014. Ministry of Tribal Affairs, Government of India.
- Spindler, G.D. 2011. *Anthropology and Education: An Overview*. In *The Anthropology of Education: Classic Readings*, edited by David Julian Hodges, 19-40. San Diego: Cognella.
- Statistical Profile of Scheduled Tribes in India 2013. Ministry of Tribal Affairs Statistics Division Government of India.
- Thapan, M. 2005. *Life At School: An Ethnographic Study*. New Delhi: OUP.
- Thapan, M. 2014. *Ethnographies of Schooling in Contemporary India*. Delhi: Sage India.
- Xaxa, V. 2021. Education, Assimilation and Cultural Marginalisation of Tribes in India, *Economic & Political Weekly*, Vol. LVI, No 36, pp 10-13.

Links to Digital Materials

- Henze, R. 2020, October 27. Anthropology of Education. *Oxford Research Encyclopaedia of Anthropology*. Retrieved 18 Mar. 2024, from <https://oxfordre.com/anthropology/view/10.1093/acrefore/9780190854584.001.0001/acrefore-9780190854584-e-10>.
- Council on Anthropology and Education (CAE) <http://cae.americananthro.org/>
- Ethnography and Education annual Conference (Oxford, UK) <https://www.ethnographyandeducation.org/>
- European Society of Ethnographers of Education (part of the European Educational Research Association) <https://eera-ecer.de/networks/19-ethnography>
- IForum on Ethnographic Investigations with Children and Youth <http://encuentrosetnograficos.weebly.com/>
- IUAES Commission on Anthropology and Education <http://www.iuaes.org/comm/education.html>

- Simposio Interamericano de Investigación Ethnográfica en Educación <https://www.conferences.gseis.ucla.edu/simposio> (Latin America) (website changes each year depending on the location of the Simposio)
- Thematic strand on Sociology of Education of L'Association Française de Sociologie <http://www.test-afs-socio.fr/drupal/RT4>
- Web document: "What Are Anthropologists and Ethnographers of Education Up to Around the World?" https://www.academia.edu/22536674/What_are_anthropologists_and_ethnographers_of_education_up_to_around_the_world
- Kathryn Anderson-Levitt; includes listings of many conferences and journals that publish educational ethnographies
- Website: "Race: Are We So Different?" <http://www.understandingrace.org/>, "public anthropology exhibit of the American Anthropological Association"

PG-DSC-18: Dissertation [5 Credits]

Fieldwork at any place approved by the supervisor of the students. The fieldwork may be conducted in any one of the longish vacations.

Submission of one typed copy of the dissertation duly forwarded and recommended by the supervisor. It will include the list of questions asked and a glossary of local words.

The completed dissertation should provide proof of students' understanding of:

- a. research design as applicable to a specific topic
- b. issues concerning sampling, quantitative and qualitative analysis of data
- c. linkage of theory and data in regard to certain specific issues such as gender, rehabilitation, development and backwardness

Learning Outcomes

1. The students will learn about how to do fieldwork.
2. They will learn about designing research according to the requirement of a particular field of enquiry, sampling, problems related to sampling and use of various techniques of data collection.
3. They will learn about classification, interpretation, and presentation of data.
4. They will also learn about writing a dissertation, selecting chapter headings and subheadings, writing references, footnotes, endnotes, etc.

PG-DSE-10 / PG-MDE-10: Applied Anthropology [4 Credits (60 Hours)]

Unit I: Meaning and Scope of Applied Anthropology. Applied and Action Anthropology; Concept of Sol Tax in Action Anthropology.

Unit-II: Applied Anthropology in Administration, Industry, Education, and Public Health and in development and disaster studies.

Unit III: Anthropology in Development Planning: Micro and Macro Level Planning, Participatory Approach, Top-down and Bottom-Up Approach in Development, Agencies of Development: Governmental and Nongovernmental, People's Participation.

Unit IV: Relocation and Rehabilitation: Rehabilitation Policies and Programmes in Natural and Created Disasters: Strategies, Agencies and Organizational Structure, Management and Planning.

Learning Outcomes

1. The students will understand the meaning, scope, and key concepts of Applied and Action Anthropology, including Sol Tax's contributions.
2. Explore the applications of anthropology in sectors like administration, industry, education, public health, and disaster studies.
3. Examine the role of anthropology in development planning, emphasizing participatory methods and development agencies.

4. Study policies, strategies, and structures related to relocation and rehabilitation in the context of natural and man-made disasters.

Suggested Readings

- Ervic, Alexander M. (2000). Applied Anthropology: Tools and Perspectives for Contemporary Practice. Boston, MA: Allyn and Bacon.
- Erwin, A. (2004). Applied Anthropology Tools and Practice. Allyn and Bacon.
- Gupta, S & Kapoor, A.K. (2009). Human Rights in Indian Populations: Knowledge, Awareness and Practice. Gyan Publishing House, New Delhi.
- Willen, S. S. (2012). Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations Journal of Human Rights 11: 150-159.
- Goodale, M. (2009). Human Rights: An Anthropological Reader. Wiley Blackwell.
- Gupta, S. and Kapoor A.K. (2007). Human Rights, Development and Tribe In: Genes, Environment and Health - Anthropological Perspectives K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.
- Margaret, A.G. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.
- Halbar, B.G. and Khan, C.G.H. (1991). Relevance of Anthropology - The Indian Scenario. Rawat Publications, Jaipur.
- Kapoor, A.K. (1998). Role of NGO's in Human Development: A Domain of Anthropology. J Ind Anthropol Soc; 33: 283-300.
- Klepinger, L.L. (2006). Fundamentals of Forensic Anthropology. Wiley-Liss Publications
- Mishra, R.C. (2005). Human Rights in a Developing Society, Mittal Publications, Delhi.
- Noal, R.W. (2002). Anthropology in Practice: Building a Career outside the Academy. Publishing Lynne Rienner.
- Roy, I.B. (2010). Anthropology: The Study of Man. S. Chand Limited, New Delhi.
- 13. Srivastav, O.S. (1996). Demographic and Population Studies. Vikas Publishing House, India.
- Vidyarthi, L.P. & Sahay, B.N. (2001). Applied Anthropology and Development in India. National Publishing House, New Delhi.
- Vidyarthi, L.P. (1990). Applied Anthropology in India - Principles, Problems and Case Studies. Kitab Mahal, U.P.
- Vidyarthi, V. (1981). Tribal Development and its Administration. Concept Publishing Company, New Delhi.
- Mann, R.S. (1994). Social Change and Social Research. New Delhi, Concept Publishing Comp.
- Westlund, H. (2013). Social Capital and Rural Development in the Knowledge Society. UK, Edward Elgar Press.

PG-DSE-09: Anthropology of Consciousness

[4 Credits (60 Hours)]

Unit I: Anthropology of consciousness: concepts, ontologies, and methods: What is "consciousness" for anthropologists: Genealogy of approaches - mid-late 20th-century developments: cognitive anthropology, cultural psychology, phenomenological anthropology, anthropology of the senses, cultural neurophenomenology. Mind as multiple and situated. Ontological turn: many worlds of consciousness, Mind/personhood across ontologies. Neuroanthropology and neurophenomenology. Anthropology of consciousness through contemplative practice, Generative neurophenomenology and advanced meditation, Decolonizing and re-animating consciousness

Unit-II: Contemporary theories of consciousness: Materialist theories: neural correlates, higher-order theories, global workspace, predictive processing, affective/homeostatic accounts. Non-reductive physicalism and embodied/enactive/ relational views (e.g. consciousness as relational process, "minding matter"). IIT, panpsychism, quantum accounts, dual-aspect monism, idealism. "Challenge theories": those that argue current scientific language may be inadequate to capture consciousness.

Unit III: Vedāntic and Indian perspectives on consciousness: Advaita Vedānta: consciousness as self-luminous, non-dual, ultimate reality; Brahman as pure consciousness; ātman = Brahman; world as mithyā (dependent/illusory). Sāṃkhya–Yoga: plurality of passive puruṣas versus prakṛti; comparative contrast with Advaita’s single non-dual consciousness. Buddhist traditions: anattā and non-substantial luminous mind; dialogue and tension with the Vedāntic affirmation of a permanent Self. Contemporary work on Indian philosophy and cognitive science: Indian systems as alternative ontologies addressing many of the same puzzles as contemporary theories.

Unit IV: Contemporary theories of consciousness through a Vedāntic lens: Materialist theories vs Advaita. Non-reductive physicalism, embodied/enactive views, and Vedāntic embodiment. Panpsychism, cosmopsychism, and Advaita’s non-dual consciousness. Idealism and Vedānta. Challenge theories, anomalous experiences, and Vedāntic cosmology.

Learning Outcomes

Student will be able to:

9. Summarize major anthropological approaches to consciousness.
10. Explain how cultural models of mind shape experience.
11. Critically reflect on the methodological challenges of studying consciousness ethnographically.
12. Accurately describe Kuhn’s main categories and sub-families of theories and map particular theorists or models (e.g. IIT, panpsychism) onto Kuhn’s taxonomy.
13. Explain Advaita Vedānta’s core claims about consciousness and their soteriological context.
14. Distinguish Advaita from Sāṃkhya–Yoga and Buddhist theories of mind and self.
15. Articulate how Indian systems can function as live interlocutors for contemporary philosophy of mind and consciousness science, not just as “belief systems.”
16. Re-articulate contemporary theories of consciousness through a Vedāntic conceptual vocabulary.

Suggested Readings

- Robert Lawrence Kuhn, A landscape of consciousness: Toward a taxonomy of explanations and implications, *Progress in Biophysics and Molecular Biology*, Volume 190, 2024, Pages 28-169.
- Throop CJ, Laughlin CD. Anthropology of consciousness. In: Zelazo PD, Moscovitch M, Thompson E, eds. *The Cambridge Handbook of Consciousness*. Cambridge Handbooks in Psychology. CUP; 2007.
- Luhrmann, Tanya Marie. (2021) 2023. “Mind”. In *The Open Encyclopedia of Anthropology*, edited by Felix Stein. Facsimile of the first edition in *The Cambridge Encyclopedia of Anthropology*.
- Federico Divino (2025) Anthropology of consciousness through contemplative practices. Ethnographic investigation into meditative experience and subjectivity. Doctoral Dissertation. <https://tesidottorato.depositolegale.it/handle/20.500.14242/213115>
- Lieberman JM, Sacchet MD. Toward a neuroscience of consciousness using advanced meditation. *Neurosci Biobehav Rev*. 2026 Feb;181:106520. doi: 10.1016/j.neubiorev.2025.106520. Epub 2025 Dec 9. PMID: 41380790.
- Monnier A, Adel L, Dumas G. Now is the time: operationalizing generative neurophenomenology through interpersonal methods. *Neurosci Conscious*. 2025 Dec 27;2025(1):niaf052. doi: 10.1093/nc/niaf052. PMID: 41458363; PMCID: PMC12743303.
- Carles Salazar (2023). On the qualitative nature of conscious states: Insights from a structuralist theory of mind and meaning. *Anthropology of Consciousness*. 2024;35:96–110.
- Broch, Tuva Beyer and Saiba Varma. 2024. “Touch in Digitalized Worlds: An Introduction.” *Anthropology of Consciousness*35(2): 136–149. <https://doi.org/10.1111/anoc.12239>.
- Divino, Federico. 2025. “The Dawn of Division: For an Anthropological Theory of Consciousness Through Contemplative Ethnography.” *Anthropology of Consciousness*36(1): e12246. <https://doi.org/10.1111/anoc.12246>.
- Webb, H.S. (2013), Expanding Western Definitions of Shamanism: A Conversation with Stephan Beyer, Stanley Krippner, and Hillary S. Webb. *Anthropol Conscious*, 24: 57-75. <https://doi.org/10.1111/anoc.12000>
- Vaibhav Tripathi, Pallavi Bharadwaj, Neuroscience of the yogic theory of consciousness, *Neuroscience of Consciousness*, Volume 2021, Issue 2, 2021, niab030, <https://doi.org/10.1093/nc/niab030>

- Zeman, Adam & Coebergh, Jan. (2013). The nature of consciousness. Handbook of clinical neurology. 118. 373-407. 10.1016/B978-0-444-53501-6.00031-7.
- Laughlin, Charles D. 2024. "Consciousness As an Intelligent Complex Adaptive System: A Neuroanthropological Perspective." Anthropology of Consciousness 35(1): 15–41. <https://doi.org/10.1111/anoc.12213>.
- Swami Sarvpriyanand. Ancient Wisdom Modern Questions: Vedantic Perspective
- Anil K. Seth (2018). Consciousness: The last 50 years (and the next). Brain and Neuroscience Advances, <https://doi.org/10.1177/2398212818816019>
- Rahul Banerjee and Amita Chatterjee (2018). Indian Philosophy and Meditation: Perspectives on Consciousness. Routledge.

PG-MDE-11: Development Anthropology [4 Credits (60 Hours)]

Unit I: Theoretical overview of the relationship between Development and Anthropology; key concepts and arguments in both applied 'development anthropology' and the 'anthropology of development'; Indices and Measurement of Development; Models and Theories in Development.

Unit-II: Politics of aid, donors, states; poverty, its meaning, measurement, and experience; significant anthropological contributions to debates over poverty, scientific and 'indigenous' knowledge for development; indigenous communities and issues of displacement.

Unit III: Evaluation of work of policy makers, development projects, and popular 'community participation and 'empowerment' in development with relevant case studies from India; Sustainable development, conservation and environment, migration, technology, and education.

Unit IV: Non-governmental organizations (NGOs) and civil society in contemporary development; the role of anthropologists in development.

Learning Outcomes

1. The students will be able to learn key debates in the anthropology of development.
2. Students will understand the theoretical relationship between anthropology and development, including key concepts, indices, models, and theories of development.
3. Students will critically examine the politics of aid, poverty, and displacement, and assess anthropological perspectives on development and indigenous knowledge.
4. Students will evaluate development policies, community participation, and empowerment with case studies, and explore issues of sustainability, environment, and migration.
5. Gain aptitude to understand development encounters from different perspectives, and in different regional and institutional contexts.
6. Students will analyze the role of NGOs and civil society in development and reflect on the ethical and practical contributions of anthropologists in development work.
7. Understand conceptual and ethical reflection on what and how anthropologists can contribute in practice.

Suggested Readings

- Edelman, Marc & Angelique Haugerud (eds) 2005. *The anthropology of development and globalisation: From classical political economy to contemporary neoliberalism*. Oxford: Blackwell.
- Gardener, K. & D. Lewis 2015. *Anthropology and Development: Challenges for the twenty-first century*. London: Pluto
- Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*, Princeton, N. J. Princeton University Press.
- Harrison, E. & Crewe, E. 1999. *Whose development? An ethnography of aid*. London: Zed Books
- Mosse, David, and David Lewis. 2005. *The Aid Effect: Giving and Governing in International Development*. Pluto Press
- Olivier de Sardan, Jean-Pierre. 2005. *Anthropology and Development: understanding social change*. London: Zed Press.