



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Anthropology
Semester V (2022-2025)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAANTHRO 501	Major	Introduction to Indian Anthropology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher's Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

BAANTHRO501: INTRODUCTION TO INDIAN ANTHROPOLOGY

Course Educational Objectives (CEOs):

CEO 1: To provide knowledge about the diversity of the Indian population.

CEO 2: To provide knowledge about the various Approaches to studying Indian civilizations.

CEO 3: To provide knowledge about the Structure and Nature of the Indian Social System

CEO 4: To provide an understanding of basic concepts to understand Indian Society

CEO 5: To provide knowledge about some aspects of social change.

Course Outcomes (COs): Students are expected to:

CO 1: Describe the various elements of the Indian Population

CO 2: Explain various approaches to studying Indian Civilization and acquire the skills on how to analyze Indian Society.

CO 3: Describe the Structure and Nature of the Indian Social System

CO 4: Explain the basic concepts of Indian Society

CO 5: Evaluate the Indian Social structure and explain the various aspects of social change in India.

Course Contents:

Unit I: Diversity of Indian Population: Geographical Distribution of Indian Population; Racial/Ethnic, Demographic, Linguistic, and Religious Elements in Indian Populations.

Unit II: Approaches to Study the Indian Society: Historical, Indological, Structural Functional, Culturological, Marxist, and Subaltern Approach

Unit III: Structure and Nature of Indian Social System: *Varna*; Jati (Caste); Joint Family; *Purushartha*; *Ashram*; *Karma*; and *Rina*.

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Unit IV: Basic Concepts to Understand Indian Society: Great Tradition and Little Tradition; Universalization and Parochialization; Sacred Complex; Nature-Man-Spirit Complex; Tribe-Caste Continuum.

Unit V: Aspects of Social Change in India: Sanskritization and Westernization; Secularization; Modernization. Dominant Caste. Social Change in India.

Suggested Readings:

Textbooks:

- Ghurye, G.S. (1961). *Caste, Class, and Occupation*, Bombay: Popular Book Depot.
- Karve, Iravati (1961). *Hindu Society- An Interpretation*. Pune: Deccan College.
- Karve, Iravati (1953). *Kinship Organization in India*. Pune: Deccan Collage.
- Kothari, Rajani (1970). *Caste in Indian Politics*. New Delhi Orient Longman.
- Kurane, Anjali (1998). *Ethnic Identity and Social Mobility*. Rawat Publications.
- Majumdar, R.C. (1951). *The Vedic Age of The History and Culture of The Indian People* (Vol. I). London: Allen Unwin.
- Majumdar, D.N. (2021). *Races and Cultures of India*. New Delhi: L.G. Publishers.
- Mandalbaum, D. (1972). *Society in India*. Bombay: Popular Prakashan,
- Tylor, Stephen (1973). *India: An Anthropological Perspective*. Waveland Press, Inc.

Recommended Books:

- Bashain, A.L (1977). *The Wonder that was India*. New Delhi: Rupa & Co.
- Bary, Willam (1958). *Sources of Indian Tradition*. New York: Columbia University Press.
- Betealle, Andre (1965). *Caste, Class, and Power*. Berkley: California University.
- Conze, Edward (1951). *Buddhism: Its Essence and Development*, New York: Philosophical Library.

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- Farquhar, J. N. (1911). *A Primer of Hinduism*. London: Christian Literature Society for India.
- Gordon, D. H. (1958). *The Prehistoric Background of Indian Culture*. Bombay: Popular Book Depot.
- Guha, B S. (1938). *Racial Elements in the Indian Population*. Bombay: Oxford University Press.
- Gupta, Dipankar (1992). *Social Stratification*. Bombay: Oxford University Press.
- Husnain, Nadeem (2021). *Indian Anthropology*. Palka Prakashan: 2021st edition.
- Husnain, Nadeem (1998). *Unifying Anthropology*. New Delhi Vivek Prakashan.
- Khare, R. (1991). *Cultural Diversity and Social Discontent: Anthropological Studies on Contemporary India*, New Delhi: Sage.
- Majumdar, R.C. (1951). *History and Culture of the Indian People*. Bharatiya Vidya Bhavan.
- Milton, Singer (1975). *Traditional India Structure & Change*, Rawat Publications
- Rao, MSA (1970). *Urbanization and Social Change*, Delhi: Orient Longman.
- Rush, Brook W. (1985). *Ethnic Diversity in India*. New Delhi: Anmol Publication.
- Singh, K. (1992). *People of India: An Introduction*. Calcutta: Anthropological Survey of India.
- Sahay, Vijoy S (1998). *Indian Anthropology*. Allahabad: K. K. Publications.
- Schermerhorn, R.A. (1978). *Ethnic Plurality in India*, Tucson, Arizona: University Arizona press.
- Smith, A. (1973). *The Concept of Social Change*. London: Routledge & Kegan Paul.
- Srinivas, M.N. (1962). *Caste in Modern India & Other Essays*. Bombay: Media Promoters and Publishers.
- Srinivas M.N. (1966). *Social Change in Modern India*. Bombay: Allied Publication.
- Wheeler, Mortimer, R (1953). *The Indus Civilization*. Great Britain University Press at Cambridge.

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BAANT HRO502	Major	Anthropology and Methods of Research	60	20	20	0	0	3	0	0	3

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BAANTHRO502: ANTHROPOLOGY AND METHODS OF RESEARCH

Course Educational Objectives (CEOs):

- CEO 1:** To provide knowledge about the various steps involved in anthropological Fieldwork.
- CEO 2:** To provide an understanding of ethnography as an important qualitative research method, the method in a human cultural study at both the micro-level & macro level.
- CEO 3:** To provide knowledge about the characteristics and types of research design
- CEO 4:** To provide knowledge about the different primary methods used in anthropological research
- CEO 5:** To develop analytical and writing skills.

Course Outcomes (COs): The students are expected to:

- CO 1:** Understand the steps involved in anthropological fieldwork.
- CO 2:** Recognize the fundamentals of traditional fieldwork through Ethnographic Studies that form part and parcel of Anthropology.
- CO 3:** Explain the types of research design and to design their research/dissertation project.
- CO 4:** Collect and analyze the data through scientific and appropriate means.
- CO 5:** Write a report after investigating and interpreting the problem by using data and anthropological insights.

Course Contents:

Unit I: Anthropology: Holistic Perspective; Fieldwork and Its Relevance: Approaches to Fieldwork, Fieldwork, Field Work Tradition in Anthropology; and Ethics in Fieldwork.

Unit II: Ethnography; Techniques, Methods, and Methodology; Genealogy and Pedigree.

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BAANT HRO502	Major	Anthropology and Methods of Research	60	20	20	0	0	3	0	0	3

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Unit III: Research Design: Types of Research Designs; Tools of Data Collection:

Observations, Interview, Schedules, Questionnaire, Case study, Genealogy, Life History, Oral History, Participatory methods, and secondary sources of information.

Unit IV: Data Collection Techniques: Primary Data- Observation, Interview,

Questionnaire; Focus Group Discussions (FGDs); Interview Schedules, and Case Study.

Secondary Data: Census, Registration system & Population Registers, Sample Surveys, Handbooks, Gazetteers, and other sources of Data collection.

Unit V: Statistical Analysis: Collection and Presentation of Data, Measures of Central Tendency and Dispersion, Statistical Distribution.

Report Writing – Steps in Report Writing.

Suggested Readings:

- Andersson, J. (2019). *Assignment and Thesis Writing. 4ED.* New Delhi: Wiley Eastern Limited, New Delhi.
- Goode, W.J., and Hatt, P. K. (1953). *Methods in Social Research.* New York: Mc. Graw- /hill Book Co. International.
- Kothari, C.R., (2004). *Research Methodology.* New Delhi: Vishwa Prakashan.
- Pandey, G. (2018). *Anthropological Research Methodology.* New Delhi: Concept Publishing Company.
- Pelto and Pelto J. (1978). *Anthropological Research Structure of Inquiry.* Cambridge University Press.
- Scupin, R., & Decorse, R.C. (2005). *Anthropology A Global Perspective.* New Delhi: Prentice- Hall.
- Vidyarthi, L P. (1990). *Applied Anthropology in India.* Allahabad: Kitab Mahal.
- Young, P V. (2001). *Scientific Social Survey and Research.* New Delhi: Printice Hall.

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BAANTHRO 503	DSE	Human Growth, Development, and Ageing	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

BAANTHR5033: HUMAN GROWTH, DEVELOPMENT AND AGEING

Course Educational Objectives (CEOs):

CEO1: To provide an understanding of the fundamental Concept of Human Growth & Stages of Human Growth.

CEO2: To provide an understanding of the Growth of Humans from a foetus into a man.

CEO3: To provide an understanding of the factors influencing Growth, Development and Senescence/Ageing.

CEO4: To provide knowledge about Balanced Diet & Nutritional Requirements in Man.

CEO5: To provide an understanding of the Process of Ageing

Course Outcomes (COs): The students are expected to:

CO 1: Describe the concepts related to Growth and Stages of Growth.

CO 2: Demonstrate the Techniques and Methods of studying the process of Growth.

CO 3: Describe the role of Genetics, Hormonal, Environmental & Physiological factors on Human Growth.

CO 4: Explain the concept of Nutrition, and Nutritional Epidemiology, and acquire skills of Assessment of Nutritional Status.

CO 5: Demonstrate how the studies have contributed our today's knowledge.

Course Contents:

UNIT I: Concept of Human Growth, Development, Differentiation and Maturation; Stages of Human Growth

UNIT II: Prenatal (conception till birth) and Postnatal (birth till senescence); Period of Growth; the Pattern of Normal Growth Curves; Variation from normal growth (Catch-Up Growth); Gender, & Ethnic differences in Growth Curves, Secular Trends.

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BAANTHRO 503	DSE	Human Growth, Development, and Ageing	60	20	20	0	0	4	0	0	4	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT III: Bio-Cultural Factors (genetic, social, and ecological factors) influencing patterns of Growth and Variation, Methods, and Techniques to Study Growth, Significance/ Applicability of Growth Studies.

UNIT IV: Nutritional Epidemiology - Concept of a Balanced Diet, Impact of Malnutrition (over and under) with Special Reference to Obesity, Kwashiorkor and Marasmus. Assessment of Nutritional Status.

UNIT V: Introduction to Gerontological/Ageing Studies

The Process of studying senescence: Methods of Studying Ageing Populations; Social Dimension; Psychological Dimension; and Physical changes.

Place of the elderly in the family with changing times; Health and Diseases in Old Age Minor and Major health issues (Blood Pressure Changes, Diabetes Mellitus, CVDs, etc).

Suggested Readings:

- Bagga, Amrita and Anuradha, Sakurkar (2013). *Women, Ageing and Mental Health*. Mittal Publication, New Delhi: ISBN-13 : 978-8183244282.
- Bartelink, Eric; Jurmain, R, Kilgore L, and Trevathan, W. (2016) *Essentials of Physical Anthropology*. Wadsworth Publishing Co Inc.
- Bogin, B. (1999). *Patterns of human growth*. Cambridge University Press.
- Cameron, N and B. Bogin (2012). *Human Growth and Development*. Second edition, Academic Press Elsevier.
- Devi, Dayabati and Amrita Bagga (2006). *Ageing in Women: A Study in North-East India*. New Delhi: Mittal Publication ISBN -13 : 978-8183241533.
- Harrison, G.A; Tanner, J. M.; Pilbeam, D.R. and P. T. Baker. (1988). *Human Biology*. Oxford University Press.
- Kathleen, K. (2008). *Encyclopaedia of Obesity*. Sage.

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BAANTHRO 503	DSE	Human Growth, Development, and Ageing	60	20	20	0	0	4	0	0	4	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Malina, R.M.; Bouchard, C., and B. Oded (2004). *Growth, Maturation, and Physical Activity*. Human Kinetics.
- McArdle, W.D.; Katch, F.I. and V. L. Katch (2014). *Exercise Physiology: Energy, Nutrition, and Human Performance*. Lippincott Williams & Wilkins; 8th edition
- Sinha, R. and S. Kapoor (2009). *Obesity: A multidimensional approach to a contemporary global issue*. Delhi: Dhanraj Publishers.
- Shrivastava, R. P. (2010). *Morphology of the Primates and Human Evolution*. PHI
- Tanner, James M. (1990). *Foetus Into Man: Physical Growth from Conception to Maturity*. Harvard University Press.
- Tanner, J. M. (1962). *Growth at Adolescence: With a General Consideration of the Effects of Hereditary and Environmental Factors Upon Growth and Maturation from Birth to Maturity*. Blackwell Scientific Publications.

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BAANT HRO504	DSE	Demographic Anthropology	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

BAANTHRO5032: DEMOGRAPHIC ANTHROPOLOGY

Course Educational Objectives (CEOs):

- CEO 1:** To provide an understanding of Demographic Aspects of a Population.
- CEO 2:** To introduce the basic concept of Demographic Anthropology and Theories
- CEO 3:** To provide knowledge of Tools of Demographic Data collection.
- CEO 4:** To provide knowledge about the Population of India and the Factors Affecting the Changes in Populations.
- CEO 5:** To provide knowledge about the Role of various National and Health Policies relevant to Demographic Changes

Course Outcomes (COs): The students are expected to

- CO 1:** Recall the basics of Demography and Explain the Demographic Theories.
- CO 2:** Understand Population Theories
- CO 3:** Describe tools used for Population Change.
- CO 4:** Discuss Factors affecting changes in populations
- CO 5:** Explain the role of various national and health policies relevant to demographic changes

Course Contents:

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;

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BAANT HRO504	DSE	Demographic Anthropology	60	20	20	0	0	4	0	0	4

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***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

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.

UNIT V: National policies:

National Population Policy;
 National Health Policy;
 National Policy on Reproductive Health Care

Suggested Readings:

- Bhende, A. and T. Kanitkar (2006). *Principles of Population Studies*. Mumbai: Himalaya Publishing House.
- Caldwell, J.C. (2006). *Demographic Transition Theory*. Springer.
- Kshatriya, G.K. (2000). *Ecology and health with special reference to Indian tribes*. Human Ecology special volume 9:229-245.
- Kshatriya, G.K., Rajesh, G. and A.K. Kapoor (2010). *Population Characteristics of Desert Ecology*. Germany: VDM Verlag Dr. Muller GmbH and Co.
- Misra, B.D. (1982). *An introduction to the study of population*. New Delhi: South Asia publ. ltd.
- Park, K. (2023). *Textbook of Preventive and Social Medicine*. Jabalpur: Bhanot Publications.
- Riley, N.E. and Mc Carthy, J. (2003). *Demography in the Age of Post-Modernism*. U. K.: Cambridge University Press. Pages 1-13 and 32-98
- Sharma, A.K. (1979). *Demographic transition: A Determinant of Urbanization*. Social Change 9: 13-14.
- Srivastava, O.S. (1996). *Demographic and Population Studies*. Vikas Publishing House.
- Zubrow, E.B.W. (1976). *Demographic Anthropology. Quantitative approaches*. Albuquerque: University of New Mexico Press.

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BAANT HRO 505	DSE	Economic Anthropology	60	20	20	0	0	4	0	0	4

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BAANTHRO5033: ECONOMIC ANTHROPOLOGY

Course Educational Objectives (CEOs):

CEO 1: To appraise the student on the Development and Growth of different Economic Organization

CEO 2: To provide knowledge about the main Socio-Cultural Characteristics of Simple Societies and Concept of Production and Consumption

CEO 3: To provide knowledge about the Exchange System

CEO 4: To provide knowledge about Reciprocity, Redistribution, Exchange, Utilisation

CEO 5: To provide knowledge about the Concept of Weekly Markets

Course Outcomes (COs): The students are expected to

CO 1: Explain the meaning scope and characteristics of economic anthropology

CO 2: Describe the main Socio-Economic- Cultural Characteristics of Hunters-Gatherers, Pastoralists and Intensive Agriculturists

CO 3: Define Reciprocity, Redistribution, Exchange, Utilization

CO 4: Compare Reciprocity, Redistribution, and Market Modes of Exchange

CO 5: Describe the characteristics, Merits, Demerits, and Role of Weekly Markets

Course Contents:

UNIT I: Economic Anthropology: Meaning, Scope, and Characteristics, Primitive Economy.

UNIT II: Concept of Land, Labour, Capital and Organization in Simple Societies, Concept of Production, Consumption, and Redistribution.

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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Anthropology
Semester V (2022-2025)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAANT HRO 505	DSE	Economic Anthropology	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT III: Exchange System: Barter Exchange, Characteristics and Demerits, Money Exchange Merits, Monetization of Primitive Economy.

UNIT IV: Reciprocity, Gift and Ceremonial Exchange, Re-distribution.

UNIT V: Weekly Markets: Characteristics, Merits, Demerits, the Role of Weekly Markets.

Suggested Readings:

- Barbara M. (2011). *Cultural Anthropology*. Pearson New Jersey: Education.
- Henrich, J.; Boyd, R.; Bowles, S.; Camerer, C.; Fehr, E.; Gintis, H.; McElreath, R.; Alvard, M. et al. (2005). '*Economic Man*' in *Cross-Cultural Perspective: Behavioral Experiments in 15 Small-Scale Societies*. Behavior and Brain Science. 28(6):795-815.
- Henrich, J. (2002). *Decision-Making, Cultural Transmission, And Adaptation in Economic Anthropology*. In: J. Ensminger (Ed.), *Theory in Economic Anthropology* (pp. 251-295). Walnut Creek, CA: Altamira Press.
- Herskovits M.J. (1952). *Economic Anthropology: A Study in Comparative Economics*. New York: Alfred A Knopf Inc.
- Majumdar, D. N. & T. N. Madan (1975). *An Introduction to Social Anthropology*. New Delhi: Asia Publishing House.
- Vidyarthi, L.P. & B. K. Rai (1977) *Tribal Culture of India*. New Delhi: Concept Publications.
- Peregrine, Peter N.; Ember, Carol R. and Melvin Ember (2020) *Anthropology*. Prentice Hall of India.
- Pandey Gaya (2017) *Social – Cultural Anthropology*. Delhi: Concept Publishing Company.

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BA506	P/I/C	Field Project	0	0	0	60	40	0	0	12	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

CEO1: This paper has an objective to provide motivation for the students to choose a topic for field study.

CEO2: To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

CEO3: To enable students to develop a project report.

Course Outcomes:

CO1: The student should be able to acquire analytical skills and capabilities to develop a project report

CO2: To develop a thought process among students to identify the existing gaps in the society.

CO3: To write a project report

Submission and marking Guidelines.

At the end of V semester, the student will submit a field project report of his study on the following guidelines:

1. The students will submit the report of the field study and a duly constituted Committee will take the decision regarding the relevance and authenticity of field project.

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BA506	P/I/C	Field Project	0	0	0	60	40	0	0	12	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

2. The decision about the suitability of the Field Project will be taken after the Mid of Semester V. The student will be required to submit the final report in the spiral bound form in three copies.
3. Each student undergoing field study will be assigned a faculty member.
4. Faculty member assigned for the student will supervise the student. The student will have to provide the contact details of the field authority to the assigned faculty member.
5. Field Project will carry a maximum of 100 marks - out of which, 40 marks will be for the Internal evaluation and External will be of 60 marks A panel of external and internal examiners will jointly award both of these components of marks.
6. Report submitted by the student after successful completion of the field study will be considered for the internal evaluation.
7. For the external evaluation student will have to give a presentation and appear for the viva.
8. The Director/Head of the Institution will appoint the internal and the external examiner.

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