



**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. Honors Anthropology**  
**Semester V (2021-2024)**

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					
BAHNANTHRO 501	CC	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.

**BAHNANTHRO501: INTRODUCTION TO INDIAN ANTHROPOLOGY**

**Course Educational Objectives (CEOs):**

- CEO 1: To provide knowledge about the history and growth of Indian Anthropology  
CEO 2: To provide knowledge about the various approaches to studying Indian civilizations  
CEO 3: To provide an in-depth understanding of the Caste System in India including its Origin, Characteristics, and Changes over time.  
CEO 4: To provide knowledge about Major Religions and Their Impact on Indian Society  
CEO 5: To inform the contribution of Major Indian Anthropologists

**Course Outcomes (COs):** Students are expected to


- CO 1: Describe the Geographical, Demographic, and Cultural Profile of India.  
CO 2: Explain various approaches to studying Indian Civilization and acquire the skills on how to analyze Indian Society.  
CO 3: Have an understanding of the caste system in India.  
CO 4: Discuss the Major Religion and their impact on Indian society.  
CO 5: Describe the Contribution of Pioneer Anthropologists of India.


**Course Contents:**


**Unit I:** Origin and Growth of Indian Anthropology -Formative Period, Constructive Period and Analytical Period.

**Unit II:** Bases of Indian Social System – Varna System, Ashram System, Purusharth system, Karma, Rina and Punarjanm.

**Unit III:** Caste characteristics, Functions, Theory, and Change. Jajmani System, Definition, Characteristics, Function, and Change. Class Definition: Characteristics, Difference between Caste and Class, Social Stratification: Definition, Characteristics, and Function.

  
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**Unit IV:** Major Religions in India: Hinduism, Jainism, Buddhism, Islam, and Christianity.

**Unit V:** Contributions of Indian Anthropologists:

Contributions of following Indian Anthropologists: S.C. Roy, D.N. Majumdar, M.N. Srinivas, S.C. Dube, L.P. Vidyarthi.

**Suggested Readings:**

**Textbooks:**

- Brigadier Singh, Javed (1998). **Hindus of India**. Gyan Publishing House, New Delhi.
- Ghurye, G.S. (1961). **Caste, Class, and Occupation**, Popular Book Depot, Bombay.
- Karve, Iravati (1961). **Hindu Society- An Interpretation**. Deccan College, Pune.
- Karve, Iravati (1953). **Kinship Organization in India**. Deccan Collage, Pune.
- Kothari, Rajani (1970). **Caste in Indian Politics**. Orient Longman, New Delhi.
- Kurane, Anjali (1998). **Ethnic Identity and Social Mobility**. Rawat Publications.
- Majumdar, R.C. (1951). **The Vedic Age**. Vol. I of **The History and Culture of The Indian People**. Allen Unwin. London.
- Majumdar, D.N. (1990). **Races and Cultures of India**. Kalyani Publishers.
- Mandalbaum, D. (1972). **Society in India**. Popular Prakashan, Bombay.
- Tylor, Stephen (1973). **India: An Anthropological Perspective**. Waveland Press, Inc.

**Recommended Books:**

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

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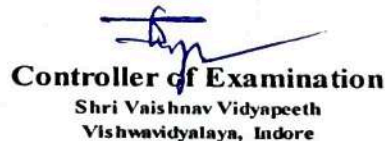
- Farquhar, J. N. (1911). **A Primer of Hinduism**. London: *Christian Literature Society for India*.
- Gordon, D. H. (1958). **The Prehistoric Background of Indian Culture**. *Popular Book Depot*. Bombay.
- Guha, B S. (1938). **Racial Elements in the Indian Population**. Bombay: *Oxford University Press*.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

  
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BA502	CC	Methods in Social Research	60	20	20	0	0	3	0	0	3	

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**BA502: METHODS IN SOCIAL RESEARCH**

**Course Educational Objectives (CEOs):**

- CEO1: To provide a basic understanding of the nature and procedure of scientific research as practiced in social sciences.
- CEO2: To equip the students with the concept and methods of Social Science Research.
- CEO3: To provide the understanding of sampling techniques.
- CEO4: To provide knowledge about the qualitative and quantitative methods, various types of research designs, and the tools and techniques of data collection.
- CEO5: To provide the understanding of statistical analysis and writing proposal

**Course Outcomes (COs): After completion of this course the students are expected to**

- CO1: Describe the various types of research design, tools of data collection, data analysis and Interpretation.
- CO2: Select appropriate sample size and construct a questionnaire relying on several types Of questions.
- CO3: Select appropriate quantitative methodologies for use in study to be conducted.
- CO4: Analyze data by using appropriate qualitative as well as quantitative techniques of analysis.
- CO5: Choose suitable method and methodology for their research along with learning the practical skills of research and writing a report.

**Course Contents:**


**UNIT I:** Social Research: Definition, Nature, and purpose; Steps in Social Research; Problem of Objectivity and Subjectivity in Social Research.

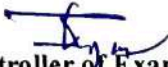
**UNIT II :** Research Method: Research Designs; Social Survey; Hypothesis- Types & s significance; Sampling and its types.

**UNIT III:** Types of Data: Primary and Secondary Data; Techniques of Data Collection: Observation, Interview, Questionnaire, Schedule, and Case Study.

**UNIT IV:** Statistical Analysis and Use of Computer in Social Research: Classification, Tabulation and Presentation of Data.

  
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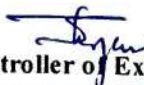
**UNIT V:** Measures of Central Tendency: Mean, Median and Mode; Measures of Dispersion and Concept of Correlation.

**Suggested Readings:**

- Ahuja, Ram. (2013) **Research Methods**. Jaipur: Rawat Publications.
- Bernard, H. Russell. (2000) **Social Research Methods: Qualitative and Quantitative Approaches**. Thousand Oaks, C.A.: Sage Publications.
- Blaike, Norman (2009) **Designing Social Research: The Logic of Anticipation**. Cambridge: Polity Press.
- Blumer, Martin (eds.). (1977) **Sociological Research Methods: An Introduction**. London: Macmillan.
- Brent, Jr. E. Edward and Anderson, Ronald E. (1990) **Computer Applications in the Social Sciences**. Philadelphia: Temple University Press.
- Bryman, Alan (200) **Social Research Methods**. New York: Oxford University Press.
- Cochran, W. G. (1977) **Sampling Techniques**. New York: John Wiley & Sons.
- Goode, W.J. and Hatt, P.K. (1969) **Methods in Social Research**. New York: McGraw Hill, International Students Edition.
- Handel, J.P. (1978) **Introductory Statistics for Sociology**. New Jersey: Englewood Cliffs.
- Hughes, John (1987) **The Philosophy of Social Research**. London: Longman.
- Jayaram, N. (1989) **Sociology: Methods and Theory**. Madras: Macmillan.
- Kothari, C.R. (1989) **Research Methodology: Methods and Techniques**. Bangalore: Wiley Eastern.
- Kumar, Arvind. (2003) **Research Methodology in Social Research**. New Delhi: Sarup and Sons.
- Kumar, Ranjit (2011) **Research Methodology: A Step-by-Step Guide for Beginners**. New Delhi: Sage Publications.
- May, Tim. (1997) **Social Research: Issues, Methods, and Process (2nd edition)**. New York: Wiley.

  
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BAHNANTH RO5031	DSE	Ecological Anthropology: Biological and Cultural Dimensions	60	20	20	0	0	3	0	0	3

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**BAHNANTHRO5031: ECOLOGICAL ANTHROPOLOGY: BIOLOGICAL AND CULTURAL DIMENSIONS**

**Course Educational Objectives (CEOs):**

**CEO1:** To appraise the basic concept of ecological anthropology.

**CEO2:** To provide knowledge of various approaches in the study of Human Ecology:

**CEO3:** To provide knowledge about the process of adaptation in different climatic zones.

**CEO4:** To provide an understanding of primary human adaptive strategies (sometimes referred to as subsistence patterns) that have been identified by anthropologists

**CEO5:** To train the students to recognize the potential of this indigenous knowledge to contribute to sustainable solutions to future food needs, energy provision, and resource conservation.

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

**CO1:** Define Ecology and Explain the relationship between cultural and natural (or ecological) systems

**CO2:** To adopt an appropriate methodology to study/understand a situation

**CO3:** Comprehend the process of adaptation in various climate zones; and

**CO4:** Analyze and critically assess the socio-cultural, economic, and environmental costs and benefits of industrialized agriculture, including biotechnologically, engineered food crops.

**CO5:** Evaluate critically environmental and natural resource issues in the light of understanding interrelationships, ecosystems, and institutions.

  
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**Course Contents:**

**Biological Dimensions**

**UNIT I:** Concepts in Ecology: Definition; Eco-Sensitivity Adaptation; Acclimation; Acclimatization. Biotic, and Abiotic Components.

**UNIT II:** Approaches in the study of Human Ecology: Comparative Method; Cause and Effect; Multiple Stress and Strain Relationship. Ecological Rules.

**UNIT III:** Human Adaptation to Climate: Adaptation to Heat, adaptation to Cold; Adaptation to High Altitude; Impact of urbanization and industrialization on Human Adaptation.

**Cultural Dimensions**

**UNIT IV:** Culture as a tool of adaptation.

Various Modes of Human Adaptation in Pre-Industrial Societies:

- i. Hunting and food gathering
- ii. Pastoralism
- iii. Shifting cultivation.

Ecological themes of state formation: i. Neolithic revolution, ii. Hydraulic civilization.

**UNIT V:** Dynamics in Cultural Dimensions of Human Ecology: Agriculture; Peasantry; Industrial civilization and growth of urban societies

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- Cohen, Yehudi A.(1968). **Man Inadaptation; The Cultural Present.** Aldine Pub.Co. Chicago.
- Berry, J. B. (1976). **Human Ecology and Cognitive Style: Comparative Studies in Cultural and Physical adaptation.** John Wiley. New York.
- Jaiswal, A. (2017). **Ecosystem And Eco-Sensitivity: Human Ecology PG E-Pathsala, (An Ministry of Human Resource Development Project under its National Mission on Education through ICT (NME-ICT)).**
- Paul, R. Ehrlich; Anne, H. Ehrlich; John, P. And W.H. Holderness (1973). **Human Ecology: Problems and Solutions.** Freeman & Company, San Francisco.
- Nath, P. (2020) **Physical Anthropology.** 9<sup>th</sup> Edition, Higher Publishers.
- Redfield, Robert. (1965). **Peasant Society and Culture An Anthropological Approach To Civilization.** Chicago [u.a.]: Univ.of Chicago Press.
- Reece, J. B., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., and Jackson, R. B. (2011). **The Exponential Model Describes Population Growth In An Idealized, Unlimited Environment.** In Campbell biology (10th ed., pp. 1190-1192). CA: Pearson, San Francisco.
- Richard, B. Lee and Irven DeVore (1969) **Man The Hunter,** Symposium on Man the Hunter. Chicago: Aldine Pub. Co.
- Schutkowski, H. (2006). **Human Ecology: Bio-cultural Adaptation in Human Communities.** Springer, Berlin.
- Vandermeer, J. H.; Goldberg, D. E. (2003). **Population Ecology: First Principles.** Princeton University Press. Woodstock, Oxfordshire.

  
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BAHNANTH RO5032	DSE	Anthropology and Ageing	60	20	20	0	0	3	0	0	3

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**BAHNANTHRO5032:ANTHROPOLOGY ANDAGEING**

**Course Educational Objectives (CEOs):**

CEO 1:Provide an understandingof the Demography of Ageing and longevity,

CEO 2:To provide an understandingof the concept of age and ageing.

CEO 3:To exposethe basics of gerontology – the demographic, as well as socio-cultural dimensions ofAgeing and their long-term implications

CEO 4:To provide an understanding of the changing age structure of families and age.

CEO 5:To provide an understanding of ageing and health.

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

CO1:Understand the Demography of Ageing& Explain from global perspectives and Indian situation.

CO2:Discuss the concept of Age and Ageing

CO3:Describe the various factors affecting the Ageing in humans.

CO4:Explain the Impact of various socio-demographic factors affecting the aged

CO 5: Analyze the factors affecting the quality of life of the aged.

**Course Contents:**

**UNIT I: Demography of Ageing**

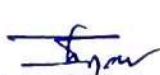
- Human longevity/Extended lifespan.
- Sex differences in Ageing;
- Global Perspective.
- Situation in India

  
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**UNIT II: Fundamentals of Biological Ageing,**

- Anthropological perspectives of Ageing.
- Phenomenon of Age/Biological Age
- Chronological Ageing.
- Psychological Ageing.
- Sociological Ageing;

**UNIT III: Ageing in Cultural Context**

- The Diverse meanings of Age & Ageing,
- Sex & Gender in Ageing Society,
- Elderly females in India,
- Ageing and Widowhood.


**UNIT IV: Aged in the Family**


- Changing status and role.
- Family Support: Ageing in Urban India.
- Ageing in a Rural/ Tribal Society.
- Institutionalized ageism and intergeneration relations.
- Family care versus Senior Citizen's Homes

**UNIT V: Ageing and Health**

- Chronic Diseases of Old Age;
- Minor ailments
- Healthy Ageing;
- Life-style and Ageing;
- Ageing & Nutrition.
- Welfare of the Aged

  
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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNANTH RO5032	DSE	Anthropology and Ageing	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.

**References:**


- **Ageing in Cultural Context** (1992) A Symposium 1992 Social Sc. Medicine 32 (12).
- Bagga, Amrita and Anuradha, Sakurkar (2013) **Women, Ageing and Mental Health**. Mittal Publication, New Delhi:ISBN.
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- Bhatia, H. S. (1983) **Ageing and Society**. Aryas book Centre, Udaipur-313001 (India).
- Bond, J. Coleman, P & Peace, S. (1996) **Ageing in Society - An Introduction to Social Gerontology**. Sage Publication, New Delhi.
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- Das Gupta, M., Chen, L. C., & Krishnan, T. N. (1998) **Women's Health in India: Risk and Vulnerability**. Oxford University Press Bombay. Krishnan (eds)
- Dandekar, K. (1996) **The Elderly in India**. Sage Publication, New Delhi.
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- Gokhale, S.D., Ramamurti, P. V., Pandit, N., & Pendase, B. (1999) **Ageing In India**. Somaiya Publications Private Limited, Mumbai-400014
- Laragh, J. H., & Brenner, B. M. (1990) **Hypertension: Pathophysiology, Diagnosis, and Management**. Raven Press
- Muttagi P. K. (1997) **Ageing Issues and Old Age Care**. Classical Publishing Company, New Delhi.
- Myerhoff. B. (1978) **Ageing and the Aged in Other Cultures: An Anthropological Perspective, In The Anthropology of Health**. E. Bauwens, ed. Pp. 151-166 St. Louis: C.V. Mosby
- Martin, L. G. (1988) **The Aging of Asia**. *Journal of Gerontology*. 43(4), S99-S113.  
<https://doi.org/10.1093/geronj/43.4.S99>

  
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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNANTH RO5032	DSE	Anthropology and Ageing	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.

- **National Sample.** (1983) (July-October), Department of Statistics, Ministry of Planning, Survey Organization Government of India. 7 (1-2). (Sarvekshana),
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- Raj, M. K., Sudarshan, R. M., & Shariff, A. (1998) **Gender, population and development.** Oxford University Press. Rao, S. (eds)
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- United Nations (1994) **Ageing and the Family.** ST/ESA/SER.R/124 United Nations. New York
- WHO. (1997) **World Health Report,** World Health Organization Geneva.
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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHNANTHRO 5033	DSE	Introduction to Gender and Society	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.

**BAHNANTHRO5033:INTRODUCTION TO GENDER AND SOCIETY**

**Course Educational Objectives (CEOs):**

**CEO1:**To focus on the Concept of Gender and how Gender is constructed in society.

**CEO2:** To provide knowledge about basic perceptions of Femininity and Masculinity, Gender and Its connection to nature and culture.

**CEO3:**To provide knowledge about Race, Class, Caste, Ethnicity, and Gender as forms of Social Stratification.

**CEO4:**To provide knowledge about Cross-Cultural Perspectives on Sexuality and Gender, Globalization and Gender

**CEO5:** To highlight the Gender Inequality, Gender Bias, and Gender Discrimination in Indian society.

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

**CO1:** Explain the Concept of Gender and Approaches to the Study of Gender

**CO2:** Explain the relation between Gender and Social Structure, Gender, and Socio-Cultural Change

**CO3:** Describe the relationship between Race, Caste, Class, Ethnicity, and Gender and the Impact of Changing the Social and Physical Environment of Tribal Women

**CO4:** Analyse Gender and Kinship; Gender and Social Construction of subordination in Social Categories of Family, Religion, Caste, Class, etc.; Women and Labour,

**CO5:** Describe Why Women's Movements in India are taking place.

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BAHNANTHRO 5033	DSE	Introduction to Gender and Society	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.

**Course Contents:**

**UNIT I: Approaches to the Study of Gender:**

- Conceptual Perspectives on Gender,
- Patriarchy and Male Dominance,
- Discrimination and Subordination.

**UNIT II: Gender and Social Structure:**

- Role of Social structure with respect to gender,
- Gender in the context of Indian Society; Patriarchal society/ Matriarchal society Tribal Rural Urban
- Cultural Factors determining Gender Roles, and Relationships,
- Gender and Violence: Its effect on social structure.

**UNIT III: Social Stratification and Gender:** Race and Gender, Class and Gender, Caste, and Gender, Ethnicity and Gender, and Women in Tribal Societies.

**UNIT IV: Cross-Cultural Perspectives:** Sexuality and Gender, Globalization and Gender, Mass Media and Gender.

**UNIT V: Women's Movements in India:**

Position of Women in India, Women's Movement in Pre- and Post- independent era, Women and Health.

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BAHNANTHRO 5033	DSE.	Introduction to Gender and Society	60	20	20	0	0	3	0	0	3

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

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**Suggested Readings:**

- Bank, W. (2001). **Engendering Development: Through Gender Equality in Rights, Resources, and Voice.** *World Bank.*
- Bank, World. (1991). **Gender and Poverty in India.** *The World Bank.*
- Beauvoir, De, Simone (2010). **The Second Sex**, Translated by Constance Borde and Sheila Malovany-Chevallier. *Vintage Books, London.*
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- Blakemore, J. E. O., Berenbaum, S. A., & L. S. Liben (2013). **Gender Development.** *Taylor & Francis.*
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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN504	CV	Comprehensive Viva Voce	0	0	0	50	0	0	0	0	3

**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.

**Course Educational Objectives (CEOs):**

**CEO 1:** To Provide an opportunity for students to apply theoretical concepts in real life situations.

**CEO 2:** To Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

**Course Outcomes:** The student shall be able to:

**CO1:** The student should be able to acquire speaking skills and capabilities to demonstrate the subject knowledge.

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			THEORY			PRACTICA L		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN505		Minor Project I	0	0	0	50	0	0	0	4	2

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;  
**\*Teacher Assessment** shall be based following components: Quiz/Assignment/  
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**Course Educational Objectives (CEOs):**

**CEO 1:** To Provide an opportunity for students to apply theoretical concepts in real life situations.

**CEO 2:** To Enable students to manage resources, work under deadlines, identify and carry out specific goal oriented tasks.

**Course Outcomes:** The student shall be able to:

**CO 1:** The student should be able to acquire analytical skills and capabilities to demonstrate the subject knowledge.


**CO 2:** To develop a thought process to identify the existing gaps in society.

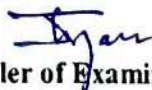
**Submission Guidelines.**

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

1. The students will submit the synopsis of the proposed research and a duly constituted Committee will take the decision regarding the relevance and authenticity of MRP and allow a student to opt for it.
2. The decision about the suitability of the RP will be taken after the Mid Semester I of V Semester. The student will be required to submit the final Synopsis in the spiral-bound form in the number specified by the Institute.

  
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