



**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 IV (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*				
<b>BAHNANTHRO 409</b>	<b>CC</b>	<b>Tribes and Peasants in India</b>	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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**BAHNANTHRO 409: TRIBES AND PEASANTS IN INDIA**

**Course Educational Objectives (CEOs):**

**CEO 1:** To provide a clear understanding of the various basis of Tribal Ethnic Formation

**CEO 2:** To aware historical development of the Concept of Tribe and Constitutional Safeguards in India

**CEO 3:** To provide knowledge about the Concept of Peasantry and Approaches to the Study Of Peasants – Economic, Political, and Cultural

**CEO 4:** To provide knowledge about the Anthropological concept of village & characteristics of Indian village.

**CEO 5:** To provide knowledge about Ethnicity issues and why Tribal Movement in India taking place

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

**CO 1:** Explain the concepts of tribes, their classification, and distribution, and how tribes are linked with the wider world

**CO 2:** Explain the contribution of the Constitutional Provisions and various protective Regulations of the tribal people.

**CO 3:** Describe Peasantry and how it is related to tribes

**CO 4:** Explain the characteristics of the village and the scope of village study in Anthropology and Caste System and changes.

**CO 5:** Explain the situation of tribes and their status

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**Course Contents:**

**UNIT I:** Anthropological Concept of Tribe: Problems of nomenclature, definition, and classification. Features of tribes in India.

**UNIT II:** Tribes and the Wider World: The history of tribal administration, Constitutional safeguards. Draft National Tribal Policy, Issues of acculturation, assimilation, and integration. Impact of developmental schemes and programs on tribal life.

**UNIT III:** Anthropological Concept of Village, The concept of the peasantry: Approaches to the study of peasants – economic, political, and cultural.

**UNIT IV:** Characteristics of Indian village, Scope of village study in Anthropology. Caste system and changes.

**UNIT V:** Ethnicity Issues- Tribal (Santal, Munda, Naga,) and peasant (Tebhaga) movements; Identity issues.

**Suggested Readings:**

- Gupta, D. (1991). **Social Stratification**. Oxford University Press. Delhi.
- Hasnain, Nadeem (2019). **Tribal India** (7<sup>th</sup> ed) Palaka Prakashan, New Delhi.
- Madan, V. (2002). **The Village in India**. Oxford University Press. Delhi.
- Nathan, D. (1998). **Tribe-Caste Question**. IAS. Simla.
- National Tribal Policy (draft). (2006). Ministry of Tribal Affairs. *Government of India*.
- Patnaik, S.M. (1996). **Displacement, Rehabilitation and Social Change**. Inter India Publication. Delhi.

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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.

- Shah, G. (2002). **Social Movement and the State**. Sage. Delhi.
- Shanin, T. (1987). **Peasants and Peasantry**. Blackwell, New York.
- Verma, R. C. (2011). **Indian Tribes Through the Ages** (4<sup>th</sup> ed) *Paperback Ministry of Information & Broadcasting*.
- Vidyarthi, L.P. and B.K. Rai (1985). **Tribal Culture in India**, Concept Publishing Company. New Delhi.
- Wolf, E. (1966). **Peasants**. Prentice Hall. NJ
- Xaxa, Virginius (2008). **State, Society, and Tribes: Issues in Post-Colonial India**(1<sup>st</sup> ed) Pearson New Delhi.

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<b>BAHNANTHRO 402</b>	<b>CC</b>	<b>Human Growth, Development and Ageing</b>	60	20	20	0	0	3	0	0	3

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**BAHNANTHRO 402: 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
- 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 the Stages of Growth.
- CO 2:** Demonstrate the Techniques and Methods of studying Growth
- CO 3:** Describe the role of Genetic, 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.  
 An evolutionary perspective on Human Growth (including living Primates and Fossil human ancestors)

**UNIT II:** Prenatal (conception till birth) and Postnatal (birth till senescence) Period of Growth, the pattern of Normal Growth Curves, Variation from normal growth

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(Canalization, Catch-Up Growth, and Catch-Down Growth), Ethnic and Gender differences in Growth Curves, Secular Trends.

**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: The Process of Ageing**

- Biological Ageing;
- Psychological changes;
- Socio-cultural Dimensions of Ageing;
- Aged in the Family; Ageing and Health;

**Suggested Readings:**

- Bagga, Amrita and Anuradha, Sakurkar (2013). **Women, Ageing and Mental Health.** Mittal Publication, New Delhi:ISBN.
- 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.
- Frisancho, R. (1993). **Human Adaptation and Accommodation.** University of Michigan Press.
- Cameron, N and B. Bogin (2012). **Human Growth and Development.** Second edition, Academic press Elsevier.

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- Devi, Dayabati and Amrita Bagga (2006). **Ageing in Women: A Study in North-East India.** Mittal Publication, New Delhi.
- Harrison, G. A. and M. Howard (1998). **Human Adaptation.** Oxford University Press.
- Harrison, G.A; Tanner, J. M.; Pibeam, D.R. and P. T. Baker. (1988). **Human Biology.** Oxford University Press.
- Kapoor, A.K. and Kapoor, S. (1995). **Biology of Highlanders.** Vinod Publisher and Distributor.
- Kathleen, K. (2008). Encyclopaedia of Obesity. Sage.
- 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
- Singh, I; Kapoor, A.K. and S. Kapoor. (1989). **Morpho-Physiological and demographic status of the Western Himalayan population.** In Basu and Gupta (eds.). *Human Biology of Asian Highland Populations in the global context.*
- Sinha, R and S. Kapoor (2009). **Obesity: A multidimensional approach to a contemporary global issue.** Dhanraj Publishers, Delhi.
- Shrivastava, R. P. (2010). **Morphology of the Primates and Human Evolution.** PHI
- Seth, P. K. and S. Seth (1986). **The Primates.** Northern Book Centre, New Delhi.
- Tanner, James M. (1990). **Foetus Into Man: Physical Growth from Conception to Maturity.** Harvard University Press.
- Tanner, James Mourilyan. (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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<b>BAHNANTHRO 403E1</b>	<b>DSE</b>	<b>Human Population Genetics</b>	60	20	20	0	0	3	0	0	3

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**BAHNANTHRO 403E1: HUMAN POPULATION GENETICS**

**Course Educational Objectives (CEOs):**

**CEO 1:** To provide an understanding of Measuring Changes in the Human Population.

**CEO 2:** To provide knowledge about Ecology, Genetic Polymorphism, and Genetic Markers in disease association

**CEO 3:** To provide knowledge about the Importance of Hardy Weinberg Equilibrium

**CEO 4:** To provide an understanding of the Mechanism for Dynamics in Gene Frequency

**CEO 5:** To provide knowledge about Population Structure and Admixture in Human Populations

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

**CO 1:** Describe mechanisms that create variation in gene frequencies.

**CO 2:** Explain how Ecological Factors help maintain Gene Frequencies and Genetic Markers in disease association.

**CO 3:** Define and depict the importance of Hardy-Weinberg (HW) Equilibrium

**CO 4:** Explain the Mechanism for Dynamics in Gene Frequency

**CO 5:** Describe Population and Disease association studies

**Course Contents:**

**Unit I:** Essentials of Genetics Landmarks in the History of Genetics, Principles in Human Genetics, single locus (Mendelian) versus Multi- locus (Quantitative/Complex) Inheritance, Chromosome Theory of Inheritance (segregation and independent assortment) Mendelian Inheritance (Single Factor and Multifactorial Inheritance, Polygenic Inheritance), Non-Mendelian Inheritance (Multiple Allelism, Co-

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Dominance; Sex-Linked, Epistasis; Penetrance and Expressivity; Cytoplasmic Inheritance)

**Unit II:** Ecological Genetics and Polymorphism Phenotypic & Genotypic Polymorphisms,

Transient Polymorphism, Balanced Polymorphisms, Models Explaining the Maintenance of Genetic Polymorphism (Relationship between Sickle Cell And Malaria, X-Linked Polymorphism, Selection due to infectious diseases and its association with blood groups and other)

**Unit III:** Hardy-Weinberg Principle, Genotypic and Allelic Frequencies, Assumptions of Hardy- Weinberg Equilibrium, its Applications and Exceptions

**Unit IV:** Mechanism for Dynamics in Gene Frequency: Mutation, Selection (pattern and mechanism), Genetic Drift (bottleneck and founder effect), Gene Flow/Migration, Inbreeding.

**Unit V:** Population Structure and Admixture in Human Populations Random & Non-Random Mating, Population, and Disease association studies.

**Suggested Readings:**

- Brooker, R.J.(2012). **Genetics: Analysis & Principles. The McGraw-Hill Companies, Inc 4th ed.**
- Cavalli-Sforza, L.L. and Bodmer, W.F (1971). **The Genetics of Human Population. San Francisco: Freeman**

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- Cooper DN and Kehrer-Sawatzki H. (2008). **Handbook of Human Molecular Evolution.** *John Wiley & Sons, volume-2.*
- Crawford MH (2007). **Anthropological Genetics Theory, Methods and Applications.** *Cambridge University Press*
- Cummings, M.R. (2011). **Human Heredity: Principles and Issues.** *Ninth Edition. Brooks/Cole, Cengage Learning.*
- Jobling, M.A. Hurl M. and Tyler-Smith C. (2004). **Human Evolutionary Genetics: Origins.** *People & Disease. GS. NY*
- Lew, Kristi (2019). **Understanding the Human Genome.** *Enslow Publishing, New York*
- Lewis, R. (2009). **Human Genetics: Concepts and Applications 9th Edition.** *The McGraw–Hill Companies, Inc.*
- Mcelheny, K. Victor (2010). **Drawing the Map of Life: Inside \ the Human Genome Project.** *Merloyd Lawrence Book, USA.*
- Patch, C. (2005). **Applied Genetics in Healthcare.** *Taylor & Francis Group*
- Relethford, J. H. (2012). **Human Population Genetics.** *Wiley-Blackwell, USA.*
- Snustad, D. P. and M.J. Simmons (2006). **Principles of Genetics.** Fourth Edition, *John Wiley & Sons, USA, Hoboken NJ*
- Strachan, T, Read A.P. (2004). **Human Molecular Genetics.** *Garland Science/Taylor & Francis Group.*
- Vogel, F. and A.G. Motulsky (1996). **Human Genetics.** *Springer, 3rd revised edition. USA.*

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<b>BAHNANTHRO 403 E2</b>	<b>DSE</b>	<b>Tribal Development</b>	60	20	20	0	0	3	0	0	3

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**BAHNANTHRO 403: TRIBAL DEVELOPMENT**

**Course Educational Objectives (CEOs):**

**CEO 1:** To introduce the Concept of Tribes and Classification and Characteristics of Tribal Regions.

**CEO 2:** To provide the knowledge about Constitutional Safeguards and Provisions for Scheduled Tribes.

**CEO 3:** To provide the knowledge about Tribal Administrations and Tribal Welfare Programs.

**CEO 4:** To provide an understanding the factors responsible for Social and Cultural changes in Tribal India.

**CEO 5:** To provide an understanding about the Problems of Tribal Development.

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

**CO 1:** Detailed about Tribes and their Social Organization in the Indian context.

**CO 2:** Develop the Ability to Analyze Tribal Rights and their position in Indian Socio-Economic, Power, and Political Context, and Constitutional Safeguards for them

**CO 3:** Understand and Discuss the Tribal Administration

**CO 4:** Understand Tribal society, its Culture, Socio-Cultural Changes, and Problems.

**CO 5:** Develop efficiency to work on Tribal Populations and related issues in Indian Perspectives

**Course Contents:**

**UNIT I:** History of Tribal Development in India, Changing Approaches and Models, Scheduled Tribes, Why do people agitate to become Scheduled Tribes?

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**UNIT II:** Constitutional Provisions and Safeguards for Scheduled Tribes – Social, Economic and Political.

**UNIT III:** Tribal Administration: 5 th and 6th Schedule of Constitution, Tribal Welfare Programs.

**UNIT IV:** Tribal Problems: Land Alienation, Poverty, Indebtedness, Migration, Shifting Cultivation, Agriculture, Housing, Education, Health, Sanitation, Communication and Trafficking.

**UNIT V:** Problems of Tribal Development: Illiteracy, Unawareness towards Human Rights, Lack of Communication agency, the apathy of officials, lack of commitment, corruption pseudo- tribalism, no change in Reservation Policy, suggestion for Tribal Development.

**Suggested Readings:**

- Behera, Maguni Charan (Editor) (2019). **Tribal Studies in India: Perspectives of History, Archaeology and Culture.** Springer; 1st ed. 2020 edition (20 November 2019).
- Govt. of India (1973). **The Tribal People of India.** GOI New Delhi.
- Husnain, Nadeem (2021). **Tribal India.** Palaka Prakashan; 2021st edition
- Raj, Bhanti (2002). **Perspectives in Tribal Development.** Himanshu Publications.
- Roy, P.K. (ed.) (2000). **The Indian Family Change and Resistance.** Gyan: New Delhi.
- Sinha, Surjit (1982). **Tribes and Indian Civilization Structure and Transformation.** N.K. Bose Memorial Foundation

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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*				
<b>BAHNA NTHRO 403 E2</b>	<b>DSE</b>	<b>Tribal Development</b>	60	20	20	0	0	3	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.

- Vidyarthi I.P. and Binay Rai (1985) **The Tribal Culture of India.** *Concept Publishing Company*: New Delhi.
- Irpate, Vinayak S. (2014). **Sociology of Tribal Society.** *Agri-Bio Vet Press.*
- Pandey, Gaya (2008) **Developmental Anthropology.** *Concept Publishing Company.*
- Sharma, B.K. (1996). **Tribal Revolts.** *Pointer.*
- Singh, Awadhesh Ku. (2008) **Tribal Development in India.** *Serials Publications; 1st edition.*
- Vashum, R. (2005). **Nagas' Right to Self-determination: An Anthropological Historical Perspective.** *Mittal Publication, New Delhi (2nd Edition).*
- Upadhyay, V.S. and Pandey, G. (2003). **Tribal Development in India (A Critical Appraisal),** *Crown Publication, Ranchi*

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>BAHNANTHRO 403 E3</b>	<b>DSE</b>	<b>Economic Anthropology</b>	60	20	20	0	0	3	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.

**BAHNANTHRO 403 E3: 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 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  
The myth of real.

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

**UNIT III:** Exchange System, Barter Exchange, Characteristics and Demerits, Money  
Exchange Merits, monetization of Primitive Economy

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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*				
<b>BAHNA NTHRO 403 E3</b>	<b>DSE</b>	<b>Economic Anthropology</b>	60	20	20	0	0	3	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.

**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 Education. New Jersey.
- Ember CR. (2011). **Anthropology**. Dorling Kindersley. New Delhi.
- 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 MJ. (1952). **Economic Anthropology: A Study in Comparative Economics**. Alfred A Knopf Inc. New York.
- Majumdar, D.N. & T.N. Madan (1975) **An Introduction to Social Anthropology**. Asia Publishing House, New Delhi.
- Vidyarathi L.P. & B.K.Rai (1977) **Tribal Culture of India**, Concept, New Delhi.
- Upadhyaya and Pandey : **Samajik Sanskritik Manavshastra**, Crown Publication, Ranchi.
- Pandey Gaya : **Bhartiya Janajatiya Sanskriti**, Concept New Delhi.
- Peregrine, Peter N.; Ember, Carol R. and Melvin Ember (2020) **Anthropology**. Prentice Hall of India.
- Pandey Gaya (2017) **Social – Cultural Anthropology**. Concept Publishing Company PVT. Delhi.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>BAHN404</b>	<b>CV</b>	<b>Comprehensive Viva Voce</b>	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:** Display the speaking skills and capabilities to demonstrate the subject knowledge.

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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*				
<b>BAHN405</b>		<b>Field Study/Case Study/Seminar</b>	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/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

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