

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



University of Mysore

(Estd.1916)

Choice Based
Credit System
(CBCS)



M.A. TRIBAL DEVELOPMENT

**Choice Based Credit
System (CBCS)**

UNIVERSITY OF MYSORE

Institute of Development Studies

Manasagangotri, Mysuru-570006

Regulations and Syllabus

Master of Arts in Tribal Development

(Two-year semester scheme)

Under

Choice Based Credit System (CBCS)

UNIVERSITY OF MYSORE

GUIDELINES AND REGULATIONS LEADING TO MASTER OF TRIBAL DEVELOPMENT

Programme Details

Name of the Department : Institute of Development Studies

Subject : TRIBAL DEVELOPMENT

Faculty : Faculty of Arts

Name of the Course : Master of Tribal Development

Duration of the Course : 2 years- divided into 4 semesters

Programme Outcome:

1. Define the tribal areas, tribal culture and development and issues and address them through various development strategies
2. acquaint the knowledge on theories of development, social political structure, economic structure, economic
3. Explain the planning perspectives of tribal settlement of self-governance and its role in planning and development
4. Identify the importance of empowerment of tribal community and its participation in governance.
5. Elucidate the importance of conservation of resources, ecology and environment in tribal areas for sustainable rural development

PROGRAMME SPECIFIC OUTCOMES

1. Acquire knowledge, skill and attitude to work with the tribal communities
2. Get sensitized on the nature, infrastructure and development strategies and tribal societies and focus on the strategies of improvising tribal settlements in development perspectives
3. Facilitate understanding of the administrative system and structure for empowerment of people of tribal communities .
4. Acquire knowledge to develop entrepreneurial skills
5. Exposure spatial perspectives and the socio-economic condition of people of tribal areas
6. Face the tribal reality, living and learning experience
7. Impart in-depth practical knowledge in development of tribal areas with development perspectives for sustainable development .
8. Provide knowledge on working of different farm implements
10. Detailed knowledge on various tribal-business activities
11. Build the manpower for serving the tribal community
12. Disseminate recent tribal development technologies through extension

Programme Pedagogy

The pedagogy of teaching-learning involves three components.

- Lectures with intellectual inputs form the first component. This method provides Receptive Instructions to students.
- The second component is the tutorials. This method provides Directive Instructions to students.
- The third major component is the practical orientation with skills and participatory learning works. This method involves Exploratory Instructions.

MASTER DEGREE COURSE IN TRIBAL DEVELOPMENT

Duration of the course two year with four semesters of 76 credits

Course Matrix

First Semester

Sl. No	Title of the papers	Credit Hours	Total Marks
1.	Origin and Features of Tribes (HC)	4	100
2.	Development of Tribal Communities (HC)	4	100
3.	Tribal Culture in India (HC)	4	100
4.	Quantitative Techniques for Tribal Development (SC)	4	100
5.	Theories of Development (SC)	4	100

Second Semester

Sl. No	Title of the papers	Credit Hours	Total Marks
1.	Spatial Distribution of Tribes in India (HC)	4	100
2.	Tribal Development Policies and Programmes in India(HC)	4	100
3.	Research Methodology (SC)	4	100
4.	Tribal Development: Special reference to Karnataka (SC)	4	100
5.	Empowerment of Tribes and Weaker Section (OE)	4	100

Third Semester

Sl. No	Title of the papers	Credit Hours	Total Marks
1.	Problems of Tribal Development (HC)	4	100
2.	Tribal Development Administration (HC)	4	100
3.	Planning and Tribal Development (HC)	4	100
4.	Tribal and peasant movement in India (SC)	4	100
5.	Field Study (Project Work)	4	100
6.	Empowerment of Tribal women (OE)	4	100

Fourth Semester

Sl. No	Title of the papers	Credit Hours	Total Marks
1.	Tribal livelihood intervention (HC)	4	100
2.	Tribal Development and Co-operatives (HC)	4	100
3.	Natural Resources & Sustainable Tribal Development (HC)	4	100
4.	Dissertation	4	100

The Master course follows the CBCS pattern with 70:30 ratio (Theory and IA)

- Total intake of the course is 25 (Twenty Five)
- Students with any bachelors degree are eligible for admission and the allocation of seats as per university admission regulation.

Syllabus for Master Degree course: M.A Tribal Development

I SEMESTER

Paper 1: Origin and features of Tribes

Objective: To study the tribal origin and features from different regions in India.

Course Outcome:

The Students will be able to

- Define the Tribes, and explain the origin culture and family system, organization and its functions
- Explain the tribal economy, and poverty
- Elucidate the Social Change and Practices of Tribal Communities

Unit – I: Defining Tribes: Concepts and Approaches Marriage: Rules of Marriage, Mate Selection, Exchange, and Divorce Kinship System: Clan, Lineage, Consanguinity and affinity,

Unit – II: Family: Organizations and Functions, Patriarchy, Male-Female relations, Division of Labour.

Unit – III: Tribal Economy: Agriculture, Labour Forest, Market, Poverty, Indebtedness

Unit – IV: Social Change: Education, Reservations, Movements, Migration and Mobility. Religion: Rites de Passage, Festivals, Fares, and Magic.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. Sharma, K.L. Social Stratification and Mobility.
2. Vidyanthy, L.P. The Tribal Culture of India.
3. Cohn, B.S. An Anthropologist among Historians.
4. Beteille, A. 'The Concept of Tribe with Special Reference to India'
5. Naik, T.B. The Bhils.
6. Sachidanand. Harijan Elites.
7. Bose, N.K. : Tribes In India.
8. Bose, N.K. : Culture and Society in India.
9. Doshi S.L. : Tribal society in India.
10. Singh, K.S, The Scheduled Tribes .
11. Singh, K.S, Tribal Movements in India, Vol.I and II .
12. Singh, K.S. , Economies of the Tribes and Their Transformation.
13. Singh, K.S, Tribal Society .
14. Singh, K.S. , Tribal Situation in India (Indian Institute of Advanced Study)

Paper 2: Development of Tribal Communities

Objective: To describe the tribal communities from different regions in India. The salient characteristics of different tribal groups and their characteristics institutions would be studied.

Course Outcome:

The Students will be able to

- Describe the Tribal communities Development
- Explain the social status of tribal communities
- Elucidate the Constitutional and Legislative Provisions for Tribal Development
- Explain the Role of Government and Non-Government Organizations in Development of Tribal Areas

Unit-1: Tribal Development: Historical perspective tribal development, demography and tribal organization,

Unit-2: Social Status of Tribal and related problems (exploitation, land alienation, marketing; Problems: unemployment, linguistic difference, caste barrier, cultural transformation/women, prostitution);

Unit-3: Legislation: Constitutional provisions and legislation, constitutional amendments;

Unit 4: Role of Government Agencies: Government, voluntary & non-governmental organizations; Recommendations of various committees on tribal development.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. R.N. Pati & L. Jagatdeb Tribal Demography in India.
2. M.M. Verma Tribal Development in India.
3. Buddhadev Chaudhuri Tribal Development in India.
4. K.S. Mathur Tribe, Cast and Peasants.
5. L.P. Vidyarthi and Sahay Applied Anthropology and Development in India

Paper 3: Tribal Cultures in India

Objective: To describe the tribal cultures from different regions in India. The salient characteristics of different tribal groups and their characteristics institutions would be studied.

Course Outcome

The Students will be able to

- Describe the tribal cultures and practices
- Elucidate the Territorial Distribution of Tribes in India
- Explain the Classification of Tribes
- Differentiate the Tribal Organizations in India

Unit 1: Why study tribes? Tradition of tribal ethnography in India: Cultural practice, lingual, religion and literature.

Unit 2: Territorial distribution: a) Himalaya region and Eastern India , b) Central India c) Western India d) Southern India

Unit 3: Classification of tribes in India: on the Basis of Geographical Location, on the Basis of Language, on the Basis of Race and on the basis of Source of Subsistence.

Unit 4: Tribal Organization in India : a) Economic organization b) Social organization c) Law and Political organization d) Religion and Magic e) Literature and Art

Reference:

1. Dr. Pratiksha (2014) “Problems of the tribal communities”, Centrum Press, New Delhi.
2. S.N.Tripathy (1997) “Tribal labour in India”, Mohit publications, New Delhi
3. Dr. Ramesh Panwar (2011) “Tribal culture and their social upliftment in India”,Signature books international, New Delhi.
4. R.K.Sharma and S.K. Tiwari (2002) “Tribal history of Central India”, Aryan books international, New Delhi.
- 5.Prakash. C Panda (2013) “Towards Tribal Development: Myth and reality”, Cyber Tech Publications, New Delhi.
6. G.C.Pande (1991) “Indian Tribes, The Habitat, Society, Economy and Change”, Anmol Publications, New Delhi.
7. TabangMibang (2013) “Indigenous Institutions, Social Capital and Sustainability in Tribal India”, Serials publications, New Delhi.
8. Sujit Kumar Paul (2005) “Tribal agriculture and Modernization: The change and continuity”, Daya publishing house, New Delhi.
10. R.Singh (2000) “Environmental policy andTribal Modernization”, Anmol publications Pvt. Ltd, New Delhi.
11. Dipak Kumar Adak, BiswanathBhattacharya (2003) “Demography and Health Profile of the Tribals”, Anmol publications Pvt. Ltd, New Delhi.
12. Dr. Subhadra Channa (2002) “Religion and Tribal Society: Social life and belief systems”, Cosmo publications , New Delhi.

Paper 4 - Quantitative Techniques for Tribal Development

Objective : To understand the tribal development in research, and also to create and using different techniques for analyse the tribal development.

Course Outcome

The Students will be able to

- Define the statistical concepts, methods and characteristics
- Elucidate the Graphical and diagrammatical representations of bar charts and line and histograms
- Distinguish the frequency distribution and tabulation
- Solve the problems measure of central tendencies, correlation, regression and dispersions

Unit – I: Meaning and definitions of Statistics, different Methods, Concepts, Importance and characteristics of statistics.

Unit-II: Graphical and diagrammatic representations of the data-Bar diagram, line and histograms.

Unit – III: Frequency Distribution and Tabulation: variables, attributes, frequency polygon, types of tables.

Unit IV : Measures of Central Tendencies: Meaning and definition of Arithmetic Mean, Mode and Median, Geometric mean, Harmonic Mean.Measures of Dispersion, Standard Deviation, Mean Deviation, Quartile deviation, Correlation and Regression.

PEDAGOGY

- Lecture Method.
- Problem solving approach.
- Demonstration
- Peer group work and individual work& Evaluation.

Reference:

1. Loether, Herman J., and Donald G. McTavish, Descriptive and Inferential Statistics:
2. Punch, Keith. Introduction to Social Research.
3. Garrett, Henry., Statistics in Psychology and Education.
4. Bryman, Alan., Quality and Quantity in Social Research.
5. Bajaj and Gupta. Elements of Statistics..
6. Gupta, Statistical Method. • Kinnear, Paul R., and Colin D. Gray, SPSS 12 Made Simple.
7. De Vaus, David, Analysing Social Science Data: 50 Key Problems in Data Analysis.
8. Introduction, (Fourth Edition).

Paper 5: Theories of Development

Objective : To understand the different development theories made by well-known economist for development of tribes.

Course Outcome: The Students will be able to

- Define the concept of development and growth and development
- Explain the Theories of Development
- Elucidate the Lewis model of development
- Analyse the situation of emergence of new political economy and privatization

Unit.1. Definition, concept of development, growth and development and indicators of development and core values of development.

Unit.2. Survey of specific developing thought from Rosenstein-Rodan to missing components, capital – centered theoretical constructs, aid and technology – centered formulations, stage theory, institutional focus, and dualistic explanations, (particulars – emphasis on Nurkse, Myrdal, Rostow and Hirschman).

Unit.3. Lewis model of Development: Unlimited Labour Supply, surplus labour, capital formation development of agriculture.

Unit.4. Emergence of the New Political Economy. Stress on smaller governments and the drive towards privatization.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. Hettne : Development Theory and the Third Worlds.
2. G. Myrdal : Asian Drama
3. D.W. Goulet : The Cruel Choice
4. D. Colman and F.M. Nixon : Economic Change in the Less Development Countries
5. C. Colclough and J. Monor (eds) : States or Markets
6. Jean Jacques Salomon and Others (eds) : The uncertain guest
7. M.P. Todaro : Economic Development in the Third World

II SEMESTER

Paper 1:- Spatial Distribution of Tribes in India

Objective : To describe the geographical areas and distribution of tribes in different regions in India.

Course Outcome: The Students will be able to

- Define the concept of tribes in the Indian context
- Illustrate the Geographical Distribution of tribes
- Elucidate Scheduled Areas and Role Tribal National of Movement
- Explain the legislative provisions for tribal justices and

Unit-I: Understanding Tribes Concept and definition of tribes in Indian Context, Tribes as Indigenous People – Tribe Caste Continuum.

Unit- 2: Geographical distribution of Tribes in India and Karnataka

Unit-3: Scheduled Areas – Constitutional Provisions.

Unit- 4: Tribal justice and Modern Laws.Role of Tribals in National Freedom Movement

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. Dr. Suryawanshi D.S (2010) “Geography of Tribal Agriculture”, ABD publishers Pvt. Ltd, New Delhi.
2. Indira Naik (2001) “Nutrition and Tribal Health”, Anmol publications Pvt. Ltd, New Delhi.
3. Dr. P.Viswanadha Gupta and Prof. Dhananjay Lokhande (2014) “Transformations of Tribes and Sustainable development”, Anmol publications Pvt. Ltd, New Delhi.
4. .Prakash. C Panda (2013) “Towards Tribal Development: Myth and reality”, Cyber Tech Publications, New Delhi.
- 5.. G.C.Pande (1991) “Indian Tribes, The Habitat, Society, Economy and Change”, Anmol Publications, New Delhi.
6. TabangMibang (2013) “Indigenous Institutions, Social Capital and Sustainability in Tribal India”, Serials publications, New Delhi.
7. Sujit Kumar Paul (2005) “Tribal agriculture and Modernization: The change and continuity”, Daya publishing house, New Delhi.

Paper 2: Tribal Development Policies and Programmes in India

Objective : To describe the various policies and programmes implemented by government for upliftment of socio-economic development of tribes.

Course Outcome: The Students will be able to

- Explain the approaches of Tribal study
- Explain the Tribal Development Policies
- Elucidate the Pattern and trends of Tribal Development
- Illustrate the Tribal Development Project in India

Unit – I: Approaches to the Study of Tribal Society in India: Assimilationist and Isolationist Approaches

Unit – II: Tribal Development Policies and Programmes for the Welfare of Tribal People in India, special reference to Karnataka.

Unit – III: Patterns and Trends of Development among Tribes: General Pattern of Social Change and Development, Changes in Socio-Cultural Front, Changes in Economic Front, Level of Social Change among Tribal Women

Unit – IV: Development Projects in India: An appraisal Education, Legislative Measures and Factors Affecting Change in Family Life and Kinship.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. Naik, T.B. The Bhils.
2. Sachidanand. Harijan Elites.
3. Sharma, K.L. Social Stratification and Mobility.
4. Vidyarthi, L.P. The Tribal Culture of India.
5. Cohn, B.S. An Anthropologist among Historians.
6. Beteille, A. 'The Concept of Tribe with Special Reference to India'
7. Bose, N.K. : Tribes in India.
8. Bose, N.K. : Culture and Society in India.
9. Doshi S.L. : Tribal society in India.
10. Singh, K.S, The Scheduled Tribes .
11. Singh, K.S, Tribal Movements in India, Vol.I and II .
12. Singh, K.S. , Economies of the Tribes and Their Transformation.
13. Singh, K.S, Tribal Society . Tribal Society in India. Tribal Situation in India.
14. Singh, K.S. , Tribal Situation in India (Indian Institute of Advanced Study)
15. Buddh Dev Chodhary, Tribal Development in India.

Paper 3: RESEARCH METHODOLOGY

Objective : To students are have conduct research on tribal development, they will be adopting various appropriate methodology.

Course Outcome:

The Students will be able to

- Define the types of research and identification of research problems
- Acquaint with the sampling techniques, the data collection methods for both from primary and secondary sources and analysing the data and reporting writing techniques
- Demonstrate the different statistical techniques for tribal research
- Undertake testing of data and validating data and analysis

Unit – I: Social research: Scientific Method, and Objectivity in Research. Formulation of social research, research Problem.

Unit – II: Research Design: Meaning, need, features of good design and Different research design, basic principles of research design.

Unit – III: Sampling: census and sample survey, Universe and sampling Importance and concept of Types; Probability, Non - Probability Sampling.

Unit – IV: Tools of data collection: types of data collection- secondary data and primary -Observation, Interview, Questionnaire, and Schedule, Case study. Analysis of Data and Interpretation and report writing: processing, types of analysis, meaning, significance, different steps of report writing, layout and type of report.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. Wilkinson, T.S and P.L Bhandarkar. Methods and Techniques of Social Research.
2. Young, P.V. Scientific Social Surveys and Research.
3. Goode, William J and P. K .Hatt. Methods in Social Research.
4. Bajpai, S.R. Methods of Social Research.
5. Ahuja, Ram. Research Methodology.
6. Kothari. R, Research Methodology.

Paper 4: Tribal Development Programmes: Special reference to Karnataka

Objective : To study the various tribal development programmes in Karnataka for eradication poverty and strengthen their economic status.

Course Outcome: The Students will be able to

- Define the concepts of tribe and tribal areas
- Elucidate the Tribal Education
- Explain Tribal and religion and their practices
- Explain the Tribal health and nutrition including remedial measures

Unit I: Concepts – concepts of tribal's, concept of Hadies (group of houses), pattern of clusters, types of housing, drinking water, electricity, transport of system, roads, schools, hospitals, community halls. Origin and Growth of Tribal's in India, Karnataka

Unit 2: Tribal education in pre and post independence period. Tribal's and Education, Types of Education, Teachers, Enrolment, Drop out, Problems.

Unit 3: Tribal's and their art, culture and religion, marriage, birth ceremonies, religions festivals, Death, Status of girl child ceremonies, Marriage, divorce, widow, Aged Legal remedies, Role of village panchayat.

Unit 4: tribal's health and nutrition of food habits, facilities for health, diseases, remedial Measures

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. Dr. Ramesh Panwar (2011) "Tribal culture and their social upliftment in India", Signature books international, , New Delhi.
2. G.C.Pande (1991) "Indian Tribes, The Habitat, Society, Economy and Change", Anmol Publications, New Delhi.
3. TabangMibang (2013) "Indigenous Institutions, Social Capital and Sustainability in Tribal India", Serials publications, New Delhi.
4. Sujit Kumar Paul (2005) "Tribal agriculture and Modernization: The change and continuity", Daya publishing house, New Delhi.
5. Dipak Kumar Adak, BiswanathBhattacharya (2003) "Demography and Health Profile of the Tribals", Anmol publications Pvt. Ltd, New Delhi.
6. Dr. Subhadra Channa (2002) "Religion and Tribal Society: Social life and belief systems", Cosmo publications , New Delhi.

Paper 5: Empowerment of Tribes and Weaker Section (open elective)

Objective : To describe the empowerment of tribes and weaker sections tribal cultures and various tribal social institutions.

Course Outcome: The Students will be able to

- Define the characteristics of different geographical distributions
- Identify the racial and ethnical identity
- Explain the tribal culture and forms of tribal social institutions
- Elucidate the Socio-Economic and Political aspects of empowerments and development of tribes in Karnataka

Unit I: Tribes in India: Definition, Characteristics and Geographical Distribution in India: Himalayan, Middle India, Western India and southern India.

Unit II: Racial and Ethnic Identity: Historical Understandings of Racial and Ethnic Identity, Cultural and Economic Classification of Tribes in India

Unit III: Tribal Culture and the Various Forms of Tribal Social Institutions: Marriage, Kinship, Clan, Youth Dormitory, Status and Role of Women in Tribal Society

Unit IV: Socio-economic Profile and Development of Tribes and Backward Classes of Karnataka, Tribal Development Programmes in National Perspective and Appraisal of Different Development Programmes

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. D.N. Majumdar & T.N. Madan: An Introduction to Social Anthropology.
2. Makhan Jha Social Anthropology
3. M.S.A. Rao Social Movements in India.
4. K.S. Singh Tribal Situation in India
5. R.N. Pati & L. Jagatdeb Tribal Demography in India.
6. M.M. Verma Tribal Development in India.
7. Buddhadev Chaudhuri Tribal Development in India.
8. K.S. Mathur Tribe, Cast and Peasants.
9. L.P. Vidyarthi and Sahay Applied Anthropology and Development in India
10. B.S. Bisht Tribes of India, Nepal, Tibet borderland.
11. B.S. Bisht Raji: A Tribe of Indo-Nepal Border of Uttarakhand.
12. B.S. Bisht Ethnography of a Tribe.
13. B.S. Bisht Tribe of Uttaranchal- A Study of Education, Health, Hygiene and Nutrition.
14. Banton M. Racial theories. Cambridge, England: Cambridge University Press; 1998.
15. Centers for Disease Control. Use of race and ethnicity in public health surveillance. Summary of the CDC/ATSDR Workshop. Morbidity and Mortality Weekly report. 1993;42 (RR-10):1-17.
16. Cornell S. Land, labour and group formation: Blacks and Indians in the United States. Ethnic and Racial Studies. 1990;13:368-388.
17. Cornell S, Hartmann D. Ethnicity and race: Making identities in a changing world. Thousand Oaks, CA: Pine Forge Press; 1998.
18. Davis FJ. Who is black? One nation's definition. University Park: Pennsylvania State University Press; 1991.
19. Division of Health Interview Statistics. NHIS Survey description. 2000. [Accessed July 2, 2003]. Available:

III SEMESTER

Paper 1: Problems of Tribal Development

Objective: To understand the nature of tribal problems and difficulties in the development of tribal areas.

Course Outcome: The Students will be able to

- Define the welfare of Indian tribes
- Identify the tribal problems
- Explain the different problems faced by tribes viz. land, agriculture, forest industries etc.
- Elucidate the problems of employment and poverty

Unit: 1: Approaches to the study of tribal problem. History of tribal welfare in India Constitution and Tribes.

Unit: 2: Tribal Problems as: a) Distinct Problems. b) As regional and national problems, protection of tribal land and notified areas- New land policy.

Unit: 3: Problems of: a) Land and Agriculture. b) Forest. c) Indebtedness. d) Communication e) Education f) Health g) Industrialization h) Co-Operation i) Democratic decentralization j) Housing k) Village Industries

Unit –4: problems of Economic and employment: Agriculture Labor, Forest, Market, Poverty, and Indebtedness.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. K.S. Singh Tribal Situation in India
2. R.N. Pati & L. Jagatdeb Tribal Demography in India.
3. M.M. Verma Tribal Development in India.
4. Buddhadev Chaudhuri Tribal Development in India.
5. K.S. Mathur Tribe, Cast and Peasants.
6. L.P. Vidyarthi and Sahay Applied Anthropology and Development in India
7. Dr. Pratiksha (2014) “Problems of the tribal communities”, Centrum Press, New Delhi.
8. S.N. Tripathy (1997) “Tribal labour in India”, Mohit publications, New Delhi

Paper 2: Tribal Development Administration

Objectives: To acquaint the students with the administrative schemes of development and the machinery set up for the same, in the historical perspective. The set up during British days and post – independent

Course Outcome: The Students will be able to

- Appreciate the welfare and developments of tribes
- Explain the organization structure from village level to state and centre levels
- Explain the different problems faced by tribes viz. land, agriculture, forest industries etc.
- ☐ Elucidate the Role of Tribal Development Corporation

Unit 1: Historical review of tribal welfare and developments Administration. Historical Perspectives of Tribal Policies, Tribal Policies during Pre-Independence Period and Tribal Policies during Post-Independence Period.

Unit 2 Administrative organizational structure at the centre and state, District, Taluk and village level.

Unit 3: Tribal sub-plan and Administrative set up: Features of TSP Approach, Tribal Sub Plan at Central Government Level, Karnataka: TSP Administrative Structure.

Unit 4: Tribal Development Corporation. Tribal administration in the state sector and Zilla- panchayat sector. Training, Research and Evaluation.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

- 1.Srinivasan Ramachandran (2012) “Tribal Development Programmes in India”, Abhijeet publications , New Delhi.
2. C.P Singh (1994) “Tribal Development Administration”, Mittal publications New Delhi.
- 3.Singh, K.S. , Economies of the Tribes and Their Transformation.
- 4.Singh, K.S, Tribal Society . Tribal Society in India. Tribal Situation in India.
- 5.Singh, K.S. , Tribal Situation in India (Indian Institute of Advanced Study)
- 6.Buddh Dev Chodhary, Tribal Development in India.

Paper 3: Planning and Tribal Development

Objectives: To understand the various suitable plans for tribal areas and enhance the economic status, distribution of resources from government.

Course Outcome: The Students will be able to

- Define the concepts of planning
- Explain the tribal development different five year plans
- Explain the different approaches for tribal development
- ☐ Give an outline for emerging development initiatives of tribes
- ☐

Unit 1: Meaning, definitions and concepts of planning, types of planning, salient features of planning and importance of planning.

Unit 2: Tribal Development during Five Year Plans: salient features of five year plans, objective and importance and budget allocation of FYPs for tribal development.

Unit 3: Tribal Development Agency, Sub-Plan Approach, MADA, and Cluster Approach – PTGs and Micro Projects. Relevance of different Approaches to Tribal Development

Unit 4: Emerging Development Initiatives – Role of NGOs, Education, Health and Nutrition, Employment and Skills, Social Protection and Strengthening the Social Programmes.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. Thakkar, A. I). 1986 Socio-Economic Development of Tribes in India. New Delhi, Deep and Deep Publications.
2. Ahluwalia, S 1986 Social and Economic Development in North-East India. Delhi, Gyan Publishing House.
3. Atom, K, (ed) 1985 Planning in North East, New Delhi, Omsons Publications.
4. Ansari, S.A. 1985 Some Aspects of the Geography of Manipur. Delhi, B.R.Publishing Corporation.
5. Ansari, SA. 1986 Socio-Economic Development in Tribal Areas of Manipur, Delhi, B.R.Publishing Corporation.
6. Barthakur, K. 1989 Tribal Economy. Yojana, December, Vol.23(22).
7. Barthakur, M. 1985 Formulation of Planning and Development Strategies for North-East India: The Land of Seven Sisters', (in) Alam, K. (ed) Planning in North East India, New Delhi, Omsons Publications.
8. Basu, A.R. 1985 Tribal Development Programmes and Administration in India, New Delhi, National Book Organization.
9. Bhatt, V. 1982 Tribal Sub-Plan for Koragas. Yojana, December, Vol.26(23).
10. Chaudhari, B. 1983 Tribal Development in India. Man and Life, Vol.9(3-4).
11. Chaudhuri, B.D. 1982 Tribal Development of India: Problems and Prospects, New Delhi, IXK.Publishing and Distributors.
12. Deogaonkar, S.G. 1992 Tribal Development Plan Implementation and Evaluation, New Delhi, Concept Publishers
13. Gupta, R. 1981 Planning for Tribal Development, New Delhi, Anjur Publishing House.
14. Gupta, R 1977 'Poverty and Quality of Life in Tribal Area' in Gupta (ed) Planning for Tribal Development. New Delhi, Ankur Publishing House, 81-126.

Paper 4: Field study (Project Work)

Objective: students expected to understand the problems and mechanisms of development in a Panchayat Samiti area which forms a part of Integrated project area. The Field study would cover the problems as expressed by the people and the way they are being met by the development administration.

Paper 5: Empowerment of Tribal Women (Open elective)

Objectives: To understand tribal women are participate nation, state and local level administrative institutions and also to development of tribal women in grassroots.

Course Outcome: The Students will be able to

- Explain the tribal women empowerment programmes and policies
- Define the concept of women empowerment and promoting SHGs and Micro-Finance
- Explain the tribal women empower policies of state and national levels
- Elucidate the role of local governance in promoting tribes.

Unit I: Empowerment of tribal women, programmes and policies of empowerment of tribal Women in India, special reference to Karnataka,

Unit II: Women Empowerment through Micro Finance and SHGs – Liquor Free Movement. Women Empowerment – Strengthening of SHGs through their promotion as Federations and Cooperatives.

Unit III: state/national policy on women's empowerment, Demographic indicators on status of women in India.

Unit IV: Tribal women and role of local governance in tribes: Participation, decision making and implementation of tribal programmes and schemes at local level.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

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4. Daley-Harris, Sam. (2005). State of the Microcredit Summit Campaign Report 2005.
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Soft Core

Paper 6: TRIBAL AND PEASANT MOVEMENTS IN INDIA

Objectives: To study the students with the tribal peasant movements is base for tribal studies and to implement different appropriate plan for strengthening peasants socio economic development.

Course Outcome: The Students will be able to

- Define the concept of Social Movements
- Explain the tribal movements
- Explain the Peasant Movements in India
- Elucidate the Recent trends in tribal and peasant movements.

Unit I: Social Movements: Definitions & scope of Social Movements, Theories of Social Movements, Social movements in India

Unit II: Origin and Development of Tribal Movement, Colonial and Post Colonial – Regionalism, Demand for Separate Tribal State, Land rights, Displacement .

Unit III: Peasant Movements in India: Pre-independent movements (Mappila Rebellion Indigo Revolt (1859-60), Peasant movement under communist party), Early independent movements (Thebhaga and Telenghana Movements).

Unit IV: Recent trends in Tribal and Peasant Movements • Social protest and identity politics • Tribal and Peasant Organisations • Farmers Movements

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. Beteille, A. 1974. Studies in Agrarian Social Structure. New Delhi: Oxford University Press. (Chapters 4-6).
2. Brass T. 1994. Introduction: New Farmers. Movements in India. Journal of Peasant
3. Chakravarti, A. 2001. Social Power and Everyday Class Relations: Agrarian Transformation in North Bihar. New Delhi: Sage. (Chapter 4).
4. Chatterjee, P. ed. 2010. The Small Voice of History: Collected Essays. Delhi: Orient Blackswan. (Introduction, 1, 4-6).
5. David Hardiman. 1992. Peasant Resistance in India. Oxford University Press.

IV SEMESTER

Paper 1: Tribal Livelihood Intervention

Objectives: This course seeks to help students understand concept, meaning and forms of tribal livelihood. The course also helps students to understand and facilitate the intervention process in tribal livelihood and entrepreneurship.

Course Outcome: The Students will be able to

- Define the concept of Livelihood
- Explain the forms of tribal Livelihood
- • Explain the interventions by tribes on land water
- Elucidate the livelihood issues and state policies

Unit-I: Livelihood: Concept, meaning and nature of livelihood. Agrarian structure-working of livelihood structure. Factors that affect livelihood, migration, displacement & dispossession, Land & forest, Transformation in Livelihood.

Unit-II: Forms of Tribal Livelihood: Land & Water based-traditional land cultivation, shifting cultivation. Forest based – food gathering, gum, timber, honey, seasonal food collection. Livestock based-consumption based livestock production, milk, cattle bartering.

Unit-III: Land & water based Intervention: Agriculture improved agricultural practices, improved crop productivity increasing cropping intensity, fisheries, watershed management, soil & water conservation activities and horticultural plantation.

Unit-IV: Issues in Livelihood: Traditional issues of tribal livelihood. Changing nature of tribal livelihood issues. State policies of tribal livelihood.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

1. Akinnifesi, F.K, Sileshi, G., Ajayi, O.C., Chirwa, P.W., Mngomba, S., Chakeredza, S. and Nyoka, B.I. (2008). Domestication and Conservation of Indigenous Miombo Fruit Trees for Improving Rural Livelihoods in Southern Africa, Tropical Conservancy, pp. 72-74.
2. Andersen, K.E., Sophorn, S. and Thornberry, F. (2008). Development of a sub-decree on shifting cultivation under Article 37 of the Forestry Law (2002), Cambodia, International Labor Organisation, Support to Indigenous People Project in Cambodia.
3. Belsky, J.M., and Siebert, S.F. (2003). Cultivating Cacao: Implications of sun-grown cacao
4. on local food security and environmental sustainability. *Agriculture and Human Values*, 20, 277-285.
5. Chhauchhuak, L. (2004) Jhum Works, Shillong Declares on Jhum: Benefits Jhum cultivation. Down to earth, 15th Nov. 2004.

Paper 2: Tribal Development and Co-operatives

Objectives: To acquaint the students with the various tribal co-operative schemes of development and the machinery set up for the same, in the historical perspective.

Course Outcome: The Students will be able to

- • Explain the growth of cooperatives
- Explain the cooperative movement in India
- Elucidate the Cooperative banking and roles of NABARD in tribal development
- Identify the different cooperatives of tribal development

Unit 1: Introduction: history of growth of co-operatives in India.Co-operative Movement in pre- and post Independence era.Importance of Cooperative sector for India

Unit 2: Cooperative movement in India: Principles, Characteristics, Types and functions of Cooperative. Impact of co-operatives for socio-economic development of tribals.

Unit 3: Cooperative banking – structural pattern and functions- Role of Cooperative banking in India-Vaidyanathan Committee recommendations on Cooperative credit - Need, importance, structure and functions- Role of NABARD in tribal development

Unit 4: .Co-operatives of tribal development: LAMPS, TRIFED, NCDC,TDCC, and NSTFDC.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Reference:

- 1.Prakash. C Panda (2013) “Towards Tribal Development: Myth and reality”, Cyber Tech Publications, New Delhi.
2. G.C.Pande (1991) “Indian Tribes, The Habitat, Society, Economy and Change”, Anmol Publications, New Delhi.
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4. Sujit Kumar Paul (2005) “Tribal agriculture and Modernization: The change and continuity”, Daya publishing house, New Delhi.
5. Dr. H.R.Krishnaiah Gowda (2003) “Tribal Co-operatives in India”, Serials publications, NewDelhi.
6. Dwarika Nath Padhy (2002) “Role of Co-operatives for Tribal Development”, Mohit publications , New Delhi.
7. C.P Singh (1994) “Tribal Development Administration”, Mittal publications New Delhi.

Paper 3: Natural Resource and Sustainable Tribal Development

Objectives: To understand the distribution of natural resources equally and to enlarge choices of resources accessibility to improvement of tribal economic activities.

Course Outcome: The Students will be able to

- Define the concept of Natural Resources and sustainability
- Explain the issues of displacement of tribes
- Elucidate the participatory methods for resource assessment
- Identify the different tribal movements

Unit-1: Understanding Natural Resources: Concept, Meaning of Natural Resource & sustainability: Forests - Types, functions, ownership, control and regulatory systems, current critical issues of forests & its sustainability (Degradation conflicts, competing user rights and entitlements).

Unit – 2 Issues of Displacement of Tribals, Tribals related to Forest Minor Products and their conservation

Unit - 3: Natural Resource Management processes Participatory methods for resource assessment, planning & impact, assessment. Participatory rural Appraisal (PRA) Participatory Resource mapping (PRM), Participatory planning.

Unit 4: Recent trends in Tribal and Peasant Movements • Social protest and identity politics • Tribal and Peasant Organizations • Farmers Movements

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

References:

1. Bhat, Sairam (2010). Natural Resources Conservation Delhi: Law, Sage.
2. Gole, Prakash (2001). Nature Conservation and Sustainable Development in India, Delhi: Rawat Publications
3. Govt. of India (1985). National Water Policy, Delhi: Govt. Of India.

Paper 4: Dissertation

Students need to analyze the field study of specific problems or schemes of Tribal development