



हिमाचल प्रदेश केंद्रीय विश्वविद्यालय  
**Central University of Himachal Pradesh**

सप्त सिंधु परिसर, देहरा, जिला काँगड़ा, हि.प्र.-177101

Sapt Sindhu Parisar, Dehra, District Kangra, H.P. - 177101

Website: [www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**SYLLABUS**  
**PG DIPLOMA (Tribal Studies)**

**ProgrammeCode: (PGDTS)**

**As per Recommendations of National Education Policy-2020**

## Scheme of Examination

The breakup of marks shall be asunder:

<b>Component</b>	<b>2 credits course</b>	<b>4 credits course</b>
Internal Assessment (20%)	20 Marks	40 Marks
Mid-term Examination (20%)	20 Marks	40 Marks
End-term Examination (60%)	60 Marks	120 Marks
<b>Total</b>	<b>100 Marks</b>	<b>200 Marks</b>

Marks for attendance may be given based on the attendance record. The teacher will clearly mention the criteria for allotment of marks for attendance in the course contents. For attendance below 75%, zero mark shall be given. However, when a student represents state/country in sports, cultural and academic activities and requests condoning of lecture, he/she may be given marks fixed for attendance level of 75% provided further that the components of Comprehensive Continuous Internal Assessment (CCA) may be set up as per the requirements of the course.

Except in exceptional cases, the question papers for the **Mid-Term Examination** shall be of one-hour duration for a 2-credit course with total of 20 marks and two hours duration for a 4-credit course with a total of 40 marks. The question paper shall consist of three sections as given below:

**Section A:** shall comprise of objective type questions such as MCQs, fill in the Blanks, True/False, Match the Following, Assertion and Reason, One- or two-line answers, etc. All the questions shall be of 1 or 2 Marks only. All questions shall be compulsory and there will be no choice. The total weightage to be given for this section in the question paper shall be 20%.

**Section B:** shall comprise of Short Answer Questions (SAQs) which shall be of 5 marks each. The global choice shall be in such a way that the examinee has to attempt 66% of the total number of questions. The total weightage to be given for this section in the question paper shall be 40%.

**Section C:** shall comprise of Long Answer Questions (LAQs) which shall be of 10 Marks each. There shall be an internal choice for each question and all the questions shall be compulsory. The weightage to be given for this section in the question paper shall be 40%.

Except in exceptional cases, the question paper for the **End-Term Examination** shall be of one and half hour duration for a 2-Credit Course with a total of 40 marks and 3 hours duration for a 4-credit course with a total of 120 marks. The question paper shall consist of three sections as given below:

**Section A:** shall comprise of objective type questions such as MCQs, fill in the Blanks, True/False, Match the Following, Assertion and Reason, One- or two-line answers, etc. All the questions shall be of 1 or 2 Marks only. All the questions shall be compulsory and there shall be no choice. The total weightage to be given for this section in the question paper shall be 20%.

**Section B:** shall comprise of Short Answer Questions (SAQs) which shall be of 5 marks each. The global choice shall be in such a way that the examinee has to attempt 66% of the total number of questions. The total weightage to be given for this section in the question paper shall be 40%.

**Section C:** shall comprise of Long Answer Questions (LAQs) which shall be of 10 Marks each. In this section, all the questions shall have internal choice and all the questions shall be compulsory. The weightage to be given for this section in the question paper shall be 40%.

# **1 Year PG Diploma Programme Syllabus 2021-22**

**Course-Content-P.G..Diploma(Tribal Studies)**

### 1-Course Structure

### 2. Course-Credit Structure

Se m.	Name of the Course	Type of Course	Course Code	Credits
I	Introduction to Tribal Communities	Major Course (IDP)	CTS201	02
I	Custom, Tradition, Culture of Indian Tribal Communities		CTS202	02
I	Tribes & Tribalism in India	Major Course	CTS203	04
I	Integrated Approach for Tribal Development	Vocational Skill	CTS204	04
I	Tribal policies and legislations	Minor Course	CTS205	04
I	Tribal Communities in North East India	Major Course	CTS206	04
I	Indian Knowledge System	IKS-University Wide	CTS207	02
II	Endangered Tribal Communities and Their Languages	Minor Course (IDP)	CTS 208	02
II	Tribe Of Jharkhand, Gujarat, And Orrissa		CTS 209	02
II	Tribal Movement in India	Major Course	CTS210	04
II	Historical Perspective of Tribal Polices	Major Course	CTS211	04
II	Issues in Tribal Development	Major Course	CTS212	04
II	Tribal communities in Himachal Pradesh	Minor Course	CTS213	02
II	Handicraft Heritage of Tribe Of Himachal Pradesh	Vocational Course	CTS214	02
II	Language And Literature Tribals of India	IKS-CTS	CTS215	02
II	Tribal Traditional Medicine Systems among Vaidhu Community of Khandesh Region		CTS 216	

a) Total Credits-40 Credits

b) Total Credits in each Semester-20 Credits

### 3. Entry and Exit Options in PG Diploma Programme of Tribal Studies (1 Years)

Sr.No.	Entry Semester	Exist Semester	Conditions	Diploma
1	I	II	Candidate has to successfully complete the all courses offered in 1 <sup>st</sup> and 2 <sup>nd</sup> semester	PG Diploma

**Eligibility-**The student who have 3 years Bachelor's Degree are eligible for admission in this programme.

## **First Semester**

**Course Name:** Introduction to Tribal Communities

**Course Code:** 201

**Credit-2**

**Unit-1 Rural, urban & tribal communities**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-** After completion of this programme the learners will be able to: Understand the tribal culture, life and their situation in India

**Learning-Outcomes-** Students will be able to analyze the life situations, culture and society of Tribal communities.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

### **Unit-1 Rural, urban & tribal communities**

1. Introduction, characteristics of urban society, characteristics of rural society, characteristics of tribal society.

### **Unit-2 Meaning and concept of tribes**

1. Definition, key feature of tribes in India, the general feature of tribes of India

### **Unit-3 Classification of tribes**

1. Food gatherers and hunter, shifting cultivation, nomads, pastoralists, agriculturist, artist.

### **Unit-4 Tribal culture and identity**

1. Tribal livelihood tribal culture & identity protection of tribal identities.

### **प्रस्तावितपुस्तकें**

1. Beteille, Andre, 1977: "The Definition of Tribe" in Thapar Romesh (ed.), Tribe, Caste and Religion in India, The Macmillan Co. of India Ltd., Delhi.
2. Mibang, Tamo and Behera, M.C 2007: "Tribal Studies – Emerging Frontiers Knowledge", Mittal Publications, New Delhi.
3. Miri, Mrinal, 1993: "Continuity and Change in Tribal Society", Indian Institute of Advanced Study, Shimla.
4. Singh, K.S., 1984: "Tribal Movements in India Volume I & II", ManohaPublications, Delhi.
5. Singh, K.S., 1990: "Ethnicity, Identity and Development", Manohar Publications, Delhi.
6. Singh, K.S., 1991: "Tribal Perspectives: 1969 - 1990", Indian Institute of Advanced Study, Shimla.

**Course Name: Custom, Tradition, Culture of Indian Tribal Communities**

**Course Code: CTS: 202**

**Credit-2**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-

led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**To make students understand about Custom, Tradition, Culture of Indian Tribal Communities.

**Learning-Outcomes-**Students will be able to analyze the, Tradition, Culture of Indian Tribal society.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

**Course-Contents**

**Unit-1 Life and condition of Indian Tribal Communities**

1. Bhil, Santhal, Meena, Gujjar

**Unit-2 Culture and Heritage**

1. Bhil, Santhal, Meena, Gujjar

**Unit-3 Social Life – local administration and economic customary laws**

1. Dhurwa, Gaddi, Yerukula

**Unit-4 Government policies and their implementation**

1. Formal Education
2. Traditional wisdom
3. Health
4. Displacement and Resettlement



## प्रस्तावितपुस्तकें

1. <http://www.sociologyguide.com/tribal-society/tribal-caste-continuum.php> accessed on dated 15.01.2011
2. <http://books.google.co.in/books?id=6FFHggw8rGgC&pg=PP4&dq=tribal+study+as++a+discipline&hl=en#v=onepage&q&f=true> dated 01.02.2011.
3. Xaxa, V, 1999: "Transformation of Tribes in India: Terms of Discourse", Economic and Political Weekly, No. XXXIV, Volume. 24
4. Tribal Society: Identity and Heritage (Hindi), Satish Ganjoo, et all.
5. Tribal Community: Society, Literature, Art and Identity, Satish Ganjoo, et all.  
Tribal Culture, AC Bhadana

## MAJOR COURSES:

### Course Name: Tribes & Tribalism in India

Course Code: CTS: 203

Credit-4

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-** To Understand the Origin & Demography of Tribal communities General & Specific Characteristics of Tribe

**Learning-Outcomes-** Students will be able to understand and analyze the Classification of Tribes In India Distribution of Tribe In India

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

### Course-Content

#### Unit-1 Tribalism In India

##### 1. Origin & Demography of Tribal communities

## 2. Society & Culture of Tribal communities (General Concept)

### Unit-2 Profile of Tribes

#### 1. General & Specific Characteristics of Tribe

#### 2. Tribe of World –A Glimpse

#### 3. Classification of Tribes In India

#### 4. Distribution of Tribe In India

### Unit-3 Tribal Cosmo genies

#### 1. Dravidian Tribe

#### 2. Mongoloid

#### 3. Migrant Tribes /Nomads

### Unit-4 Social Institution in Tribal Society

#### 1. Family Marriage & Kinship

#### 2. Youth Dormitory

#### 3. Tribal Economy

#### 4. Tribal Political Organization

### प्रस्तावितपुस्तकें

Concept of Tribe and Tribalism in India, Satish Ganjoo.

1. Primitive Tribes of Central India, SN Chaudhary.
2. Tribes Heritage, Gireesh Yadav.
3. Mann, R.S. (1993), *Culture and Integration of Indian Tribes*, New Delhi: MD Publication Pvt Ltd.
4. Midgley, James (2006), “Developmental Social Policy: Theory and Practice”,
5. *Asian Journal of Social Policy*, Vol. 2/1, pp. 1-22.

6. Ross, Hamish (2001), *Law as a Social Institution*, Oxford: Hart Publishing.
7. Roy Burman, B. K (1994) , *Tribes in Perspective*, New Delhi: Mittal Publication.
8. Sahu, Chaturbhuj (2006), *Aspects of Tribal Studies*, New Delhi: Swarup & Sons.
9. Verma, R. C. (1990), *Indian Tribes through the Ages*, New Delhi: Publications
10. Division, Ministry of Information and Broadcasting, Government of India.
11. Vidyarthi, L. P. and B. K. Rai (1985), *Tribal Culture of India*, Delhi: Concept Publications.

### **Course Name: Integrated Approach for Tribal Development**

**Course Code: CTS: 204**

**Credit-4**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom

activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led

activity and 15 hours of other workload such as independent individual/ group work; obligatory/

optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**Know about the Tribal development in India from Pre-independence to Present-day. Develop zeal to work for tribal people and their development in different departments of Government and non-governmental organizations.

**Learning-Outcomes-** Students will be able to understand and analyze Government Interventions for Tribal Development, Techniques & Strategies in Tribal Development

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

### **Course-Content**

### **Unit-1 Government Interventions for Tribal Development**

1. Pradhan Mantri Van Dhan Yojana
2. Tribal Empowerment Under TRIFED
3. Tribal Health and Tribal Medicines
4. National level tribal research institute
5. Eklavya Model residential schools

### **Unit-2 Techniques & Strategies in Tribal Development**

1. Tribal status and development Strategies
2. Education and training of the tribal
3. Health and nutrition of the tribal
4. Empowerment of the tribals

### **Unit-3 Role of NGOs, and other Agencies in Tribal Development.**

1. Role of NGO'S in India
2. Activities of NGO'S in tribal development
3. Future Thrust of NGO'S work

### **Unit-4 Tribal Development Policies in India Its Implications and Prospectus**

1. Grant Aid to voluntary Organization working for welfare of STs
2. Support to Tribal Research Institutes (TRI)
3. Vocational Training in Tribal Areas
4. National Scholarship for Higher Education of ST Students
5. National Fellowship for Higher Education of ST Students
6. Scheme of National Overseas Scholarship for ST Students

### **प्रस्तावित पुस्तकें**

1. Ambagudia, Jagannath (2007), "Scheduled Tribes, Protective Discrimination and Social Justice: Exploring Constituent Assembly Debates" in B. T. Lawani(ed.), Social Justice and Empowerment, New Delhi: Om Publication, pp.135-159.19

2. Chaudhuri, Buddhadeb (1997), "Forest and Tribals" in Georg Pfeffer and Deepak Kumar Behera (eds.) *Contemporary Society: Tribal Studies, Vol.I: Structures and Process*, New Delhi: Concept Publishing Company, pp.231-247.
3. Elwin, Verrier (1939), *The Baiga*, London: Oxford University Press.
4. Ghatak, N. K. (2003), "The Scheduled Tribes of India in the New Millennium: Constitutional Aspect of Identification of Scheduled Tribe in India", *The Journal of the Anthropological Survey of India*, vol. 52, no. 1, March, p.89.
5. Government of India (2006-2007), *Annual Report, 2006-2007*, New Delhi: Ministry of Tribal Affairs.
6. Government of India (2008-2009), *Annual Report 2008-2009*, New Delhi: Ministry of Tribal Affairs.
7. Hasnain, Nadeem (2007), *Tribal India*, Lucknow: New Royal Book Company.
8. Hooja, Meenakshi (2004), *Policies and Strategies for Tribal Development: Focus on the Central Tribal Belt*, Jaipur and New Delhi: Rawat Publications.
9. Tribal Development in India, Dr Tara Datt.
10. Tribal Development in India, M Saundarapandian

#### **Minor Course-**

**COURSE NAME: Tribal policies and legislations**

**Course Code: CTS: 205**

**Credit-4**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-** Students will be able to understand Constitutional Provisions and ACT for Tribal, Constitutional Provision and Safe Guard for Tribal

**Learning-Outcomes-** Students will be able to understand and analyze the Rational of the Acts for Scheduled Tribes, The Provision of The Panchayat Extension to The Scheduled Area Act 1996

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

**Course-Content**

**Unit-1 Constitutional Provisions and ACT for Tribal**

1. Constitutional Measures for tribal Development
2. Constitutional Provision and Safe Guard

**Unit-2 Rational of the ACTS for Scheduled Tribes**

1. Service safe guard, Article16(4),16(4a), Article335
2. SC and ST Commission

**Unit-3 SC and ST Prevention of Atrocities Act 1989**

1. Dehumanizing Treatment/ Humiliation, False Accusation, False Information
2. Forced Dispossession, Physical Torture, Deprivation of Right
3. Destruction of property, Forced Labour, Legal Administrative Negligence

**Unit-4 The Provision of The Panchayat Extension to The Scheduled Area Act 1996**

1. Prospect of the PESA Act 1996 and challenges

## Unit-5 Forest dwelling scheduled tribes (FDSTs) ACT 2006

### 1. Rights of the FDSTs and TFDs

### 2. Difference from the past laws governing their right to forest land

#### प्रस्तावितपुस्तकें

1. Behura, N. K. & Panigrahi, N. (2006). *Tribals and the Indian Constitution: Functioning of Fifth Scheduled in the State of Orissa*, Jaipur: Rawat Publications.
2. Ekka, A. & Singh, M. (2001). *Draft Report on Training Needs Assessment of Elected Representatives in Schedule V Areas*. New Delhi: Indian Social Institute.
3. Hasnain, Nadeem. (1983). *Tribal India Today*. New Delhi: Harnam Publications.
4. Jharkhand Adivasi Manch. (2001). *Jharkhand Panchayat Raj Vidheyak 2001 (Hindi)*, Ranchi:  
Jharkhand Adivasi Manch.
5. Khan, R. (2002). Kahin Bihar Ki Tarah Kharkhand Bhi Na Jal Uthe? *Jharkhand Today (Hindi)*, 1-15 February, 1(3), 10.
6. Kothari, A. & Pathak, N. (2005). Forests and tribal rights. *Frontline*. June 3-9.
7. Louis, P. (2008). (Ed). Rights of Scheduled Tribes of India: Acts, Commissions and Recommendations'. New Delhi: MANAK.
8. Mathew P. D. (2004). (Ed). *Constitution of India Simplified*. New Delhi: Indian Social Institute. 37
9. Mishra, D. (2002, January 25). Panchayati Raj under attack from Babus, Politicians. *The Times of India*, Patna, p.1.
10. Naval, T.R., 2000, p. 4, Retrieved August 19, 2009 from <http://ambedkar.org/NHRCReport/3.pdf>.

**Course Name: Tribal Communities in North East India**

**Course Code: 206**

**Credit-4**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-

led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**To make students understand about the tribes of North East India, their society, culture, economy and issues related to militancy, inter-state boundary disputes, alcoholism and drugs abuse, and many other issues related to health, education and poverty.

**Learning-Outcomes-** Students will be able to analyze the life situations, culture and society of tribal communities of North East in general.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

**Course-Contents**

**Unit-1 Profile of Tribes in North East India**

1. Demography, geographical distribution and linguistic classification of the tribal communities in North East India.

**Unit-2 Society and Culture of the tribal communities of North East India**

1. Social Organization: Family, Marriage and Kinship

2. Cultural (*Morung system*) and Political Institutions: Customary laws and council.

3. Culture: Traditional festivals, arts, attires.

4. Religious Beliefs and Practices

**Unit-3 Economy and Lifestyle**

1. Tribal economy: Agriculture (subsistence), Horticulture, hunting and fishing.

2. Livelihood Pattern: Traditional Housing pattern, food culture etc.



## Unit-4 Emerging Problems and their origin in tribal communities of North East India

1. Insurgency in different states of North East India
2. Inter-State boundary disputes in North East India
3. Alcoholism and Drugs abuse

### प्रस्तावितपुस्तकें

1. *Tribal Customary Laws of North-East India* (2011) by Shibani Roy and S. H.M. Rizvi
2. *Tribal Ethnography, Customary Law and Change* (1993) by K. S. Singh
3. *Life and Customary Laws of Tripura Tribe* (2009), K. N. Jena and B. D. Tripura
4. *Garo Customary Laws and Practices* (2000) by Julius Marak
5. *A Handbook of Dimasa Customary Practices* (2004) by L. K. Nunisa
6. *Customary Laws of Nyishi Tribe of Arunachal Pradesh* (2012) by N. N. Hina
7. *Democracy in NEFA* (1965) by Verrier Elwin
8. *Emerging Pattern of Tribal Leadership in Arunachal Pradesh* (2005) by Rejir Karlo
9. *Local Government in Arunachal Pradesh* (1997) by D. Pandey
10. *Kinship, Politics and Law in Naga Society* (1993) by N. K. Das
11. *Resources, Tribes and Development* edited by M. C. Behera and Jumyir Basar, 2014
12. *Agricultural Modernization in Eastern Himalayas* edited by M.C. Behera, 1998
13. *Trends in Agrarian Structure in the Hills of North-East India* edited by M. C. Behera and N. C. Roy, 1997
14. *Planning and Socio-Economic Development of the Tribals*, by M. C. Behera, 1994
15. *'Art of Body Decoration: Some Aspects of Dress and Ornaments among the Rongdani*
16. *Rabha of East Garo Hills, Meghalaya'* by Moromi Talukdar, 2003
17. *The Art of North-East Frontier of India* (1959), and *Folk Paintings of India* (1967) by Verrier Elwin
18. *The Arts and Crafts of Nagaland*, Compiled by Naga Institute of Culture, Government of Nagaland, Kohima, (1968)
19. *Art of Manipur*, by Nilima Roy (1979)
20. *Cane and Bamboo Crafts of Manipur* (1994) by Mutua Bahadur
21. *Tribal Architecture in North-East India* by Rene Kolkman and Stuart Blackburn (2014)
22. *Folk Art and Culture of Bodo-Kachari and Rabha Tribes of Assam* (2015) by Paresh Bhuyan
23. *Handloom and Handicrafts of the Adis* (1995) by H. Borgohain
24. *Handicrafts of Arunachal Pradesh* (1990) edited by P. C. Dutta and D. K. Duarah.
25. *Indigenous Faith and Practices of the Tribes of Arunachal Pradesh* (1998) edited by M. C. Behera and S. K. Chaudhuri
26. *Understanding Tribal Religion* (2004) edited by Tamo Mibang and Sarit K. Chaudhary
27. *Religious beliefs and Practices of the Mishing People of Assam* (1998) by Durgeswar Doley

28. *'Religion of the Adis'* (1980) and *'Philosophy of Donyi Polo'* (2004) by Oshong Ering
29. *Religious History of Arunachal Pradesh* (2008) edited by B. Tripathy and S. Dutta
30. *Tingkao Ragwang Chapriak: The Zeliangrong Primordial Religion* (2005) by Gang Mumei Kamei
31. *'Christianity and its Impact on the Nagas: An assessment of the Work of the American Baptist Mission'* (1984) by S. K. Barpujari
32. *Christianity in North-East India* (1976) by Frederick S. Downs
33. *From Naga Animism to Christianity* by Veprari Epao
34. *Nyibo Agom: The Sacred Religious Literature of the Adi*, Two volumes (1983 and 1984) by T. Ete.
35. *Terrorism and Separatism in North-East India* (2004) by Chandra Bhusan
36. *Insurgencies in India's North-East: Conflict, Cooperation and Change* (2007) by Subir Bhaumik

## PAPER OF INDIAN KNOWLEDGE SYSTEM

### Course-Name- Indian Knowledge System-University Wide

Course-Code-207

Credit-2

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-** The course familiarize the Students with different Indian school of thoughts in different disciplines. This course will give emphasis on eminent Indian Scholars of different disciplines.

**Learning-Outcomes-** Students will be able to connect the Indian contribution in different school thoughts and disciplines.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

### Course-Content-

**Course Contents:** [As received from the University]

### UNIT -I: Bharatiya Civilization and Development of Knowledge System

Antiquity of civilization, Discovery of the Saraswati River, the Saraswati-Sindhu Civilization, Traditional Knowledge System, The Vedas, School of Philosophy (6+3), Ancient Education System, the Takshashila University, the Nalanda University

#### UNIT-II: Arts, Literature, and Scholars in Ancient Bharat

Art, Music, and Dance, Nataraja- A Masterpiece of Bharatiya Art, Literature, Life and works of Agastya, Lopamudra, Ghosa, Valmiki, Patahjali, Vedavyasa, Yajhavalkya, Gargi, Caraka, Susruta, Kanada, Kautilya, Panini, Thiruvalluvar, Aryabhata, Bhaskaracarya, Madhavacarya.

#### UNIT-III: Ancient Bhartiya Contribution towards Science & Mathematics

Sage Agastya's Model of Battery, Vedic Cosmology and Modern Concepts, Concept of Zero and Pi, Number System, Pythagoras Theorem, and Vedic Mathematics, Kerala School for Mathematics and History of Culture of Astronomy, Astronomical Calculation of day, year and Yuga.

#### UNIT-IV: Ancient Bhartiya Engineering, Technology & Architecture

Pre-Harappan and Sindhu Valley Civilization, Juices, Dyes, Paints and Cements, Glass and Pottery, Metallurgy, Iron Pillar of Delhi, Rakhigarhi, Mehrgarh, Sindhu Valley Civilization, Marine Technology, and Bet-Dwarka.

#### UNIT-V: Ancient Bhartiya Contribution in Environment & Health

Ethnic Studies, Life Science in Plants, Agriculture, Ecology and Environment, Ayurveda, Integrated Approach to Healthcare, Surgery, and Yoga, etc.

## Semester- II

**Minor Course:(IDP)**

**Course Name:Endangered Tribal Communities and Their Languages**

**Course Code: CTS: 208**

**Credit-2**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**The course familiarize the Students Concept and problems of endangered tribes, Demography of Andamnese Tribe

**Learning-Outcomes-** Students will be able to analyze the Tradition and customs of Rabari, Thoti, Kurumba, Maram Naga, Totos, Tribal Dialect of Shompen, Kurumba, Maram Naga, Totos

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

**Course-Content-**

**Unit-1 Concept and problems of endangered tribes**

1. Particularly Vulnerable Tribal Group

**Unit-2 Demography of Andamnese Tribe**

1. Jarawa, Onge, Sentinelese.

**Unit-3 Tradition and customs**

1. Rabari, Thoti, Kurumba, Maram Naga, Totos

**Unit-4 Tribal Dialect**

1. Shompen, Kurumba, Maram Naga, Totos

**प्रस्तावित पुस्तकें**

1. Behura, N. K. (1996), "Planned Development and Quality of Life among Indian Tribes" in Rann Singh Mann (ed.), *Tribes of India: Ongoing Challenges*, New Delhi: M. D. Publications Ltd, pp. 1-16.

2. Beteille, Andre (1998), "The Idea of Indigenous People", *Current Anthropology*, Vol. 39, No. 2, April, pp. 187-191.
3. Das, J. K. (2001), *Human Rights and Indigenous People*, New Delhi: A. P. H Publishing Corporation.
4. Dash, Jagannath and Rabindra Nath Pati (2002), "The Indigenous and Tribal
5. People Today: Issues in Conceptualization" in R. N. Pati and Jagannath Dash
6. (eds.), *Tribal and Indigenous People of India: Problems and Prospects*, New
7. Delhi: A. P. H. Publishing, pp. 3-14.
8. Griffiths, Tom (2005), *Indigenous People and the World Bank: Experience*
9. *with Participation*, Forest People Programme.
10. Hughes, Lotte (2003), *The No-Nonsense Guide to Indigenous People*, London:
11. Verso
12. Karlsson, B. G. (2000), *Contesting Belonging: An Indigenous People Struggles*
13. *for Forest and Identity in Sub-Himalayan Bengal*, Richmond: Curzon Press.
14. Karlsson, Bengt G (2003), "Anthropology and the 'Indigenous Slot': Claims to and Debates about Indigenous People' Status in India", *Critique of Anthropology*, Vol. 23, No. 4, pp. 403-423.

**Course Name: TRIBES OF JHARKHAND, GUJARAT AND ORISSA**

**Course Code: CTS: 209**

**Credit-2**

**Credits Equivalent:** : One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**To understand the concept of tribe and to study the tribal population settled in Jharkhand, Gujarat and Orissa; To study the socio-economic and cultural life of these tribes;

**Learning-Outcomes-** To analyze the challenges and opportunities for development of these tribal communities; and To study the efforts of the Governmental agencies and other stakeholders toward mainstreaming the tribes.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

**Course-Content-**

**Unit-1 Tribal Habitation: Gujarat**

1. Occupation And Culture of Gujarati Tribe, Bhil, Halpati, Vasava, Rathwa
2. Mobilisation Of Tribes In Gujarat, Strategies that are envisaged for development, Strategies for Enhancing their Livelihood.

**Unit-2 JHARKHAND: TRIBAL PATTERN**

1. Family and Socio-political Organization,
2. Village and Housing
3. Dress and Ornaments
4. Marriage

**Unit-3 IMPORTANT TRIBES OF JHARKHAND**

1. Santhal, Oraon, Bihors, Kharia
2. Tribal Development in Jharkhand

**Unit-4 Tribes of Orissa**

1. Occupation, Religion and Festival, Dress, Society and Tradition
2. Major Tribes Of Orissa, Bonda Poraja tribe, Bhunjia tribe, Bagata tribe, Chenchu tribe, Dal tribe, and Dharua tribe

**प्रस्तावित पुस्तकें**

1. Adivasi Gujarat, Vol.15, No.1, 2005. Gujarat Vidyapeeth, Ahmedabad
2. Ahmad, M. Shakeel (2004). Five Decades of Planning and Tribal Development: Jharkhand and Uttaranchal, New Delhi: Gyan Publication.
3. Bose, Pradip Kumar (1981, February 7). Stratification among Tribals in Gujarat. Economic and Political Weekly, Vol.16. No.6 (pp. 191-196).

4. Desai, I P (1978). Tribal Problem in India: A Perspective, Surat: Centre for Social Studies, Mimeo.
5. Dube, S.C (1977). Introduction in S.C Dube (Eds). Tribal Heritage of India, Volume1, New Delhi: Vikas Publication.
6. Ekka, Alexius (2000, December 30). Jharkhand Tribals: Are they really a Minority. Economic and Political Weekly, pp. 4610-2. Tribes of Gujarat, Jharkhand and Orissa Tribals of the Central India 42
7. Mann, R.S. (1996).(Eds). Tribes of India: Ongoing Challenge. New Delhi: MD Publications Pvt. Ltd.
8. Rath, Govinda Chandra (2006). (Eds). Tribal Development in India: The Contemporary Debate. New Delhi: Sage Publication.
9. Sinha B.B. (1982). Society in Tribal India. Delhi: B.R. Publishing Corporation.
10. Oraon, Dr.Prakash Chandra (2003). Land and People of Jharkhand. Ranchi: Jharkhand Tribal Welfare Research Institution, Government of Jharkhand.
11. Government of Gujarat (2002-03). Socio-Economic Survey. Gujarat: Department of Rural Development.
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13. Behura,N.K(1990) "Impact of Evolving Forest Policy and Planned Development on Indigenous People in Orissa", Adibasi,Vol.30.No.203.Orissa.
14. Mohanty,P.K "Encyclopedia of Scheduled Tribes in India"5 Vols.(2006),Eastern Book Corporation, Delhi.
15. Panda,N.K (2006) "Policies Programmes and Strategies for Tribal Development",Gyan Publishing, Delhi.

16. Census Report 2011, Government of India. Retrieved from [www.censusindia.gov.in/2011/census/population](http://www.censusindia.gov.in/2011/census/population)

**Major Course:**

**Course Name: Tribal Movement in India**

**Course Code: CTS:210**

**Course Credit- 4**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-** The goal of the course is to teach a conceptual knowledge of specially to discuss about the Meaning, Definition and types of Movement Pre-colonial Movement, Post-colonial Movements, Revitalization movement and ethnic movement of tribal in India

**Learning-Outcomes-** Students will be able to analyze the types of movement Pre-colonial Movement, Post colonial Movements, Revitalization movement and ethnic movement of tribal in India

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

**Course-Content-**



### **Unit-1 Tribes in Independence movement**

1. Meaning, Definition and types of Movement; feature, Nature and Functions of Movements

2. Tribes in Independence movement (Gangpur, Laxman Nayak, Sonaram Soren etc.)

3. Raghunath Murmu's for Santal solidarity. Language Movement of Tribal people in North Orissa.

### **Unit-2 Pre-colonial Movement and Post-colonial Movements:**

1. Pre-colonial Movement: causes and solutions; Agrarian Unrest in Orissa (Kol rebellion, Kondh rebellion, Surendra Sai, Dharanidhar etc).

2. Post-colonial Movements: causes and solutions (Tribal uprising in Mayurbhanj, 1948), Jharhand movement, Chipko movement, Ho revolt, Santhal movement.

### **Unit-3 Revitalization movement**

1. Sardari Larai, Birsa Munda movement, Tana Bhagat movement, Lakho Bodra movement, etc.

### **Unit-4 Ethnic problems and quest for identity formation**

1. Ethnic movements in India: Naga movement, Bodo movement, Gorkha movement etc

### **प्रस्तावित पुस्तकें**

1. Singh, K.S. - Tribal movements in India (Vol. I & II)

2. Shah, Ghanshyam - Social movements in India: A review of Literature.

3. Verma, R.C. - Indian tribes through the Ages

4. Mathur, L.P. - Movements of Tribals during the colonial Rule: Role of Ideologies

5. Mishra, P.K. - Culture, Tribal History and freedom Movement.

6. Patnaik, N.R. - Lakshman Nayak

7. Pati, B. & Prasad, C. - Resiting Domination: Peasants, Tribals and Nationals movements in Orissa

### **Course Name: Historical Perspective of Tribal Polices**

**Course Code: CTS: 211**

**Credit-4**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-

led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**The course familiarize the Students from the Tribal Polices During pre– Independence Period, Tribal Polices During post Independence Period

**Learning-Outcomes-**Students will be able to analyze the Tribal polices in the Era of Economic Liberalization, Characteristics Feature of the draft National Tribal Polices

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

**Course-Content-**

**Unit-1 Tribal Polices During Pre-Independence Period**

1. Tribal Community in India remain Isolated from the Mainstream of National Life
2. Deprived many Aboriginal tribes of their autonomy

**Unit-2 Tribal Polices During post-Independence Period**

1. Formulation of new forest polices
2. Tribal development polices in five-year plan

**Unit-3 Tribal polices in the Era of Economic Liberalization**

1. Eleventh five-year plan and the scheduled tribe

**Unit-4 Draft National tribal policy**

## 1. Characteristics Feature of the draft National Tribal Policies

### प्रस्तावितपुस्तकें

1. Dixit, N. K. (2006). *Tribals in India*. Delhi: Vista International Publishing House.
2. *Draft National Tribal Policy (A Policy for the Scheduled Tribes of India)*, 2006. Available at [www.tribal.nic.in](http://www.tribal.nic.in).
3. J. Dash. (2002). Impact of Forest Policies in the Indigenous People: A Case Study of Hill Kharias in Similipal Hills, Orissa. In R. N. Pati & J. Dash (Eds.), *Tribal and Indigenous People of India: Problems and Prospects*. (pp. 351-78). New Delhi: APH Publishing Co.
4. Joseph, V. (2008). Tribal Development during the Five-Year Plans. In S. B. Verma, M. K. Sharma, & N. K. Sharma. (Eds.), *Better Quality of Rural Life: Northeast Regions, Tribal, Dalit Areas*. New Delhi: Sarup & Sons, 09-122.
5. Lawbuary, J. (1999). *Reclaiming the Forest? People's Participation Forest Management, East India*. Retrieved August 18, 2009 from <http://www.ganesh.co.uk/JoPubWeb/Frontdiss.htm>.
6. Mahapatra, L.K. (2002). Customary Rights in Land and Forest and the State. In R. N. Pati & J. Dash, *Tribal and Indigenous People of India: Problem and Prospect*. (pp. 379-397), Delhi: APH Publishing Co.
7. Mallavarapu, R. B. (2006). Development, Displacement and Rehabilitation: An Action Anthropological Study on Kowada Reservoir in West Godavari Agency of Andhra Pradesh, India. Available at [www.waset.org/journal/iss/vi/vi-1-7.pdf](http://www.waset.org/journal/iss/vi/vi-1-7.pdf).
8. Mann, R.S. (1993). *Culture and Integration of Indian Tribes*. New Delhi: MD Publications.
9. Mann, R.S. (1996). *Tribes in India: Ongoing Challenges*. New Delhi: MD Publications.
10. Mohanty, P. K. (2002). *Development of Primitive Tribal Groups in India*. Delhi: Kalpaz.

### Major Course:

**CourseName: Issues in Tribal Development**

**Course Code: CTS: 212**

**Credit-04**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work;

obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**The course familiarize the Students with the Barriers to Development Indian Tribe, Social culture Issues, Social Issues Protective Discrimination problems of Educating the Tribals

**Learning-Outcomes-**Students will be able to analyze and understand the Socio Economic Issues and concerns, Livelihood pattern shifting cultivation, Forest right and unemployment, Alienation, Indebtedness and migration

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

**Course-Content-**

**Unit-1 Barriers to Development**

1. Social culture Issues
2. Social Issues: Protective Discrimination problems of Educating the Tribals

**Unit-2 Socio Economic Issues and concerns**

1. Livelihood pattern shifting cultivation
2. Forest right and unemployment, Alienation, Indebtedness and migration

**Unit-3 Development of Tribe**

1. Tribal Welfare Development Measures in India
2. Colonial policy of Tribal Development
3. Tribal Development in the Post Independent period

#### **Unit-4 Adverse Impact of Development**

1. Discontent and Resistance: Tribal Movements
2. Marginalization and Exclusion
3. Forced Sexual Commercialization and Human Trafficking

#### **Unit-5 Tribal Displacement and Rehabilitation**

1. Tribal Displacement and Deprivation
2. Risk and Reconstruction model (Michael Cernea) Rehabilitation and Resettlement

#### **प्रस्तावितपुस्तकें**

1. Ambagudia, Jagannath (2007), "Scheduled Tribes, Protective Discrimination and Social Justice: Exploring Constituent Assembly Debates" in B. T. Lawani (ed.), *Social Justice and Empowerment*, New Delhi: Om Publication, pp.135-159.19
2. Chaudhuri, Buddhadeb (1997), "Forest and Tribals" in Georg Pfeffer and Deepak Kumar Behera (eds.) *Contemporary Society: Tribal Studies, Vol.I: Structures and Process*, New Delhi: Concept Publishing Company, pp.231-247.
3. Elwin, Verrier (1939), *The Baiga*, London: Oxford University Press.
4. Ghatak, N. K. (2003), "The Scheduled Tribes of India in the New Millennium: Constitutional Aspect of Identification of Scheduled Tribe in India", *The Journal of the Anthropological Survey of India*, vol. 52, no. 1, March, p.89.
5. Government of India (2006-2007), *Annual Report, 2006-2007*, New Delhi: Ministry of Tribal Affairs.
6. Government of India (2008-2009), *Annual Report 2008-2009*, New Delhi: Ministry of Tribal Affairs.
7. Hasnain, Nadeem (2007), *Tribal India*, Lucknow: New Royal Book Company.
8. Hooja, Meenakshi (2004), *Policies and Strategies for Tribal Development: Focus on the Central Tribal Belt*, Jaipur and New Delhi: Rawat Publications.
9. Schuurman, Frans J. 2001. *Globalization and Development Studies*. New Delhi: Vistaar Publications.
10. Vidyarthi, L. P. and Rai, B. K. (1985), *The Tribal Culture of India*, New Delhi: Concept Publishing Company.

11. Xaxa, Virginus (1999), "Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, Vol. XXXIV, No. 24, June 12, pp.1519-1524.

12. Xaxa, Virginus (2001), "Protective Discrimination: Why Scheduled Tribes Lag behind Scheduled Castes", *Economic and Political Weekly*, vol. XXXVI, no. 21.

### **Minor Courses-**

#### **Course Name: Tribal communities in Himachal Pradesh**

**Course Code: CTS213**

#### **Credit-02**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**The course familiarize the Students with Tribe of Himachal Pradesh, Demographic Picture of tribes of Himachal Pradesh, Geographical Distribution of tribes in Himachal Pradesh, Socio-economic status of Himachali Tribes

**Learning-Outcomes:** Students will be able analyze and understand Tribal Culture in Himachal Pradesh, Tribal Religion, Tribal Belief and Practice

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### **Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

#### **Course-Content-**

##### **Unit-1 Ancient Tribe of Himachal**

1. Kols

2. Kirats

3. Nagas

4. Khash

## **Unit-2 Tribe of Himachal Pradesh**

1. Demographic Picture of tribes of Himachal Pradesh
2. Geographical Distribution of tribes in Himachal Pradesh
3. Socio-economic status of Himachali Tribes
4. Literacy Education Health and Poverty status of Tribe in Himachal

## **UNIT-3 Tribal Culture in Himachal Pradesh**

1. Tribal Religion
2. Tribal Belief and Practice

## **UNIT-4 Ethnographic details of Tribe in Himachal**

1. Gaddi
2. Gujjar
3. Kinnora
4. Lauhala
5. Pangwal

## **प्रस्तावित पुस्तकें**

1. Chitkara, M.G - world Government and Thakur sain Negi, IPH Publishing corporation, new delhi 1999
2. Hoffman helmat the old bon religion, the religion of Tibet George Allen and Unwin LTD Museum Street London 1961.
3. Negi vidya sagar life of ArungZetSa.the pastoralists of Kannor, article in R.S pirta (ed) pastoralism and the tribe's man of mountain the Arungzet of kanaorshipra publication, 115/a vikasmargshikarpurdelhi 2009.
4. BlokhraJM, The Wonderland Of Himachal Pradesh: A survey of the geography, people, history, administrative history, art and architecture, culture and economy of the state, (HG Publications, New Delhi), 2000, 375.

## **Vocational Course-**

**Course Name: Handicraft Heritage of Tribe Of Himachal Pradesh**

**Course Code:214**

**Credit-02**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**The goal of the course is to teach a conceptual knowledge of the Handicraft Heritage of Tribe Of Himachal Pradesh

**Learning-Outcomes-**Students will be able analyze and understand about Handicraft Heritage of Himachali Tribe.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

### **Unit-1 Handicraft Heritage of Gaddi Tribe Of Himachal Pradesh**

1. Costumes: Cholu, Dor, topi For Men and, Luanchari, Dora and Dupatta for Women
2. Jewellery: Chiri, Clips, Jhumka, Pari, Chanderahar, Chack or Chonk, Singi, Gojru, Toke, BeeniChack, Fullu, Dur, Fulli, Balu.
3. Handicrafts: Woven Woolen Articles Blankets (i) Gardu (ii) Gardi (iii) Dodh, Patti, Shawls, Thalch, Khalri, Thobe

### **Unit-2 Himachal Pradesh State Handicrafts's Handloom Corporation Limited**

1. ChambaRumal
2. Pahari Cap
3. Footwear
4. Shawls
5. Necklace
6. Pullan (Special Warm Footwear)



### **UNIT-3 Heritage of Kinnauri Tribe**

1. Traditional Kasht (Carpentry)
2. Ornament, Arts & craft
3. Artisans work and embroidery

### **UNIT-4 Traditional Handicrafts and Handloom of Kullu District**

1. Handloom: Design & Patterns of Kullu Shawls, Loi/Chadar, Borders, Kullu Caps, Pattu Muffler, Patti Thobi, Namdha, Gudma, Hand knit Woolen, Gloves and Caps
2. Handicraft: Cane Craft, Kilta, Patari/Tokri, Mandri, Pullan
3. Status Of Handloom and Handicrafts

### **प्रस्तावित पुस्तकें**

1. Blokhra JM, The Wonderland Of Himachal Pradesh: A survey of the geography, people, history, administrative history, art and architecture, culture and economy of the state, (HG Publications, New Delhi), 2000, 375.
2. Tribal Development Programmes and Administration in India, National Book Organization, H 39 Green Park, New Delhi, 1985, pp. 19.
3. Tribal Development Department. Shimla Himachal Pradesh. <http://admis.hp.nic.in/himachal/tribal/>
4. Census of India 2001, Himachal Pradesh, Scheduled Castes & Scheduled Tribes, Directorate of Census Operations, DPC Tara Devi, Himachal Pradesh, Shimla, 2001, p.3... Annual Tribal Sub Plan, Tribal Development Department of Himachal Pradesh, Shimla, 2008-2009, pp. 1-2
5. Chitkara, M.G.-world Government and Thakur sain Negi, IPH Publishing corporation, new delhi 1999
6. Hoffman helmat the old bon religion, the religion of Tibet George Allen and Unwin LTD Museum Street London 1961.
7. Negi vidya sagar life of Arung Zet Sa. the pastoralists of Kannor, article in R.S pirta (ed) pastoralism and the tribe's man of mountain the Arungzet of Kanaorshipra

## Indian Knowledge System

**Course Name: Language and Literature Tribals of India**

**Course Code: 215**

**Credit-02**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**The goal of the course is to teach a conceptual knowledge of specially to discuss tribal language, literature and Script Classification and Distribution. Origin and Development of Tribal scripts in orissa

**Learning-Outcomes-** Students will be able to understand tribal language literature and scriptFolklore, Myths, Legends, Riddles, Proverbs, Tales, Aphorisms, Oral epics

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

### **Unit-1Language and Script.**

1.A Critique; Tribal Languages in India and Odisha:

2. Classification and Distribution. Origin and Development of Tribal scripts in odisha: Olehiki (santal). Sorangsampe (saora) Mundaribani (Munda) and orang Chichi (Ho).

### **Unit-2Tribal Literature**

1. Folklore, Myths, Legends, Riddles, Proverbs, Tales, Aphorisms, Oral epics

2. Style and Emotion in tribal literature, Structural of tribal literature. Tribal art and Symbolism; Tattoo and Body decoration; Mode and nature of tribal Painting; Tribal house craft, Architecture and crafts.

### **Unit-3 Types of tribal songs**

1. Types of tribal songs, its style and nature, Status of myth and story tellers, singers,
2. Tribal literature and nationalism, Woman in tribal literature, man, animals and plants in tribal literature Maintenance and preservation of folk and tribal literature

### **Unit-4 Tribal Dances**

1. Types of tribal dances; pattern and nature; Accompanying songs and their types
2. Accompanying musical instruments and their types, purpose and occasion of dances status of the experts and costumes; restrictions and taboos

### **प्रस्तावित पुस्तकें**

1. Mishra P.K & Samal J.K (Ed)- Comprehensive History and Culture of Orissa (Vol-I&II)
2. Mohapatra L.K- People and Cultural Tradition s of Orissa
3. Mohapatra K- Tribal Language and Culture of Orissa
4. Das K.B & Mohapatra L.K- Folklore of Orissa
5. SCSERT- Tribes of Orissa

### **Indian Knowledge System**

**Course Name: Tribal Traditional Medicine Systems among Vaidhu  
Community Of Khandesh Region**

**Course Code: 216**

**Credit-02**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

**Course-Outcomes-**The goal of the course is to teach a conceptual knowledge of tribal traditional Medicine system among Vaidhu community of Khandesh region

**Learning-Outcomes-** Students will be able to understand tribal traditional medicines and its practice, their indigenous knowledge of herbs

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 20%

End Term Examination: 60%

Continuous Internal Assessment: 20%

### **Unit1-Introduction**

1.Khandesh Region, Ethnomedicine, Traditional Healers

2.Symbolism in Healing, Medical Anthropology, Traditional Medicine

### **Unit2-Global Overview of Traditional Medicine and Practice**

1.Culture Systems: Model of Medicine

2.Six Core Adaptive task of Health Care

3.Cultural Healing, CulturalLatrogenesis, ExplanatoryModel, AlternativeMedicine, Health

Consumerism

4.Practice of Medicine in East and South East Asia (1200-1900)

5. Era of Traditional Medicine, Era of Modern medicine

6.Traditional Healing, Feminist Approach and Healing, CriticalMedical Approach and healing, Curanderismo, Santeria

### **Unit3-Ethnography of Vaidhus in Khandesh**

1.Social Status, Economic Status

2.Traditional Medical Practice, Concept of Health and Illness

### **Unit4-Nature Culture and Illness Anthropological Perspective of Tribes in Khandesh**

1.Illness Ideology, Body Equilibrium and Hot-Cold Relationship

2.Social Pollution, Human Relations with Nature, EthnomedicalPractice among Tribes

### **प्रस्तावितपुस्तकें:**

1.Alland A. Adaption in Cultural Evolution an Approach to Mestical Anthropology, Columbia University Press, New York, 1970.

2. Baker, Don, Oriental Medicine in Korea, In Medicine across lores History and Practice of Medicine in Non-Western Cultures, elamSelm, ed. Boston: Kluwer Academic Publishers, 2003.

3.Beck, Ulrich, Antony Gidden and Scot Lash, Reflexive Modernization Politics, Tradition and Aesthetics in the ModernSocial Order, Cambridge: Polity, 1994,

4.Census of India 2011, District Census Handbook Dhule, PCA, Danctorate of Census Operations Maharashtra, 2011.

5. Census of India 2011, District Census Handbook Jalgaon, ICA, Directorate of Census Operations Maharashtra, 2011.

6.Chawla J., PremodemIndigenous Practitioners' Dilemmas in Postmodem Globalized World, pg 81-92, SAGE Publication India. New Delhi, 2010. N Clarke David B... Encyclopaedia of Consumer Culture,