

**Swami Ramanand Teerth Marathwada University,  
Nanded.  
Uttamrao Rathod Tribal Development and Research  
Centre, Kinwat**

**SYLLABUS SCHEME  
Post-Graduate Diploma in Tribal Development (PGDTD)  
(Semester: I & II)  
Academic Year 2019-20**

**BY**



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**(M.S)**

## **Introduction:-**

The SRTM University, Nanded has launched the Post Graduate Diploma Course in Tribal Development from the academic year 2019– 2020 to meet the professional needs of manpower in the area of Tribal Development as ‘development facilitator’ in government and non-government set up.

It has been seen that the tribal communities count among the most deprived and marginalised sections of Indian Society, a host of welfare and developmental measures have been initiated for their social and economic development. Education particularly primary education is considered important, not only because of constitutional obligation, but as a crucial input for total development of tribal communities, particularly to build confidence among the tribes to deal with outsiders on equal terms and to develop their abilities to be self reliant.

“Article 46 of the Indian Constitution states that, ‘the state shall promote, with special care, the education and economic interests of the weaker sections of the people, and in particular of Scheduled Castes And Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation”.

On this background an acute need was felt for developing well trained tribal development professionals as ‘development facilitators’ who can facilitate the process of empowering tribal’s and improve the quality of life of tribal’s. The Post Graduate Diploma in Tribal Development(PGDTD) is decided to be launched in the academic year 2018-2019. The designing of the curriculum of the entire course structure was felt to train the manpower professionally. The programme is retitled as “Post Graduate Diploma in Tribal Development” (PGDTD). The enrolled students will have a unique opportunity to access the best learning resources for developing a strong perspective and high capability for developing and managing tribal development projects on their own. They will also prefer in tribal development department of Government on the class-II & III posts as tribal development inspector, Assistant tribal development project officer, Superintendent and wardens in Hostels of Tribal especially etc.

### **Post Graduate Diploma in Tribal Development (PGDTD):**

SRTM University, Nanded proposes this P.G.D.T.D. in order to meet the needs of emerging development facilitators in the area of tribal development. This programme will be run by Late Shree Uttamrao Rathod Tribal

Development and Research Centre, Kinwat with effect from academic year 2019-20.

### Objectives of the Course:

The course is designed with following objectives

1. To train ‘ human resources’ for working with tribal communities.
2. To develop adequate skills to prepare and implement integrated development plan & projects for tribal Communities
3. To develop understanding of good governance in the field of tribal development.
4. To develop manpower as competent change agent in the field of tribal development.

### PG DTD Course Structure

First Semester			Pattern of Evaluation			
Course	Title of the Course	Credits	Written (50%)	Practical (50%)	Marks	Hours
C1	Tribal Society, Culture & Issues in Development.	4	50	50	100	60
C2	Skills for Tribal Development Facilitators.	4	50	50	100	60
C3	Tribal Development Facilitators as an Action Researcher	4	50	50	100	60
C4	Guided Field Work.	4		100	100	120
<b>Second Semester</b>						
C5	Tribal Development Policies, Programmes and Governance.	4	50	50	100	60
C6	Tribal Livelihood Intervention.	4	50	50	100	60
C7	Natural Resource Management & Tribal Sustainable Development.	4	50	50	100	60
C8	Dissertation	4		100	100	120
		<b>32</b>	<b>300</b>	<b>500</b>	<b>800</b>	<b>600</b>

### 3.1 Pattern of Continuous Assessment

Course	Title of the course	Written Test	Assignment	Seminar presentation	Extension work	Open Book Test	Total
C1	Tribal Society, Culture & Issues in Development.	15	10	10	10	5	50
C2	Skills for Tribal Development Facilitators.	15	10	10	10	5	50
C3	Tribal Development Facilitators as an Action Researcher	15	10	10	10	5	50
C4	Guided Field Work.						100
		45	30	30	30	15	250
<b>Second Semester</b>							
C5	Tribal Development Policies, Programmes and Governance.	15	10	10	10	5	50
C6	Tribal Livelihood Intervention.	15	10	10	10	5	50
C7	Natural Resource Management & Tribal Sustainable Development.	15	10	10	10	5	50
C8	Dissertation						100
		45	30	30	30	15	250
		90	60	60	60	30	400

## **Course Description**

### **Paper-I**

#### **(C– 1) Tribal Society, Culture & Issues in Development**

##### **Objectives:**

This course aims to help students to understand tribal society and its distinct cultural characteristics. It also intends to enhance the knowledge about current scenario of tribal society and its changing culture. This course aims to help students to identify & understand the major issues in tribal development such as socio-political, economic, cultural & infrastructural.

##### **Unit-I: Tribal Concept, Meaning & Identity**

Meaning, definition and characteristics of tribe, Concept of tribe from various perspective – British perspective, Indian perspective, tribals own perspective, Constitutional Meaning of tribe.

##### **Unit-II: Tribal Organisations**

Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices, Economic organisations, Concept, forms, functions and changing nature. Political Organisations: Tribal council, customary laws and practices.

##### **Unit-III: Tribal Culture**

Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals Literature and Art, Life philosophy in cultural practices.

##### **Unit-IV: Tribal Transformation**

Tribe-caste Continuum Detribalisation, ‘Sanskritization’ and Religions conversions, ‘re-tribalisation’ Assertion of tribal identity, revitalization, Cultural invention and culture of silence, Cultural synthesis, Cultural action for tribal freedom, Cultural hegemony

##### **Unit-V Socio-Political Issues**

Social Issues, Political issues such as political participation, Tribal self rule, Educational issues-accessibility, marginalisation, migration, drop-

out. Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia, Superstitions, addiction, isolation.

### **Unit- VI Economic Issues**

Land alienation & Agriculture, Poverty & indebtedness, Unemployment

### **Unit-VII Infrastructural Issues**

Habitat and settlement, Basic civic Amenities Transportation & communication, Access to Forest.

### **Unit-VIII Cultural Issues**

Cultural conflicts, Customary laws, rituals & customs, Public space & Journalism in Tribal areas, Cultural invasion and domination, Culture of silence.

### **References**

1. Dynamics of Tribal migration, Sonali Publication New Delhi.
2. Frontiers of Social Anthropology, Amitabha Sankar, Dasgupta Samira - Gyan Books PVT LTD Delhi 1990.
3. Gare G M, Social Change, Among the tribal of western Maharashtra, 1974.
4. Mishra R N, Tribal cultural and Economy - Ritu Publication.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD.
6. Sharma B.D, People of India Series, New Delhi.
7. Singh k S, Tribal situation in India, Indian Institute of Advanced Study, Simla, 1972.
8. Vidarthi L P, Tribal culture of India, Concept publishers New Delhi 1976.
9. Freire Paulo, Pedagogy of the Oppressed; 30th Anniversary Edition
10. Gramsci Antonio; Prison Notebooks, Vol.2, Columbia University Press
11. Sachindra Narayan, The Dynamics Of Tribal Development Issues and Challenges -2002, Gyan Books PVT LTD Delhi

## **Paper-II**

### **C-2:- Skills for Tribal Development Facilitators**

#### **Objectives:-**

This course helps students to develop an ability to be a development facilitator through an understanding and training of various professional and intervention skills. The course will help students to equip with required skills as an tribal development facilitator.

#### **Unit-I: Introduction of skills**

Concept & Meaning of Skills

Understanding the community approach in skill development.

Need for self development for development facilitators.

Sensitivity development.

#### **Unit-II: Skills of working with Individual & Group**

##### **A) Skills of working with Individual:**

Intake & engagement

Fact gathering & assessment

Planning & Contracting

Intervention & Monitoring

Evaluation & Termination.

##### **B) Skill for working with group:**

Understanding group dynamics.

Group identification or formation.

Problems solving or group development.

Focus group observation skills

Use of various activities

Observation & techniques of recording.

#### **Unit-III: Skills for working with community.**

Interactional skills.

Information gathering & assimilation skills.

Observation skills.

Listening & responding skills.

Organising skills.

Community assessment skill.

#### **Unit-IV: Skills in community work.**

Rapport building.

Identification of needs.

Resource mobilisation.

Programme planning.

Programme Management.

Recording

Encouraging community participation

Mobilising community action.

#### **Unit-V: Communication Skill**

Definition & Concept

Process, channels & types of communication

Qualities essential in an effective development facilitator.

Use of Audio – Visual media

Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc.

Use of Social Networking & Social Media.

#### **Unit-VI: Project management skill**

Concept & meaning.

Project planning – stages in project formulation, project budgeting, constraints in project implementation, project feasibility.

Project implementation.

Project Monitoring & Evaluation.

#### **Unit- VII: Professional skills**

Advocating

Providing evidence

Demonstrating



Taking legal action

Bargaining

Publicing

Time-management

Research

Teamwork.

### **Unit-VIII: Training in Skills**

Workshop on project Management skills

Workshop on work with Individual, group and community skills

Workshop on communication skills.

### **References:**

- 1) Sudha Datar(2010); Skill Training for social workers, sage pub., New Delhi.
- 2) Siddiqui H.Y.(1997) Working with communities; Hira publications, New Delhi.
- 3) UNDP(2003): Strengthening of state Administrative Training Institutions in India, New-Delhi.
- 4) Shagil M;(1993) Project planning & Management; Printwell, Jaipur.

## **Paper-3**

### **(C-3) Tribal Development Facilitator as an Action Researcher**

#### **Objectives:-**

This Course aims to help students to understand the concept, nature meaning and process of action research. This course also helps to identify tribal concerns in a tribal area and reflect on the efficacy of different approaches used in action research. Students will be able to Select and adapt appropriate strategies of action research and prepare a strategic plan of action based on the process of action research.

#### **Unit- I: Meaning, Nature and Scope of Action Research**

1. Reasons and Purpose of Research
2. Systematic and Scientific Approach in Research
3. Characteristics of Action Research
4. Difference between Action Research and traditional research
5. Concept of Action Research

#### **Unit- II: Feature of Action Research Process**

1. Commitment to tribal development
2. The Idea of Improvement in tribal communities
3. The Nature of process of improvement
4. The Role of Facilitator in Tribal Development as an action researcher
5. Methodology of Action Research

#### **Unit- III: Planning of Action ResearchProject**

1. Approaches for Working with People
2. Ethics in Research
3. Designing Action Planning
4. Monitoring Action
5. Observations and Measurements in Action Research

#### **Unit- IV: Collecting and Managing Data**

1. Tools and Techniques of data collection
2. Conducting Data Collection
3. Managing the Data

4. Validity in Action Research
5. Analyzing and interpreting data and generating evidence

**Unit- V: Making Claims to Knowledge**

1. Validation process
2. Disseminating knowledge
3. Writing Report
4. Publication
5. Self-Evaluation of Action Research Report

**References:**

1. Jean McNiff and Jack Whitehead, (2010) You and Your Action Research Project , Routledge, New York, London
2. Koshy V (2005) Action Research for Improving Practice, London, Paul Chapman
3. Lewin K (1946) Action Research and minority Problems , Journal of Social Issues
4. McNiff J and Whitehead, J (2009) Doing and Writing Action Research, London, Sage

## **C-4 Guided Filed work**

### **Objectives:-**

of field work in the PGDTD programme is to understand the tribal communities in terms of its every sphere of life and gain an insight about its needs and resources to be adjusted as development facilitator.

Various skills such as tribal community approach skills, tribal community understanding skills, problems identification skills, conversation and communication skill, intervention skill, research skill, programme planning skills, execution knowing skill, authority approach skill, entrepreneurship skill, resource management skill , project designing skill, program planning skill, research skill, observation skill etc. will be taught and given during the field work so that students will enable to work with tribal community as 'development facilitator'.

### **Steps of field work**

Students are required to go through the following steps to complete the field work

**Step 1 : Selection of the field :** Students has to select the 'Field' with the help of faculty guide/s and following tools.

Literature review, Primary and secondary sources to visit the field, Pilot visit to the potential field, Rational behind selection of field, operational meaning and definition of the selected 'field'. Field is tribal habitat, 'Pada', scheduled area, Government or Non-government organisation directly working with tribal communities, Tribal Grampanchayat and Gramsabha etc.

Methods : Library, field visit, Expert consultation, faculty consultation etc.

### **Step 2: Understanding the tribal communities:**

Understand the tribal community in terms of geographical (physical), social, economic, cultural, educational, political, land distribution patterns information and communication, transportation, health, environment occupational pattern, agriculture, crafts, and other service institutions etc.

Preparation of Community profile,

Methods:Participatory Rural Appraisal, home visits, Individual contacts, group discussion, community meetings community survey ( formal and informal ).

### **Step 3: Needs, problems and Resources Identification :**

- Study and find out needs, problems and available resources in the 'field'.
- Contacting key human resources and agencies i.e. formal and informal leaders, village officers, Teachers, SHG, members, Integrated Tribal Development. Project office etc.

Methods: Participatory Rural Appraisal, Participatory Resource Mapping, Individual, Group Discussion and Community Meetings etc.

#### **Step 4: Arrangement of Needs :**

- Arrange the identified 'needs' according to the priority.
- Acutely 'field' needs claim first attention.
- 'felt needs' by locals claim priority sequence.

Methods: Community Meeting, Group Discussion, informal discussion with older and experienced persons, expert opinions etc.

#### **Step 5:Community Needs, problems analysis**

- Find out the facts about the needs and problems
- Analyse the causative factors of problem identified.

Methods: Community Group Discussion, Expert consultation Multi-disciplinary experts consultation including health, education, planning environmentalists etc.

Arriving towards planning.

#### **Step 6: Programme planning and enlisting the resources.**

- Based on step 5 analysis, actual programme planning shall be formulated in consultation with locals and experts.
- In order to meet the needs of locals internal available resources have to be enlisted
- In the absence of local available resources in case of acute prior need external resources have to be enlisted?
- Community participation and consensus shall be ensured

Methods: Group Discussion, Community meeting along with experts in the respective field participatory planning, committee formation.

#### **Step 7: Programme Implementation:**

- Locals will be able to implement the planned programme as per module 6.

Methods: Participatory planning & execution, Small committee formation.

**Step 8 : Assessment, Evaluation.**

- In order to meet the field work objectives work done has to be assessed and evaluated to find out the possible termination.
- Strengths, weaknesses, opportunities, threats have to be reviewed.
- Open to termination or reformulation of planning.
- Report writing.

Methods: Participatory Methods, group and community discussions, experts opinion.

## **Paper- V**

### **(C- 5) Tribal Development policies, Programmes and Governance.**

#### **Objectives:-**

The purpose of this course is to provide students an understanding of basic concept, theories, constitutional provisions regarding tribal development policies. The course also helps students to understand the contribution of tribal activists and reformers and impact of tribal movements on tribal policy. This course helps students to understand the meaning and scope of governance in general and tribal governance in particular. The course also helps students to understand the framework of governance, administrative reforms and institutions in tribal governance.

#### **Unit-I: Historical perspective of tribal policy**

National and international policies

‘Panchshil’ philosophy as strategy for implementation and its impact on tribal policy.

ITDA approach, (5<sup>th</sup> Five year plan).

Constitutional identity.

#### **Unit-II: Five-Year plan perspective**

Tribal policies, planning & programmes (1<sup>st</sup> to 12<sup>th</sup> Plan) through five years plan

Commission & committees on tribal Development: Dhebur Commission, Virginius Xaxa Committee.

Draft National Tribal Development Policy: 2005.

#### **Unit-III: Tribal Movements and policy formation.**

Historical glimpses of tribal movements in India.

Impact of tribal movements on tribal policy.

Contribution of tribal activists: BirsaMunda, Tantya Bhil, AmbarsinghMaharaj.

Contribution of Tribal reformers: ThakkarBappa, Dr. B.D Sharma, Verrier Elvin, Godavari Parulekar.

#### **Unit-IV: Prevention violation and protection of Tribal Rights.**

United Nations Declaration of Rights of Indigenous people.

ILO Convention 107 and 169 on rights of Indigenous people.

### **Unit-V: Governance**

Meaning, Need and Scope of Governance

Inter-relationship of Governance and Development

Characteristics of Good Governance

History of tribal governance

### **Unit-VI: Framework**

Constitutional and Administrative framework

The fifth and sixth schedule of the constitution

Tribal Development administrative structure at central and state level.

### **Unit-VII: Administrative Reforms**

Administrative Reform commissions: 73rd constitutional amendment.

Panchayat(Extension to Scheduled Area) Act 1996.

Maharashtra Rules (Extension to Scheduled Area) 2014

Forest Dwellers protection Act 2006

### **Unit-VIII: Institutions in Tribal Governance**

National Commission on Scheduled Tribe.

National Council for Tribal Welfare.

TRIFED

Autonomous Councils.

Tribal Advisory Councils

Panchayati Raj Institutions & PESA

Civil Society Organisations: Forms, level of participation.

### **References**

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission : Fifty Five Years of Planned Development and Social Sector", *Indian Journal of Public Administration*, Vol LL 03, July-Sept 2005.
2. Chahar, S.S. (Ed.) (2005) *Governance of Grassroots Level in India*, New Delhi :Kanishka
3. Hiremath, S. R., Kanwalli S., Kulkarni, S. (1994 2nd Ed.) *All About Draft Forest Bill and Forest Lands: Towards Policies and Practices as*



if People Mattered Karnataka, Pune: SPS, DFD(K), JVA(K)&Center  
for Tribal Conscientisation

4. Hooja, Prakash and Hooja, Meenakshi (2007) Democratic  
Decentralization & Planning, Jaipur :RawatPublications.
5. Sachindra Narayan (1997) Perspectives in Tribal Development -  
Gandhian Approach to PlanDevelopment, New Delhi :  
Commonwealth Publishers
6. PESA Act 1996, Govt. of India New Delhi.
7. PESA Rules 2014, Govt. of Maharashtra.

## **Paper-VI**

### **(C-6) 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.

#### **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, Dali land.

Forest based – food gathering, gum, timber, honey, seasonal food collection.

Livestock based-consumption based livestock production, milk, cattle bartring.

#### **Unit-III: Livelihood Intervention**

Land & water based Intervention:

Agriculture improved agricultural practices, improved crop productivity increasing cropping intensity, fisheries, watershed management, soil & water conservation activities and horticultural plantation.

Forest based intervention: Forest conservation, gum, honey and timber collection & marketing through self-help groups and co-operative societies, fuelwood& fodder social forestry, medicinal plants, collection of making of tendu leaves.

How to regenerate livelihood using local resources.

Livestock based Intervention: Cattle rearing-cows & buffaloes, goat rearing, sheep rearing, poultry.

#### **Unit-IV Tribal Entrepreneurship:**

i) Timber processing

ii) Food processing, forest and agro food processing.

iii) Maharashtra livelihood Mission.

#### **Unit-V: Sustainable Tribal Livelihood: Case studies**

BAIF.Wadi programme

Mendhalekha village

Bari pada village

#### **Unit-VI: Issues in Livelihood**

Traditional issues of tribal livelihood.

Changing nature of tribal livelihood issues.

State policies of tribal livelihood.

#### **References :**

1. BAIF (1998) Integrated Rural Development for Sustainable Livelihood, Pune : BAIF Development Research Foundation.
2. Briscoe, John & Malik, R. P. S.(Ed.) (2007) Handbook of Water Resources in India- Development, Management and Strategies, New York, New Delhi: OUP & World Bank
3. Menon, Ajit, Singh, Praveen, Shah Esha, Lele, Sharachchandra, Paranjape Suhas, Joy, K. J.(2007) Community Based Natural Resource Management- Issues and Cases from South Asia, New Delhi : Sage.
4. Paranjape Suhas, Joy, K. J., Machado, Terry, Varma, Ajaykumar, Swaminathan, S. (1998) Watershed Development- A Source Book, New Delhi : Bharat Gyan Vigyan Samithi.
5. Dr. Banarjee, Maharashtra Livelihood mission.

## Paper-VII

### (C-7) Natural Resource Management and Sustainable Tribal Development

#### Objectives:-

This course helps students to develop an understanding about the need of human engagement with the natural environment for sustainable living. Students will get insight about natural resources and their management. The course will also help students to develop an interest about social initiatives & intervention for NRM.

#### Unit-I: Understanding Natural Resources

1. Concept, Meaning of Natural Resource management & sustainability.

**A). Forests** - Types, functions, ownership, control and regulatory systems, current critical issues of forests & its sustainability (Degradation, conflicts, competing user rights and entitlements).

#### **B) Water** –

Water for life, livelihood, health & sanitation.

Ownership, access and regulatory systems.

Policy, institutional framework for water resource development.

Current Critical issues of (water & its sustainability. Crises and implications of declining water resources and deteriorating quality – water pollution, unequal access etc.)

#### **Unit-II: C) Land.**

Understanding land & Soil – slopes, Soil depth, texture, land use.

Changing land use and cropping pattern.

Land ownership & imbalances.

Competing demands of land use, corporatisation, displacement, and problem of sustainability.

#### **D) Energy**

Source & Use-Renewable & Non-renewable

Inequalities in energy availability

Current critical issues & alternatives of energy and its sustainability.

#### **E) Air**

Causes & implication of air pollution

Regulation system

### **Unit-III: Natural Resource Management processess**

Participatory methods for resource assessment, planning & impact assessment.

Participatory rural Appraisal (PRA)

Participatory Resource mapping (PRM),

Participatory planning.

### **Unit-IV: Towards Sustainable Tribal Development**

Concept & meaning of sustainable development

Principles of sustainability & equity.

Alternatives in land, forest, water & energy: case studies of,

### **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.
4. Mahesh, R. (2010). Poverty Inequality and Natural Resource Degradation, Mumbai: Himalaya Publishing House.
5. Mishra, G. P. and Bajpai, B. K. (2001). Community Participation in Natural Resource Management, Delhi: Rawat Publications.
6. Paranjpe, Suhas et al (1998). Watershed Based Development : A Source Book , Pune: Bharat Gyan Vigyan Samidhi
7. Rashid ,S. M. et al( 2008). Environment Resources & Sustainable Development, Jaipur :Rawat Publications.

## **C-8: Dissertation**

**Objectives:** Dissertation exercise helps students to understand the methodology of action research. Students will get research exposure through the process

### **Format for Dissertation**

- Identify a research issue
- Formulate the research objectives and a research problem
- Set out a research design
- Plan of action
- Data gathering
- Identify criteria and standards for action research
- Generate evidence from the data
- Make a claim to knowledge
- Link the claim with existing knowledge
- Test the validity of the claim
- Submit the claim to critic
- Explain the potential significance of the research and claim
- Generate theory from the research
- Modify practice in light of the evaluation
- Write a report and disseminate findings