

M.A. in Tribal Culture, Philosophy and Eco-spiritualism



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# KALINGA INSTITUTE OF SOCIAL SCIENCES

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Deemed to be University under section 3 of UGC act 1956

Department/Course

# Tribal Culture, Philosophy and Eco-spiritualism

Course Details

## **Department of Tribal Culture, Philosophy and Eco-spiritualism (TCPE)**

### **Introduction:**

Department of Tribal Culture, Philosophy and Eco-spiritualism will offer two years MA course on Indigenous Culture Studies that is first center in India which is offering interdisciplinary course on applied areas of Social Sciences. The subject is locating Indigenous cultural issues and Philosophy of Tribals in Social and Cultural Anthropology, Sociology, Folklore, Archaeology, and Cultural Studies. Syllabus covers the indigenous situation around the world. Social, economic, political, ecological and environmental issues are taken into consideration to grasp insight of indigenous life, livelihood, and contemporary situation.

Students of Tribal Culture, Philosophy and Eco-Spiritualism from the very beginning will be exposed to fieldwork research methodology so that they can do research and writings independently. The Department aims at grooming students to cope up with new and broad emerging academic environment where alternative viewpoints and new knowledge is required and appreciated for policy research, and development both at national and international levels. Students from this center may be absorbed in central and state institutes of Tribal and cultural research and international institutes of similar backgrounds. They will be well equipped for empirical research and research related policy making. Students interested in administrative services will be benefitted from the papers offered in this course.

Students can work in the field of tourism management, cultural resource management and heritage management. They will have ample opportunities to contribute to mass media and entertainment industry representing ethnic culture in real and unbiased way.

### **Objectives**

- To study and research on various aspects of rich Tribal culture, Philosophy and ecospiritualism.
- To conduct analytical studies on the traditional faiths and beliefs of the Tribals
- To explore the unknown similarities and links between Ancient Indian Culture and tribal culture.
- To establish similarities between Tribal culture and Philosophy

- To highlight the philosophical approach of the Tribals towards life
- To study and research the Socio-economic conditions of the Tribals
- To focus on the tradition of treatment system in Tribal culture
- To establish the correlation between the Tribal Art Form and Bharata's Natya Sastra.

### **Outcomes**

To produce skilled and knowledgeable students who can protect their distinct ethno-cultural heritage by promoting and preserving their culture, philosophy, customs, art, architecture, tradition, history, language, literature cultural heritage and to make every possible effort to upliftment and sustain their cultural entity.

### **Eligibility & Seats**

- The candidates seeking admission into M.A. in Tribal Culture, Philosophy and Eco-spiritualism course must have a Bachelor's degree from any University.
- Number of seats for admission into M.A. in Tribal Culture, Philosophy and Eco-spiritualism is 16.

### **Attendance:**

In view of the special nature of the course it is desirable that the Candidates shall be permitted to appear for the University examination at the end of the each semester only if he/she puts in at least 75 per cent attendance to achieve the benefits of the course.

### **Semester Details:**

Students who will take admission in Dept. of Tribal Culture, Philosophy and Eco-spiritualism have to take five core courses and one compulsory course in first and second semester. In the third and fourth semester, students have to take three core courses and two elective courses out of four respectively.

## Course Structure

### First Semester

Paper Code	Course Title	Marks	L	T	P	Total Credit
TCPE - 601	Understanding of India and Tribal Culture	100	3	1	0	4
TCPE-603	Components of Tribal Culture	100	3	1	0	4
TCPE-605	Tribal Folklore and Cultural Expression	100	3	1	0	4
TCPE-607	Philosophic World View of the Tribals	100	3	1	0	4
TCPE-609	Understanding of Philosophy: Indian & Western	100	3	1	0	4
IT - 691	Information Technology	50	0	0	2	2

### Second Semester

Paper Code	Course Title	Marks	L	T	P	Total Credit
TCPE - 602	Ecospiritualism	100	3	1	0	4
TCPE - 604	Concept and Utility of Ecology	100	3	1	0	4
TCPE-606	Ecospiritualism and world view	100	3	1	0	4
TCPE - 608	Tribals and Their Knowledge System	100	3	1	0	4

TCPE - 610	Ecospiritualism in Ancient Indian Tradition	100	3	1	0	4
OB - 612	Organisational Behaviour	50	1	1	0	2

### Third Semester

Paper Code	Course Title	Marks	L	T	P	Total Credit
TCPE- 701	Tribal Life and Livelihood	100	3	1	0	4
TCPE -703	Caste, Race, Tribes	100	3	1	0	4
TCPE-705	Research Methodology	100	3	1	0	4
<b>Elective Paper</b>						
TCPE-707	Origin of Races in India	100	3	1	0	4
TCPE -709	Tribal Art, Tribal Music and Tribal Performing art	100	3	1	0	4
TRM -707	Tribal Health and Education Management	100	3	1	0	4
TRM -610	Environmental Resource Management of Tribals	100	3	1	0	4

### Fourth Semester

Paper Code	Course Title	Marks	L	T	P	Total Credit
TCPE -702	Tribal Contributions to Indian Civilization	100	3	1	0	4
TCPE -704	Tribals in Indian Epics, Vedas and Upanishads	100	3	1	0	4
TCPE -792	Dissertation	100	0	0	4	4
<b>Elective Paper</b>						
TCPE -706	Code of Behaviour and Taboos	100	3	1	0	4

TCPE -708	Social Evil: Magic and Witchcraft among Tribals	100	3	1	0	4
TRM -603	Community Development Theory, Policy and Practices	100	3	1	0	4
TLS -706	Sustainable Tribal Development and Environment	100	3	1	0	4

### SYSTEM OF EVALUATION AND AWARD OF DEGREE

1. A seven point grading system on a base of 10 shall be followed for grading of the students of Masters of Arts in Tribal Culture, Philosophy and Eco-spiritualism course operated and governed under semester system. Categorization of these grades and their correlation shall be as below :

Qualification	Grade	Score on 100	Point
Outstanding	O	90 to 100	10
Excellent	E	80to 89	9
Very Good	A	70 to 79	8
Good	B	60 to 69	7
Fair	C	50 to 59	6
Below average	D	40 to 49	5
Failed	F	Below 40	2

2. **Credit Point** = CREDIT X POINT for each course item.
3. **CREDIT INDEX (CI)** =  $\sum$  CREDIT POINT of all course items in a semester.
4. Semester Grade Point Average  

$$\text{SGPA} = \text{CI} / \sum \text{CREDITS (for a semester)}$$
5. **Cumulative Grade Point Average**  

$$\text{CGPA} = [ \sum \text{CI of all previous semesters upto current semester} ] / [ \sum \text{Credits of all previous semesters upto current semester} ]$$

## **M.A. in Tribal Culture, Philosophy and Ecospiritualism**

### **FIRST SEMESTER**

#### **Understanding of India and Tribal Culture TCPE - 601**

##### **Objective:**

Students will be required to have an understanding of Indian culture and their own tribal culture. They will also know the difference between culture and civilization.

##### **Unit-I**

Idea of India: Historical, Political and Philosophical Perspective

##### **Unit-II**

Meaning of Culture, Characteristics of Indian Culture, Unity and Diversity  
Difference between Culture and Civilisation

##### **Unit-III**

India as Composite Culture

Impact of Hinduism: The Philosophical Literature of the Hindus

Types of Vedas and their Socio-cultural Importance, Upanisads and their message,  
The Bhagavad Gita and its Importance,

Purusarthas and their Importance

Impact of Buddhism on Indian Society

Impact of Islam

Impact of Jainism and Sikhism

Impact of Christianity

Impact of the West and Cultural Transformation in India

##### **Unit-IV**

Tribes in India

Origin and Historical Perspective

Classification( Geography, Linguistic, Races ,Economic)

Classification based on Religious Beliefs

Classification According to Cultural Contact

Scheduled and Non-scheduled Categories of Tribes( particularly vulnerable tribal groups)

**Unit-V**

Tribal Cultures in India

Tribal Art

Tribal Movements

Problem of Tribal Development

**References:**

1. M.M. Verma, Tribal Development in India.
2. S.L. Sharma, Emerging tribal identity: A study of minas of Rajasthan
3. K.S. Singh, Tribal Situation in India

**Components of Tribal Culture**

**TCPE - 603**

**Objective:**

This paper will offer an opportunity to have an understanding of different components of their culture. Students will be required to have an understanding of their own religion and the difference between religion and magic. They should differentiate between religion, magic and science.

Unit - I: Family and Marriage

Concept and Forms of Marriage

Ways of Acquiring Mates

Status of Women in Tribal Society

Family as an Association, Distinctive Features of Family, Classification of Tribal

Family, Functions of Tribal Family

Unit - II

Kinship-

Meaning of Kinship, Types of Kinship ,Kinship Usages,

Rules of Descent and its Importance

Unit - III

Religion and Magic



Religion as a system of Rituals and Beliefs  
Fetishism, Animism, Totemism,  
Magic-Meaning and Types of Magic, White Magic and Black Magic  
Difference Between Religion and Magic  
Religion, Magic and Science

Unit-IV

Culture as a tool of Adaptation  
Various Modes of Human Adaptation in Pre-state Societies  
Hunting and Food Gathering  
Pastoralism  
Shifting Cultivation  
Animal Husbandry  
Agriculture and Peasantry

Unit-V

Acculturation , Tribal Welfare and Development  
The Process of Acculturation  
Changes in Culture of Tribes- Socio-cultural Process of Change (Globalisation,  
Westernisation, Modernisation, Industrialisation )  
Plans, Programmes and their Implementation

**References:**

1. L.P. Vidyarthi and Sahay Applied Anthropology and Development in India
2. A.K Pandey, Kinship and Tribal Polity.

**Tribal Folklore and Cultural Expression**

**TCPE - 605**

**Objective:**

Human beings are not only social and political beings but also cultural beings. This paper will offer an opportunity to the tribal students understand their own culture through their folklore and other cultural expressions.

Unit-I

Meaning of Folklore  
Folklore and Epics  
Folklore and its Relation to History

Unit-II

Folklore as a Cultural Narrative

Types of Folklore

Folklore and Historical Consciousness

Folklore and National Spirit

Unit - III

Tribal Folklore as Story of their

History, Culture and Worldview

Unit - IV

Usefulness of Folklores in

Social, Cultural, Economical and Political Life of the Tribals

Unit - V

Tribal Cultural Expression

Verbal: Music, Song, Folklore

Non-verbal: Painting, Art and Craft, Literature

**References:**

1. B.S. Bisht, Ethnography of a Tribe.
2. B.S. Bisht, Tribe of Uttaranchal A Study of Education, Health, Hygiene and Nutrition.

**Philosophic World View of the Tribals**

TCPE - 607

**Objective:**

This paper will offer an opportunity to the students to understand their philosophic world view from historical, social and political perspectives.

Unit-I : Tribes and Tribal people

General characteristics, geographical and demographic distribution,

Evolution of concepts : Tribe, Adivasi, the indigenous and autochthonous, the

Scheduled tribes from historical, social and political perspectives

Unit-II The tribal way of life and ethical living

Community centred living and consciousness

Socialising institutions and process- Dhumkuria, Ghotul, Morung

Tribe, Clan, totem –, social sanctions, taboos, sense of right and wrong, good and evil, infringement & restoration

Unit –III Tribal Hermeneutics and Epistemology

Tribal in relation to nature, human beings, the universe, the supreme being and mysteries and realities

Rites and rituals, traditions and myths, proverbs, riddles, omens & wisdoms

Belief system- supreme being, sense of sacred and non sacred, Deities and spirits and the universe, benevolent and malevolent spirits; totem, myths and omen

Unit-IV The tribal worldview

Description and understanding of Tribal world

Creation, time-space, unity-harmony and balance

Norms, values and worldview

Unit-V Tribal myths and philosophy

Meaning of myth

Relation between myth and philosophy

Interpretation and analysis of myth

**References:**

1. Edward Caird, Evolution of Religion.
2. Furrow, Man against Myth
3. Pandit Apoorva, Tribal culture and Technology.

**Understanding of Philosophy - Indian and Western  
TCPE - 609**

**Objective:**

This paper will provide an understanding of philosophy from Indian and Western perspective. The students can appreciate their own philosophy from a comparative perspective.

Unit-I

Indian Metaphysics

The concept of Reality, World, Bondage and Liberation, the concept of a person

Unit-II

Indian Epistemology

Pramanas, Khyativadas (doctrines of error)

Unit - III

Western Metaphysics

The concept of Reality: Monism, Dualism, Pluralism

Problem of Substance , Problem of Universals

Realism, Idealism

Unit - IV

Western Epistemology

Rationalism, Empiricism

Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant

Unit - V

Basic Ethical Concepts: Western and Indian

Ethical theories- Consequentialist, Non-consequentialist theories, Virtue ethics

Meta-ethical theories- Cognitivism, Non-cognitivism

Applied Ethics-Bio-medical ethics, Business Ethics, Media Ethics, Environmental Ethics

Purusarthas, Nishkama karma, Gandhian Ethics ,Ambedkar on Hindu Dharma

**References:**

1. C. D.Sharma, A Critical survey of Indian philosophy
2. D.W.Hamlyn, Western Metaphysics
3. J.N Sinha, An Introduction to General philosophy

**Information Technology**

**IT- 691**

**Objective:**

The objective of this course is to provide an understanding of computers, computer operating system, and application of relevant software in managerial decision making.

**UNIT I**

Computer Hardware & Software :Computer system as information processing system, Computer system, Different types CPU, input device, Out device, storage devices, communication devices, configuration of hardware devices and their application. Memory, Software, Different types software, Programme Language.

## UNIT II

Modern Information Technology: Basic idea of Local Area Network (LAN) and Wide Area Networks (WAN), E-mail, Internet technologies, access devices, concept of a World Wide Web and Internet browsing, Multimedia.

## UNIT III

Introduction to Operating system: What is Operating System? Functions of Operating System, Window, Word Processing: Introduction and working with MS-WORD in Ms-Office, Word basic commands, Formatting-text and documents, Sorting and Tables, Working with graphics, Introduction to mail-merge feature.

### References:

1. Diennes, Sheila S: Microsoft Office, Professional for Windows 95, Instance reference, BPB Publication, Delhi
2. Mansfield, Ron: The Compact guide to Microsoft Office, BPB Publication, Delhi.

## SECOND SEMESTER

### Ecospiritualism

TCPE - 602

### Objective:

In modern period nature was considered to be hostile and there was attempt to tame her. But in contemporary civilization nature is being considered as a partner for human happiness and comfort. Our approach towards nature has been changing and people are having a sympathetic attitude towards nature. The tribal people as natural protectors and defenders of nature can offer fruitful insight to correct many ecological problems. The paper will offer the tribal students to understand nature in a better perspective.

Unit - I

Components of Nature

Nature and Science, Nature and Philosophy

Unit-2

Internal Elements of Nature

Unit - III

Concept of Nature as Described in the Bhagavad Gita  
and the Ramayana

Unit - IV

The Traditions of Tribal Nature Worship

Tribal Attitude to Forest

Tribal Attitude to Water

Tribal Attitude to God

Tribal Attitude to Animals

Unit - V

Relevance of Nature Worship in Contemporary Civilisation

**References :**

- 1) Vyasdev, Srimad Bhagavad Gita
- 2) Jack David Eller, Introducing Anthropology of Religion

**Concept and Utility of Ecology**

**TCPE - 604**

**Objective:**

This paper will provide an opportunity to the students to understand mines, minerals, forests and water in a new perspective.

Unit - I : Deification of nature in Tribal Tradition.

Unit - II : Deification of nature in Indian tradition.

Unit - III : Worship of tree in tribal tradition on different festival occasions

Unit – IV : Deification nature resources of aforestation

Unit – V : Concept of mines, minerals and tribal views

**References :**

1. S.K. Tiwari, Tribal Roots of Hinduism.
2. James George Frazer, Worship of Nature.

**Ecospiritualism and World View**

**TCPE – 606**

**Objective:**

This paper will offer an understanding to the students about the concept of nature in different religious world views. They will be also alert to the problem of global warming and protection of biodiversity.

Unit – I : Nature worship : Universal religion

Nature worship in Buddhism, Nature worship in Jainism, Nature worship in Hinduism, Nature worship in Christianity, Nature worship in Islam

Unit – II : Reasons for threat to ecology in contemporary world

Unit – III : Preservation of bio-diversity

Unit – IV : Global warming : concept and meaning

Unit – V : Causes and impact of global warming and its prevention

**References:**

1. Meera Baidur, Nature in Indian Philosophy and Cultural Traditions.
2. B.V. Tripurari, Ancient Wisdom for Modern Ignorance

**Tribals and Their Knowledge System**

**TCPE – 608**

**Objective:**

This paper will provide an opportunity to the tribal students about the philosophic view of their family, festivals, dress and ornaments.

Unit – I : Philosophy of coexistence and Team spirits

Unit – II : Concept of happiness – festival folk dance and folklore

Unit – III : Family values and attitudes of tribal society

Unit – IV : Dress and ornaments

Unit – V : Meaning, types of conflict and methods of conflict resolution

References :

1. Robin D.Tribhuwan, Fairs and Festivals of Indian Tribes
2. Kishore Jadav, Folklore and its Motifs in Tribal Literature

**Eco-spiritualism in ancient Indian tradition**

**TCPE – 610**

**Objective:**

This paper will offer a better understanding of ancient Indian tradition specially Vedic views.

Unit-I

Prithvisukta

Brief Introduction to Atharva Veda

Date, Time and Work of the Great Saint Atharvan

Hymn for the Earth in Prithvisukta

Relationship and Problems Between Human and Environment in Prithvisukta

Unit-II

Vayusukta

Introduction to Rig Veda

Hymn for Vayu for Health

Concept, Components and Importance of Vayu and Vayu Sodhana

Unit - III

Agnisukta

Introduction to Agnisukta

Concept: Havis of Homas and Devatas

Grammatical Account of Agni Suktam

Unit - IV

Apasukta



Apa(water) in Vedas

Indian Concept and Spiritual Use of Water

Origin of Water , Water purification and Water Management System

Properties of water

Unit - V

Akasa Related Sukta

The Nature and Characteristics of Panchabhuta of the Universe

Creation, Treasury and Essence of the Universe

Akasa in every Particle

Mantras Related to Akasa

**References:**

1. N.K Das, Excuses, Discrimination and stratification tribes in contemporary India.
2. M.S.A. Rao, Social Movements in India.
3. Shyamlal, Tribal leadership.
4. G.S.Narwani, Tribal law in India.
5. Y.S.Sisodia, Political consciousness among tribals.
6. M.Mahalingam, Tribal co-operative system: A study of Northeast India.
7. Madhusudan Bandi, Tribals and community forest management.
8. P.K.Mishra, H.K Bhatt and K.K Mishra, Bio-culture development of scheduled tribes policies and issues.
9. Lundeberg, Social Research
10. Sjoberg, G and Roger, N., Methodology of Social research
11. Cocharam. W.G., Sampling Techniques
12. Galtung, John, Theory & Methods of Social Research
13. 1. R.N. Pati & L. Jagatdeb, Tribal Demography in India.
14. 2. Buddhadev Chaudhuri, Tribal Development in India.

**Organizational Behaviour**

**OB -612**

**Objective:**

The objective of this course is to help students understand the conceptual framework of interpersonal and organisational behaviour.

Unit-I

Organisational behaviour: Concept and significance, Relationship between management and organisational behaviour, Attitudes, Perception, Learning, Personality.

#### Unit-II

Motivation: Process of Motivation, Theories of Motivation, Need hierarchy Theory, Theory X and Theory Y, Two Factor Theory, Alderfer's ERG Theory, McClelland's learned Need Theory.

Leadership: Concept, Leadership styles.

#### Unit-III

Interpersonal and Organisational Communication: Concept of two way communication, its process, Barriers to effective communication, Types of Organisational Communication, Improving communications, Transactional analysis in communication, Stress Management.

#### References:

1. Understanding Organizational Behaviour, Parek, Oxford
2. Organizational Behaviour, Singh.K, Pearson
3. Organizational Behaviour, K. Awathappa, HPH.
4. Organizational Behaviour, VSP Rao, Excel
5. Organizational Behaviour, Lathans, McGraw Hill
6. Management of Organizational Behaviour, Herchey et al, PHI
7. Organizational Behaviour, Khanka, S. Chand
8. Organizational Behaviour, LM Prasad
9. Organizational Behaviour, Robbins, P Stephen, Pearson Education, Delhi
10. Organizational Behaviour: Human Behaviour at work, Newstrom, John W and Keith Davis, Tata McGraw-Hill, New Delhi

### THIRD SEMESTER

#### Tribal life and Livelihood TCPE - 701

#### Objective:

This paper will offer an opportunity regarding the tribal life and livelihood.

Unit - I

Farming, Types of Farming

Unit - II

Leaf Plates and Wood cutting

Collection of Non-edible items

Unit - III

Animal Husbandry

Goat, Cow and other Domestic Animals

Unit - IV

Manufacturing of Bamboo Basket, Wood Furniture, Cane Furniture

Unit - V

Edible Forest Collection

Cashew nuts, Soap made from seeds, Mohul

**References:**

1. Indra.Munish, Advasi lifestories: context, constraints and choices
2. Dubey,S.N. and Murdia R.(Ed)1977 - Land Alienation and Restoration in Tribal Communities in India.

**Caste, Race & Tribe**

**TCPE - 703**

**Objective:**

This paper will offer a detailed analysis regarding caste. Students will be exposed to the views of Swami Vivekananda, Gandhi and Ambedkar on caste.

Unit - I

Caste System

Meaning and Definition of Caste

Characteristics of Caste

Caste as a form of Social stratification

Merits and Demerits of Caste

Recent changes in Caste

Unit - II

Origin of Caste

Traditional Theory, Religious Theory, Occupational Theory, Racial Theory

Unit - III

Views on Caste

Views of Samkaracharya,

Vivekananda, Gandhi and B.R. Ambedkar

Unit - IV

Race:

Meaning and Definition

Criteria for Racial Classification

Major Classification of Race( Caucasoid, Mongoloid, Negroid)

Classification given by Risley, Haddon, B.S. Guha

Concept of Racism

Causes of Racism

Unit - V

Tribal Society

Tribe and Caste

Tribal Problems ( land alienation, indebtedness, health , education, communication, water)

Tribal Leadership

**References:**

1. K.S. Mathur Tribe, Cast and Peasants.
2. S.L.Sharma, Emerging Tribal identity: A study of minas of Rajasthan.
3. Bailey, F.G (1960/1971) - "Tribe caste continuum in Tribe caste and Nation".
4. B.K.Lal, Contemporary Indian philosophy

**Research Methodology**

TCPE - 705

**Objective:**

This paper will offer an opportunity to the students regarding research and to carry out their Ph.D work. They will have a proper understanding of making a research proposal and writing thesis.

Unit - I

Meaning of research

Objectives of research

Types of research

Research approaches

Significance of research

Criteria of good research

Unit - II

Defining research problems

Selecting the problem

Research design- Meaning , Need

Features of a good research design

Unit - III

Sampling design

Steps in sample design

Types of sample design

Characteristics of a good sample design

Unit - IV

Methods of data collection

Sources of data

Primary and Secondary data

Observation and Interview method

Collection of data through questionnaire

Unit - V

Interpretation and Report Writing

Meaning, Techniques,, Significance of report writing

Steps in writing a report

Types of reports

Oral presentation

**References:**

1. Goode & Hatt, Methods of Social Research
2. Young. P.V., Social Survey and Social Research
3. Sjoberg, G and Roger, N., Methodology of Social research
4. Cocharam. W.G., Sampling Techniques
5. Galtung, John, Theory & Methods of Social Research

**Origin of Races in India**

TCPE - 707

**Objective:**

This paper will offer an explanation regarding the origin of race and caste. It will also offer an understanding of Aryan and Dravidian race.

Unit - I

Origin of Race-Historical, Political , Sociological

Unit - II

Types of Races- Caucasoid, Mongoloid, Negroid (classification given by Risely, B.S. Guha)

Unit - III

Difference Between Race and Caste

Origin of Caste

Unit - IV

Concept of Aryan Race

Meaning of Arya

Theories regarding Aryan Invasion

Unit - V

Concept of Dravidian Race

Geographical Distribution

Cultural Identity

**References:**

1. S.N.Choudhary, Globalization, National development and Tribal identity.
2. Yatindra Singh Sisodia and Tapas kumar Dalpati, Development and Discontent in Tribal India
3. B.S. Bisht Raji: A Tribe of Indo Nepal Border of Uttarakhand

**Tribal Art, Music and Tribal Performing Art**

**TCPE - 709**

**Objective:**

This paper will expose the students to their cultural life through a better understanding of their Art, music, and performing art.

Unit - I

Forms of Tribal Art

Tribal Art and History

Unit - II

Tribal Music

Vocal and Instruments

Unit - III

Tribal Performing art

Tribal Dance Forms

Traditional Games

Unit - IV

Tribal Festivals

Types of Tribal Festivals in Odisha, India and North Eastern parts of India

Unit - V

Odisha Tribal Academy, National Commission for Scheduled Tribes, Tribal Museum Organisations for Promoting Tribal Arts

**References:**

1. S.M.Pattnaik, Culture, Identity and Development: An account of ethnography.
2. Y.C.Behera and Jumyir Basir, Resources, Tribes and Development: competing interests and customs of possibilities.
3. Benjamin Rowland, The Art and Architecture of India
4. V.A Smith, A History of fine arts in India and Ceylon

**Tribal Health and Education Management**

**TRM - 707**

**Objective:**

The students will get an opportunity to understand the health problems and the educational prospects in their own community.

Unit-I : Role of Health and Education in Tribal Development

Importance in poverty alleviation; health and education outcomes and their relationship

with macroeconomic performance.

Unit-II : Microeconomic Foundations of Health Economics

Demand for health; uncertainty and health insurance market; alternative insurance

mechanisms; market failure and rationale for public intervention; equity and inequality.

Unit-III : Evaluation of Health Programs for tribals

Costing, cost effectiveness and cost-benefit analysis; burden of disease.

Unit IV : Tribal Health in India: An Overview

Health outcomes; health systems; health financing.

Unit V : Education: Investment in Human Capital

Rate of return to education: private and social; quality of education; signaling or

human capital; theories of discrimination; gender and caste discrimination in India.

Unit VI : Tribal Education in India: An Overview

Literacy rates, school participation, school quality measures.

**References:**

1. William, Jack, *Principles of Health Economics for Developing Countries*, World Bank Institute Development Studies, 1999.
2. World Development Report, *Investing in Health*, The World Bank, 1993.
3. Ronald G., Ehrenberg and Robert S., Smith, *Modern Labor Economics: Theory and Public Policy*, Addison Wesley, 2005.
4. Hanushek, Eric A., 2005, *Economic Outcomes and School Quality*, International Academy of Education and International Institute for Educational Planning.
5. Kishor, Sunita and Gupta, Kamla, 2009 o Chapter 3 - Gender Differences in Education , National Family Health Survey 2005- 06: Gender Equality and Women's Empowerment in India.
6. Martin Ravallion, 2001 "The Mystery of the Vanishing Benefits: An Introduction to Impact Evaluation," *The World Bank Economic Review* 15(1), 115 - 140.
7. Laura Rawlings, 2005. "A New Approach to Social Assistance: Latin American's Experience with Conditional Cash Transfer Programmes," *International Social Security Review* 58(2), 133 - 161.
8. Almond, Doug. 2006 "Is the 1918 Influenza Pandemic Over? Long - Term Effects of In Utero Influenza Exposure in the Post - 1940 US Population," *Journal of Political Economy* , 114(4): 672 -712.
9. Deaton, Angus. 2003. "Health, Inequality, and Economic Development," *Journal of Economic Literature* 41(1), 113 - 158.
- 10 . Wagstaff, Adam 1986. "The Demand for Health: Theory and Applications," *Journal of Epidemiology and Community Health* 40(1), 1 - 11.
- 11 .Manning, Willard G., et al. 1987. "Health Insurance and the Demand for Medical Care: Evidence from a Randomized Experiment," *American Economic Review* , 77(3), 251 - 277 Urbina Ian. In the Treatment of Diabetes, Success Often Does Not Pay. *New York Times*, January 11th 2006.
- 12 .Cutler, David M., Mark McClellan, and Joseph P Newhouse. 2000. "How Does Managed Care Do It?," *Rand Journal of Economics*, 31(3), 226 - 248. Newhouse, Joseph, 2004. "Consumer - directed health plans and the RAND Health Insurance Experiment," *Health Affairs* 23(6),107- 113.



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**14** .Pauly, Mark V. , 1968, "The Economics of Moral Hazard: Comment", The American Economic Review 58(3), Part 1, 531-537

**15** .Reinhardt, Uwe. 2001. "Can Efficiency in Health Care Be Left to the Market?"

## **Environment Resource Management of Tribal TRM - 610**

### **Objective:**

The students will get a chance to know the resource management of tribal and its environmental problems.

### Unit-I:

Environment and Development-theories of optimal use of exhaustible and renewable resources; Environmental Kuznet Curve critique.

### Unit-II

Global environmental externalities and climatic change-Tradable pollution permits and international carbontax. Trade and environment in WTO regime, Informal regulation and the new model of pollution control.

### Unit-III

The concept of sustainable development; strong and weak sustainability; Mechanism for environment regulation in India; environmental laws and their implementation;

### Unit-IV

Environmental Policy in India-Policy instruments for controlling water and air pollution and forestry policy; People's participation in the management of common and forest lands.

### Unit-V

The institutions of joint forest management , social forestry-rationale and benefits. Air and water pollution and controlling measures.

**References.**

- 1) Kolstad, Charles D. (2010) "Environmental Economics" 2<sup>nd</sup> Edition. Oxford University Press.
- 2) Bhattacharya, Rabindranath (2001), "Environmental Economics: An Indian Perspective", Oxford University Press.
- 3) Baumol, William, J. and Oates, Wallace, E. (1988). The Theory of Environmental Policy, Second Edition, Cambridge University Press.
- 4) Dasgupta, Partha and Karl-Goran Maler (1997), "The Environment and Emerging Development Issues" Clarendon Press.
- 5) Baumol, W.J. and W.E. Oates (1988). The Theory of Environmental Policy (2nd Edition). Cambridge University Press, Cambridge.
- 6) Fisher, A.C. (1981). Resource and Environmental Economics, Cambridge University Press, Cambridge.
- 7) Hanley N., J.F. Shogren and B. White (1997). Environmental Economics in Theory and Practice, Macmillan.
- 8) Kolstad, C.D. (1999). Environmental Economics, Oxford University Press, New Delhi.
- 9) Pearce, D.W. and R. Turner (1991). Economics of Natural Resource Use and Environment, John Hopkins Press, Baltimore.
- 10) Tietenberg, T. (1994). Environmental Economics and Policy, Harper Collins, New York.
- 11) Coase, R. (1960). "The Problem of Social Cost", Journal of Law and Economics, October.
- 12) Dorfman and Dorfman (1977). Economics of the Environment, 2nd Edn. W.W. Norton, New York.
- 13) Freeman A. Myrick III (1979). The Benefits of Environmental Improvement, Johns Hopkins University Press, Baltimore.
- 14) Gibbons, R. (1992). Game Theory for Applied Economists, Princeton University Press.
- 15) Kanemoto, Y. (1988). "Hedonic Price and the Benefits of Public Projects", Econometrica, 56, 981-989.
- 16) Kelly, D.L. (1997). "On Kuznets Curves Arising from Stock Externalities", Dept. of Economics Working Paper, University of California, Santa Barbara, Oct.
- 17) Kreps, D.M. (1990). A Course in Microeconomic Theory, Princeton University Press, Princeton, N.J.
- 18) Laffont, J. and J. Laffont (1977). "More on Prices vs. Quantities", Review of Economic Studies, 44: 177-186.

**FOURTH SEMESTER**  
**Tribals' Contribution to Indian Civilization**  
**TCPE - 702**

**Objective:**

This paper will offer an understanding of tribals' contribution to Indian civilization through their dance, music and painting.

Unit - I: What is Civilization?

Components of Civilization, Different types of Civilization, Decline of Civilization

Unit - II: Difference between culture & civilization

Unit - III: Contribution of tribal's to Indian civilization

Jagannath temples in tribal areas

Unit - IV: Dance, Music, Painting

Unit - V: Synthesis between Hindu and Tribal culture, Jaganath car festival

**References:**

1. S.K.Choudhary and S.M.Patnaik, Impact of Globalizations on Tribal's: In the context of Kerala
2. V.D Mahajan, Ancient Indian History

**Tribals in Indian Epics, Vedas and Upanishads**  
**TCPE - 704**

**Objective:**

This paper will offer an opportunity regarding the place of tribals in epics, Vedas and Upanisads.

Unit-I: Introduction to Epic

Types of Epics, Some Important Indian Epics, Some Important Greek and Roman Epics

Unit-II: Introduction to Vedas and Upanishads

Types of Vedas, Types of Upanisad, Impact of Upanisads on Indian Philosophy

Unit-III: Story of Ekalavya

Significance of the story

Unit-IV: Story of Viswvasu

Significance of the story

Unit-V: story of Jarasabar

Significance of the story

**References:**

1. Vyasdev, Srimad Bhagavad Gita
2. C.Rajgopalchari, Mahabharat
3. K.Munish,Krishnaavatar

**Code of Behaviour and Taboos**

TCPE - 706

**Objective:**

This paper will offer a better understanding of different taboos and totems among the tribals.

Unit-I: Meaning of Taboos

Types of Taboos, Sigmund Freud's theory of taboo.

Unit-II: Different between taboo and totem

Meaning of Totem, impact of taboos for child birth

Unit-III: Taboos during child Birth

Unit-IV: Different Taboos relating to marriage, inter-caste marriage

Unit-V: Taboos during death

**References:**

1. Rajendra k.Sharma, Indian Society,(Delhi: Atlantic Publishers),2007
2. J.N.Sinha, Manual of Ethics

**Social Evil, Magic and Witchcraft Among Tribals**

TCPE - 708

**Objective:**

This paper will make an attempt to expose the students for a better understanding of social evils specially regarding magic and witchcraft.

Unit-I: Meaning of social evil

Causes of Social Evil

Different reform movements.

Unit-II: Types of social evil

Unit-III: Witchcraft, Superstition, Faith, Revelation, Ignorance, witchcraft and science, Gender issues, Low status of woman.

Unit-IV: Black magic, evil effects on tribal community, fear of death submissive

Unit-V: Methods to eradicate social evil

Role of Education, Role of Science and Technology

**References:**

1. Jena, K. Mihir, Pathi Padmini, Pattanaik, K. Kamala, Seeland Klaus- Forest Tribes of Odisha. Vol-2.
2. S.N. Choudhary, Tribal Woman: Yesterday, Today, Tomorrow

**Community Development Theory, Policy and Practices  
TRM - 603**

**Objective:**

Students will get the opportunity to know the issues regarding community development and different theories, policies and practices.

Unit-I:

History and Basic Concepts, History of Community Development in India, Some basic concepts, Deepening our understanding of the Human Rights Approach, Village Communities and Panchayati Raj

Unit-II:

The most vulnerable sections and protective laws, The Scheduled Castes/ Reservation/ SC & ST atrocities Act, The Scheduled Tribes and PESA, Verrier Elwin and Tribals, Persons with Disability/ Equal opportunities Act

Unit-III : Participatory Techniques, PRA and MLP – Understanding the community through Participatory Appraisal

Unit-IV: Field strategies, Community Mobilization, Community Mobilization, Role of a community worker, Holding meeting in a community

Unit-V: Some major policies- The Right to Information, MGNREGS – Employment Guarantee – A right, Minimum Wages Act

**References:**

1. Community Organization and Development: An Indian Perspective by Asha Ramgonda Patil
2. Everybody Loves a Good drought : P. Sainath

Development Planning: The Indian Experience Paperback – by Chakravarty Sukhamoy

**Sustainable Tribal Development and Environment  
TLS – 706**

**Objectives:** The paper will offer a conceptual and theoretical understanding on sustainable development, MDGs and SDGs, bio-diversity and climate change. It will also offer a debate on the politics of funding for sustainable development as well as feasibility of sustainable development.

**Unit I: Understanding Sustainable Development**

Sustainability: Meaning and evolution of the concept. Sustainability of culture, identity and development; History of the sustainable development – Brundtland, Rio and SDGs;

Economic growth and progress; Continuing poverty; Environmental threats hitting the rich and poor alike; The business as usual path versus the sustainable development path

Future of sustainable development.

**Unit II: The MDGs and the End of Extreme Poverty**

The reasons to believe that extreme poverty can be ended; A strategy to end extreme poverty in underdeveloped countries; The continuing challenge of

the food supply in India; A closer look at official development assistance;  
Designing practical interventions: The case of millennium villages

Unit III: Basic Needs and Sustainable Development

Sustainable food supply and the end of hunger; Universal health coverage;  
Right to education for all

Unit IV: Biodiversity, Climate Change and Sustainable Development

Meaning of Biodiversity; Biodiversity under threat; Consequences of climate  
change; Mitigation and adaption policies for climate change

Unit V: SDGs and Funding for Sustainable Development

Understanding SDGs; Goal-based development; Financing (including the  
politics of financing) for sustainable development; Principles of good  
governance; Is sustainable development feasible?

**References:**

- Diamond, Jared, 1999. *Guns, Germs, and Steel: The Fates of Human Societies*. W.W. Norton.
- Maddison, Angus, *The World Economy* (available on Google Books)
- Mosse, David 2005. *Cultivating development: An anthropology of aid policy and practice*. London: Pluto Press.
- Mosse, David 2005. *Cultivating development: An anthropology of aid policy and practice*. London: Pluto Press.
- Mosse, David and D. Lewis (eds) 2005. *The aid effect: Giving and governing in international development*. London: Pluto Press.
- Sachs, Jeffrey D. 2005. *The Age of Sustainable Development*. NY: Columbia University Press.

**Dissertation and project work**

**TCPE - 792**

**Fieldwork :** Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 15 days of fieldwork under the supervision of a teacher, as nominated by the head of the department in a tribal / rural area. The exact date of commencement of fieldwork shall be announced by the department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing field work next year.

**Dissertation** is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Department for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his / her dissertation, seminar presentation and viva voce. Evaluation pattern will be 50 marks for dissertation, 20 marks for presentation and 30 marks for viva voce.