

TRIBAL & ETHNIC STUDIES
Tripura University



SYLLABUS
FOR
P.G. DIPLOMA IN TRIBAL AND ETHNIC STUDIES
(PGDTES)
2020-21

Approved by BFS held on October, 2020

CBCS BASED COURSE CURRICULUM

SEMESTER-I

| Paper | Title | Credit | Contact Hours | Internal Marks | Written Exam | Total Marks |
|---|--|---------------|----------------------|-----------------------|---------------------|--------------------|
| <u>CORE COURSES</u> | | | | | | |
| TRES-711C | Tribal & Ethnic Communities in India | 4 | 48 | 30 | 70 | 100 |
| TRES-712C | Tribal Development in India with special reference to Tripura | 4 | 48 | 30 | 70 | 100 |
| TRES-713C | Research Methodology | 4 | 48 | 30 | 70 | 100 |
| <u>ELECTIVE COURSES</u> | | | | | | |
| TRES-714E | Extension Education & Community Management | 2 | 24 | 15 | 35 | 50 |
| TRES-715E | Institutional Visit & Field Study | 2 | 24 | 15 | 35 | 50 |
| TRES-716E (For Non-PGDTEs) | Social Exclusion & Inclusive Policy | 2 | 24 | 15 | 35 | 50 |
| NSS 01E | National Service Scheme | 04 | 48 | 40 | 60 | 100 |
| <u>COMPULSORY FOUNDATION COURSES</u> | | | | | | |
| | Computer Skill-1 | 2 | 24 | 15 | 35 | 50 |
| <u>SEMESTER-II</u> | | | | | | |
| <u>CORE COURSES</u> | | | | | | |
| TRES-811C | Tribal Health and Ethno Medicine | 4 | 24 | 30 | 70 | 100 |
| TRES-812C | Human Rights: Instruments of Social Inclusion (Online) | 4 | 48 | 30 | 70 | 100 |
| TRES-813C | Project & Seminar | 4 | 48 | 30 | 70 | 100 |
| <u>ELECTIVE COURSES</u> | | | | | | |
| TRES-814E | Social Exclusion & Inclusive Policy | 2 | 24 | 15 | 35 | 50 |
| TRES-815E | Entrepreneurship Development for Tribal Youth | 2 | 24 | 15 | 35 | 50 |
| NSS 01E | National Service Scheme | 04 | 48 | 30 | 70 | 100 |

SYLLABUS FOR P.G. DIPLOMA IN TRIBAL AND ETHNIC STUDIES

SEMESTER-I

Paper-TRES 711C: Tribal & Ethnic Communities in India

Unit-I: Introducing Tribal and Ethnic Communities

- (a) Concept, Definition and features of tribes: Conceptual debate: tribes and indigenous people; Use of terms in India: Scheduled Tribes, primitive tribes, denotified tribes/ ex-criminal tribes in India; ethnic communities.
- (b) Major tribes in India including Northeast; Classification of tribes on the basis of region, language and race; Classification of tribes according to level of cultural and economic integration.

Unit-II: Socio-Political Organizations

- (a) Family, marriage, and kinship.
- (b) Types and functions of tribal polity.

Unit-III: Socio-Political Life

- (a) Gender and Culture: Women in tribal society, inheritance of property.
- (b) Religion: Faiths, beliefs, practices, magic, science and religion.

Unit-IV: Tribes and Ethnic Communities in Tripura

- (a) Tribal and Ethnic People – their customs and customary laws; Geographical distribution, racial and linguistic family, religious classification.
- (b) Origin myth, Migration and relation with neighbours

Suggested Readings

1. Vidyarthi, L. P. and B. K. Rai (New Edi.), *Tribal Culture in India*, Concept Publication, New Delhi
2. Behera D. K. and G. Pfeffer (Eds.), *Contemporary society: Tribal Studies*. Concept Publishing Company, New Delhi
3. Jean Dreze, Meera Samson and Satyajit Singh. (eds) 1997. *The Dam and the Nation: Displacement and Resettlement in the Narmada Valley*. New Delhi: Oxford University Press
4. M.M. Verma, *Tribal Development in India*, Mittal Publication, New Delhi, 1996.

5. Singh, P.K. ; *Tribes of North India*, Book Enclave, Jaipur India.2007.
6. *TRIPURA (A Land of Rich Ethnic TapesTry)* Trbal Research & Cultural, Govt, of Tripura, 2010.
7. Singh, K.S. (ed) *The Scheduled Tribes, Peoples of Indian Series (Vol.III)*, Anthropological Survey of India, Calcutta, 1993.

Further References

1. Das, N.K. *Culture, Religion and Philosophy*, Rawat Publications, Jaipur & N. Delhi (2003).
2. Government of India.1984.Report of the Working Group on Development of Scheduled Tribes during Seventh Five Year Plan (1985-90). New Delhi: Ministry of Home Affairs
3. Government of India 2007 National Policy on Rehabilitation and Resettlement for Project Affected Families. New Delhi: Ministry of Rural Development (Department of Land Resources
4. Dev Nathan: *From Tribe to Caste*, IAS, Simla (1997).
5. Sarkar, J. and J. Chakraborty: *Transition, Change and Transformation: Impacting the tribes of India*, Anthropological Survey of India, Kolkata (2003).
6. Sengupta, S. *Tribal Studies in N.E. India*, Mittal Pub. N. Delhi (2002)
7. Subba, T.B. & S. Som: *Between Ethnography and Fiction: Verrier Elwin and Tribal question in India*, Orient Longman, New Delhi (2004).
8. Bose, Nirmal Kumar: *Tribal Life in India*, National Book Trust, India, New Delhi, 1971.
9. Elwin Verrier, *Tribal World of Verrier Elwin*, OUP.
10. Roy, Burman, B.K. *Tribes in Perspective*, Mittal Publications, N. Delhi, 1994.
11. Mibang, T. and M. C. Behera (2007), *Tribal Studies- Emerging Frontier of Knowledge*, Mittal, New Delhi

Paper- TRES 712C: Tribal Development in India with special reference to Tripura

Unit-I: Policy and Approaches to Tribal Development

- (a) Concept of Tribal development; Tribal Policy during (i) Pre-British Periods; (ii) British Period; and (iii) Post-Independence Period
- (b) Approaches to tribal development in India, tribal panchsheel

Unit-II: Constitutional Provisions for Tribal Development

- (a) Constitutional Provisions and Safeguards
- (b) Provisions in Fifth and Sixth Schedules, Autonomous District Councils

Unit-III: Policies and Programmes for Development of Tribal and Ethnic Communities in Tripura

- (a) Institutional Support- administrative, financial, cooperative, legal, etc.
- (b) Policies and Programmes and their impact

Unit-IV: Emerging Problems with reference to Tripura

- (a) Social: problems of the aged, alcoholism, drug abuse, child-labour, trafficking, gender inequality; issue of access to education and literacy; health & hygiene: malnutrition, HIV/AIDS, safe-drinking water, re-productive health;
- (a) Economic & Ecological: Meaning, nature and scope of tribal economy; approaches to study tribal economy- substantivist and formalist; Ecology-meaning and nature; Importance of ecology in tribal economy; Indigenous Knowledge system- knowledge about plant and animal species;

Suggested Readings

1. Rath, Govinda (ed) 2006. *Tribal Development in India*, Sage, New Delhi.
2. Upadyaya, V. & Pandey, G. 2003. *Tribal Development in India*, Crown Publications, Pustak Path, Ranchi-834001.
3. Sharam, B.D. 2003. *Tribal Development in India*, Sahayogo Pustak Kutir, New Delhi-13.
4. Vidharthi, L.P. and B.K. Rai : *The Tribal Culture of India*, Concept Publishing, New Delhi, 2nd Edition, 1985 (relevant parts).
5. Dalton, George 1967. *Tribal and Peasant Economies*, The Natural History Press, New York

6. Behura, N.K.1997. *Anthropological Economics, Substantivism vs. Formalism*, Samaja Sevak Sangh, Po.Fulgeria, Bidisa, West Medinapur.
7. Fernandes, W., Menon, G., and Viegas, P. (1988). *Forests, environment and Tribal economy*. New Delhi: Indian Social Institute.
8. Mathur H. M. and D. Marsden (Eds.), *Development projects and impoverishment risk: Resettling project-affected people in India*, Oxford University Press, Delhi.
9. Mahapatra, L. K. 1999. *Resettlement, impoverishment and reconstruction in India: Development for deprived.*, Vikash Publishing House, New Delhi.
10. Bhasin, M.K. and S.L. Malik Ed. 1998. *Contemporary Studies in Human Ecology : Human Factor, Resource Management and Development*, New Delhi: Kamala- Raj Enterprises.

Further References

11. Sharma, B.D : *Planning for Tribal Development*, Prachi Prakashan, New Delhi. 1984(relevant chapters only).
12. Behera,M.C.1994. *Planning and Socio-Economic Development of the Tribals*, Commonwealth, New Delhi.

Paper- TRES 713C: Research Methods in Tribal and Ethnic Studies

Unit-I: Basics in Social Science Research

- a. Meaning of Research and its objectives; Types of Research; Research Approaches; Criteria of Good Research; Ethics in research, reliability and validity;
- b. Defining the Research Problem

Unit-II: Methods of Data Collection and Sampling

- a. Methods of Data Collection: Sources of data, Observation, Questionnaire, Data Interview: concepts of SI, SSI, USI and in-depth methods; Case Studies- limitation of case study method, Processing and Analysis.
- b. Sampling: Meaning of Sampling, principles of Sampling, Advantage of Sampling, Types of Sampling, Sampling Size. Processing and Analysis of Data.

Unit-III: Participatory Research:

- a. Observation- Participatory and Non-participatory;
- b. Participatory Rural Appraisal (PRA) and related concepts of RRA/ PLA/PSP.
- c. Field practice based on PRA

Unit-IV: Writing Skill:

- a. Preparation of Research Report
- b. Use of Footnotes and Endnotes, Bibliography and concept of Plagiarism

Suggested Readings

1. Srivastava, V.K. 2004. Methodology and Fieldwork, OUP, New Delhi.
2. Young, V. Pauline: Scientific Social Surveys and Research, Prentice Hall of India, N. Delhi, 8th Indian Reprint, 1988.
3. Gupta, S.P., (New Edition): *Statistical Methods*, Sultan Chand and Sons, New Delhi.
4. Ahuja, Ram, (New Edition): *Research Methods*, Jaipur, New Edition.
5. C. R. Kothari: Research Methodology.
6. Goode W. J. & P. F. Hatt: Methods in Social Research

Further References

7. Satyanarayana, B., Kishan Rao, S., Narasimhulu, M. (New Edition) *Research Methods in Social Sciences*, Himalaya Publishing House, Bombay.
8. Pelto, Pretti, J & Gretal H. Pelto : Anthropological Research - the Structure of Inquiry.
9. Danda, A.K. (1992) Research Methods in Anthropology Inter India Publication, New Delhi.
10. Ghosh, B.N: Scientific Method and Social Research, Sterling Publishers, New Delhi, 3rd Edition, 1985.
11. Sharma, B.A.V., Ravindra Prasad, D. Satyanarayana, P.: *Research Methods in Social Sciences*, Sterling Publishers, New Delhi. New Edition
12. Good, R & P. Hatt : Method in Social Research.

Paper- TRES 714E: Extension Education & Community Management (2-credit)

Unit-I: Extension: Concept, Principles, Scope

- a. Extension Education & Teaching-Learning Process, Principles of Extension, Psychology & Counselling
- b. Communication Process and Methods & Few Extension Activities in India

Unit-I: Community Management

- a. Management of Extension Organisations, Programme Planning
- b. Extension Programme for Socially Excluded & Vulnerable Groups (SC, ST, OBC, Minorities, Women, Children, Disabled Groups, Old Age, HIV-AIDS, etc.)

Suggested Readings:

1. Ray, G. L. (2006), Extension Communication & Management, Kalyani Publishers
2. Chattopadhyay, P. (1988). Computer Based Study in Constraints of Technology in Indian Agriculture. Ph.D. Thesis, Jadavpur University, Kolkata.
3. Bhatnagar, S. 2004. E-Governance, Sage Publications, New Delhi.
4. Awa, N.E. 1990. Extension Education and Communication in Agriculture and Rural Development, in Development Communication for Agriculture, (ed) R.K. Samanta, B.R.Publishing Corporation, New Delhi.
5. Berlo D. K. 1960. The Process of Communication. Holt, Rinehart Winston Inc., New York.

Paper- TRES 715E: Institutional Visit & Field Study (2-credit)

Placement in Government Organizations like Tribal Research Institute (TRI), Gram Panchayat, Panchayat Samity, Zilla Parishad, Community Block, DRDC, Etc. And NGO / NGDO / CBO (15 Days Placement at any one of the mentioned Organizations to acquire knowledge about tribal development and administration through active participation).

Field Placement (15 Days) in any village of tribal or ethnic communities under the supervision of a teacher to study any issue pertaining to the life of people.

(During field study maintenance of field notes and field diaries shall be made compulsory and internal evaluation should be based on sincerity and regularity of the students along with the evaluation of field notes and field diaries)

Paper-TRES 811C: Tribal Health and Ethno Medicines

Objectives

After reading this paper the learners shall be able to

- (i) Understand the concept of disease in a cultural perspective;
- (ii) gain knowledge about diseases and curative practices followed in tribal and ethnic communities; and
- (iii) Know various schemes and programmes of the government for health care of people in general and tribal and ethnic groups in particular.

Unit-I: Concept of Disease and Beliefs

- (b) Concept of disease, causes of diseases and belief system, disease causing spirits and diseases caused by them
- (c) Traditional medicine person and his/her role

Unit-II: System of Ethno- Medicine

- (b) Human, plant and animal medicines – their uses
- (c) Diagnosis and curing practices, healing rituals, taboos

Unit-III: Status of Ethno-Medicine

- (b) Importance of ethno-medicine in present system of health care- emerging scenario
- (c) Market importance of ethno-medicine; the problem of bio-piracy and protection of indigenous rights on medicines

Unit-IV: Changing Scenario

- (a) Tripura Government's health policy, place of ethno-medicine in health policy- Health and sanitation programmes for tribal and ethnic communities
- (b) Health indicators- IMR, Life expectancy, CBR, CDR, fertility, reproductive health care in tribal areas- changing attitude of tribal and ethnic communities to health care system

Suggested Readings

1. Mibang, T. and Sarit Kumar Choudhury (Eds), *Ethno Medicines of the Tribes of Aruanchal Pradesh*, Himalayan Publishers, Itanagar.
2. Chaudhury, B. 1986. *Tribal Health: Socio-Cultural Dimensions*, Inter India Publications, New Delhi.
3. Landy, D. 1977. *Culture, Disease and Healing*, Macmillan, New York.
4. Singh B. & Mohanty, N. 1995. *Tribal Health in India*, Inter India Publications, New Delhi.

Further References

1. Leslie, C.1976. *Asian Medical Systems*, Univ. of California Press, Berkeley.
2. Paul, B.D. 1955. *Health, Culture and Community*, Russell Sage Foundation, New York
3. Read, M. 1966. *Culture, Health and Disease*, Tavistock Publications, London.
4. Rivers, W.H.R.1924. *Medicines, Magic and Religion*, Harcourt Brace, New York.

Paper-TRES 812C: Human Rights: Instruments of Social Inclusion

Unit:-1 Human Rights: Theory and Practice

- a. Human Rights: Concept, Definition, Characteristics, Evaluation ,Theories and Classification
- b. Human Rights: International Norms
 - i. Universal Declaration of Human Rights
 - ii. Civil and Political Rights
 - iii. Economic Social & Cultural Rights
 - iv. UN Commission for Human Rights

Unit:-2: Human Rights and Indian Constitution

- a. Fundamental Rights and Directive Principle
- b. Special Provision for Backward section of People (ST & SC)

Unit:-3 Human Rights and Vulnerable Groups

Human Rights:

- a. Rights of the Children
- b. Rights of the Disabled
- c. Rights of the Elderly People
- d. Rights of the Refugees and International Displaced Persons

Unit:-4 Human Rights: Protection and Enforcement Agencies

- a. Protection of Human Rights: Legal Instruments
- b. Enforcement of Human Rights: Role of judiciary, NHRC, SHRC, Media

Suggested Readings:

1. Kumar. Vijay, (2003), Human Rights: Dimension and Issues (Vol-I & II), Anmol Publication Pvt. Ltd., New Delhi.
2. Misra. Pramod, (2000), Human Rights: Global Issues, Kalpaz Publications, New Delhi.
3. Mahaparta, A. R. (2001), National Human Rights Commission of India, Radha Publication, New Delhi.
4. A Hand Book on International Human Rights Conventions, National Human Rights Commission, New Delhi, 2012.
5. Report on Prevention of Atrocities against Schedule Castes, National Human Rights Commission, 2004.
6. Nagaraja, D. & Murthy, Pratima. (Edited, 2008), Mental Health Care of Human Rights, National Human Rights Commission, New Delhi.
7. Disability Manual (2005), National Human Rights Commission of India, New Delhi.
8. Rights of Persons with Disabilities (2010), National Human Rights Commission, New Delhi.

9. Human Rights: Theory and Practice, Directorate of Distance Education, Tripura University.
10. Mohit, A., Pillai, M., Rungta, P. (2012), Rights of the Disabled, National Human Rights Commission, New Delhi.
11. http://www.universityofcalicut.info/SDE/opencourses/Open_course_SDE_VSem_Human_Rights_in_India.pdf
12. Bhakhry, S. (2012), Children in India and their Rights, National Human Rights Commission, New Delhi.
13. Rights of Elderly People, National Human Rights Commission, New Delhi.
14. The Constitution of India (Ninety fourth amendment act, 2006, Act 44 and 52 of 2006), Universal, Law Publishing Co. Pvt. Ltd.
15. Recommendations of National Human Rights Commission, *Human Rights at the University and College Level*, New Delhi, March, 2011.

Further References:

1. Annual Report 2009-2010, National Human Rights Commission, New Delhi.
2. The Protection of Human Rights Act-1993, National Human Rights Commission, New Delhi.
3. Gupta, U. N. (2006), Human Rights (Vol-I, II, III & IV), Antaltic Publishers and Distributors, New Delhi.
4. Jerome J. Shestack, (1998), The Philosophical Foundations of Human Rights, Baltimore; John Hopkins University Press.
5. Murthy, Y.S.R. (2007) Human Rights, Handbook, Lexis Nexis Butterworths, Nagpur.
6. Goodwin-Gill, Guy. (1996), The Refugee in International Law, Oxford University Press.
7. UNHCR, (199), Protecting Refugees: A Field Guide for NGOs.
8. Sinha, Manoj Kumar, (2006), Enforcement of Economic, Social And Cultural Rights: International and National Perspectives, New Delhi, Manak Publishers.
9. Dominic Mc Goldrick, (2001), The Human Rights Committee, United Kingdom: Oxford. Oxford University Press.
10. UNHCR, (1994), Refugee Children: Guidelines on Protection and Care.

Paper-TRES 813C: Project and Seminar (4-Credit)

Objectives

In this paper the students will be able to apply the theoretical knowledge in field situation and in writing the dissertation.

Field Study

Placement in Government Organizations like Tribal Research Institute (TRI), Gram Panchayat, Panchayat Samity, Zilla Parishad, Community Block, DRDC, Etc. And NGO / NGDO / CBO (15 Days Placement at any one of the mentioned Organizations to acquire knowledge about tribal development and administration through active participation).

Field Placement (15 Days) in any village of tribal or ethnic communities under the supervision of a teacher to study any issue pertaining to the life of people.

(During field study maintenance of field notes and field diaries shall be made compulsory and internal evaluation should be based on sincerity and regularity of the students along with the evaluation of field notes and field diaries)

Dissertation

Dissertation (Based on data collected during field study) under the direct supervision of a teacher to fulfil the partial requirements for PGDTES of Tripura University.

(Evaluation of dissertation will have two components: evaluation of dissertation for 50 marks and viva voce for 30 marks).

Notes: There shall be three classes- one before field study to brief the students how to maintain field notes and field diaries and about the ethics of field study, and two before dissertation writing to guide students about referencing, citation etc. in MLA handbook format.)

Suggested Readings

1. Gibaldi, Joseph (2005): *MLA Handbook for Writers of Research Papers*, 6th Edition. Affiliated East West Press, New Delhi.
2. Young, V. Pauline: *Scientific Social Surveys and Research*, Prentice Hall of India, N. Delhi, 8th Indian Reprint, 1988.
3. Srivastava, V.K. 2004. *Methodology and Fieldwork*, OUP, New Delhi.

Further References

1. Anderson, J. Durston, B.J. & Poole Millicent: *Thesis and Assignment Writing*, Wiley Eastern, Ltd., New Delhi, 12th Reprint, 1992.
2. Vaus, D.A. de: *Survey in Social Research*, George Allen and Unwin, Boston, 1st Published 1986.
3. Locke, Lawrence F, Silverman, Stephen J& Spirduso, Wnaeen Wyrick 2009. *Reading and Understanding Research*, Sage, New Delhi.

Paper- TRES 814E: Social Exclusion and Inclusive Policy (2-Credit)

Unit-I: Social Exclusion: Theoretical Perspectives

- Definition and Concept; Nature and Causes.
- Basic Theories of Exclusion; Multidimensional Analysis.

Unit-II: Process of Exclusion and Excluded People

- Process of Social Exclusion in India and Excluded People.
- Process of Exclusion in Tripura and Excluded People.

Unit-III: Social Inclusion: Global Policy and Approaches

- a) UNDP, ILO policy, MDGS
- b) U.K. and USA Govt. Policy, Australian and France Govt. Policy

Unit-IV: Social Inclusion: Policy and Approaches in India

- Constitutional provision; Policy and Programmes for poverty alleviation and Human Development
- Indian Thought on Social Inclusion: Swami Vivekananda; Mahatma Gandhi; Dr. B.R. Ambedkar.

Suggested readings

- **Byrne, David;** *Social Exclusion*, Rawat Publication, New Delhi, 2009.
- **Debnath, N;** *Social Exclusion- Causes and Consequences*, Akansha Publishing House, New Delhi, 2016.
- **Levitas, R. Pantazis, C., Fahmy E., Gordon, D.;** *The Multi-Dimensional Analysis of Social Exclusion*, Bristol University, 2007.
- **Parchure, R., Tripathy, S.N. & Ambewadikar, J.** *Excluded people in India*, Mangalam Publishers, Delhi, 2011.

- **Pande, M;** *Gandhi's Vision of Social Transformation*, Rawat Publication, New Delhi, 2011.
- **Sen, Amartya ;** *Social Exclusion: Concept, Application and Scrutiny*, Critical Quest, New Delhi, 2004.
- **Silver H. and Miller S.M;** *Social Exclusion: The European Approach to Social Disadvantage Indicators*, vol. 2, no. 2, Spring, 2003.
- **Subramayam,V; and Sekhar, K;** *Social Exclusion, Integration and Inclusive Policies*, Rawat Publication, New Delhi, 2010.
- **Thorat, S. ;** *Dalits in India*, Sage Publication, New Delhi, 2009.
- **Vivekanda, S. ;** *MY INDIA, The India Eternal*, Ramakrishna Mission of Culture, Kolkata,1993.
- **Ziyauddin,K.M. and Kasi, E.;** *Dimensions of Social Exclusion: Ethnographic Explorations*, Cambridge Scholars Publishing, 2009.

Further Reference

- **Debnath, N;** *Indian Thought On Social Inclusion: A Focus on Vedantic Philosophy*, (Working) paper presented in a National Seminar on “Religio-Cultural Dynamics and Social Exclusion and Inclusion in India” organized by CSSEIP, Tripura University on 25th April 2011.
- **Dubochet L.;** *Making Post-2015 Matter for Socially Excluded Groups in India*, Oxfam India working papers series, OIWPS - XIX, January 2013.
- **DFID policy paper;** ‘Reducing poverty by tackling social exclusion’, Published by the Department for International Development, Sep 2005.
- **Haan, A. De, and Dubey, A.;** *Conceptualising social exclusion in the context of India's poorest Statistical Analysis by regions: a contribution to the quantitative-qualitative debate*, March 2004.
- **Jane Mathieson, Jennie Popay, Etheline Enoch, Sarah Escorel, Mario Hernandez, Heidi Johnston and Laetitia Rispel;** *Social Exclusion Meaning, measurement and experience and links to health inequalities*, WHO Social Exclusion Knowledge Network Background Paper 1
- **Malakar, S.N. and Senapati, C.;** *Ethnicity, Religion and culture based Discrimination. A study of Malaysia*, Working paper series Vol-IV, No.04, 2010, Indian Institute of Dalit studies, New Delhi, 2010.
- **Mathieson J., Popay J; Enoch E., Escorel S., Hernandez, M., Johnston, H.and Rispel, L.;** *Social Exclusion: Meaning, measurement and experience and links to health inequalities A review of literature*, WHO Social Exclusion Knowledge Network Background Paper I, 2008.
- **Rao, Y.C. and Karakoti, S;** *Exclusion and Discrimination; Concept, perspective and challenges*, Kanishka Publishers, New Delhi,2010.

- **Ramaiah, A;** *Developing Supplementary Indicators from social Inclusion; Perspective Towards the achievement of MDGS some key issues based on Indian Experiences*, Working paper, 2009.
- **Singh L. T., Singh T. B.;** *Social Exclusion And Inclusive Development, Part-II, 2013*, CSSE-IP Manipur University, Sunmarg Publishers, New Delhi-68, 2013.
- **Thorat, Sukadeo;** *Understanding social Exclusion: concepts, Methods and Issues*, A paper on a National workshop held in Jawaharlal Nehru University, New Delhi, 26-28 Feb, 2000.

Reports

Preventing Social Exclusion, Social Exclusion Unit of Britain, March, 2001.

Poverty and Social Exclusion in India, Washington DC, World Bank, 2011.

REPORT OF THE COMMITTEE ON FINANCIAL INCLUSION, January, 2008.

Website

<http://www.ageconcern.org.U.K.>

<http://www.brown.edu/Departments/Sociology/faculty/hsilver/documents/silverandmiller-europeanapproachtosocialdisadvantage.pdf>

<http://www.c-s-p.org/flyers/978-1-4438-1342-6-sample.pdf>

<http://lup.lub.lu.se/luur/download?func=downloadFile&recordOId=1952020&fileOId=1963907>

<http://www.gsdrc.org/docs/open/SE10.pdf>

<http://www->

wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2011/04/25/000333037_20110425011808/Rendered/PDF/613140PUB0pove158344B09780821386903.pdf

http://housingforall.org/Social_exclusion.pdf

http://www.utoronto.ca/mcis/q2/papers/II_deHann_Dubey_Qual-Quant-AdH-21m.pdf

<http://www.asesg.org/PDFfiles/Gajah/26-27-Choudhury.pdf>

<http://mcd.f.files.wordpress.com/2009/12/india-bangladesh-border-fecing-in-mizoram.pdf>

<http://www.satp.org/satporgtp/publication/faultlines/volume14/Article7.htm>

http://globalasia.org/pdf/issue9/P._Radhakrishnan.pdf

Paper- TRES 815E: Entrepreneurship development for Tribal Youth (2-Credit)

Unit:-I

1. Entrepreneurship - Concept & Definition
2. Women Entrepreneurship

Unit:-II

1. Rural Entrepreneurship
2. Factors Affecting Entrepreneurship Growth

Unit:-III

1. Entrepreneurial Motivation
2. Entrepreneurial Competencies

Unit:-IV

1. Entrepreneurial Mobility
2. EDPs, SSI & Innovation

References:

1. S.S.Khanka: *Entrepreneurship in Small Scale Industries*, Himalaya Publishing House, New Delhi
2. C.B.Gupta & S.S.Khanka: *Entrepreneurship & Small Business Management*, Sultan Chand & Sons, Delhi
3. D.C. McClelland, *The Achieving Society*, The Free Press, New York
4. S.S. Khanka: *Industrial Development Backward Areas*, Himalaya Publishing House, New Delhi
5. C.B. Gupta and N.P. Srinivasan: *Entrepreneurial Development*, Sultan Chand & Sons, Delhi

NSS (National Service Scheme) SYLLABUS
SEMESTER: BOTH ODD AND EVEN Semester as Elective Paper
PAPER: NSS E-01, CREDIT: 04 (80-Classes)
Intake Capacity: 320
THEORY WEIGHT – 30
PRACTICAL / PROJECT – 70

As per the guidelines of Activity Forum of National Service Scheme, under the Ministry of Youth Affairs & Sports Govt. of India, popularly known as NSS, the following activities may be undertaken as syllabus of CBCS system. The template of NSS Curriculum designed by CBE-UGC-MYAS, GoI, (vide letter D.O.No.F. 1-7/2011 (CPP-II), dated 13th August, 2015 from UGC) has been considered while preparing the following NSS-Syllabus.

Theory: 30

Unit – 01: Introduction and Basic Concepts of NSS (10 classes)

- a. History, Philosophy, aims and Objectives of NSS
- b. Emblem, Flag, Motto, song, badge etc.
- c. Concept of regular activities, Basis of adoption of village/slum, Maintenance of Diary
- d. Youth as an agent of social change, Shramadan and Indian tradition of volunteerism

Unit – 02: Social Harmony, National Integration & Life Competencies (10 classes)

- a. Indian history and culture, youth in peace-building, conflict resolution and Nation building
- b. Communication process & methods,
- c. Rural psychology
- d. Adoption and diffusion of innovations, programme planning

Practical: 70

Unit – 03: National Integration Camp, Shramdaan & Plantation (20 classes)

- a. The selected village will be visited to organize awareness camp on Agriculture, HIV/AIDS, Communicable/Non-Communicable diseases, Environment awareness.
- b. Voluntary Shramadaan to the selected village will be given by the volunteers at least 4-visits in a month are required. This programme is mandatory for each and every volunteer.
- c. At least one sibling to be planted in the University ground in a semester to protect the environment

Unit – 04: Blood Donation camp and Immunization (20 classes)

- a. The programme on blood donation camp will be conducted two times in a year where each and every volunteer participate to achieve our target.
- b. Awareness Camp on health related issues to be organized at least one in a month

Unit – 05: Disaster Management and Adventure Programmes (20 classes)

- a. Volunteers will take great interest in collecting the donation for the Natural Calamity. They will also participate in the programme of disaster management.
- b. Exposure visit to BSF Camp, Air Port, Hospital, Village etc. for the young students and youth, in order to inculcate spirit of adventure and team spirit.

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