

*Savitribai Phule Pune University*  
*(Formerly University Of Pune)*

*Post-Graduate Diploma in Tribal Development (PGDTD)*  
*(Semester: I & II)*

**REVISED SYLLABUS**

*Credit Based, Choice Based, Continuous Assessment Pattern*  
*(Regulations, Scheme of Examination and Course Content)*

*(w.e.f. Academic Year 2016-17)*

*Savitribai Phule Pune University*  
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*Post Graduate Diploma in Tribal Development (PGDTD)*

## Regulations and Scheme of Examination Course Content (Revised) 2016

### 1. Introduction :

The University of Pune has launched the Post Graduate Diploma Course in Tribal Development from the academic year 2012 – 2013 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”.

Article 26 of the Universal Declaration of Human Rights ( 1948) recognizes that lifelong and sustained education improves the quality of life.

Tribal Communities are still living in remote areas with somewhat natural resources and that is why they are neglected and are unable to get fruits of democracy in the process of multiculturalism. Despite planned developmental efforts for the tribals by the government of India and respective state governments continue to be non-availability and non- accessibility of basic amenities in tribal areas. As per 2011 census percentage of tribal population to the total population of India is 8.6% and in Maharashtra state it is 9.4%. After 65 years of its own government in India only 1.6% tribal people are educated up to graduation and above in rural area and 12.6% in urban area. Drop out rate of tribal boys between the classes 1-X was 70.6% and girls was 71.3%. Under-five mortality among tribals, is 74.3% and below poverty line tribal population in rural area was 47.3% which was highest amongst all and in urban area it was 33.3%.

On this background an acute need was felt for developing a well trained tribal development professionals as ‘development facilitators’ who can facilitate the process of empowering tribals and improve the quality of life of tribals. The Diploma course in Tribal Development was already launched in the academic year 2012-2013 whereas acute need of redesigning the curriculum and reorganisation 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, wardens in Hostels etc.

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

The Ad-hoc Board of Studies in Adult , Continuing Education & Extension 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 Department of Adult, Continuing Education & Extension of University of Pune or any other college, Institute affiliated to SavitribaiPhule Pune University with effect from June 2016.

### **2.1 Objectives of the Course:**

The course is designed with following objectives

1. To train ‘development facilitators’ 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 trainees as competent change agent in the field of tribal development.

### **2.2 Eligibility for Admission :**

1. Graduation in any discipline from a recognised University
2. Preference will be given to the candidates having
  - a) Masters degree in social work, Sociology, Management ( H.R.), Rural Development, Tribal Studies
  - b) Experience in Project Management, NGO Sector, Tribal Development, Social Justice and Empowerment field, Education studies, Population studies.

### **2.3 Transactional Strategies :**

The curriculum transition is conducted utilising face to face interactions with the faculty, field work, assignments, paper presentation, Extension work, open book test and research dissertation.

### **2.4 Medium of Instructions :**

Medium of instruction is English. It is desirable that the applicants have adequate proficiency in reading, writing and speaking Marathi language. However Savitribai Phule Pune University permit students to write examination answer books in Marathi.

### **2.5 Admission Procedure :**

The Savitribai Phule Pune University or college or Institute would release an advertisement to University Website or news paper if necessary for admission. The release of advertisement would be done in May – June for the course commencing from July – August of the same year. The eligible candidate should

apply for the course on the prescribed admission form of the University or Colleges or Institute.

### **2.6 Selection Mode :**

It is based on merit cum interview of the candidate after scrutinising the application form for consideration of merit criteria basic score will be calculated as under,

- a) Bachelor degree marks – actual marks
- b) Post graduate qualification if any as mentioned in column 2.2(a) of eligibility of admission – 05 marks.
- c) Work experience if any as mention in column 2.2(b) of eligibility of admission 05 marks,
- d) Personal interview - actual marks

### **2.7 Intake Capacity :**

The course is open for 40 candidates

### **2.8 Duration of the course :**

The Course is divided into two semesters. The first semester will commence in July and last upto the end of November / December and second semester will commence in December / January and last upto the end of May at the subsequent year.

### **2.9 Admission fees :**

1. Tuition and other fees will be charged as prescribed by the Savitribai Phule Pune University of Pune.

#### **2.10 Rules of conduct :**

i) The candidates are required to abide by the rules normal to academic course with regard to discipline, punctuality as well as the rules of library etc. from time to time.

ii) A candidate may be asked to discontinue from the course because of unsatisfactory progress, irregular attendance in class room and field work practicum, undesirable behaviour or on medical grounds.

#### **2.11 Eligibility of Examinations & Attendance Rule :**

The candidate shall be eligible to appear in the semester-end examination for the award of the diploma subject to the following conditions,

i) Each candidate is required to attend the Diploma Course on regular basis

ii) A minimum 75% attendance in each theory course,

iii) 100% attendance in field work practicum,

iv) Completion of Research dissertation, and all the supervised practicum.

Internal marks will be given on the basis of performance on class-room tests, assignment, seminar presentation, extension work open book test and attendance.

#### **2.12 Regulations for the award of the Diploma :**

i. The percentage of marks obtained by the candidates in each theory paper and practicum will be converted into grade as per the Savitribai Phule Pune University norms.

ii. In order to be eligible for the award of the Diploma, it is necessary for a candidate to obtain at least grade C (in the range of 40% to 50% marks) in each of the theory papers (internal + external) and practicum.



### 3. PG DTD Course Structure

First Semester			Pattern of Evaluation			
Course	Title of the Course	Credits	Written (50%)	Practical(C.A) (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
Second Semester						
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>400</b>	<b>400</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
	<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						
		90	60	60	60	30	400

**3.1(a) Total Semester Courses and Credits.** There will be two semesters in a year and eight courses including field work and dissertation.

**(b)** Each course will be assessed and evaluated internally and externally. 50% Weightage for Semester End Written, theory examination and 50 % weightage for continuous Assessment (internal) shall be given.

**(c)** Each course including field work and dissertation will be evaluated out of 100 marks (50 written and 50 internal continuous assessment for theory papers). Thus, the course will be of 800 marks for two semesters. (400 marks in First semester & 400 marks in Second semester).

**(d)** Research Dissertation preparation work will begin in first semester and end up in second semester. It shall be evaluated at the end of the second semester examination internally and externally by 100 marks. Mechanism for internal and external evaluation of research dissertation shall be developed by the department, institute, college etc.

**(e)** Each course shall have teaching – learning instructions for 60 hours in a semester. Thus, there will be 600 teaching - learning hours in two semesters.

**3.2 Internal Continuous Assessment (CA) pattern:** Criteria for internal Continuous Assessment shall be as under:

Criteria	Marks
1. Written Test	15
2. Assignment	10

3. Seminar presentation	10
4. Extension Work	10
5. Open Book Test	05
<b>Total</b>	<b>50</b>

#### 4. Field Work:

Field Work is integral part and one of the independent head of course evaluation process. Field Work will be conducted in first semester through systematic Stages. Learning components have been developed phase wise which could further help to develop the field work evaluation criterias.

Marks: Total marks for field work is 100 in first semester.

- Field work shall be carried step wise in a sequential phases. Department, Institution College has to plan field work action plan well in advance.
- Field work shall have one day classroom instructions and five days field practice in a week till the field work hours are completed.
- Department or Institution is expected to design field work, manual, supervision, monitoring mechanism and assessment criteria.
- Field work shall be carried in tribal hamlet, village, 'pada' or Institution working with tribals identified by the department, Institute or college. Every student shall be guided by an experienced faculty member or tribal expert duly appointed by the Department, Institute or college.

- Department, Institute or college should develop standardized monitoring and evaluation criteria, rules, mechanisms.
- Maintaining field work journal written report and document by the student is a mandatory requirement.

4.1. A student failing in field work will be considered as 'Fail' in that semester. However a student who has failed in field work may reappear for the Field work only once in the subsequent period, in the next semester. In such case his/her credits in theory subjects will be carried forward, subject to the above clauses and/or clearing theory papers as per passing rules and standards. In such failure and repeater case center may provide opportunity through Continuous Block Fieldwork.

4.2. Revaluation: In any case, there is no provision of revaluation or moderation of fieldwork, dissertation or internal assessment (CA) marks, at the university level.

## 5. Heads of passing, Standard of passing, Credit pattern and Grade points:

5.1 The following shall be the **Independent Heads of Passing**:

1. Written theory papers
2. Field work
3. Dissertation

5.2 **Standard of passing Marks: Percentage**

1. Written theory papers 40% marks (i.e. 40 out of 100) in the combined examination of Continuous assessment (CA) and End of Semester Examination (ESE) with a minimum passing of 50 % (i.e. 25 out of 50) in CA separately.
2. Fieldwork- 50% Marks
3. Dissertation - 50% Marks  
(Combined- Internal & External)

## **6. Conduct of the Credit System**

The PGDTD degree will be awarded to students who complete a total of 32 credits in a minimum of one year for completing 16 credits per semester. Total 6+2=8 Courses/ papers. Field work and dissertation shall be compulsory and constitute an independent heads of passing.

**6.1. Credit:** A 'credit' is generally a 'value' used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes. Credit is used in higher education to summarize and describe an amount of learning.

**6.2.** One (01) credit will be equivalent to 15 clock hours of teacher-student classroom contact / learning hours in a semester. A minimum of 60 Hrs. per subject would be equivalent to 4 credits. Whereas field work is double the classroom teaching.



6.3. Credits once gained cannot be lost.

6.4. One credit is equivalent to 20-25 marks for evaluation purpose.

6.5. Among the minimum number of credits to be earned by a student to complete a Post Graduate diploma program ( Total 32 credits), the student will have to earn minimum 75% ( 24 credits ) credits from the parent department (subject)/ PG Center and the remaining up to 25 % (08 Credits) credits could be earned from the parent Department/ PG Center (subject) or any subject/s of any faculty conducted at other PG Department or PG Center, subject to approval and offered by that particular center. In any case, a student will have to earn compulsory credits from the parent Department/ PG Center.

## 7. Examination Rules (As per UOP Manual and Rules -125)

7.1 University Examination of PGDTD course shall be conducted by the Department, Institute, College as per University ordinance/ rules- revised from time to time.

7.2. Field work Dissertation/ Assignments/ CA, will be evaluated as per the evaluation criteria and standards framed by the respective Department, institute and the University, from time to time.

7.3. Assessment shall consist of Continuous assessment (CA) and End of Semester Examination (ESE). Each shall have an equal weight-age of 50 %. (i.e. For each 100 Marks papers- 50 Marks Continuous assessment (CA) and 50 Marks End of Semester Examination (ESE))

7.4 The teacher concerned shall announce at the beginning of the course about the mechanisms under which CA would take place. However, the ESE shall cover the entire syllabus prescribed for that course.

7.5 ESE for the remaining 50% marks will be conducted by the SPPU.

7.6 To pass the diploma program, a student will have to obtain a **minimum aggregate of 40% marks** (i.e. 40 out of 100) (E and above in grade point scale) in each course, with a minimum passing of 50 % (i.e. 25 out of 50) in CA separately.

7.7 If a student misses an internal assessment examination s/he will have a second chance with the endorsement of the Head/Principal in consultation with the concerned teacher. Such a second chance however, shall not be the right of the student.

7.8 CA marks will not change. A student cannot repeat CA. In case s/he wants to repeat CA, then s/he can do so only by registering for the said course during the semester in which the course is conducted and up to 2 years (1 year program).

7.9 Students who have failed in a theory course and or field work may reappear for the ESE and or field work only once in the subsequent period. The student will be finally declared as failed if s\he does not pass in all credits within a total period of two years. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.

7.10 There shall be a revaluation of the answer scripts of ESE but not of CA as per the university Ordinance No.134 A & B/ and/or applicable rules.

7.11 While marks will be given for all examinations, they will be converted into grades. These semester end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the PG center to which the candidate belongs.

## **8. Assessment and Grade point average**

8.1. The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average.

**8.2.** Results will be declared for each semester and the final examination will give total grades and grade point average.

**8.3.** After the gain of minimum number of credits towards a completion of a PG program, a student will get a grade sheet with total grades earned and a grade point average.

**8.4. Marks/Grade/Grade Point. (As per UGC, Government & University Standards)**

Marks	Grade	Grade point
100 to 75	O: Outstanding	06
74 to 65	A: Very Good	05
64 to 55	B: Good	04
54 to 50	C: Average	03
49 to 45	D: Satisfactory	02
44 to 40	E: Pass	01
39 to 0	F: Fail	00

### 8.5. Final Grade Points (As per UGC, Government & University Standards)

Grade Points	Final Grade
05.00-6.00	O
04.50-4.99	A
03.50-4.49	B
02.50-3.49	C
01.50-2.49	D
00.50-1.49	E
00-00-0.49	F

8.6.A seven point grade system [guided by the Government of Maharashtra Resolution No.NGV-1298/[4619]/UNI.4 dt. December 11, 1999 and the University regulations] will be followed uniformly for Science, Arts, Mental, Moral and Social Sciences. The corresponding grade table is detailed in 8.5 above.

8.7.If the (C)GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting (C)GPA of 4.492 may be awarded 'A' grade).

**8.8** There will be only final compilation and moderation at CGPA (Final) level. While declaring the result, the existing relevant ordinances are applicable. There is also a provision for verification and revaluation. In case of verification, the existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.

**8.9.** For grade improvement a student must reappear for ESE for a minimum. These courses will be from the parent Department (subject). A student can appear only once for the Grade Improvement Program only after the successful completion of Diploma Programme program and at the end of the next academic year after completion of the Degree and within two years of completion of the Degree.

**8.10** The description for the grades is as follows:

O: Outstanding: Excellent analysis of the topic, (75% and above) Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style;

A: Very Good: Excellent analysis of the topic (65 to 74%) Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression; B:

Good: Good analysis and treatment of the topic (55 to 64%)  
Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

C: Average: Some important points covered (50 to 54%) Basic knowledge of the primary logical development of ideas, Neat and systematic organization of content, good language or expression;

D: Satisfactory: Some points discussed (45 to 49%) Basic knowledge of the Primary material, some organization, acceptable language or expression;

E: Pass: Any two of the above (40 to 44%)

F: Fail: None of the above (0 to 39%)

One credit is equivalent to 20-25 marks for evaluation purpose.

There will be an evaluation of each course by students at the end of every semester.

**9. ESE Evaluation / paper pattern:**

**9.1 ESE:** Each credit will be evaluated for a maximum period of 45 minutes.

The following would be an outline for setting the question paper for ESE.

Credits	Time	Questions with Internal Choice	Total 50 Marks
4	180 Min. (3 Hrs.)	1 Questions x 15 Marks (1 out of 2 )	15 Marks
		2 Questions x 10 Marks ( 2 out of 4 )	20 Marks
		3 Questions x 05 Marks ( 3 out of 6 )	15 Marks
		<b>Total 06 Questions ( out of 12)</b>	<b>Total 50 Marks</b>

**9. 2.** The policies and procedures determined by the S. P. University of Pune from time to time will be followed for the conduct of Examinations and declaration of the result of a candidate.

**9.3.** In case of any incongruence the Dean of the faculty, Mental Moral and Social Sciences or appropriate authority of university, if required in consultation with the BOS Chairman/Head/ Director/Principal or University Examination Committee may intervene to resolve such cases within the curriculum rules and frame work of SPPU.

**10. Reservation of Seats:** There will be reservation of seats as per rules of SP University of Pune. Reservation is based on Government GR's, rules of the University and other competent authorities, framed and implemented, from time to time.



**11. Discipline:** Students are expected to follow all rules and maintain discipline throughout the period of the course. Students will be made aware of all rules and expected norms of discipline at the beginning of the course.

**Ragging** in any form, within or outside the campus, is strictly prohibited. In case a student is found violating the rules of discipline, the Director/ Principal/ Head of the Institution can initiate appropriate course of action and ask him/her to discontinue the course or cancel his/her admission at any point of time, during the course.

**12. Grant of terms:** 100 per cent attendance is expected at Institutional visits, and field work. Minimum 75% attendance is expected at the class room lectures. Leave is ordinarily not granted. In very exceptional circumstances leave subject to prior permission of the Head of the Institution must be obtained. Every student will have to give an undertaking in relation to compliance of all rules and regulations of the training institution. The decision of the Head of the Institution shall be final and binding in all matters pertaining to discipline and professional behaviour.

# Course Description

## 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, revitalisation.

Cultural invasion 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, Colombia University Press
11. Sachindra Narayan, The Dynamics Of Tribal Development Issues and Challenges -2002, Gyan Books PVT LTD Delhi

## **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.

## 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- 1: 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 Research Project**

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 Filedwork

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 'felt' 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.

**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 (1st 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 41, 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 :Rawat Publications.
5. Sachindra Narayan (1997) *Perspectives in Tribal Development - Gandhian Approach to Plan Development*, New Delhi : Commonwealth Publishers
6. PESA Act 1996, Govt. of India New Delhi.
7. PESA Rules 2014, Govt. of Maharashtra.



## **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, ParanjapeSuhas, 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.

## 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-1: 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 processes**

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*
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# Continuous Assessment: Standards & Rules

## Post Graduate Diploma In Tribal Development

### Fieldwork curriculum Manual

#### Approach: Participatory (Exploratory)

Step	Day and Date	Task	Learning Objectives	Methods ,Media and Tools	Expected Outcomes	Skills to be learned
Step:1		<p><b>Selection &amp; Understanding of the field :</b></p> <ul style="list-style-type: none"> <li>-Contacting Field</li> <li>-Meeting with fieldwork agency:MaharashtraArogyaMandal, Preparing agency profile</li> <li>-Selection of Area of Work:1.Agriculture&amp; livelihood Pattern. 2.Education. 3.Health</li> <li>-Preparing community profile on selected area i.e. Agriculture &amp; livelihood pattern, Education &amp; Health.</li> <li>-Transect of village/Padas/Field</li> <li>-Social Map/Social Profile</li> <li>-Resource Map/Land Use Pattern</li> <li>-Resource Map/Natural &amp; Material Resources</li> <li>-Enterprise Map/Occupational Pattern</li> <li>-Historical Time line</li> <li>Identifying community leaders;</li> <li>-working with 'floating' groups</li> <li>-Problems encountered in the above mentioned areas</li> </ul>	<ul style="list-style-type: none"> <li>- Get introduced with field and observe field situation</li> <li>- Develop an understanding of social reality</li> <li>- Develop Skills in observation and recording of work experience</li> <li>- Beginning experience as tribal development facilitator .</li> <li>- Awareness of one's prejudices and control of reactions</li> <li>- Beginning assessment of own performance and preparedness to assume facilitator roles.</li> </ul>	<p>Transect walk, community Groups, key Persons, Sarpanch, Gramsevakas ,Teachers,An ganwadiBalw adi workers, health workers, etc.</p>	<p>Get exposed with the field reality, able to understand the needs of people and resources available in and around the community, Informal walk, Mapping,</p>	<p>Observation, contacting, listening, knowing , communication, rapport building, identification</p>



		<ul style="list-style-type: none"><li>-self-help efforts of the community</li><li>-use and non-use of services, and service delivery systems</li><li>-methods of establishing rapport</li><li>-understanding the dynamics of the community and identifying leaders</li></ul>				
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Step:2	<p><b>Understanding the Tribal Communities:</b>  <b>Population composition/ demographic characteristics</b>  0-3 (M/F)  4-6(M/F)  7-18 (M/F)  19-45(M/F)  46-60(M/F)  61+(M/F)  All Age Groups(M/F)</p> <p><b>Economic Life:</b>  -Livelihood sources, occupations,  -Agricultural, Non-agricultural etc.  -Distinct occupational pattern, like Herbal Medicine, Hirda/ Bheda Collection, Honey harvesting &amp; collection, Hurdles in implementation of tribal development schemes to be identified &amp; studied  -Understanding &amp; promotion</p> <p><b>Social-Cultural Life:</b>  -Social Organisations- marriage, family, traditional Jamatpanchayat, kinship, etc.  -Cultural organisations-Nature of tribal religion, worshipping  -Political formal Informal</p> <p><b>Education:</b>  -Educational Institutions-  -Level of literacy &amp; its distribution in the community  -% of school dropouts</p>	<ul style="list-style-type: none"> <li>• To understand the tribal community life,</li> <li>• To know the attitude of tribal people towards development perspective</li> <li>• To understand the existing condition of the people.</li> </ul>	PRA, PRM. Individual contacts, group discussion & meeting, survey etc.	Students will get to know about the existing condition tribal people, the life, attitude towards life.	Observation, listening, knowing communication, exposing.
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Step:3	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>-Foodhabits</li> <li>-Sources of drinking water</li> <li>-Health &amp; hygiene practices</li> <li>-Level of health awareness</li> <li>-Home environment &amp; surrounding pertaining to health</li> <li>-Structure of houses &amp; housing condition</li> <li>-clothes</li> <li>-other aspects of the community life-</li> <li>-Political: Leadership pattern</li> <li>-Power structure.</li> </ul> <p><b>Needs, problems and Resources Identification-</b></p> <p><b>Livelihood needs; occupational, etc.food</b></p> <ul style="list-style-type: none"> <li>-Social needs:housing,clothing,social adjustment with other groups &amp; communities</li> <li>-Cultural needs:preservation of cultural invasion, dilemma, protection and conservation of tribal culture values festivals.</li> </ul> <p><b>Educational Needs:</b></p> <ul style="list-style-type: none"> <li>Teaching</li> <li>Curriculum</li> <li>Language</li> <li>Administration</li> <li>Accessibility</li> <li>Physical infrastructure/facilities</li> <li>Classrooms&amp; other facilities etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the Social reality of the selected community</li> <li>• To identify and understand the felt needs by the people in community.</li> <li>• To identify and understand the felt needs by the experts</li> <li>• To understand the problems prevailing in the community</li> <li>• To identify &amp; understand the resources available internally &amp; externally</li> </ul>	<p>Participatory, Transact walk, Contracting key persons, community &amp; group Discussion, Home visits, Discussion, Home visits, Discussion with formal &amp; Informal leaders</p>	<ul style="list-style-type: none"> <li>• Able to know &amp; understand the social reality, Able to understand the felt needs by the people and experts</li> <li>• Able to know the problems &amp; resources in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Skills in identifying the needs of different communities,</li> <li>• Classifying needs,</li> <li>• Priorities fixing,</li> <li>• Helping people</li> <li>• Arriving at a consensus,</li> <li>• Skill in identifying resources</li> <li>• Skill in locating indigenous resources,</li> </ul>
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		<p><b>Educational Services</b></p> <p>Available educational Recourses :  (Formal)  Anganwadi  Balwadi  Primary School  Secondary School  Adult literacy  Facilities available in all institution  Traditional educational agencies (Non  Formal)  Tribal Panchayat  Kathakar (Thalkari)  Story Teller  Bhagat as healer cum social educator  Corner Katta</p> <p>Informal method of tribal education  Problems and difficulties in taking tribal  education  Prioritization of educational needs  Basic Literacy  Enrolment in pre-primary school  Enrolment in primary school  Coverage of mid-day-meal  Enrolment in secondary school  Mean Year of Schooling  Enrolment for higher education  Enrolment for adult education</p>				
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	<p><b>Health Needs:</b></p> <ul style="list-style-type: none"> <li>-Food habits &amp; diet pattern</li> <li>-Drinking water</li> <li>-Illness, prevailing diseases, epidemic, Seasonal, communicable etc.</li> <li>-available services</li> </ul> <p><u>Health care availability</u></p> <ul style="list-style-type: none"> <li>-Barriers to health care</li> <li>-Health facility services</li> <li>-Essential medicines</li> <li>-Vertical programmes</li> </ul> <p><u>At risk groups-</u></p> <ul style="list-style-type: none"> <li>-Women</li> <li>-Children</li> <li>-The elderly</li> <li>-Other at risk-groups</li> </ul> <p><u>Public Health Services:</u></p> <p><b>Public Health Services</b></p> <ul style="list-style-type: none"> <li>-illness experiences of tribal communities</li> <li>-Frequency of illness and People's perception</li> <li>-key health issues</li> </ul> <p>Source of treatment of illness</p> <ul style="list-style-type: none"> <li>-local treatment and indigenous medicine available</li> <li>-No. of villagers going without treatment</li> <li>-Resource available in the field of health</li> </ul> <p>Adjustment in needs and resources</p> <p>Antenatal Stage-</p> <ul style="list-style-type: none"> <li>Total pregnant women</li> <li>Pregnant women with anemia/inadequate BMI</li> </ul>				
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	<p>Pregnant women given immunization Pregnant women with transmitted diseases Causes of pregnancy related complications Institutional deliveries Neonatal stage- Maternal mortality Aborted fetus Still births Babies with birth weight below 2500 g Babies with birth defects/born disabilities Babies born with transmitted diseases Infancy and Early Childhood Neonatal mortality Complete immunization as per schedule Adequate breast feeding Nutritional status Normal Grade 1 Grade II Grade III General Population – Enrollment in Anganwadi Disease Prevalence Malaria Tuberculosis HIV/AIDS Other chronic/acute diseases Mortality insurance coverage Tubectomy operations Vasectomy operations</p>				
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	<p><b>Agriculture and allied farm sector activities</b></p> <p>Food source&amp; food availability</p> <ul style="list-style-type: none"> <li>-factors limiting crop yield</li> <li>-seed variety</li> <li>-irrigation</li> <li>-fertilizer use</li> <li>-land management</li> <li>-Harvesting &amp; Storage.</li> </ul> <p>Total agricultural land (including horticulture)</p> <p>Irrigated agriculture</p> <p>Non-irrigated agriculture</p> <p>Wastelands/uncultivable lands</p> <p>Average landholding</p> <p>Landless families dependent on agriculture</p> <p>Per capita agriculture produce</p> <p>Per capita income from agriculture</p> <p>Total dairy livestock</p> <p>Total land under grazing</p> <p>Per capita milk production</p> <p>Per capita income from dairy business</p> <p>Total number of registered dairies</p> <p>Total number of meat animals</p> <p>Per capita meat production</p> <p>Per capita income from meat production</p> <p>Total number of registered poultries/piggeries/goat farms</p> <p>Total number of registered fisheries / fishing families/fishing firms</p> <p>Per capita fish production</p> <p>Per capita income from fish production</p>				
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	<p>Total land under commercial forest cultivation</p> <p>Per capita forest produce (Timber, non-timber)</p> <p>Per capita income from forest produce</p> <p><b>Community Resources:</b></p> <p>People:</p> <ul style="list-style-type: none"> <li>-Leaders</li> <li>-Skilled Workers</li> <li>-Literate people</li> <li>-Community Members</li> <li>-Traditional healers</li> </ul> <p><b>Raw Material:</b></p> <ul style="list-style-type: none"> <li>-Building Materials</li> <li>-Natural resources</li> </ul> <p><b>Public Infrastructure and Services</b></p> <p>Pucca Road</p> <p>Bus Service</p> <p>Electricity connection</p> <p>Piped Water</p> <p>Public Toilet</p> <p>Drainage System</p> <p>Gram Panchayat/Ward Panchayat Office</p> <p>Ration Shop</p> <p>Anganwadi</p> <p>Primary School</p> <p>Secondary School</p> <p>College</p> <p>PHC</p> <p>Sub-center</p>				
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	<p>Hospital Veterinary clinic Police Station Post office Bank/credit agency Public library Agri. Marketing center Virtual connectivity Major irrigation Projects Medium irrigation Projects Minor irrigation projects Fully developed watersheds</p> <p><b>Transportation</b> -Cars &amp; Trucks -Human-powered transportation -Animal powered transportation -Other -Alternative Energy sources Human &amp; Animals Electricity &amp; fossil fuels- solar Natural energy sources -Solar Power -Water Power -Wind Power</p> <p><b>Monetary and Material resources</b></p> <p><b>Outside resources</b> -Money -Personnel -Books &amp; educational materials</p>				
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	<p><b>Employment and Self-employment</b></p> <p>Self-employed in farm activities  Self-employed in non-farm activities  Employed in organized sector  Employed in unorganized sector  Total wage labor  Wage labor enrolled under EGS  Registered in employment exchange  Total Unemployed  Educated unemployed  Skilled unemployed  Migrant labor  Child Labor</p> <p><b>Household income and amenities</b></p> <p>Average family income  Average family expenditure  Average family debt.  Families living in pucca house  Household with electricity supply  Household with drinking water supply  Households with attached toilets  Household with kerosene supply  Household with cooking gas connection  Families living in pucca house  Household with electricity supply</p> <p><b>Essential documentary Services</b></p> <p>BPL card  Ration card  Voter identity card  EGS card</p>				
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Step:4		<p>Caste certificate 7/12 extract House property document Birth certificate Death certificate</p> <p><b>Arrangement of Needs:</b> 1 . Education 2 . Health 3 . Occupation : Agriculture and allied ( A batch of two students will work on a arranged /Prioratised need ) -Review of resources on the needs selected, - Preplanning phase - planning phase - Post – Planning phase</p>	<p>-to enlist needs &amp; problems -to prioritise needs &amp; problems -to assume that the education, health &amp; agricultural occupation could be priority problems of tribal communities -to prepare for pre-planning phase.</p>	<p>Group meeting, community meeting, individual talks, experts opinion.</p>	<p>Adjustment in needs &amp; resources, prioritisation, consensus evolution initiated</p>	<p>Participation, mobilisation, planning, prioritisation, consensus</p>
Step:5		<p><b>Community Needs problems Analysis-</b> -Fact finding about the needs &amp; problems -history of the problems -All aspects needs to be considered while studying the history of problems i.e.economic., social, cultural, eucational, health political etc. -causes &amp; reasons -history of intervention -efforts and endeavours to intervene the problems -internal &amp; external efforts -strategies and plan to tackle the</p>	<p>1.to understand the root cause/s and reasons of present problems 2.to interprete the reality. 3.analysis &amp; diagnose the community situation for programme planning</p>	<p>Group Discussion, experts consultation/ opinion, community meeting, Referring of previous</p>	<p>-students will able to understand the exact reasons &amp; history of the problem, -Able to make interpretation &amp; analysis of the</p>	<p>Skills in interpretation, classification, analysis, logical thinking, Non-Judgemental, resource consideration &amp; noting.</p>

Step:6		<p>situations &amp; problems</p> <ul style="list-style-type: none"> <li>-Short term &amp; long term plan &amp; efforts</li> <li>-level of peoples' participation</li> <li>-Strengths &amp; weaknesses of community</li> <li>-Present situation &amp; analysis for future planning</li> </ul> <p><b>Programme planning and enlisting the resources</b></p> <ul style="list-style-type: none"> <li>-Based on analysis of community problem</li> <li>-Participatory community planning initiation to be implemented,</li> <li>-prioralisation of needs to be planned</li> <li>-Education</li> <li>Health</li> <li>Agriculture</li> <li>-enlisting resources on selected areas &amp; felt needs (internal &amp; external resources)</li> <li>-Levels of peoples participation in planning to be decided</li> <li>-programme planning stakeholders: MAM, Local Authorities &amp; community;</li> <li>-formation of committees</li> <li>According to planning-Allocation of Tasks</li> <li>-Actual programme planning</li> <li>-Initiate plan, Implement &amp; Maintain</li> </ul>	<ul style="list-style-type: none"> <li>-to encourage &amp; motivate people to get themselves participated in programme planning to be implemented</li> <li>-to consider available resources while developing programme &amp; Planning</li> <li>-to develop programme planning skills</li> </ul>	<p>steps</p> <p>Group Discussion, community meeting, Expert opinion, Chart papers, Sketch pens, P.R.A.</p>	<p>community situation</p> <ul style="list-style-type: none"> <li>-Able to understand the importance of sources of information</li> <li>-Able- to understand the process of problem analysis</li> <li>-Able to understand the group work &amp; consensus evolving process,</li> <li>-Needs &amp; Resources will be considered</li> <li>-exposed to planning process</li> <li>-acquint with the various factors &amp; agencies related to micro planning</li> </ul>	<ul style="list-style-type: none"> <li>-Skill in developing a programme in accordance with the needs of the community,</li> <li>-Skills in keeping the programme in harmony with the cultural needs and traditional practices of the community</li> <li>-Skill in achieving self sustainability with minimum resources</li> <li>-evolving consensus</li> <li>-enlisting resources</li> <li>-Participation</li> </ul>
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step:7		<p><b>Programme Implementation:</b></p> <ul style="list-style-type: none"> <li>-Post-Planning Phase</li> <li>-Encourage leadership to take up responsibility to lead the committee</li> <li>-Restore responsibilities to all planning committees</li> <li>-Excusion of Planning and management of the micro-level activities</li> <li>-Implementation of Planning in Agriculture, Health education etc.</li> <li>-Reformulation of Objectives</li> <li>-Reframing the activity, if necessary.</li> </ul>	<p>Learn the implementation process,</p> <ul style="list-style-type: none"> <li>-Execute participatory planning</li> <li>-to Know the barriers in programme implementation</li> <li>-Get hands on experience in programme implementation</li> </ul>	<p>Small groups, communities, authority, local leaders &amp; members, Community members,</p>	<p>Able to mobilise resources,</p> <ul style="list-style-type: none"> <li>-able to know team work,</li> <li>-Participatory excusion,</li> </ul> <p>Able to understand hurdles in programme implementation</p>	<p>Participation, team work, mobilisation, consensus, cooperation.</p>
Step:8		<p><b>Assessment, Evaluation:</b></p> <ul style="list-style-type: none"> <li>-Reviewing work done</li> <li>-completion of incomplete work</li> <li>-reviewing strengths and limitations of community</li> <li>-assessment of work done, review of programme planning</li> <li>-assessment of programme planning</li> <li>-preparation of evaluation schedule/guide</li> <li>-date for future planning</li> </ul> <p><b>Recording:</b></p> <ul style="list-style-type: none"> <li>-Documentation of work done]</li> <li>-Use of secondary sources</li> <li>-Application of research theory in fiedwork</li> <li>-An exciting situation to be noted &amp; shared</li> <li>-Tribals own perception towards them</li> </ul>	<p>Reviewing,recollection, revisiting the process of fieldwork,</p> <ul style="list-style-type: none"> <li>-learn to accept the realistic view and approach to work with community</li> <li>-learn to accept the reformulation of work goals &amp; objectives</li> </ul> <p>-to be able to record the observations.,</p> <ul style="list-style-type: none"> <li>-to get insight about the community situation,</li> <li>-to get hands on experience</li> </ul>	<p>Participatory, Small group discussion, expert opinion,</p> <p>Discussion, individual writing etc.</p>	<ul style="list-style-type: none"> <li>-Able to know the made efforts,</li> <li>-able to review workdone</li> <li>-able to know the reformulation process</li> </ul> <p>Able to record the observations &amp; Work done, confront with reality &amp; actual difficulties in tribal life</p>	<p>Skill in identifying a specific set of indicators,</p> <ul style="list-style-type: none"> <li>-Skills in information collection</li> <li>-Skills in analysis &amp; interpretation</li> </ul> <p>Recording, documentation, Observation, facing challenges etc.,</p>

# Savitribai Phule Pune University

## Department of Adult, Continuing Education & Extension

### Post-Graduate Diploma in Tribal Development

#### Continuous Assessment: Rules, Guidelines and standards

As per column 3.2 of the syllabus Internal continuous Assessment (CA) pattern is as under,

Criteria	Marks
1. Written Test	15
2. Assignment	10
3. Seminar Presentation	10
4. Extension Work	10
5. Open Book Test	05
<hr/> Total	<hr/> 50

Each course will be assessed & evaluated internally & externally. 50% weightage for semester and written theory examination and 50% weightage for continuous Assessment (Internal) shall be given [3.1(b)]

#### 1. Written test:

- i. Written test of all courses i.e C1, C2 & C3 will be conducted on scheduled dates and time-table for 15 marks
- ii. 45minutes are allotted for each course written test
- iii. Structure of question paper for written test is

Q.1 Descriptive – (10)Marks  
(In the form of either or)  
(one should be attempted out of two)

Q.2 Two Short Notes (05)Marks  
a.  
b. Two Should be attempted out of four for 2<sup>1/2</sup> marks each  
c.  
d.

- iv. Written Test marks shall be submitted to Department Exam Unit by respective course teachers.

#### 2. Assignment

- i. Library assignments to every student on each course by respective course teachers will be given for 10 marks each on scheduled dates and expected to submit by stipulated dates.

- ii. Topics of assignment have to be identified from the course syllabus and distributed among students by respective course teachers.
- iii. Marks of the assignments shall be submitted by the respective course teachers by stipulated dates.

### **3. Seminar Presentation:**

- I. A seminar presentation of each student for 10 marks will be conducted by respective course teachers on scheduled dates and marks will be submitted by stipulated dates.
- II. Topic of seminar presentation shall be identified by the respective course teachers from course syllabus.
- III. Seminar presentation will be evaluated by the respective course teachers for 10 marks. Evaluation criteria is as under,
  - Title of the topic
  - Introduction
  - Literature Review
  - Main Text
  - Discussion/Analysis
  - Conclusion
  - References & Notes

### **4. Extension Work:**

- i. Extension work for a day or two is required to be conducted by every student independently in tribal development organisation, Institution for development administration, Integrated Tribal Development project or in open community and understand the tribal development approaches developed by an organisation or community. Following are some of the priority organisation agencies for extension work.
  - ii. Tribal Research and Training Institute, Pune
  - iii. Yashwantrao Chavan Academy for Development Administration Social Justice Cell (YASHADA), Pune
  - iv. Integrated Tribal Development project (Any in Maharashtra)
  - v. Open Tribal Community/ Village / Pada etc.
  - vi. BAIF: Bharatiya Agro Industries Foundation, Pune.
  - vii. Any NGO Working for Tribal development in Maharashtra
  - viii. Extension work based report is required to be prepared by the students and evaluated by the respective course teachers for 10 Marks.

Structure of the extension work to be done is as under,

- Selection of Agency /Organisation/ Area

- Mission of the agency
- Historical Development of the Organisation
- Objectives of the agency /Organisation
- Policy, Planning , Programmes & activites of the organisation
- Approches of the agency to work with tribal communities
- Administrative structure
- Organisational Structure(if any)
- Budget
- Discussion / Analysis / Own Impression/Major achievement
- Future planning

### In Case of Open Community

- Name of the Community / Village / Pada
- Address of the Community
- Demographic Characteristics
- Historical background/development
- Economy / Occupational Characterstics
- Social aspects :
  - Nature & Type
  - Community groups
  - Existing Secondary Associations
  - Leadership Pattern
  - Informal leaders
- Cultural Aspect:
  - Education :
    - Literacy level
    - Educational problems & needs
    - Available educational Resources etc.
    - Dropout rate
    - All the aspects pertaining to education

#### Health :

- Health Problems
- Available resource
- Health services
- Health Needs & problems of the community
- Other Resources available in the community
- All the aspects pertaining to health
- Analysis
- Discussiion
- Conclusion



- \* Detailed report on extension work based on aforesaid structure to be prepared & submitted to the respective course teacher

5      Open Book Test

1. Open Book test on the respective course shall be conducted on scheduled dates on given books for 5 marks
2. Two questions to be set, of these one is required to attempt.
3. Probable list of at least five references on the course has to be circulated among the students before the scheduled test by respective course teachers.
4. Provided Books should be having quality research based context & national repute.

P.G. Diploma in Tribal Development.  
Guided Fieldwork Evaluation  
Ist Semester

Name of the Student :  
Name & address of the Agency :  
Name of the community :  
Duration of fieldwork :  
Day & Dates of fieldwork :  
Name of Agency Supervisor :  
Name of Faculty Supervisor :

Sr.	<u>Criteria for Fieldwork Evaluation</u>	Assigned Marks	Obtained Marks with remarks
1.	<p><b>Understanding of field in general and tribal community in particular</b></p> <p>a) Ability to select and understand the areas of tribal development.</p> <p>b) Ability to understand the various aspects of tribal life-economic, Social, Cultural, Educational, Health, Political etc.</p> <p>c) Ability to understand the livelihood pattern of tribal communities.</p> <p>d) Ability to study the historical time line of the tribal village &amp; community</p> <p>e) Ability to understand the Institutional intervention in tribal community development</p>	(12)	
2.	<p><b>Needs, problems and Resources Identification:</b></p> <p>a) Ability to identify the livelihood needs &amp;</p>	(12)	

resources.

- b) Ability to identify the actual problems of the tribal communities
- c) Ability to identify the educational, health, occupational, political & cultural needs of the tribal communities,
- d) Ability to identify the available resources.
- e) Ability to identify the internal & external resources to be adjusted.

**3. Arrangement of needs and analysis of needs & problems : (12)**

- a) Ability to prioritise the needs of communities,
- b) Ability to take review of the resources on identified needs
- c) Ability to analyse the needs & problems in the community
- d) Ability to understand the history of the intervention
- e) Ability to understand the level of people's participation

**4. Programme Planning : (12)**

- a) Ability to initiate the participatory community planning
- b) Ability to encourage & motivate people to evolve the participatory planning
- c) Ability to decide the level of participation of community people in planning process
- d) Ability to enlist the resources on identified needs & problems
- e) Ability to plan the activities

independently by involving  
people

**5. Programme Implementation : (12)**

- a) Ability to from the committees
- b) Ability to encourage leadership to take up responsibility to lead the committees
- c) Ability to execute the Planned programme
- d) Ability to take review of execution process
- e) Ability to reformulate the Objectives of the programme implementation

**6. Ability in record writing. (10)**

- a) Ability to understand and present in narrative and process form of recording.
- b) Capacity to organise and express the work done.
- c) Capacity for systematic presentation.
- d) Ability to record observation factually.
- e) Willingness to record in details.
- f) Ability to understand the relevance of recording to professional development.

**7. Use of field work instructions and supervision (10)**

- a) Participation in individual and group conferences.
- b) Regularity in attending conferences.
- c) Capacity to plan for conference.
- d) Willingness to take part in discussion.

- e) Ability to express and present ideas.
- f) Development of Supervisory relationships.

**8.**

**Viva-Voce  
Total Marks**

(20)

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Name & Signature of  
Faculty Supervisor

PG Diploma in Tribal Development (2016-Semester Pattern)

**Fieldwork based Viva-Voce**

<b>Sr.No</b>	<b>Name of the Student</b>	<b>Understanding of the Field (05)</b>	<b>Integration of Theory with Fieldwork (05)</b>	<b>Professional Skill (problems, analysis, planning, recordings etc.) (05)</b>	<b>Communication Skill/Presentation skill (05)</b>	<b>Total (20)</b>

Date:

Name & Signature of Examiners