



Re-Accredited 'B++' 2.86 CGPA by NAAC

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**

યુનિવર્સિટી કેમ્પસ, ઉદ્ધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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ક્રમાંક:ઓથો./M.A.Tribal Studies/પરિપત્ર/૩૨૨૩૦/૨૦૨૫  
તા.૨૨/૧૨/૨૦૨૫

પ્રતિ,  
વડાશ્રી,  
ડિપાર્ટમેન્ટ ઓફ રૂરલ સ્ટડીઝ,  
મહાત્મા ગાંધી ગ્રામઅભ્યાસ બિલ્ડીંગ,  
વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી,  
સુરત.

વિષય:- M.A. in Tribal Studies સેમ. ૧ નો સુધારેલ અભ્યાસક્રમ અને સેમે. ૨ ના  
અભ્યાસક્રમ અંગે.

સંદર્ભ:- (૧) તા. ૧૫/૦૭/૨૦૨૫, ક્રમાંક:ઓથો./M.A.Tribal Studies /પરિપત્ર/૧૮૨૪૩/૨૦૨૫  
(૨) તા.૦૬/૧૨/૨૦૨૫, ક્રમાંક:ઓથો./M.A.Tribal Studies/પરિપત્ર/૩૦૮૮૮/૨૦૨૫

સુજાશ્રી,

સવિનય જણાવવાનું કે, શૈક્ષણિક વર્ષ ૨૦૨૫-૨૬ થી અમલમાં આવેલ M.A. in Tribal Studies નાં સેમેસ્ટર-૧ નો સુધારેલ અભ્યાસક્રમ અને Sem.-2 નો અભ્યાસક્રમ M.A.in Tribal Studies વિષયની એડહોક અભ્યાસ સમિતિના ચેરમેનશ્રીએ અભ્યાસ સમિતિ વતી અને વિનયન વિદ્યાશાખનાં અધ્યક્ષશ્રીએ વિનયન વિદ્યાશાખા વતી મંજૂર કરી એકેડેમિક કાઉન્સિલને કરેલ ભલામણને એકેડેમિક કાઉન્સિલની તા.૨૪/૧૨/૨૦૨૪ની સભાનાં ઠરાવ ક્રમાંક:૩૫૩ અન્વયે માનનીય કુલપતિશ્રીને આપેલ સત્તા અંતર્ગત માનનીય કુલપતિશ્રી ધ્વારા મંજૂર કરેલ છે. જેનો અમલ કરવા આથી જાણ કરવામાં આવે છે.

*Wipese*  
કુલસચિવ

બિડાણ : ઉપર મુજબ

પ્રતિ,

- ૧) ડીનશ્રી, ગ્રામ અભ્યાસ વિદ્યાશાખા.
  - ૨) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.
  - ૩) મદદનીશ કુલસચિવ, એકેડેમિક વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.
- .....તરફ જાણ તેમજ અમલ સારૂ.

**POST GRADUATE CURRICULAR STRUCTURE FOR 2 YEAR PG PROGRAM: M.A. TRIBAL STUDIES (SEMESTER-I)**

ACADEMIC YEAR:2025-26

Course Category	Course Code	Course Title	Mark sheet Title in English	Level of Course	Teaching Hours/Week		Exam Duration		Credit		Internal Marks		External Marks		Total Marks	
					TH	PR	TH	PR	TH	PR	TH	PR	TH	PR	TH	PR
DSC:1	MATSDSC 101	<b>Tribal Social and Community Structure– I</b>	<b>Tribal Social and Community Structure– I</b>	6.5	4		2hrs	-	4	-	20	-	50	-	70	-
DSC:2	MATSDSC 102	<b>Social Believes &amp; Customs of Tribal communities in South Gujarat – I</b>	<b>Social Believes &amp; Customs of Tribal communities in South Gujarat – I</b>	6.5	4		2hrs	-	4	-	20	-	50	-	70	-
DSC:3	MATSDSC 103	<b>Tribal Resistance and their Leaders</b>	<b>Tribal Resistance and their Leaders</b>	6.5	4		2hrs	-	4	-	20	-	50	-	70	-
DSE:1	MATSDSE 101	<b>Tribal Traditions of South Gujarat</b>	<b>Tribal Traditions of South Gujarat</b>	6.5	4		2hrs	-	4	-	20	-	50	-	70	-
DSE:2	MATSDSE 102	<b>Tribal Knowledge system</b>	<b>Tribal Knowledge system</b>	6.5	4		2hr	-	4	-	20	-	50	-	70	-
<b>Hands on Learning</b>	MATSHL 101	<b>Term Paper – Viva</b>	<b>Term Paper – Viva</b>	6.5	-	4	1hr	-	2	-	-	20	-	50	-	70
<b>Total Credits</b>				<b>22</b>												

**POST GRADUATE CURRICULAR STRUCTURE FOR 2 YEAR PG PROGRAM : M.A. TRIBAL STUDIES (SEMESTER-II)**

ACADEMIC YEAR: 2025-26

Course Category	Course Code	Course Title	Mark sheet Title in English	Level of Course	Teaching Hours/Week		Exam Duration		Credit		Internal Marks		External Marks		Total Marks		
					TH	PR	TH	PR	TH	PR	TH	PR	TH	PR	TH	PR	
DSC:4	MATSDSC 204	<b>Tribal Social and Community Structure – II</b>	<b>Tribal Social and Community Structure – II</b>	6.5	4		2hrs	-	4	-	20	-	50	-	70	-	
DSC:5	MATSDSC 105	<b>Social Believes &amp; Customs of Tribal communities in South Gujarat – II</b>	<b>Social Believes &amp; Customs of Tribal communities in South Gujarat – II</b>	6.5	4		2hrs	-	4	-	20	-	50	-	70	-	
DSC:6	MATSDSC 106	<b>Tribal Economy and Property Systems</b>	<b>Tribal Economy and Property Systems</b>	6.5	4		2hrs	-	4	-	20	-	50	-	70	-	
DSE:3	MATSDSE 103	<b>Traditional Tribal Livelihoods</b>	<b>Traditional Tribal Livelihoods</b>	6.5	4		2hrs	-	4	-	20	-	50	-	70	-	
DSE:4	MATSDSE 104	<b>Tribal Food: Traditions and Practices</b>	<b>Tribal Food: Traditions and Practices</b>	6.5	4		2hr	-	4	-	20	-	50	-	70	-	
<b>Hands on Learning</b>	MATSHL 102	<b>Term Paper – Viva</b>	<b>Term Paper – Viva</b>	6.5	-	4	1hr	-	-	2	-	20	-	50	-	70	
<b>Total Credits</b>				<b>22</b>													

## VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

## M.A (TRIBAL STUDIES) SYLLABUS

<b>Program Name</b>	<b>M.A (TRIBAL STUDIES)</b>				
<b>Semester</b>	<b>I</b>				
<b>NCrF Credit Level</b>	<b>6.5</b>				
<b>Course Type</b>	<b>DSC</b>				
<b>Course Subtype</b>	<b>Nil</b>				
<b>Subject Type</b>	<b>Discipline Specific</b>				
<b>Course Code</b>	<b>MATSDSC 101</b>				
<b>Course Level</b>	<b>400</b>				
<b>Course Title</b>	<b>Tribal Social and Community Structure – I</b>				
<b>Credit</b>	<b>Theory:</b>	<b>4</b>	<b>Practical:</b>	<b>00</b>	<b>Total: 04</b>
<b>Effective Form</b>	<b>Academic Year: 2025-26</b>				
<b>Course Objectives</b>	The objective of studying this course is to acquire knowledge on the social organization of tribal communities and how it influences family life, marriage, kinship, faith, and customary practices. By exploring the etymology, characteristics, and constitutional safeguards for tribes, this course intends to offer insights into their demographics, social organization, customs and practices. Furthermore, it endeavours to challenge prevalent misconceptions and stereotypes while spotlighting crucial policies and initiatives geared towards promoting the well-being and advancement of tribal societies.				
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Explain the key features of tribal social organization viz., family structure, marriage, kinship, faith.</li> <li>2. Understand the etymology and definition of tribes, recognizing the characteristics and diversity of tribal communities.</li> <li>3. Recognize the importance of studying tribal societies, appreciating their unique cultural heritage, and addressing the challenges they face.</li> <li>4. Analyze the demographic aspects, historical background, and categorization of tribes, specifically in the context of India.</li> <li>5. Identify and critically examine the issues faced by tribal communities, such as stereotypes, socio-economic challenges, land and resource rights, and cultural preservation concerns.</li> </ol>				
<b>Course Content</b>	<p><b>Module 1:</b> Etymology and Definition of Tribes-: Etymological meaning of tribes. Who is Tribals (Janjatiya)? Definition and characteristics of tribal communities Constitutional Safeguards for Tribes. Significance of studying tribal societies.</p> <p><b>Module 2:</b> Tribal Demography: History and Categorization-: Demographic aspects of tribal communities (Population, Migration, Diversity) Historical background of tribes in India. Categorization of tribes in the context of India (Scheduled Tribes, Particularly Vulnerable Tribal Groups, etc.)</p>				

	<p><b>Module 3:</b> Tribal Social Organization and Family Structures-: Definition and key features of tribal social organization Concepts of kinship, descent, and lineage. Types and Nature of tribal families. Youth Dormitory: Concept and Significance. Distinct Role of Men and Women in Tribal Communities. Gender roles and relations in tribal communities. Case studies addressing common misconceptions about tribal social organization.</p> <p><b>Module 4:</b> Tribal Kinship, Customs and Practices-: The framework of tribal kinship systems. Affinal and consanguineous kinship relationships. Kinship terminology: Classificatory and Descriptive, Usages within kinship systems Tribal Customs and Practices: Childbirth, Marriage and Funeral.</p>								
<b>Mapping between Cos and PSOs</b>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1	✓	✓	✓	✓	✓	✓	✓	
	CO2	✓	✓	✓	✓	✓	✓	✓	✓
	CO3	✓	✓	✓	✓	✓		✓	
	CO4		✓	✓	✓	✓	✓	✓	✓
	CO5	✓	✓		✓	✓	✓	✓	✓
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Rann Singh Mann: Culture and Integration of Indian Tribes, M.D. Publications Pvt. Ltd.</li> <li>2. Prakash Chandra Mehta: Cultural Heritage of Indian Tribes, Discovery Publishing House.</li> <li>3. Debashis Debnath: Ecology and Rituals In Tribal Areas, Sarup &amp; Sons</li> <li>4. B.B. Kumar(2007) Problems of Ethnicity in the North-East India Published by Concept Publishing Company.</li> <li>5. B.B. Kumar, The Tribal Societies of India</li> <li>6. G.S. Ghurya, The Scheduled Tribes</li> <li>7. Andre Beteille. (1986). "The Concept of Tribe with Special Reference to India" in European Journal of Sociology, Volume 27, pp. 297-318.</li> <li>8. The Adivasi Author Indain Ministry of Information and Broadcasting Government of India(1960).</li> <li>9. निवेनितावराम (2022) जिजातीयसंस्कृतः बस्केषकावायकअधयि (Tribal Culture: Study of Bastar Region) Hindi ISBN 9788131611388</li> <li>10. Ranga Ranjan Das (2018). Beyond heritage of North East. Heritage Foundation.</li> <li>11. Ranga Ranjan Das (2020). Society Culture and Heritage North Eastern Perspective. Heritage Foundation.</li> <li>12. Kaling Borang (2011). Socio-cultural and spiritual Tradition of Arunachal Pradesh. Heritage Foundation.</li> </ol>								
<b>Teaching Methodology</b>	Lectures, group discussions, observations, practical assignments, self-study, seminars and self-study.								
<b>Evaluation Method</b>	<p><b>Internal Assessment: 20 Marks</b></p> <ol style="list-style-type: none"> <li>1. Written Test (10 Marks)</li> <li>2. Attendance (5 Marks)</li> <li>3. Assignment (5 Marks)</li> </ol> <p><b>External Assessment: 50 Marks</b></p>								

## VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

## M.A (TRIBAL STUDIES) SYLLABUS

<b>Program Name</b>	<b>M.A (TRIBAL STUDIES)</b>				
<b>Semester</b>	<b>I</b>				
<b>NCrF Credit Level</b>	<b>6.5</b>				
<b>Course Type</b>	<b>DSC</b>				
<b>Course Subtype</b>	<b>Nil</b>				
<b>Subject Type</b>	<b>Discipline Specific</b>				
<b>Course Code</b>	<b>MATS DSC 102</b>				
<b>Course Level</b>	<b>400</b>				
<b>Course Title</b>	<b>Social Believes &amp; Customs of Tribal communities in South Gujarat -1</b>				
<b>Credit</b>	<b>Theory:</b>	<b>4</b>	<b>Practical:</b>	<b>00</b>	<b>Total: 04</b>
<b>Effective Form</b>	<b>Academic Year: 2025-26</b>				
<b>Course Objectives</b>	The objective of this course is to explore tribal faith and customs from a scientific and meaningful perspective. It aims to highlight the rich cultural heritage of tribal communities while analyzing their customs in the context of scientific knowledge and deeper meaning. By the end of the course, students should be able to appreciate the scientific aspects and significance of tribal customs and rituals.				
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand the significance and meaning of tribal faith</li> <li>2. Able to evaluate the integration of scientific principles and meaningfulness in tribal faith and custom</li> <li>3. Able to compare tribal customs with mainstream practices</li> <li>4. Appreciate the diversity and complexity of tribal beliefs and rituals.</li> <li>5. Engage in critical thinking and dialogue on the scientific and meaningful aspects of tribal customs.</li> <li>6. Recognize the importance of preserving and respecting tribal cultural heritage.</li> </ol>				
<b>Course Content</b>	<p><b>Module 1:</b> Introduction to Tribal Belief System, Definition and Characteristics of Tribal Belief System, Necessity and Function of Belief System., Overview of Scientific and Meaningful Approaches (Nature Worship, Ancestral Worship, Totemism, Similarity with Vedic traditional Philosophy), Importance of Cultural Preservation and Respect</p> <p><b>Module 2:</b> Basic Concepts, Concept of God and Goddess, Gods and Goddess Worship, Mother Goddess, Concept of Soul: Origin and Destiny of Soul, Power of Soul, Concept of World: Creation, Nature of World, and Eschatology</p> <p><b>Module 3:</b> Scientific Basis of Tribal Customs, Ecological and Environmental Knowledge System, Astronomy and Celestial Observations in Rituals Ethnobotany and Medicinal Practices, Animal Symbolism and Conservation Ethics, Environmental Stewardship and Sustainability</p> <p><b>Module 4:</b> tribal South Gujarat, Cultural Significance and Meaning in Tribal Customs, Rituals and Ceremonies (Birth, Marriage, Death, etc. tribal South</p>				

	Gujarat), Role of Women in Rituals and Ceremonies, Tribal Faires and Festivals (Medaram Jatra, Kachargarh Jatra etc.), Community Bonding and Social Cohesion (Halma, Rajo, Mattavan, Vitte etc.)Healing and Spiritual Practices, Meaning of Rituals and Symbolism, Role of Priests and Spiritual Leaders.																																																						
<b>Mapping between Cos and PSOs</b>	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> <th>PSO8</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO2</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO3</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CO4</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO5</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	CO1	✓		✓	✓	✓	✓	✓	✓	CO2	✓	✓	✓	✓	✓	✓	✓	✓	CO3	✓	✓	✓				✓		CO4	✓	✓	✓	✓	✓	✓	✓	✓	CO5	✓	✓	✓	✓	✓	✓	✓	✓
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<b>Evaluation Method</b>	<p><b>Internal Assessment: 20 Marks</b></p> <ol style="list-style-type: none"> <li>1. Written Test (10 Marks)</li> <li>2. Attendance (5 Marks)</li> <li>3. Assignment (5 Marks)</li> </ol> <p><b>External Assessment: 50 Marks</b></p>																																																						

## VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

## M.A (TRIBAL STUDIES) SYLLABUS

<b>Program Name</b>	<b>M.A (TRIBAL STUDIES)</b>					
<b>Semester</b>	<b>I</b>					
<b>NCrF Credit Level</b>	<b>6.5</b>					
<b>Course Type</b>	<b>DSC</b>					
<b>Course Subtype</b>	<b>Nil</b>					
<b>Subject Type</b>	<b>Discipline Specific</b>					
<b>Course Code</b>	<b>MATSDSC 103</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Title</b>	<b>Tribal Resistance and their Leaders</b>					
<b>Credit</b>	<b>Theory:</b>	<b>4</b>	<b>Practical:</b>	<b>00</b>	<b>Total:</b>	<b>04</b>
<b>Effective Form</b>	<b>Academic Year: 2025-26</b>					
<b>Course objectives:</b>	<p>This course aims to comprehensively study the history, nature, phases, and significant leaders of tribal resistance movements against colonial rule and post-colonial social movements. It aims to elucidate the conceptualization, features, and impact of tribal resistance, providing insights into the struggles, revolts, and uprisings undertaken by various tribal communities. By exploring the diverse array of movements and prominent leaders, the course seeks to shed light on their contributions to India's struggle for independence and post-independence social movements.</p>					
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand the meaning, definition, and types of resistances, along with the features, nature and functions of resistances.</li> <li>2. Analyse the stages of resistances and identify the factors that contribute to their initiation and growth.</li> <li>3. Explore the participation of tribes in the independence movement, including the contributions of leaders.</li> <li>4. Explore post-colonial social movements involving tribal communities, understanding their causes, motivations, and significance in contemporary India.</li> <li>5. Analyse the contributions and roles of significant tribal leaders and freedom fighters in various movements, understanding their impact on tribal societies and India's struggle for independence.</li> </ol>					
<b>Course Content</b>	<p><b>Module 1</b>  Tribal Resistance -: Introduction of tribal revolt, resistance, insurrection, uprising and movement Conceptualization of Tribal Resistance. Nature and Features of Tribal Resistance, Phases of Tribal Resistance</p>					

	<p><b>Module 2</b> Tribes and Some Early Struggles Against Colonial Rule-; Halba Revolt 1774-79; Bhumji Revolt 1832-33; Santhal Revolt (1855-1856), Hul Revolt 1855-57; khond Revolt (1837 and 1857); Bhil Revolt (1817-1831); Munda Revolt (1890-1900); Khasi Revolt (1830-33); Mizo Revolt (1844- 1889); Nupi Lan or Nupi Lal (Womens Revolt) (1904 and 1939); Tana Bhagat Movement (1914-1920); Turiya Jangal Sathyagrahe (1930).</p> <p><b>Module 3</b> Revolt against Colonial Rule-: Bhumkal Bastar Revolt (1910); Gond and Kolam Revolt (1941); Mahadev Koli Revolt; Ol- Chiki movement, Ho revolt (1820-1822), Rampa uprising (1922), Bhagat movements (1914- 1920) and Kol insurrection (1795-1821); Heraka Movement (1930-1933), Mangadh Massacre (1913).</p> <p><b>Module 4</b> Postcolonial Social Movements -: Jharkhand movement (1928-2000), Devi movement (1921), Mizo movement (1966), Chipko movement (1970), Save Silent Valley movement (1973), Jangal Bachao Andolan (1982).</p>																																																						
<p><b>Mapping between Cos and PSOs</b></p>	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> <th>PSO8</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO2</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO3</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>CO4</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO5</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	CO1	✓	✓	✓		✓		✓	✓	CO2	✓	✓		✓	✓	✓	✓	✓	CO3		✓	✓	✓		✓		✓	CO4	✓	✓	✓	✓	✓	✓	✓	✓	CO5	✓		✓	✓	✓	✓	✓	✓
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CO5	✓		✓	✓	✓	✓	✓	✓																																															
<p><b>Reference Books</b></p>	<ol style="list-style-type: none"> <li>1. Problems of Ethnicity in the North-East India B.B. Kumar(Ed.) Published by Concept Publishing Company, 2007</li> <li>2. P. K. MISHRA (1989) culture Tribal History and Freedom Movement AGAM KALA PRAKASHAN, DELHI</li> <li>3. Tuhin A. Sinha, Ambalika (2022) THE GREAT TRIBAL WARRIORS OF BHARATISBN: 978-93-5520-567-4 Pages: 184 pages</li> <li>4. ભગવાન બિરસા મુંડા(મહાન ધર્મયોદ્ધા, સમાજસેવક અને સ્વાતંત્ર્યસેનાની)(૨૦૨૫), સંપાદન : જયંતીભાઈ ચૌધરી અને ડૉ.અખિલેશ પાંડે પ્રકાશક: સાહિત્ય સાધના ટ્રસ્ટ, અમદાવાદ.</li> <li>5. ભગવાન બિરસા મુંડાનું ક્રાંતિકારી જીવન અને યોગદાન, ગુજરાત આદિવાસી સંશોધન અને તાલિમ સોસાયટી, ગુજરાત રાજ્ય ગાંધીનગર.</li> </ol>																																																						
<p><b>Teaching Methodology</b></p>	<p>Lectures, group discussions, observations, practical assignments, self-study, seminars and self-study.</p>																																																						
<p><b>Evaluation Method</b></p>	<p><b>Internal Assessment: 20 Marks</b></p> <ol style="list-style-type: none"> <li>1. Written Test (10 Marks)</li> <li>2. Attendance (5 Marks)</li> <li>3. Assignment (5 Marks)</li> </ol> <p><b>External Assessment: 50 Marks</b></p>																																																						

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT						
M.A (TRIBAL STUDIES) SYLLABUS						
Program Name	M.A (TRIBAL STUDIES)					
Semester	I					
NCrF Credit Level	6.5					
Course Type	DSE					
Course Subtype	Nil					
Subject Type	Discipline Specific					
Course Code	MATSDSE 101					
Course Level	400					
Course Title	Tribal Traditions of South Gujarat					
Credit	Theory:	4	Practical:	00	Total:	04
Effective Form	Academic Year: 2025-26					
Course objectives:	The objective of this course is to explore tribal traditions, including art, music, performing arts, literature, and festivals, and their role in fostering respect and recognition for tribal communities in mainstream society. The course aims to highlight the cultural richness and diversity of tribal traditions and promote a deeper understanding and appreciation of tribal heritage.					
Course Outcomes	<ol style="list-style-type: none"> <li>1. Understand the significance of tribal traditions in promoting respect and recognition.</li> <li>2. Identify various forms of tribal art, music, performing arts, literature, and festivals.</li> <li>3. Evaluate the impact of tribal traditions on tribal identity and cultural preservation.</li> <li>4. Appreciate the artistic and aesthetic value of tribal art forms.</li> <li>5. Develop an understanding of the importance of preserving and respecting tribal heritage.</li> </ol>					
Course Content	<p><b>Module 1:</b> Introduction to Tribal Folk Traditions-: Definition and Characteristics of Tribal Folk Traditions Importance of Folk Traditions in Tribal Communities. Historical Perspective: Challenges and Stereotypes Faced by Tribes in Mainstream Society.</p> <p><b>Module 2:</b> Forms of Tribal Folk Traditions-: Oral Traditions: Folktales, Folk songs, Folk drama; Legends, and Proverbs Music and Dance: Rituals, Ceremonies, and Performances. Visual Arts: Crafts, Paintings, and Sculptures. Festivals and Celebrations: Significance and Cultural Expression Tribal Music Instrument.</p> <p><b>Module 3:</b> Role of Tribal Folk Traditions in Bridging the Gap-: Promotion of Cultural Awareness and Understanding Facilitating Intercultural Dialogue and Exchange Breaking Stereotypes and Misconceptions Enhancing Cultural Diversity and Social Cohesion.</p>					

	<b>Module 4:</b> Impact of Tribal Folk Traditions on Tribal Identity-: Preservation of Cultural Heritage and Identity Revival and Rejuvenation of Traditional Practices Empowerment and Pride among Tribal Communities. Recognition and Appreciation of Tribal Art and Crafts, Case Study: Warli Folk Art: Gaining International Recognition. Bihu Dance of Assam: Cultural Pride and National Significance. Any other from western india and Gujarat.								
<b>Mapping between Cos and PSOs</b>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1	✓	✓	✓		✓		✓	
	CO2	✓	✓	✓	✓	✓	✓	✓	✓
	CO3	✓		✓	✓		✓		✓
	CO4	✓	✓		✓	✓	✓	✓	✓
	CO5	✓	✓	✓			✓		✓
<b>Reference Books</b>	1. Robin D. Tribhuvan : Fairs And Festivals of Indian Tribes, Discovery Publishing House. 2. V. Elwin, (1951). The Tribal art of Middle India, London. 3. W.J. Culshaw (2013). Tribal Heritage: A Study of the Santhals, New Delhi. 4. Namita Pegu (2016). Tribal Culture in Ethnographic Museum, B.R. Publishing Corporation, Delhi. 5. A.B Ota (2009). Tribal Dance of Orissa, Academy of Tribal Language and Culture; Bhubaneswar. 6. Bhagaban Sahu (2015). Folk Life and Culture of Odisha, Kaveri Books; New Delhi. 7. L. P. Vidyarthi, & B. K. Rai, (Reprinted 1985). The Tribal Culture of India, Concept Publishing Company; New Delhi. 8. L. K. Mahapatra (1997). Tribal Cultures and Regional Society in Orissa in Santosh Kumar Sethi & Susmit Pani (eds.), Tribal Culture of Orissa. 9. Denis Dutton (1993). Tribal Art and Artifact, Journal of Aesthetics and Art Criticism, 51(1):13–21. 10. L.K. Mahapatra, (1996). Tribal Heritage of Indian Civilization in Banaja, Adivasi Exhibition Souvenir. Academy of Tribal Dialects and Culture, Government of Orissa, Bhubaneswar. 11. Charu Smita, Gupta, Indian Folk and Tribal Paintings, Roli Books Pvt Ltd. 12. निवेनिता वराम (2022) जिजातीय संस्रत: बस् केष का वायक अधयि (Tribal Culture: Study of Bastar Region) Hindi ISBN 9788131611388 13. Ranga Ranjan Das (2018). Beyond heritage of North East. Heritage Foundation. 14. Ranga Ranjan Das (2020). Society Culture and Heritage North Eastern Perspective. Heritage Foundation.								
<b>Teaching Methodology</b>	Lectures, group discussions, observations, practical assignments, self-study, seminars and self-study.								
<b>Evaluation Method</b>	<b>Internal Assessment: 20 Marks</b> 1. Written Test (10 Marks) 2. Attendance (5 Marks) 3. Assignment (5 Marks) <b>External Assessment: 50 Marks</b>								

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT						
M.A (TRIBAL STUDIES) SYLLABUS						
<b>Program Name</b>	<b>M.A (TRIBAL STUDIES)</b>					
<b>Semester</b>	<b>I</b>					
<b>NCrF Credit Level</b>	<b>6.5</b>					
<b>Course Type</b>	<b>Discipline Specific</b>					
<b>Course Sub type</b>	<b>Nil</b>					
<b>Subject Type</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MATSDSE 102</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Title</b>	<b>Tribal Knowledge System</b>					
<b>Credit</b>	<b>Theory:</b>	<b>4</b>	<b>Practical:</b>	<b>00</b>	<b>Total:</b>	<b>04</b>
<b>Effective Form</b>	<b>Academic Year: 2025-26</b>					
<b>Course Objectives:</b>	This course aims to explore and appreciate the scientific and technological acumen embedded within tribal communities. By investigating their scientific practices, traditional techniques, contributions to various fields, and challenges faced in preserving this knowledge, the course seeks to recognize and preserve the rich heritage of tribal science and technology. Additionally, it aims to foster collaborative approaches for preserving, documenting, and ethically utilizing tribal knowledge systems in contemporary contexts.					
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Gain an understanding of the depth and scope of scientific understanding within tribal communities, exploring their unique methods of observation, experimentation, and problem-solving.</li> <li>2. Explore the traditional knowledge systems and scientific practices developed by tribes in various domain such as agriculture, medicine, architecture, and resource management.</li> <li>3. Know the sustainable practices and eco-friendly technologies employed by tribes.</li> <li>4. Reflect on the ethical considerations of integrating tribal knowledge and technologies in to mainstream practices.</li> <li>5. Develop an appreciation for the scientific and technological advancements achieved by tribes.</li> </ol>					
<b>Course Content</b>	<p><b>Module 1:</b> Introduction to Tribal Science and Technology, Definition, meaning and scope of tribal scientific understanding, Scientific practices among tribal communities, Tribal methods of observation, experimentation, and problem-solving</p> <p><b>Module 2:</b> Techniques and Practices among Tribal Communities, Traditional agricultural practices and sustainable farming techniques, Traditional irrigation systems, Knowledge of Medicinal plants in tribes, Tribal healthcare systems and Practices</p>					

	<p><b>Module 3:</b> Biodiversity Conservation and Ecological Balance, Tribal communities as custodians of biodiversity, Traditional ecological knowledge and its role in conservation, Tribal practices for wildlife management and habitat preservation, Tribal methods of maintaining ecological balance</p> <p><b>Module 4:</b> Challenges and Opportunities in Tribal Science and Technology, Threats to the preservation of tribal knowledge and technologies, Documentation and preservation of Tribal Knowledge system, Intellectual property rights and ethical considerations, Collaborative approaches between tribes and institutions, Relevance of tribal knowledge systems in the modern world.</p>																																																						
<p><b>Mapping between Cos and PSOs</b></p>	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> <th>PSO8</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO2</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO3</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO5</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	CO1	✓	✓	✓	✓	✓	✓	✓	✓	CO2	✓	✓	✓	✓	✓	✓	✓	✓	CO3	✓		✓						CO4		✓		✓	✓	✓	✓	✓	CO5	✓	✓	✓	✓	✓	✓	✓	✓
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<p><b>Reference Books</b></p>	<ol style="list-style-type: none"> <li><a href="https://magazines.odisha.gov.in/Orissareview/2017/July/engpdf/21-28.pdf">https://magazines.odisha.gov.in/Orissareview/2017/July/engpdf/21-28.pdf</a></li> <li>Madhav Gadgil, Fikret Berkes and Carl Folke Indigenous Knowledge for Biodiversity Conservation Vol. 22, No. 2/3, Biodiversity: Ecology, Economics, Policy (May, 1993), pp.151-156</li> <li><a href="https://timesofindia.indiatimes.com/city/bhubaneswar/how-odishas-koraput-tribals-use-ancient-wisdom-to-predict-rains/articleshow/69720381.cms">https://timesofindia.indiatimes.com/city/bhubaneswar/how-odishas-koraput-tribals-use-ancient-wisdom-to-predict-rains/articleshow/69720381.cms</a></li> <li><a href="https://actascientific.com/ASAG/pdf/ASAG-02-0256.pdf">https://actascientific.com/ASAG/pdf/ASAG-02-0256.pdf</a></li> <li>Alino Sumi Birds as Bioindicators of Traditional Weather Forecasting among the Sumi Tribe of Nagaland, India Asian Journal of Environment &amp; Ecology 7(4): 1-7, 2018; Articlno.AJEE.45208 ISSN: 2456-690X</li> <li><a href="https://www.downtoearth.org.in/news/how-central-indian-tribes-cope-with-climate-change-impacts-43226">https://www.downtoearth.org.in/news/how-central-indian-tribes-cope-with-climate-change-impacts-43226</a></li> <li><a href="https://www.jnu.ac.in/Faculty/scgarkoti/tks/pdf/13.WFP_Weather-forecasting.pdf">https://www.jnu.ac.in/Faculty/scgarkoti/tks/pdf/13.WFP_Weather-forecasting.pdf</a></li> <li><a href="https://www.downtoearth.org.in/blog/environment/how-the-north-east-uses-traditional-means-to-harvest-rain-water-69490">https://www.downtoearth.org.in/blog/environment/how-the-north-east-uses-traditional-means-to-harvest-rain-water-69490</a></li> </ol>																																																						
<p><b>Teaching Methodology</b></p>	<p>Lectures, group discussions, observations, practical assignments, self-study, seminars and self-study.</p>																																																						
<p><b>Evaluation Method</b></p>	<p><b>Internal Assessment: 20 Marks</b></p> <ol style="list-style-type: none"> <li>Written Test (10 Marks)</li> <li>Attendance (5 Marks)</li> <li>Assignment (5 Marks)</li> </ol> <p><b>External Assessment: 50 Marks</b></p>																																																						

## VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

## M.A (TRIBAL STUDIES) SYLLABUS

<b>Program Name</b>	<b>M.A (TRIBAL STUDIES)</b>								
<b>Semester</b>	<b>I</b>								
<b>NCrF Credit Level</b>	<b>6.5</b>								
<b>Course Type</b>	<b>Discipline Specific</b>								
<b>Course Subtype</b>	<b>Skill Based Course</b>								
<b>Subject Type</b>	<b>Hands on Learning</b>								
<b>Course Code</b>	<b>MATSHL101</b>								
<b>Course Level</b>	<b>400</b>								
<b>Course Title</b>	<b>Term Paper – Viva</b>								
<b>Credit</b>	<b>Theory:</b>	<b>00</b>	<b>Practical:</b>	<b>02</b>	<b>Total:</b>	<b>02</b>			
<b>Effective Form</b>	<b>Academic Year: 2025-26</b>								
<b>Course Objectives</b>	<p>1.This course aims to explore and appreciate the tribal culture and lifestyle and Wisdom with scientific and technological aspects within tribal communities. By investigating their scientific practices, traditional techniques, contributions to various fields, and challenges faced in preserving this knowledge, the course seeks to recognize and preserve the rich heritage of tribal science and technology.</p> <p>3. Additionally, it aims to foster collaborative approaches for preserving, documenting, and ethically utilizing tribal knowledge systems in contemporary contexts.</p>								
<b>Course content</b>	<p>1.The students explore and appreciate the tribal culture and lifestyle and wisdom with scientific and technological aspects within tribal communities and can be prepare the Term Paper report for the viva examination.</p> <p>2.students can be experience in the field situation and get the knowledge about traditions, customs, rituals ,festivals etc. this course will be based on field study, Immersion and community Engagement.</p>								
<b>Course Outcomes</b>	<p>1.The students explore and appreciate the tribal culture and lifestyle and wisdom with scientific and technological aspects within tribal communities and can be prepare the report for the viva examination.</p> <p>2.students can be experience in the field situation and get the knowledge about tradition, customs, rituals ,festivals etc. this course will be based on field study, Immersion and community Engagement.</p>								
<b>Mapping between COs and PSOs</b>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1	✓	✓	✓		✓		✓	✓
	CO2	✓	✓	✓	✓	✓	✓	✓	
	CO3	✓	✓	✓	✓	✓	✓	✓	✓
	CO4	✓		✓	✓	✓		✓	✓
	CO5		✓		✓	✓	✓	✓	✓

<b>Teaching Methodology</b>	Group discussions, observations, practical assignments, self-study and seminars.
<b>Evaluation Method</b>	<b>Internal Assessment: 20 Marks</b> 1. Viva (5 Marks) 2. Report writing (15 Marks) <b>External Assessment: 50 Marks</b>  1. Report writing: 30 Marks  2. Viva Exam: 20 Marks

## VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

## M.A (TRIBAL STUDIES) SYLLABUS

<b>Program Name</b>	<b>M.A (TRIBAL STUDIES)</b>				
<b>Semester</b>	<b>II</b>				
<b>NCrF Credit Level</b>	<b>6.5</b>				
<b>Course Type</b>	<b>DSC</b>				
<b>Course Subtype</b>	<b>Nil</b>				
<b>Subject Type</b>	<b>Discipline Specific</b>				
<b>Course Code</b>	<b>MATS DSC 104</b>				
<b>Course Level</b>	<b>400</b>				
<b>Course Title</b>	<b>Tribal Social and Community Structure- II</b>				
<b>Credit</b>	<b>Theory:</b>	<b>4</b>	<b>Practical:</b>	<b>00</b>	<b>Total: 04</b>
<b>Effective Form</b>	<b>Academic Year: 2025-26</b>				
<b>Course Objectives</b>	This course aims to provide a comprehensive understanding of the political, legal, economic, and justice systems within tribal communities. By examining traditional governance structures, political challenges, customary laws, economic systems, and justice mechanisms, the course seeks to foster insight into the complexities of tribal societies. Furthermore, it aims to highlight opportunities for political empowerment, preservation of customary practices, economic sustenance, and fair justice systems.				
<b>Course Outcomes</b>	CO1.Understand the structures of traditional tribal governance and the decision-making processes within these systems. CO2. Analyse the roles and responsibilities of elders, chiefs, and other traditional authorities in tribal governance. Explore the role and significance of customary law in tribal societies, understanding region-specific customary laws and their influence on community life, and examining dispute resolution mechanisms and justice systems. Analyse the characteristics of primitive tribal economies. Understand tribal market systems and trade practices. CO3. Explore the concept and types of crime and tort in tribal communities and modes of punishment in tribal societies. CO4. Evaluate the role of social punishment, divine punishment, and punitive acts in tribal justice, considering their impact on maintaining social order and cohesion within tribal communities.				
<b>Course Content</b>	<b>Module 1:</b> Traditional Tribal Governance and Decision-Making Structures of tribal governance (chieftainship, council, assembly, etc.) Decision-making processes and leadership roles, Role of elders, chiefs, and other traditional authorities Success stories of tribal-led initiatives and movements for self-governance. <b>Module 2:</b> Challenges and Opportunities in Tribal Political Participation, Challenges faced by tribal communities in political participation, Legal and constitutional provisions for tribal representation, Opportunities for enhancing tribal representation and political empowerment Promoting inclusive governance and tribal rights.				

	<p><b>Module 3:</b> Tribal Customary Law and Practices Role and significance of customary law in tribal societies Region-specific customary laws and their influence on community life Dispute resolution mechanisms and justice systems Promotion of order, justice, and social cohesion through customary practices.</p> <p><b>Module 4:</b> Tribal Economy and Property Systems Characteristics of primitive tribal economies Barter: meaning and types (Direct, Indirect and Silent) Major economic pursuits of Indian tribes (hunting, gathering, agriculture, etc.) Concepts of exchange, reciprocity, and redistribution Tribal market systems and trade practices Concept of property ownership and inheritance in tribal communities.</p>																																																															
<p><b>Mapping between Cos and PSOs</b></p>	<table border="1"> <thead> <tr> <th></th> <th>PSO 1</th> <th>PSO 2</th> <th>PSO 3</th> <th>PSO 4</th> <th>PSO 5</th> <th>PSO 6</th> <th>PSO 7</th> <th>PSO8</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>CO2</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td>✓</td> <td></td> <td></td> <td>1.</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CO4</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO5</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>CO6</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8	CO1	✓	✓		✓		✓		✓	CO2	✓	✓	✓	✓		✓			CO3		✓			1.		✓	✓	CO4	✓		✓		✓				CO5			✓			✓		✓	CO6	✓	✓		✓	✓		✓	
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<p><b>Reference Books</b></p>	<ol style="list-style-type: none"> <li>1. RannSingh Mann: Culture and Integration of Indian Tribes, M.D. Publications Pvt. Ltd.</li> <li>2. Prakash Chandra Mehta: Cultural Heritage of Indian Tribes, Discovery Publishing House.</li> <li>3. Debashis Debnath: Ecology and Rituals In Tribal Areas, Sarup &amp; Sons</li> <li>4. B.B.Kumar (2007) Problems of Ethnicity in the North-East India Published by Concept Publishing Company.</li> <li>5. B.B. Kumar, The Tribal Societies of India</li> <li>6. G.S. Ghurye, The Scheduled Tribes.</li> <li>7. Andre Beteille. (1986). "The Concept of Tribe with Special Reference to India" in European Journal of Sociology, Volume 27, pp. 297-318.</li> <li>8. The Adivasi Author Indian Ministry of Information and Broadcasting Government of India (1960).</li> <li>9. निवेनितावराम (2022) जिजातीयसंस्कृतः बस्केषकावायकअधयि (Tribal Culture: Study of Bastar Region) Hindi ISBN 9788131611388.</li> <li>10. Ranga Ranjan Das (2018). Beyond heritage of North East. Heritage Foundation.</li> <li>11. Ranga Ranjan Das (2020). Society Culture and Heritage NorthEastern Perspective. Heritage Foundation.</li> <li>12. Kaling Borang (2011). Socio-cultural and spiritual Tradition of Arunachal Pradesh. Heritage Foundation.</li> </ol>																																																															
<p><b>Teaching Methodology</b></p>	<p>Lectures, group discussions, observations, practical assignments, self-study, seminars and self-study.</p>																																																															
<p><b>Evaluation Method</b></p>	<p><b>Internal Assessment: 20 Marks</b></p> <ol style="list-style-type: none"> <li>1. Written Test (10 Marks)</li> <li>2. Attendance (5 Marks)</li> <li>3. Assignment (5 Marks)</li> </ol> <p><b>External Assessment: 50 Marks</b></p>																																																															

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT M.A (TRIBAL STUDIES) SYLLABUS						
Program Name	M.A (TRIBAL STUDIES)					
Semester	II					
NCrF Credit Level	6.5					
Course Type	DSC					
Course Subtype	Nil					
Subject Type	Discipline Specific					
Course Code	MATS DSC 105					
Course Level	400					
Course Title	Social Beliefs & Customs of Tribal communities in South Gujarat – II					
Credit	Theory:	4	Practical:	00	Total:	04
Effective Form	Academic Year: 2025-26					
Course Objectives	This course aims to comprehensively explore the philosophical, cultural, and identity aspects of tribal communities, shedding light on their belief systems, rituals, cultural transmission, representation in modern India, and the complexities of conducting research within these contexts. By examining theological and philosophical facets, rituals, intergenerational knowledge transmission, identity issues, and the impact of modernization. By the end of the course, students should be able to appreciate the scientific aspects and significance of tribal religious customs and rituals.					
Course Outcomes	CO1.Students will demonstrate a deep comprehension of tribal cultures, including their philosophies, traditions, and identity dynamics. CO2.Showcase an in-depth understanding of tribal belief systems, rituals, and their cultural importance within these communities. CO3.Explore and comprehend the mysticism and spiritual experiences in tribal contexts. CO4. Apply ethnographic methods and fieldwork ethics to conduct research with tribal communities, demonstrating cultural sensitivity, and contributing to the preservation of tribal cultural heritage through documentation.					
Course Content	<p><b>Module 1:</b> Philosophical and Theological Perspectives Understanding the Tribal Belief and Indic Religion Theological and Philosophical Aspects of Tribal Belief Mysticism and Spiritual Experiences in Tribal Contexts: trance, shamanism, and ecstatic rituals.</p> <p><b>Module 2:</b> Rituals, Symbolism, and Sacred Spaces Study of Rituals and Ceremonies in Tribal Society Symbolism and their Meaning in Tribal Customs Sacred Spaces: Relevance and Practices in Tribal Communities in south Gujarat.</p> <p><b>Module 3:</b> Cultural Transmission and Intergenerational Knowledge Orality and Oral Traditions Art, Crafts, and Material Culture Language Revitalization and Preservation (social context and social role of tribal languages) Intergenerational Knowledge Transfer:role of elders, mentors, and community Gatherings among tribal communities of south Gujarat.</p> <p><b>Module 4:</b> Identity and Representation of Tribes in Modern India Tribal (Janjaatiy) : Identity and Cultural Revitalization Portraying the Tribal Faiths in Media and Literature Ethical Practices and Responsible Engagement.Impact of Globalization and Modernization on Tribal Identity and Society.</p>					

Mapping between Cos and PSOs		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8	
	CO1	✓	✓	✓		✓		✓	✓	
	CO2	✓	✓		✓		✓	✓		
	CO3	✓		✓		✓	✓			✓
	CO4		✓		✓		✓			
	CO5	✓		✓		✓		✓		
	CO6		✓	✓		✓		✓		
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Rann Singh Mann: Culture and Integration of Indian Tribes, M.D. Publications Pvt. Ltd.</li> <li>2. Prakash Chandra Mehta: Cultural Heritage of Indian Tribes, Discovery Publishing House.</li> <li>3. Debashis Debnath: Ecology and Rituals In Tribal Areas, Sarup &amp; Sons</li> <li>4. B.B.Kumar (2007) Problems of Ethnicity in the North-East India Published by Concept Publishing Company.</li> <li>5. B.B. Kumar, The Tribal Societies of India</li> <li>6. G.S. Ghurye, The Scheduled Tribes</li> <li>7. Andre Beteille. (1986). "The Concept of Tribe with Special Reference to India" in European Journal of Sociology, Volume 27, pp. 297-318.</li> <li>8. The Adivasi Author Indain Ministry of Information and Broadcasting Government of India (1960).</li> <li>9. <input type="checkbox"/> (2022) <input type="checkbox"/>: <input type="checkbox"/> (Tribal Culture: Study of Bastar Region) Hindi ISBN 9788131611388</li> <li>10. Ranga Ranjan Das (2018). Beyond heritage of North East. Heritage Foundation.</li> <li>11. Ranga Ranjan Das (2020). Society Culture and Heritage NorthEastern Perspective. Heritage Foundation.</li> <li>12. Kaling Borang (2011). Socio-cultural and spiritual Tradition of Arunachal Pradesh. Heritage Foundation.</li> <li>13. R.B. Lal(1977), SocioreligiousmovementsamongtribalsofsouthGujarat, Gujarat vidyapith, Ahmedabad.</li> </ol> <p><a href="https://www.google.com/search?q=social+believes+%26+customs+of+tribal+communities+in+south+gujarat&amp;sca_esv=c561dc4e372ce7af&amp;ei=05MVadiEI52b4-EPnISryQE&amp;ved=0ahUKEwiYupz31-6QAxWdzTgGHRzCKhkQ4dUDCBM&amp;uact=5&amp;oq=social+believes+%26+customs+of+tribal+communities+in+south+gujarat&amp;gs_lp=Egxnd3Mtd2l6LXNlcniQHNvY2lhbCBiZWxpZXZlcyAmIGN1c3RvbXMGb2YgdHJpYmFsIGNvbW11bml0aWVzIjG4AQPIAQD4AQGYAgGgAgXCAgoQABiwAxjWBBhHmAMA4gMFEgExIECIBgGQ BgaSBwExoAeJA7IHALgHAMIHAzItMcgHAW&amp;sclient=gws-wiz-serp">https://www.google.com/search?q=social+believes+%26+customs+of+tribal+communities+in+south+gujarat&amp;sca_esv=c561dc4e372ce7af&amp;ei=05MVadiEI52b4-EPnISryQE&amp;ved=0ahUKEwiYupz31-6QAxWdzTgGHRzCKhkQ4dUDCBM&amp;uact=5&amp;oq=social+believes+%26+customs+of+tribal+communities+in+south+gujarat&amp;gs_lp=Egxnd3Mtd2l6LXNlcniQHNvY2lhbCBiZWxpZXZlcyAmIGN1c3RvbXMGb2YgdHJpYmFsIGNvbW11bml0aWVzIjG4AQPIAQD4AQGYAgGgAgXCAgoQABiwAxjWBBhHmAMA4gMFEgExIECIBgGQ BgaSBwExoAeJA7IHALgHAMIHAzItMcgHAW&amp;sclient=gws-wiz-serp</a></p>									
<b>Teaching Methodology</b>	Lectures, group discussions, observations, practical assignments, self-study, seminars and self-study.									
<b>Evaluation Method</b>	<p><b>Internal Assessment: 20 Marks</b></p> <ol style="list-style-type: none"> <li>1. Written Test (10 Marks)</li> <li>2. Attendance (5 Marks)</li> <li>3. Assignment (5 Marks)</li> </ol> <p><b>External Assessment: 50 Marks</b></p>									

## VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

## M.A (TRIBAL STUDIES) SYLLABUS

<b>Program Name</b>	<b>M.A (TRIBAL STUDIES)</b>				
<b>Semester</b>	<b>II</b>				
<b>NCrF Credit Level</b>	<b>6.5</b>				
<b>Course Type</b>	<b>DSC</b>				
<b>Course Subtype</b>	<b>Nil</b>				
<b>Subject Type</b>	<b>Discipline Specific</b>				
<b>Course Code</b>	<b>MATS DSC 106</b>				
<b>Course Level</b>	<b>400</b>				
<b>Course Title</b>	<b>Tribal Economy and Property Systems</b>				
<b>Credit</b>	<b>Theory:</b>	<b>4</b>	<b>Practical:</b>	<b>00</b>	<b>Total: 04</b>
<b>Effective Form</b>	<b>Academic Year: 2025-26</b>				
<b>Course objectives:</b>	To foster the concept and idea of consumption and distribution in the rural economy in the face of globalization. To understand the evolution of the tribal communities and their avenues to income for shifting the strategy to international market unutilized by the challenges like unemployment and alcoholism.				
<b>Course Outcomes</b>	The present unit presents a brief discussion on the structure and dynamics of tribal economy in India. By the end of this unit, you would be able to: • describe the structural features of tribal economy in India; • know the types of occupations followed by different tribes in the country; and • explain the dynamic forces and process of economic change in tribal India.				
<b>Course Content</b>	<p><b>Module:1.</b> Conceptualizing Tribal Economy. Structural Features of Tribal Economy in India, the idea of production, consumption and distribution; Meaning and features of rural economy; Globalization and rural economy.</p> <p><b>Module:2.</b> Economic Classification of Tribes in India, Modes of Production among Tribals Primitive modes of production: Foraging economy: food gathering and hunting; Shifting cultivation; Pastoralism. Advanced Modes of Production: Settled agriculture; Animal husbandry; Horticulture Rural workforce, manual labour (including industrial labour) and migration; Tourism</p> <p><b>Module:3.</b> Economic Change in Tribal India, Tribal market system Conceptualizing market and money; Impact of money and market on Tribal economy; Impact of globalization and industrialization on tribal economy in India.</p> <p><b>Module:4</b> Tribal Property Systems: Community Ownership, Usufruct Rights, Customary Laws, Inalienability of Land, Gram Sabha Governance. Contemporary Challenges in Tribal Economy: Poverty, Indebtedness, Land alienation, Unemployment, Displacement and Migration, Alcoholism, Child labour and Corruption etc.</p>				

<b>Mapping between Cos and PSOs</b>		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
	CO1	✓	✓		✓	✓	✓	✓	✓
	CO2	✓	✓		✓		✓	✓	✓
	CO3	✓	✓	✓	✓	✓			✓
	CO4		✓	✓			✓	✓	
	CO5				✓	✓			✓
	CO6	✓	✓	✓	✓		✓	✓	✓
<b>Reference Books</b>	<p>1.Choudhuri, Buddhadeb (Ed.) 1992; Tribal Transformation in India Vol. IV, New Delhi: Inter India Publications.</p> <p>2. Furer-Heimendorf, Christoph von 1982; Tribes of India: The Struggle for Survival, Delhi: Oxford University Press.</p> <p>3. Majumdar, D.N. and Madan, T.N. 1956; An Introduction to Social Anthropology, New Delhi: Asian Publishing House.</p> <p>4. Pfeffer, George and Behera, Deepak Kumar (Eds.) 1994; Contemporary Society: Tribal Studies, New Delhi: Concept Publishing Company.</p> <p>5. Raj Krishna, 'Rural Unemployment: A Survey of Concepts', in C.H. Shah(ed), Agricultural Development in India : Policy and Problem.</p> <p>6. Rath, Govinda Chandra (Ed.) 2006; Tribal Development in India, New Delhi: Sage Publications.</p> <p>7. S. Mukhopadhyay and C.P. Lim, Rural non-farm activities in the Asian region: AnOverview from S. Mukhopadhyay and C.P. Lim (ed) 1985.</p> <p>8. Vidyarthi, L.P. and Rai, Binay Kumar. 1976; The Tribal Culture of India. New Delhi: Concept Publishing Company.</p> <p>9. V. M. Dandekar and N. Rath, Poverty in India. a. K. Sen, Poverty and Famine-an Essay on Entitlement and deprivation.</p> <p>10. V.M. Rao, 'Evolution of rural development programmes in India', in U.G. Jha (ed),Rural Development in India Problems and Prospects, Anmol publications Pvt. Ltd., 1999.</p> <p>11.<a href="https://www.google.com/search?q=tribal+property+systems+in+india&amp;sca_esv=0ee4db77abfc07c6&amp;ei=zsENacXhLvCdseMPq83f4Qc&amp;oq=tribal+property+systems&amp;gs_lp=Egxnd3Mtd2l6LXNlcniAif3RyaWJhbCBwcm9wZXJ0eSBzeXN0ZW1zKgIIAifECEYoAEyBRAHGJ8FMgUQIRifBUjdfIcVeliFXXABeAGQAQCYAaYBoAHaD6oBBDaUMTO4AQHIAQD4AQGYAgygAtcNwglKEAAYsAMY1gQYR8ICBRAAGIAEwglGEEAYFhgewgLEAAYgAQYhgMYigXCAGoQABiABBhDGIoFwglIEAAYgAQYogTCAGUQABjvBZgDAIlgAZAGCJIHBDEuMTGgB7FcsgcEMC4xMbgH0g3CBwUwLjMuOcgHLw&amp;sclient=gws-wiz-serp">https://www.google.com/search?q=tribal+property+systems+in+india&amp;sca_esv=0ee4db77abfc07c6&amp;ei=zsENacXhLvCdseMPq83f4Qc&amp;oq=tribal+property+systems&amp;gs_lp=Egxnd3Mtd2l6LXNlcniAif3RyaWJhbCBwcm9wZXJ0eSBzeXN0ZW1zKgIIAifECEYoAEyBRAHGJ8FMgUQIRifBUjdfIcVeliFXXABeAGQAQCYAaYBoAHaD6oBBDaUMTO4AQHIAQD4AQGYAgygAtcNwglKEAAYsAMY1gQYR8ICBRAAGIAEwglGEEAYFhgewgLEAAYgAQYhgMYigXCAGoQABiABBhDGIoFwglIEAAYgAQYogTCAGUQABjvBZgDAIlgAZAGCJIHBDEuMTGgB7FcsgcEMC4xMbgH0g3CBwUwLjMuOcgHLw&amp;sclient=gws-wiz-serp</a>. Access dated:11/07/2025.</p>								
<b>Teaching Methodology</b>	Lectures, group discussions, observations, practical assignments, self-study, seminars and self-study.								
<b>Evaluation Method</b>	<p><b>Internal Assessment: 20 Marks</b></p> <p>1. Written Test (10 Marks)</p> <p>2. Attendance (5 Marks)</p> <p>3. Assignment (5 Marks)</p> <p><b>External Assessment: 50 Marks</b></p>								

## VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

## M.A (TRIBAL STUDIES) SYLLABUS

<b>Program Name</b>	<b>M.A (TRIBAL STUDIES)</b>				
<b>Semester</b>	<b>II</b>				
<b>NCrF Credit Level</b>	<b>6.5</b>				
<b>Course Type</b>	<b>DSE</b>				
<b>Course Subtype</b>	<b>Nil</b>				
<b>Subject Type</b>	<b>Discipline Specific</b>				
<b>Course Code</b>	<b>MATS DSE 103</b>				
<b>Course Level</b>	<b>400</b>				
<b>Course Title</b>	<b>Traditional Tribal Livelihoods</b>				
<b>Credit</b>	<b>Theory:</b>	<b>4</b>	<b>Practical:</b>	<b>00</b>	<b>Total: 04</b>
<b>Effective Form</b>	<b>Academic Year: 2025-26</b>				
<b>Course objectives:</b>	<ol style="list-style-type: none"> <li>1. To study the livelihood practices and different forms of tribal communities</li> <li>2. Assess case studies and best practices of Entrepreneurs among Tribes</li> </ol>				
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand the significance of Tribal Livelihood and Gender dimensions of livelihood among tribes.</li> <li>2. Identify various Forms of Tribal Livelihood.</li> <li>3. Evaluate the impact of Tribal Traditional Art, Crafts, Artisanry, painting and Livelihood.</li> <li>4. Appreciate the artistic and aesthetic value of tribal art forms.</li> </ol>				
<b>Course Content</b>	<p>Module: 1. Tribal Livelihood Concept, Meaning and Characteristics of livelihood among tribes, Tribal Economy, Factors affect against livelihood of tribes: Migration, Development Induced Displacement and Dispossession, Land and forest Transformation, Environment change in Livelihood, Gender dimensions of livelihood among tribes.</p> <p>Module: 2. Forms of Tribal Livelihood: Agriculture, Horticulture, Animal Husbandry, Fishing and Aquaculture, Handicrafts and Artisanal Work, Tourism and Cultural Heritage, Non-Farm Wage Labor, Small-Scale Business and Trading, Forest based – food gathering, State policies of tribal livelihood.</p> <p>Module: 3. Tribal Traditional Art, Crafts, Artisanry, painting and Livelihood: North-East India: Weaving, bamboo and cane products, beadwork. Central India: Dhokra metal craft, Gond painting, terracotta. South India: Kora grass weaving, wood carving, Toda embroidery. Western India: Warli painting, tribal jewelry, leather crafts. Northern India: Woolen textiles, basket weaving, Himalayan crafts. Case Studies: Select tribal crafts from the Rathava, Santhal, Bhil, and Baiga tribes.</p> <p>Module: 4. Challenges and Revival of Tribal Traditional Art, Crafts, Artisanry, painting: Impact of industrialization and urbanization on tribal crafts, Challenges: Market access, exploitation, loss of traditional knowledge, Role of cooperatives,</p>				

	NGOs, and government initiatives in preserving and promoting tribal crafts, Intellectual Property Rights (IPR) for traditional tribal knowledge.								
<b>Mapping between Cos and PSOs</b>		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
	CO1	✓	✓		✓	✓		✓	
	CO2	✓	✓	✓		✓	✓		✓
	CO3	✓	✓	✓	✓	✓		✓	
	CO4	✓		✓		✓	✓	✓	
	CO5	✓	✓	✓	✓			✓	
	CO6		✓	✓	✓		✓		✓
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Behera, M. C., &amp; Basar, J. (2010). Interventions and tribal development: Challenges before tribes in India in the era of globalisation. New Delhi, India: Serials Publications.</li> <li>2. Bhan, K. K. (2013). Traditional arts and crafts of Indian tribes. New Delhi: National Museum of Art.</li> <li>3. C.P Singh (1994). Tribal Development Administration, Mittal publications New Delhi.</li> <li>4. Channa, S. M. (1992). The Tribal Women and Handicrafts: A Case Study of North-East India. Economic and Political Weekly, 27(20), WS41–WS45.</li> <li>5. Dhamija, J. (1970). Indian folk arts and crafts. New Delhi: National Book Trust.</li> <li>6. Jairth, M. S. (1991). Tribal economy and society. New Delhi, India: Mittal Publications.</li> <li>7. J.J. Roy Burman, Tribal Arts and Crafts of India.</li> <li>8. Jain, J. (1998). Folk Art and Craft Traditions of India. Ahmedabad: Mapin Publishing.</li> <li>9. Verrier Elwin, The Tribal Art of India.</li> <li>10. Mathur, K. (2000). Crafts and Craftsmen of India: Living Traditions. Jaipur: Aryan Books International.</li> <li>11. Mishra, D. K. (2005). The artistic traditions of the Gonds. Man in India, 85(1), 75-92.</li> <li>12. Rajan, S. (2003). Tribal Art and Culture. New Delhi: Abhinav Publications.</li> <li>13. Reddy, G. V. (2011). Handicrafts of Tribal India. Hyderabad: Prajasakti Book House.</li> <li>11. Sharma, K. (2014). Preserving Craft Traditions: The Role of Tribal Artisans in India's Economy. International Journal of Social and Cultural Studies, 6(3), 215–228.</li> <li>14. Singh, K. S. (1996). People of India: Tribal Craft Traditions. Calcutta: Anthropological Survey of India.</li> <li>15. Srinivasan, Ramachandran (2012). Tribal Development Programmes in India. Abhijeet publications, New Delhi.</li> </ol>								
<b>Teaching Methodology</b>	Lectures, group discussions, observations, practical assignments, self-study, seminars and self-study.								

<b>Evaluation Method</b>	<b>Internal Assessment: 20 Marks</b> 1. Written Test (10 Marks) 2. Attendance (5 Marks) 3. Assignment (5 Marks) <b>External Assessment: 50 Marks</b>					
<b>VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT</b> <b>M.A (TRIBAL STUDIES) SYLLABUS</b>						
<b>Program Name</b>	<b>M.A (TRIBAL STUDIES)</b> Subject Code [2501131502050001]					
<b>Semester</b>	<b>II</b>					
<b>NCrF Credit Level</b>	<b>6.5</b>					
<b>Course Type</b>	<b>DSE</b>					
<b>Course Subtype</b>	<b>Nil</b>					
<b>Subject Type</b>	<b>Discipline Specific</b>					
<b>Course Code</b>	<b>MATS DSE 104</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Title</b>	<b>Tribal Food: Traditions and Practices</b>					
<b>Credit</b>	<b>Theory:</b>	<b>4</b>	<b>Practical:</b>	<b>00</b>	<b>Total:</b>	<b>04</b>
<b>Effective Form</b>	<b>Academic Year: 2025-26</b>					
<b>Course Objectives:</b>	This course aims to delve into the diverse aspects of tribal food systems, focusing on ingredients, nutritional value, culinary practices, cultural significance, and sustainability. By exploring traditional cooking methods, food processing techniques, cultural connections, and the role of food in rituals and festivals, the course seeks to provide a comprehensive understanding of the richness and significance of tribal cuisines. Additionally, through case studies, the course aims to highlight issues of environmental sustainability, social cohesion, access to food, and scientific understanding within tribal food systems.					
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>By the end of this course, students will develop a thorough understanding of the ingredients used in tribal cuisines, their nutritional value, and the health benefits associated with tribal food.</li> <li>Explore the traditional methods of food preparation, preservation and processing techniques related to food within tribal communities.</li> <li>Students will develop a profound appreciation for the cultural significance of food in tribal communities, recognizing its role in rituals, ceremonies, communal dining, and the preservation of cultural heritage.</li> <li>Through the exploration of various case studies and examples, students will gain an appreciation for the immense diversity of tribal culinary traditions across different tribal communities in India.</li> </ol>					
<b>Course Content</b>	Module 1: Introduction to Ingredients and Nutritional Value of tribal food Ingredients used in tribal cuisines Tribal knowledge of nutrients and Flavors Nutritional value and health benefits of Tribal food.					

	<p>Module 2: Contextualizing Tribal food system Traditional methods of food preparation, preservation Processing of cereals, legume, nuts Techniques of Food Processing, enhancing Flavors and nutritional Value: Drying, smoking, fermenting, and curing Beliefs and taboos related to food Tribal food cycle.</p> <p>Module 3: Traditional Cooking Methods and Culinary Practices Traditional cooking methods used in tribal communities Techniques of cooking: open-fire cooking, earthen pots, smoking, Roasting and steam cooking etc. Cultural significance and sustainability of Tribal food,significance of food in rituals, ceremonies, Festivals, and community dining Connections between food, social identity, and cohesion in tribal communities</p> <p>Module 4: Case study highlighting issues of Environment Sustainability, social Cohesion, access to food and scientific understanding (Any two case study) Traditional Millet Consumption Practices The Role of Special ingredient (e.g. Bamboo Shoots, Red ants in Bastar Region, aged meat) in tribal food Sustainable Fishing Techniques and Fish-based Recipes Traditional Wild Edible Plants (tubers, leaf, flower, fruit etc) and Forest-based Foods Medicinal and Nutritional Properties of Tribal Medicinal Rice Varieties Tribal Bee keeping Practices and Honey-based Recipes Tribal Herbal Tea and Medicinal Beverage Culture Culinary Traditions and Festival.</p>																																																															
<b>Mapping between Cos and PSOs</b>	<table border="1"> <thead> <tr> <th></th> <th>PSO 1</th> <th>PSO 2</th> <th>PSO 3</th> <th>PSO 4</th> <th>PSO 5</th> <th>PSO 6</th> <th>PSO 7</th> <th>PSO8</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CO2</td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>CO3</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>CO4</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>CO5</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>CO6</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8	CO1	✓	✓	✓	✓			✓		CO2	✓				✓	✓		✓	CO3		✓	✓	✓		✓	✓		CO4	✓		✓		✓			✓	CO5		✓	✓	✓		✓	✓		CO6	✓	✓	✓		✓		✓	✓
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<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. SUSTAINABLE FOOD SECURITY AMONG THE TRIBAL IN NANDURBAR DISTRICT; ETHNOBOTANICAL APPROACHES.(2022). (n.p.): Ashok Yakkaldevi.</li> <li>2. Functional Cereals and Cereal Foods: Properties, Applications. (2022). Switzerland: Springer International Publishing. Functionality and</li> <li>3. Kuhnlein, H. V., Erasmus, B., Spigelski, D. (2009). Indigenous Peoples' Food Systems: The Many Dimensions of Culture, Diversity and Environment for Nutrition and Health. Italy: Food and Agriculture Organization of the United Nations, Centre for Indigenous Peoples' Nutrition and Environment.SanjeevKapoo The Forgotten Flavors: Tribal Cuisine of India</li> <li>4. Bioprospecting of Indigenous Bioresources of North-East India. (n.d.). Singapore: Springer Nature Singapore.</li> </ol>																																																															
<b>Teaching Methodology</b>	Lectures, group discussions, observations, practical assignments, self-study, seminars and self-study.																																																															
<b>Evaluation Method</b>	<p><b>Internal Assessment: 20 Marks</b></p> <ol style="list-style-type: none"> <li>1. Written Test (10 Marks)</li> <li>2. Attendance (5 Marks)</li> <li>3. Assignment (5 Marks)</li> </ol> <p><b>External Assessment: 50 Marks</b></p>																																																															

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT M.A (TRIBAL STUDIES) SYLLABUS									
<b>Program Name</b>	M.A (TRIBAL STUDIES)								
<b>Semester</b>	II								
<b>NCrF Credit Level</b>	6.5								
<b>Course Type</b>	Hands on Learning								
<b>Course Subtype</b>	Skill Development								
<b>Subject Type</b>	Discipline Specific								
<b>Course Code</b>	MATS HL102								
<b>Course Level</b>	400								
<b>Course Title</b>	Term Paper – Viva								
<b>Credit</b>	<b>Theory:</b>	<b>00</b>	<b>Practical:</b>	<b>02</b>	<b>Total:</b>	<b>02</b>			
<b>Effective Form</b>	Academic Year: 2025-26								
<b>Course Objectives</b>	This course aims to explore and appreciate the tribal social and community structure, social believes and customs in south Gujarat. The students also gain knowledge about tribal economy and property systems, traditional tribal livelihoods and their traditional food practices with scientific and technological aspects within tribal communities. the course seeks to recognize and preserve the rich heritage of tribal science and technology. Additionally, it aims to foster collaborative approaches for preserving, documenting, and ethically utilizing tribal knowledge systems in contemporary contexts.								
<b>Course Outcomes</b>	The students explore and appreciate the tribal social and community structure, social believes and customs, tribal economy and property systems, traditional tribal livelihoods and their traditional food practices in south Gujarat. and can be prepare the report for the viva examination. students can be experience in the field situation and get the deep knowledge about traditions, customs, economy, property systems,livelihoods and food practices etc. this course will be based on field study, Immersion and community Engagement.								
<b>Mapping between Cos and PSOs</b>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1	✓	✓	✓		✓		✓	
	CO2		✓		✓	✓	✓		✓
	CO3	✓		✓	✓		✓	✓	✓
	CO4	✓	✓		✓	✓		✓	✓
	CO5	✓		✓		✓	✓		✓
	CO6		✓		✓		✓	✓	
<b>Teaching Methodology</b>	Group discussions, observations, practical assignments, self-study and seminars.								
<b>Evaluation Method</b>	<b>Internal Assessment: 20 Marks</b> 1. Viva (5 Marks) 2. Report writing (15 Marks) <b>External Assessment: 50 Marks</b> 1.Report writing: 30 Marks 2. Viva Exam: 20 Marks								

