Centre for Educational Studies
Indian Institute of Education, Pune
(an ICSSR Research Centre recognized by Govt. of Maharashtra)

Affiliated to University of Pune for M.Phil in Education
(interdisciplinary) course and Ph.D. in Education (interdisciplinary)

Rules for the Degree of Master of Philosophy (M.Phil.) in Education Interdisciplinary course

1. Status:
The M.Phil. Degree shall have the status of an intermediate Degree between the first Post-Graduate Degree and the Doctorate Degree. It will have both research and course components and will give the student adequate background for advanced research.

2. Eligibility and Admission:
Second class Master’s Degree in any subject recognized by the University of Pune. Admission to the M.Phil. Course shall be made on the basis of:

Satisfactory performance at the Master’s Degree Examination and the performance at a test conducted by the Department/University.

Admission to the M.Phil. Course shall be made at the beginning of either the 1st term or the 2nd term depending upon the convenience of the concerned Department/University.

3. Duration of the Course:
The M.Phil. Course can be done either on a full-time or on a Vocational basis depending upon the availability of the programme in the Department/College/Centre.

(a) Full-time Course:
The duration of the full-time M.Phil. Course shall be 12 months. If an M.Phil. student is unable to complete his dissertation within this period, he will be allowed to do so within an additional period of one year.

(b) Vocational Course:
The vocational M.Phil. course shall extend over a period of 24 months. Such a Vocational M.Phil. student shall have to devote a minimum period of 4 months for his studies at the M.Phil. Centre of his registration. Like a regular student, a vocational student also may be permitted to complete his dissertation within the additional period of one year.

The facility of vocational M.Phil. course shall be restricted to full-time teachers of Colleges/Universities and full-time research workers of the Recognised Institutions within the
jurisdiction of the University of Pune and other than Pune University they will have to submit a certificate of their employer to that effect alongwith the application for admission.

4. The criteria for granting admission to the Vocational M.Phil. programme in all the faculties will be as follows:

(a) Top preference will be given to the Senior College lectures working in Pune University colleges who need M.Phil. degree in order to earn their further increments.
(b) Second preference to Senior College lectures working in Pune University colleges who do not need M.Phil. degree but want to improve their qualification.
(c) Third preference to Junior College lectures working in Pune University colleges.
(d) Senior College lectures working in colleges affiliated to Universities other than Pune University who need M.Phil. degree for earning their increments.
(e) Senior College lectures working in colleges affiliated to Universities other than Pune University who do not need M.Phil. degree but want to improve their qualification.
(f) Junior College lectures working outside Pune University area. The Admissions under the above categories will be given only on the basis of merit in each category and only when after filling the seats in the higher categories seats are vacant that the vacant seats be filled in by candidates from the lower categories.

5. The maximum period of registration for M.Phil. Course:
The maximum period of registration for M.Phil. student shall be 3 (three) years and four years for vocational students after which the registration shall stand cancelled. If a candidate's dissertation is ready after the completion of 3 years period he/she may allowed to submit his/her dissertation within the six months by registering his/her name a fresh by paying the normal tuition fees due for one year for fresh registration.
However, such a candidate shall be exempted from doing the M.Phil. course work. If a candidate fails to submit his/her dissertation after re-registration, he/she allowed to submit his/her dissertation by paying Rs. 200/- for every six months i.e. upto 5 years.
After this the re-registration stand as cancelled.

6. Content:
The M.Phil. course programme shall consist of:
(a) Three course on advanced topics, including Research Methodology.
(b) A dissertation based on the project work assigned to an individual student.

7. Administration of M.Phil. Programme:
The M.Phil. Programme shall be administrated at each M.Phil. Centre by an M.Phil. Committee

(a) Constitution of the M.Phil. Committee
   (i) On the recommendation of the Departmental Committee in University Department or the Principal of the College/Centre (where the M.Phil. Centre is located) the BUTR in the Faculty concerned shall appoint the M.Phil. Committee and its Chairman.
   (ii) The M.Phil. Committee shall consist of not less than three and not more than six research guides in the subject. The tenure of the committee shall be of two years.
(iii) The members of the Committee shall be so chosen as would give representation to all or
maximum number of specialization in the Department.

(b) **Powers and duties of the M.Phil. Committee**:
The M.Phil. Committee shall function under the general control and guidance of the Department
Committee of the University Department/Principal of the College and shall have following
powers and duties:

(i) To make admission to the M.Phil. Course.
(ii) To recommend to the Academic Council through the BUTR the syllabi for the
courses.
(iii) To assign students to project guides and dissertation supervisors before the end of the
first term for full-time students and before the end of one year for vocational students
of the M.Phil. programme.
(iv) To assign courses to teachers of the Department/College.
(v) To assign various courses to different students.
(vi) To make arrangements for evaluating the performance of the students at the
Seminar/Course Work/Dissertation.
(vii) To organize Seminars, Tutorials, Group Discussions etc.
(viii) To prepare Semesterwise time-table for regular students.
(ix) To prepare the guidance programme for Vocational students.
(x) To recommend to the Vice-Chancellor through the Departmental Committee
concerned for extension of the period of the M.Phil. registration.
(xi) To recommend to the Departmental Committee, Principal of the College the removal
of the name of a student from the roll on account of unsatisfactory performance or
indisciplinary behaviour.
(xii) To prepare an exhaustive panel of referees by taking into consideration the
requirements of the specialization for submission to the Academic Council through
the Board of Studies in the subject concerned for its approval.
(xiii) To recommend to the Vice-Chancellor for his acceptance at least three names of
examiners in order of preference from the panel approved by the Academic Council.
(xiv) To process invitation to dissertation examiners, get reports from them arrange viva-
voce examination of the students and finalise the result and forward the same to the
University authorities through the Departmental Committee concerned for
declaration.

8. **Terms**:

(a) For full-time students the duration of the M.Phil. course shall be two terms of six months
each.

(b) A full-time M.Phil. student shall attend lectures, tutorials, practicals and seminars and
must complete to the satisfaction of the M.Phil. Committee the assignment prescribed for
the course.

(c) A Vocational student must stay at the M.Phil. centre for at least two months in a year and
must attend lectures, tutorials, practicals and seminars must complete to the satisfaction
of the M.Phil. Committee the assignments prescribed for the course.
9. **Evaluation:**

(a) The evaluation of the candidate’s course work and his performance at the seminars will be a continuous process.

(b) The evaluation of the performance of the students in the M.Phil. course shall be done by the course in-charge.

(c) The dissertation will be evaluated by the guide of the candidate and an external referee appointed by the University authorities on the recommendation of the M.Phil. Committee.

(d) The evaluation of the final seminar and the viva-voce test will be done by a committee consisting of the following:

  (i) A research guide to be nominated by the Head/Professor-in-charge of the University Department/Dean of the Faculty concerned from a panel of three senior research guides to be suggested by the dissertation Supervisor-Chairman.

  (ii) The dissertation supervisor.

  (iii) A number of the M.Phil. Committee to be appointed by the M.Phil. Committee

(e) The evaluation of candidates for the M.Phil. degree shall be done according to the following grading system:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality</th>
<th>Grade Points</th>
<th>Equivalent Numerical Scale (out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Outstanding</td>
<td>6</td>
<td>75-100</td>
</tr>
<tr>
<td>A</td>
<td>Very Good</td>
<td>5</td>
<td>60-74</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>4</td>
<td>50-59</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>3</td>
<td>43-49</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>2</td>
<td>35-42</td>
</tr>
<tr>
<td>E</td>
<td>Poor</td>
<td>1</td>
<td>25-34</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0</td>
<td>0-24</td>
</tr>
</tbody>
</table>

The Examiners will award only the Letter Grades:

(g) The performance of the candidates will be evaluated under the following Heads of Passing. The weightage given to each Head of Passing and the maximum final grade-points are as below:

<table>
<thead>
<tr>
<th>Group I</th>
<th>Maximum Final Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>2</td>
</tr>
<tr>
<td>Course 2</td>
<td>2</td>
</tr>
<tr>
<td>Course 3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II</th>
<th>Maximum Final Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>4</td>
</tr>
<tr>
<td>*Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Viva-Voce</td>
<td>1</td>
</tr>
</tbody>
</table>

* Seminar and Viva-Voce will be based on the dissertation.
(g) Evaluator of the various Heads of Passing will give letter-grades for each Head. The Grade-points corresponding to these letter-grades will be multiple by the weightage factor to obtain the total final grade-points for that Head.

(h) Minimum final Grade points for Passing: To pass, a candidate should get the following minimum final grade-points:

<table>
<thead>
<tr>
<th></th>
<th>Minimum Final Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>36</td>
</tr>
<tr>
<td>Group I</td>
<td>16</td>
</tr>
<tr>
<td>Group II</td>
<td>18</td>
</tr>
<tr>
<td>Course 1</td>
<td>4</td>
</tr>
<tr>
<td>Course 2</td>
<td>4</td>
</tr>
<tr>
<td>Course 3</td>
<td>4</td>
</tr>
<tr>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td>Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Viva-voce</td>
<td>3</td>
</tr>
</tbody>
</table>

(i) In the case of Dissertation the average of the total final grade-points given both by the internal and the external referee shall be taken as the final score. If either of the referees awards a letter-grade D, E or F to a dissertation, the candidate will be declared to have failed in the dissertation. He may resubmit the dissertation after suitable modification within a period of one year from the declaration of the first result. Only one resubmission of the dissertation is allowed.

(j) If the candidate has secured minimum final grade points in all the Heads of Passing, then the final seminar and the viva-voce test will be arranged. All interested persons can attend the seminar and the viva-voce test, which will constitute the defence of the dissertation, and they shall have the right to ask questions and participate in discussion on dissertation. The Chairman appointed in the manner prescribed above will exercise his discretion to all or not to allow a question. However, the members of the audience at the defence shall have no right to express their opinion on the suitability or otherwise on the dissertation for the award of the M.Phil. Degree.

(k) In the case of course work, a student who does not get the minimum final grade point (i.e. 4) will have to reappear for the examination in that course.

(l) A student will have to give another seminar if he does not get the minimum grade-point (i.e. 3) in the seminar.

(m) A student will have to reappear for viva-voce if he does not get the minimum grade-point (i.e. 3) in the viva-voce. A student can repeat the seminar and viva-voce only once.
(n) Overall Grades: A candidate who is declared as passed, will be placed in Grade “O”, “A”, or “B” depending upon the total final grade-points he secures according to the following table:

<table>
<thead>
<tr>
<th>Overall Grade</th>
<th>Total Final Grade Points out of 72</th>
</tr>
</thead>
<tbody>
<tr>
<td>“O” (outstanding)</td>
<td>64 to 72</td>
</tr>
<tr>
<td>“A”</td>
<td>50 to 63</td>
</tr>
<tr>
<td>“B”</td>
<td>36 to 49</td>
</tr>
</tbody>
</table>

A candidate securing fewer than 36 final Grade-Points will be declared “Failed”.

10. Final Transcript:

(a) The Chairman of the M.Phil. Committee shall submit through the Departmental Committee to the University a final transcript in duplicate of the student in the separate prescribed proforma along with viva-voce report and external Referee’s detailed report.

(b) The evaluation of the performance of the M.Phil. Candidate in the course work, seminars, viva-voce test, dissertation shall be sent separately in the prescribed proforma.

11. Disposal of the copies of Dissertation:
After the result are declared, out of three copies of the dissertation submitted by the student, one will be returned to the student, one will be retained by the Department and one will be given to the dissertation supervisor.

12. Academic staff and organization:
For the introduction of the M.Phil. course a centre shall have at least six teachers who are recognized Ph.D. guides, out of whom at least three shall be on its own staff and three teachers who can be actively associated with the conduct of the M.Phil. programme at the centre may be contributed. For the introduction of the M.Phil. course in a College prior concurrence of the U.G.C. shall be necessary.
CENTRE FOR EDUCATIONAL STUDIES
OF INDIAN INSTITUTE OF EDUCATION, PUNE

M.Phil in Education (Interdisciplinary) Course Syllabus
Introduced from June 2010 onwards
(Subject to modifications made from time to time)

Structure

Paper I : Education and Development in India.

Paper II : Research process in Education and Development

Paper III : Specializations – Optional (Any ONE of the following)

A) Non-formal education
B) Educational Planning and administration for development
C) Education and social development
D) Inclusive Education
E) Education and Development issues of the Tribes
* F) Indian Conceptions of Education and Development

Seminars

Dissertation

* Paper details will be given later on
Paper I - Education and Development in India.

Rationale
The Developmental process is influenced by various factors and education plays a vital role. At the M.Phil level there is need for awareness of various aspects and issues in Education and the research to be undertaken on the need-based issues for development that can lead to social transformation.

Transaction Mode
- Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- Use of constructivist approach in the teaching-learning strategy.

Objectives
1. To understand Education in the Indian Context
2. To understand the relation of Education to Development and to tackle the Problems of Development
3. To relate Education to its social, economic, political and cultural contexts in India from an interdisciplinary point of view.
4. To plan Education for Nation Building
5. To evolve alternatives to Formal Education

Unit-1. Education and Development

i. Concept of Education as a Developmental Process

A. Education and Economic Development
B. Education and Social Change
C. Education and Political awareness:
   a. Impact of Globalization w.r.t. Women; P.P.P; I C T.
   b. Industrial Development
   c. Information Technology
   d. Impact on Science and Technology
   e. Problems of Manpower Planning

ii. Meaning of objectives of Development, Paradigms of Development and their relationship with Education
Unit-2. History of Indian Education

i. Ancient Hindu, Buddhist, Islamic and Christian systems of Education

ii. Education during British period - Development of Formal Education and University system

iii. Thinkers on National system of Education:

iv. Education in post-independence period
   a. Constitutional base for Educational Policy
   b. Development of Education under different plans.
   c. Various Education Committees / Commission
   d. Educational Reforms in India

Unit-3. Alternatives in the System of Education

i. Formal system of Education
ii. Non-formal system of Education
iii. Open Learning
iv. Distance Education
v. Adult and Continuing Education
vi. Vocational Education
vii. Special Education

Unit-4. Emerging issues in Education

i. Privatization in Education
ii. Problem of Brain Drain
iii. Centre-State relationship on Education
iv. The problem of Protective Discrimination
v. The Language Problem
vi. Learning without burden
vii. Religion and Education
Unit-5. Education and the Issues in Development

i. Health Education
ii. Population Education
iii. Education for Rural Development
iv. Environment Education
v. Science Education
vi. Value Education
vii. Girls Education
viii. Education for Minorities – Religious, Ethnic, Linguistic, Tribals
ix. Education of the disadvantaged sections
x. Education for children with special needs
xi. Information communication technology

Selected References


Other latest books and relevant websites to be referred
Paper II - Research process in Education and Development

Rationale

Research at M.Phil level is essential for the development of the subject and also find solutions to problems in the field as well as equipping the students with the research theory and skills for conduct of research later at the Doctoral and Post doctoral level and undertake need based research project and contribute for Development.

Transaction Mode

- Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To familiarize with the research process to undertake research in the area of Education and Social sciences leading to Development
2. Conduct field studies
3. To enable the student to report research findings
4. To evaluate research

Unit-1. Preparatory to Research: Using various tools for learning, working and communicating

Unit-2. Stages in the development of research

i. Sensing the problem
ii. Identifying the problem
iii. Defining the context and situation of the problem
iv. Review work done related to similar problems and their plan, and their solutions
v. Identifying and defining concepts, constructs, variables in the problem
v. Stating objectives, hypothesizing, delimiting the problem at hand.

Unit-3. Designs, methods, techniques and tools of research.
Unit-4. Approaches in Research, Plan of action for different types of research.
Unit-5. Creativity and innovation.
Unit-6. Originality, advancement to knowledge and application to society.
Unit-7. Use of ICT in Research and Reporting.
Unit-8. Ethics of Research in Education and Social Sciences.

Selected References

Best, J.W. and James V. Khan, Research in Education, Prentice Hall of India Pvt Ltd., New Delhi, 1986


Coburn, Peter at al. Practical guide to computers in Education, Addison Wesley Publishing Company, California, 1982


Galtung, Johan. Theory and Methods of Social research, George Allen and Unwin Ltd., London, 1967 (For Unit II, Item)

Kothari, C.R. Research Methodology - methods and techniques, Wiley Eastern Ltd., New Delhi (For Unit III & IV)


Mouly, George, J. The Science of Educational Research, Eurasia Publishing House, New Delhi, 1964 (For Unit 1)


Other latest books and relevant websites to be referred
PAPER III - (Optional): A - Non-formal Education

Rationale

Non-formal Education as an alternative system has placed a vital role in the society for the development of the individual and the society. At M.Phil. level there is a need for probing into the alternative systems of Education and Research on issues related to it and find solutions.

Transaction Mode

- Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To understand and apply the knowledge of:
   i. Three channels of education: formal, non-formal and incidental. Interdependence and linkages.
   ii. Concept of non-formal education; objectives; Need and significance; Clientele; Recurrent Education; and Learning Society.
   iii. Non-formal education and development.
   v. Organisation; Institutional and individuals networks; Training of personnel; Different types of non-formal education; Finance.

2. To conduct research on the need-based issues related to Non-formal Education and find solutions to problems in society.

Unit-1. Brief history of non-formal education in India and in other countries.

Unit-2. Surviving traditions in non-formal education: Their relevance to future development w.r.t. to India.

Unit-3. Non-formal Educational for personal and social development.
Unit-4. Non-formal Education for children w.r.t. India and other countries.


Unit-6. Role of Mass media & ICT in education.

Unit-7. Future developments in Non-formal education.

Unit-8. Teaching-Learning strategies and modes of Non-formal Education

Unit-9. Administrative mechanisms of Non-formal Education.

Required Reading

J.P. Naik, Some Perspectives of Non-formal Education, Allied, New Delhi, 1976.

Recommended Reading


From: Websites related to Non-formal Education - International/National: Government Policies and Programme, Other Agencies working for N.F.E.
Rationale
Planning is essential to make any system function effectively and supportive administrative machinery ensures the success of the system for development.

Transaction Mode

- Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To familiarize the students with the five year plans with special reference to desired educational reforms
2. To understand the relationship of Educational Planning and administration for Education of the different sections in society for the individual and social development
3. To understand the problems of educational administration in India
4. To familiarize the student with Educational planning and educational administration issues for conduct of research

Unit-1. Educational Commission and Policy inputs for educational planning
Unit-2. Planning provisions and administrative set-ups: Implementation status (to-date): RTE, SMC, etc.
Unit-3. Formal, Non-formal, Open schooling
Unit-4. Role of teachers, political leaders, Philanthropists, Social activists, Public, Corporate agencies, students, bureaucracy, minorities and weaker sections.
Unit-5. Mechanisms for quality control.
Unit-6. Organizational set –up (International - National – grassroots level)
Unit-7. Supporting agencies (Government and NGO)
Unit-8. Social audit
Unit-9. Cost benefit ratio

Required reading

All Five Year Plans:

The emphasis of study is on the educational plans and their relationship to the plan as a whole.
Recommended reading


Other latest books and relevant websites to be referred
Rationale

Education and Development of the individual and society is interrelated and dynamic. There is need to conduct research for enhancing quality of life of the individual and the society.

Transaction Mode

- Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To understand the relationship of Education and social development
2. To relate Education to its social, economic, political and cultural contexts in India from an interdisciplinary point of view.
3. To familiarize the student with varied Educational issues for conduct of research

Unit- 1. Study of different types of educational systems: incidental, formal, non-formal and informal
Unit - 2. Diversity in Indian society and its implications to education: stratification based on caste, class, language, region, culture, religion
Unit - 3. Education and social mobility
Unit - 4. Education as an instrument for social change and social development
Unit - 5. Politics of education and social development
Unit - 6. Dynamics of Modernisation and education
Unit - 7. Education in different Social contexts and School contexts.

School contexts: neighbourhood school, inclusive school, international schools, school complex, demonstration school,
home schooling, experimental school, digital schools, public schools,
special schools, virtual schools, open school etc.

Unit-8. Social Audit: SMC and interaction of human, non-human component
for excellence and development

Unit-9. School requirements in the current contexts: school counselor, ICT
enabled classroom

Unit-10. RTE Act and Implications for individual social development

Recommended reading


I. P. Desai, High School Students in Poona, Deccan College Monograph No.12, 1954.


For Education as a Social System

O. Banks, The Sociology of Education, 1958 (Relevant Portions only)


For Education as a Social System


School in the Community, Central Institute of Research and Training in Public Co-operation, New Delhi, 1970.

Other latest books and relevant websites to be referred
PAPER III - (Optional) : D - Inclusive Education

Rationale

Education for the disadvantaged groups are now addressed in the regular course of Education today. The problems and issues related to inclusion need to be studied at the M.Phil. level and researched on, to find solutions.

Transaction Mode

- Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To know the development and issues related to Inclusive Education
2. To conduct research and find solutions to the problems.

Unit- 1. Historical perspectives and Land Marks in Inclusive Education.
   ii. Historical Experiments of Inclusive Education in different states in India: Shahu Maharaj, Bhau Rao Patil, V.R. Shinde, Dr. B. Ambedkar, Mahatma Phule etc.

Unit- 2. Psychological and Sociological perspective of Inclusive Education.

Unit - 3. Inclusive Growth and Inclusive Education. International/National policies and programmes.

Unit 4. Role of Media, and Information and Communication Technology in/for Inclusive Education.

Unit 5. Barriers to Inclusive Education
Unit 6. Training for and Management of Inclusive Education

Unit 7. Support services for Inclusive Education

**Selected References:**


Other latest books and relevant websites to be referred.
Rationale

Tribal development is a great concern and issues related to the livelihood, culture, education of the different tribes especially in India need to be studied and researched on at M.Phil. level and solutions to problems found out.

Transaction Mode

- Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- Use of constructivist approach in the teaching-learning strategy.

Unit-1. Tribal Communities in India, Tribal problems, Problems of Access to facilities, Tribal revolts and movements in India.

Unit-2. Administration and Approaches to Tribal Development, Constitutional safeguards and Special provisions, Policies and Programmes

Unit-3. Agencies of Tribal Development.

Unit-4. Tribal Education:

   i. Alternative systems/strategies for Tribal education

   ii. Attitude of Teachers and other personnel in the Education system imparting education to the Tribal children.

   iii. Change in Tribal economy & change in life style due to Education

Unit-5. Sectors of Tribal and Rural Development

Unit-6. Impediments to Tribal Development

Unit-7. Tribal art and culture, folklore etc.

Selected References


Title: Changing Tribal Life
A Socio-Philosophical Perspective
by Padma Sen
ISBN(Hardbound): 8180690237, 9788180690235
Price(Hardbound): $5.88
Language: English

Title: Essential Forest Produce in Orissa
by Nityananda Patnaik
ISBN(Hardbound): 8124662085, 9788124662089
Price(Hardbound): $10.23
Language: English

Title: The Life of Hunting & Gathering Tribe in The Eastern Ghats
by C. Subba Reddy
ISBN(Hardbound): 8178356910, 9788178356914
Price(Hardbound): $17.05
Language: English

Title: Tribal administration and development
With Ethnographic Profiles of Selected Tribes
by S. G. Deogaonkar
ISBN (Paperback): 8179225345, 9788179225348
Price (Paperback): $1.59
Language: English

Title: Tribal Education
Trends and future scenario
by B. C. Das
ISBN(Hardbound): 8184840268, 9788184840261
Price(Hardbound): $17.05
Language: English

Title: Tribes, Cultural-Adaptations and Belief Systems
Conceptual and Methodological Perspective
by N. K. Das
ISBN(Hardbound): 8183872395, 9788183872393
Price(Hardbound): $14.77
Language: English

. Other latest books and relevant websites to be referred