

**CENTRAL UNIVERSITY OF KARNATAKA**

**Department of Folkloristics and Tribal Studies**

**MA Folkloristics and Tribal Studies**

**Programme Structure & Syllabus**

**(Based on UGC – Learning Outcomes-Based Curriculum Framework)**

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## **Department of Folkloristics and Tribal Studies**

### **Vision Statement:**

To be recognized as one of the premier department in Folk and Tribal research, outreach and Training at Global platform.

### **Mission Statements:**

**M.1:**By providing highest quality of learning opportunities at global, national and regional level and contribute to the advancement of scientific knowledge.

**M.2:**To produce human resources of greater competence and employ-ability skills through cross cultural, cultural sensitive, and participant approach in ideal and field or real life settings.

**M.3:**To contribute towards Preservation of tangible and intangible knowledge systems within comparative and multidisciplinary premise.

**M.4:** To seek collaboration in Research and Training from reputed institutions within the country and abroad.

## **Department of Folkloristics and Tribal Studies**

**Name of the Academic Program :M.A in Folkloristics and tribal Studies**

### **Qualification Descriptors (QDs)**

After completion of M.A in Folkloristics and Tribal Studies, the Post Graduates will be able to

**QD-1:** Demonstrate comprehensive knowledge and skills in preservation of Folk and Tribal lore, and in understanding aspects such as Social and political system, Kinship, Gender dimension, Folk and Tribal development and environment, Mass Media and communication, Languages and material culture.

**QD-2 :** Employ the knowledge and skills in collection, analysis and evaluation of relevant data and devising evidence based programme using methodologies as deemed appropriate to Folk and Tribal communities.

**QD-3 :** Apply disciplinary knowledge and transferable skills in aspects as mentioned above in order to solve complex problems with well defined solutions.

**QD-4 :** Communicate the results of studies undertaken accurately in range of different contexts using the main concepts, constructs and techniques of the subject.

**QD-5 :** Demonstrate knowledge and transferable skills in above mentioned aspects towards generating employment opportunities at various governmental and non - governmental organizations (both national and international plane) such as Art and Cultural Department, Tribal and social welfare Department, Museum, Research and Academic institutions.

**QD-6:** Demonstrate knowledge and skills to influence policy planning.

### Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

|      | MS-1 | MS-2 | MS-3 | MS-4 |
|------|------|------|------|------|
| QD-1 | 3    | 3    | 3    | 3    |
| QD-2 | 2    | 3    | 2    | 3    |
| QD-3 | 3    | 2    | 3    | 3    |
| QD-4 | 2    | 2    | 3    | 2    |
| QD-5 | 3    | 3    | 2    | 3    |
| QD-6 | 2    | 3    | 2    | 3    |

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

### **Program Learning Outcomes (PLOs) (10 to 12)**

- PLO-1 Demonstrate the ability to identify, interpret, analyse and draw logical conclusion and judgement.
- PLO-2 Demonstrate the ability to critically evaluate problems on the basis of empirical evidence
- PLO-3 Demonstrate the ability to comprehend information and effectively communicate the same to global audience.
- PLO-4 Demonstrate the ability to assess reliability and relevance of information.
- PLO- 5 Demonstrate critical sense of inquiry and ability to ask relevant questions
- PLO-6 Demonstrate the ability to engage with the community with cultural sensitivity, empathy and greater sense of participation devoid of personal bias and prejudice.
- PLO-7 Demonstrate the ability to address nuance pertaining to Gender, Caste, Religion and Class etc .
- PLO-8 Demonstrate the ability to innovate solutions amenable to local circumstance and sustainability standards.
- PLO-9 Demonstrate the ability to identify ethical concerns and avoid misinterpretation and false fabrication of data.
- PLO-10 Demonstrate the ability to work collaboratively in Muti cultural context and interdisciplinary teams
- PLO-11 Theoretically and methodologically equipped and demonstrate ability to innovate local means of gathering information in real life or field settings.
- PLO-12 Demonstrate the ability to undertake and influence decisions at the level of community and policy plane

**Mapping of Program Learning Outcomes (PLOs)  
with Qualification Descriptors (QDs)**

|        | QD-1 | QD-2 | QD-3 | QD-4 | QD-5 | QD-6 |
|--------|------|------|------|------|------|------|
| PLO-1  | 3    | 3    | 3    | 3    | 2    | 3    |
| PLO-2  | 3    | 2    | 3    | 3    | 2    | 3    |
| PLO-3  | 3    | 2    | 3    | 3    | 3    | 3    |
| PLO-4  | 3    | 3    | 2    | 2    | 3    | 2    |
| PLO-5  | 2    | 3    | 3    | 2    | 2    | 2    |
| PLO-6  | 3    | 3    | 2    | 3    | 3    | 3    |
| PLO-7  | 2    | 3    | 2    | 3    | 3    | 2    |
| PLO-8  | 3    | 2    | 3    | 3    | 3    | 3    |
| PLO-9  | 3    | 3    | 2    | 2    | 3    | 2    |
| PLO-10 | 3    | 2    | 3    | 3    | 2    | 3    |
| PLO-11 | 3    | 2    | 3    | 2    | 3    | 3    |
| PLO-12 | 3    | 3    | 2    | 3    | 2    | 3    |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

## Program Structure

| Paper Code        | Title of the Paper                                  | Type | Credits |   |   |                   | Assessment |     |
|-------------------|---|------|---------|---|---|-------------------|------------|-----|
|                   |   |      | L       | P | T | Total             | INT        | ESE |
| <b>Semester 1</b> |   |      |         |   |   |                   | %          | %   |
| PFTTC-10001       | Introduction to Folklore                            | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-10002       | Folkloristics: Beginning of Theory                  | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-10003       | Folkloristics Through the Ages                      | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-10004       | Tribal Life: An Overview                            | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTCA-10101       | Material Culture and Museum Method                  | AECC | 2       |   | - | 2                 | 20         | 30  |
| PFTTA-10102       | Folk Tourism  | AECC | 2       |   | - | 2                 | 20         | 30  |
| Generic Elective  | Other Department                                    | GE   |         |   |   |                   |            |     |
| <b>Semester 2</b> |   |      |         |   |   |                   |            |     |
| PFTTC-20005       | Folkloristics: Modern Era                           | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-20006       | Academic Disciplines- Situating Folklore            | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-20007       | Approaches in Tribal Studies                        | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-20008       | Tribal Societies in Changing World                  | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTA-20103       | Conservation and Preservation of Folk & Tribal Lore | AECC | 2       |   | - | 2                 | 20         | 30  |
| PFTTA- 20104      | Tribes in India                                     | AECC | 1       |   | 1 | 2                 | 20         | 30  |
| Generic Elective  | Other Department                                    | GE   |         |   |   |                   |            |     |
| <b>Semester-3</b> |   |      |         |   |   |                   |            |     |
| PFTTC-30009       | Folkloristics : Post Modern Era                     | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-30010       | Research Methodology                                | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-30011       | Tribes and National Policy                          | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-30012       | Tribe and Environment                               | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTD - 30201     | Folklore & Mass Media                               | DSE  | 2       |   | 1 | 3                 | 30         | 45  |
| PFTTD-30202       | Endangered Tribal Languages in South India          | DSE  | 2       |   | 1 | 3                 | 30         | 45  |
| <b>Semester-4</b> |   |      |         |   |   |                   |            |     |
| PFTTC-40013       | Folkloristics in 21 <sup>st</sup> Century           | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTTC-40014       | Folk/Tribal Knowledge System                        | CC   | 3       |   | 1 | 4                 | 40         | 60  |
| PFTCC-40015       | Field work  | CC   | 2       | 2 | - | 4                 | 40         | 60  |
| PFTRC-40016       | Dissertation, Report writing & Viva-Voce            | Pjet |         |   |   | 6                 | 60         | 90  |
|                   |   |      |         |   |   | <b>80 Credits</b> |            |     |

# SEMESTER-I

**Course Code: PFTTC-10001 -INTRODUCTION TO FOLKLORE**

L(3)-T(1)-P(0) : 03 Credits: 04

## OBJECTIVES:

- Introducing Folk genres and the different school of thoughts in Folklore.
- For each folklore genre, few sample works are prescribed so as to enable the students to have a taste of such works in original.

## Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand different ways of thinking folklore data.

CLO-2 Analyse the different schools of thought on Folklore

CLO-3 Ability to identify different genres of folklore

CLO-4 Articulate and exemplify the purpose of folklore as put forward by various scholars

CLO-5 Ability to comprehend how folklore evolved at different phases throughout history in various context.

## Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 2      |
| CLO2 | 3     | 3     | 2     | 3     | 3     | 2     | 3     | 3     | 2     | 2      | 3      | 3      |
| CLO3 | 3     | 2     | 3     | 2     | 2     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |
| CLO4 | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 2     | 3      | 3      | 2      |
| CLO5 | 3     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3     | 3      | 2      | 3      |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping



## **Detailed Syllabus:**

### **Module-1 : Folklore as Data**

Data as a cognitive process- Native Folk and Academic Folk  
Folklore as artefact, mentifact and socio-fact

### **Module-2 : Definition of Folklore**

The British School- The German School- Finish School-  
The American School- Indian School

### **Module-3 : Classification of Folklore**

RS Boggs- Richard Dorson- Antti Aarne- Stith Thomson

### **Module-4: Functions of Folklore**

Andrew Lang- William Bascom  
Emile Durkheim- Malinowski- Radcliffe-Brown

### **Module-5: History of Folklore**

Europe- America-Asia-  
Special reference to India

### **References/ Suggested readings**

1. Adams, Robert J, 1975, *Introduction to Folklore*, New York, Best Books Publications,
2. Bauman Richard , "Folklore As Transdisciplinary Dialogue." *Journal of Folklore Research* 33.1 (1996): 15-20.
3. Ben Amos, Dan, 1982: "Towards a Definition of Folklore" in *Folklore in Context*, New Delhi: South Asian Publishers.
4. Ben Amos, Dan, (Ed.)1976: *Folklore Genres*, Austin: University of Texas Press.
5. Bendix, Regina,1997,*In Search of Authenticity: The Formation of Folklore Studies*. Madison, University of Wisconsin Press.
6. Brunvand, Jan Harold,1969, *The Study of American Folklore*. New York: Norton Press.
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19. Herskovits, Melville J. 1946, "Folklore after a Hundred Years: a Problem in Redefinition." *Journal of American Folklore* 59, pp. 89-100.
20. Islam, Mazhrul, 1985: 'Folklore the pulse of the people' in *The Context of Indic Folklore*, New Delhi, Concept Publishing Co.
21. Kirshenblatt-Gimblett, Barbara, 1983. "The Future of Folklore Studies in American: the Urban Frontier." *Folklore Forum* 16.2, pp.175-234.
22. Payyanad, Raghavan, (Ed.) 1999: *Ideology, Politics and Folklore*, Payyannur: FFM Publication
23. Payyanad, Raghavan, 2013: *Methodology for Folkloristics*, Feroke: Department of English, Farook College, Feroke
24. Pardes, A & Dan Ben – Amos (Ed) 1972: *Towards a New Perspective in Folklore*, Austin: University Texas Press

25. Propp, Vladimir. 1984. *Theory and History of Folklore*. Translated by Ariadna Y. Martin and Richard P. Martin. Edited with Introduction and Notes by Anatoly Liberman, Minneapolis, University of Minnesota Press, (Series: Theory and History of Literature, 5).
26. Ramanujam, A.K., 1987: "The Relevance of South Asian Folklore" in *Indian Folklore* – 11, Mysore: Central Institute of Indian Languages.

## Course Code: PFTTC-10002- FOLKLORISTICS: BEGINNING OF THEORY

L(3) -T(1)-P(0) : 03 Credits: 04

### OBJECTIVES

To enable Students evaluate folklore objectively and undertake in depth studies of different genres of folklore, folk theories and variant trends.

### Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1 Demonstrate the ability to understand Religious perspectives on Folkloristics

CLO-2 Analyze and understand the Evolutionary perspectives on Folkloristics

CLO-3 Demonstrate the ability to understand the Devolutionary Perspectives on Folkloristics

CLO-4 Ability to Understand the Diffusion perspectives on Folkloristics

CLO-5 Ability to comprehend the Functionalist perspectives on Folkloristics

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 2      |
| CLO2 | 3     | 3     | 2     | 3     | 3     | 2     | 3     | 3     | 2     | 2      | 3      | 3      |
| CLO3 | 3     | 2     | 3     | 2     | 2     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |
| CLO4 | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 2     | 3      | 3      | 2      |
| CLO5 | 3     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3     | 3      | 2      | 3      |

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### Detailed Syllabus

#### **Module-1: Religious Perspective**

G J Frazer, Emile Durkheim

#### **Module-2 : Evolutionary Perspective**

E.B Tylor- LH Morgan-

#### **Module-3 : Devolutionary Perspective**

Grimms Brothers-Max Muller

## **Module-4 : Diffusion Perspective**

Theodor Benfý- Kaarle Krohn

## **Module-5 : Functionalist Perspective**

Malinowski- Radcliffe-Brown -William Bascom

### **References:**

- Boas, Franz 1896: "The Growth of Indian Mythologies" in *Journal of American Folklore*, Vol,9: PP109-134
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- Zipes, 1979, Jack, *Breaking the Magic Spell: Radical Theories of Folk and Fairy Tales*, University of Texas Press, Austin.

**Course Code: PFTTC-10003- FOLKLORISTICS THROUGH THE AGES\***

L(3)-T(1)-P(0) : 03 Credits: 04

**OBJECTIVES**

- To acquire in depth knowledge of folklore trends through various periods and its distinctive features in Indian culture. To identify genuine historical sources, interpret and evaluate them

**Course Learning Outcomes (CLOs) (5 to 8)**

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand the pre-industrial influence on Folkloristics

CLO-2 Ability to understand the industrial influence on Folkloristics

CLO-3 Ability to comprehend the urban influence on Folkloristics

CLO-4 To analyze the Post industrial influence on Folkloristics

CLO-5 Ability to Understand the influence of globalization on Folkloristics.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | 3     | 2     | 3     | 3     | 3     | 2     | 3     | 2     | 3     | 3      | 3      | 2      |
| <b>CLO2</b> | 3     | 3     | 2     | 2     | 2     | 3     | 2     | 3     | 2     | 3      | 3      | 2      |
| <b>CLO3</b> | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 2     | 2      | 3      | 3      |
| <b>CLO4</b> | 3     | 2     | 3     | 2     | 3     | 2     | 2     | 2     | 3     | 3      | 2      | 2      |
| <b>CLO5</b> | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 2      | 3      | 3      |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**Detailed Syllabus:**

**Module-1 : Pre-industrial Influence**

Savagery: Food gathering stage-social formations- manifestations

Barabarisim: Food producing- Pastoral-Peasantry- Feudal social formations-manifestations

## **Module-2 : Industrial Influence**

Renaissance and Reformation- Discovery of alien cultures  
Industrialisation- Emergence of popular antiquities  
Positivism- Empiricism- Colonialism- Nationalism- Structuralism- Marxism

## **Module-3 : Urban Influence**

Emergence of industrial and commercial urban centres  
Rural-Urban Continuum- Acculturation and Enculturation  
Emergence of Folklore as an academic discipline

## **Module-4 : Post- industrial Influence**

Decay and Revival of Folklore- Public Sphere of Folklore  
Emergence of Post-Industrial Folk : Spatial Vs Virtual  
Impact of Post-Modern thoughts on Folkloristics- Feminism, Marginality etc.  
Post structuralism and Folklore

## **Module-5 : Globalisation influence**

Impact of liberalisation- on Folk and Folklore conceptions-  
Identity studies: Local, Global and Glocal  
Folklore: Cultural commodification and Culture as industry  
Issues on the rights over folklore: Homogenisation and Hybridisation  
Role National and International Agencies

\* *Emphasis should be given to corresponding theories related to each module*

## **References:**

- Albrow, M. 1996, *The Global Age*. Cambridge: Polity.
- Anderson, B. 1983, *Imagined Communities: Reflections on the Origins and the Spread of Nationalism*. London: Verso.
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## Course Code : PFTTC-10004-TRIBAL LIFE: AN OVERVIEW

### Objectives:

- Enable them to identify the characteristic features of Tribes, its imagery and implied meaning, other literary techniques, expressions, ethical and social values.
- To instill awareness of the imprint on the ancient tradition of the tribes subsequent to folk inter- disciplinary domains.

### Course learning outcomes (CLOs)

After the completion of this course successfully, the students will be able to

CLO-1 Ability to identify the Tribes across the globe alongside important discoveries and perspectives on them.

CLO-2 Ability to comprehend significant concepts and categories in comparison to the Tribes.

CLO-3 Articulate the definition of Tribes as conceptualized by academic and non-academic organization.

CLO-4 Demonstrate the ability to classify the tribes in India on the parameter of race, geography, language and resource.

CLO-5 Analyze the classic works on the Tribes undertaken by prominent scholars.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| CLO1 | 3        | 2        | 3        | 3        | 3        | 2        | 3        | 2        | 3        | 3         | 3         | 2         |
| CLO2 | 3        | 3        | 2        | 2        | 2        | 3        | 2        | 3        | 2        | 3         | 3         | 2         |
| CLO3 | 3        | 3        | 2        | 3        | 3        | 3        | 3        | 3        | 2        | 2         | 3         | 3         |

|             |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>CLO4</b> | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 |
| <b>CLO5</b> | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

## **Detailed Syllabus**

### **Module-1: Tribes in Ancient World**

Cultural landscapes and Spatial dimension  
Renaissance and Voyage -Torres Straits Expedition-  
Discovery of ethnic groups-  
Western perspectives

### **Module-2: Concepts and Categories**

Race-Ethnic Group  
Indigenous people/ Aborigines/ Autochthones  
Class Vs Caste  
Caste Vs Tribe  
Tribe Vs Indigenous people

### **Module-3: Definition of Tribe**

Royal Anthropological Institute  
International Labour Organisation  
Academics  
Constitutions

### **Module-4: Classification**

Racial, Geographic, Linguistic, Resource- based

### **Module-5: Tribal life around the World : Some Classic works**

The Nuer of Sudan, Africa- E,E, Evans-Pritchard  
Yanomamö, Brazil, South America- Napoleon Chagnon  
Argonauts of Western Pacific, New Guinea- B Malinowski  
The Andaman Islanders, Asia - Radcliff-Brown

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**Course Code- PFTCA-10101-MATERIAL CULTURE AND MUSEUM METHOD  
(L-1, T-P) Credits- 2**

**Objectives:**

- To introduce the students on the role of the non – verbal art in shaping the folk culture and to provide training for preservation of manuscripts.

CLO- 1 Articulate concepts, significance and process of studying material culture

CLO-2 Analyze material culture illustratively

CLO-3 Demonstrate the ability to understand concepts, significance and process of studying museum specimen

CLO-4 Ability to understand the arrangement and preservation of museum specimens.

CLO-5 Demonstrate the ability to comprehend and document museum specimen scientifically

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 2      |
| <b>CLO2</b> | 3     | 3     | 2     | 3     | 3     | 2     | 3     | 3     | 2     | 2      | 3      | 3      |
| <b>CLO3</b> | 3     | 2     | 3     | 2     | 2     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |
| <b>CLO4</b> | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 2     | 3      | 3      | 2      |
| <b>CLO5</b> | 3     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3     | 3      | 2      | 3      |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**Detailed Syllabus**

**UNIT I:** Material Culture: Definition, scope and importance of studying Material Culture; Techniques of studying material culture.

**UNIT II:** Study of implements that illustrate Material culture; Musical instruments, Hunting and other subsistence based implements, traditional dress and Jewellery of Folk and Tribal communities of India etc. At the same time, Students shall make proportionate drawing of the specimens with each component properly labelled and detailing the function of each component alongside other information such as local name and its English equivalent, ethnic or cultural affiliation, raw material used manipulation and mode of use, and ecological significance.

**UNIT III:** Museum method: Definition, functions and role of museum in Folkloristics and Tribal studies, Arrangement of museum specimens and cleaning, treatment and preservation of museum specimens.

UNIT. IV : Arrangement of museum specimens and cleaning, treatment and preservation of museum specimens.

**UNIT V:** Visit to a local museum and preparation of report on the basis of it.

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2. Dorson, Richard M. 1972; *Folklore and Folk life*, Chicago: Chicago University Press.
3. Handoo Jawaharlal, 1989: *Folklore – An Introduction*, Mysore: Central Institute of Indian Languages.
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5. Prown, Jules David. (1982). Mind in matter: An introduction to Material Culture theory and Method. Winterthur Portfolio. Vol 17(1), pp. 1-19. The University of Chicago press.
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**Course Code: PFTTA-10102- FOLK TOURISM**

L(1)-T(1)-P(0) : 02 - Credits: 02

**Objectives**

To enable the learners identify the importance of folk and oral tradition in understanding Indian society, position of folklore in the era of globalization and commercial aspects of folk art, music and handicrafts.

**Course Learning Outcomes (CLOs)**

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand concept of Folk tourism

CLO-2 Ability to understand the folk art and crafts in different parts of India

CLO-3 Ability to comprehend the process of Tourism development

CLO-4 Demonstrate the ability to Understand the role of Tourist Guides and Tourist Services.

CLO-5 Ability to understand Folk Tourism as a career prospect.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | 3            | 3            | 2            | 3            | 3            | 3            | 3            | 3            | 3            | 3             | 3             | 2             |
| <b>CLO2</b> | 3            | 3            | 2            | 3            | 3            | 2            | 3            | 3            | 2            | 2             | 3             | 3             |
| <b>CLO3</b> | 3            | 2            | 3            | 2            | 2            | 3            | 2            | 2            | 3            | 3             | 2             | 3             |
| <b>CLO4</b> | 3            | 3            | 3            | 3            | 2            | 3            | 3            | 3            | 2            | 3             | 3             | 2             |
| <b>CLO5</b> | 3            | 2            | 3            | 3            | 3            | 2            | 2            | 3            | 3            | 3             | 2             | 3             |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**Detailed Syllabus**

**Unit 1. Introduction to Folk Tourism,**

Importance of Folk and Oral tradition in Understanding Indian Society

**Unit 2. Folklore as Alternative Knowledge System**

Folk art, music and Handicrafts , Position of Folklore in the era of globalization and marketing

**Unit 3. Folk Tourism , History**

modern cosmopolitan Youth Paper , Tourism Development –Organization, Business Travel, Organisation

**Unit 4. Types of Tourism and Tour guides**

Job Structure in Travel Agency , Any one case study , Tourist Services ,Tourist guides –

**Unit 5. Responsibility of a Tourist guide**

Definition, duties , Categories of Tourist guides, Training of a Tourist guide

**Reference Books:**

1. Books published by Archaeological Survey of India on sites. Shakuntala Jaganathan, India-Travel Agent Manual, Dept. of Tourism, India.
2. B.S. Badami, „Impact of Tourism in South India’, Commonwealth Publishers, New Delhi, 1997.
3. Sethi Praveen, „Tourism Today and Tomorrow’, Anmol Publications, New Delhi, 1999.
4. Malhotra R.K., „ Encyclopaedia of Hotel Management & Tourism”, Anmol Publications, New Delhi, 1997.
5. Suhita Chopra, „ Tourism and Development in India”, Ashish Publications, New Delhi,1991.
6. Christine Lundberg Vassilios ZiakasThe Routledge Handbook of Popular Culture and Tourism, 2018.

## SEMESTER-II

**Course Code: PFTTC-20005- FOLKLORISTICS: MODERN ERA**

L(3)-T(1)-P(0) Credits: 04

### Objectives

To create awareness on the different school of thoughts towards understanding folk society and culture.

### Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand the Structuralism- Syntagmatic School of thought in Folkloristics.

CLO-2 Analyze the Structuralism-Paradigmatic School of thought in Folkloristics.

CLO-3 Ability to understand the Psycho-analysis School of thought in Folkloristics.

CLO-4 Articulate and comprehend the Analytical Psychology School of thought in Folkloristics.

CLO-5 Ability to understand the Symbolic Functionalist School of thought on Folkloristics.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 2      |
| <b>CLO2</b> | 3     | 3     | 2     | 3     | 3     | 2     | 3     | 3     | 2     | 2      | 3      | 3      |
| <b>CLO3</b> | 3     | 2     | 3     | 2     | 2     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |
| <b>CLO4</b> | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 2     | 3      | 3      | 2      |
| <b>CLO5</b> | 3     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3     | 3      | 2      | 3      |

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### **Detailed Syllabus**

#### **Module-1 : Structuralism- Syntagmatic**

Roman Jakobson- Ferdinand De Saussure- V. Propp- Allan Dundes

#### **Module-2 : Structuralism- Paradigmatic**

Levi-Strauss- Kongas Maranda - Pierre Maranda- J.H Handoo

#### **Module-3 : Psychoanalysis**

Sigmund Freud- Abraham Kardinar- Allan Dundes- A.K Ramanujan

#### **Module-4 : Analytical Psychology**

Karl Jung- Claude Bremond- Carlos C Drake

#### **Module-5 : Symbolic Functionalist**

Clifford Geertz- Victor Turner-Edmund Leach- Jack Zipes

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2. Barthes, Roland 1981: *Theory of the Text in Untying the text.*
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4. Claude, Bremond 1977: "The morphology of the French fairy tale: the ethical model" in Keda & Dimitri Segal (Eds.) *Patterns in Oral Literature*, The Hague: Morton Publications.
5. Claus, Peter J & Frank J Korom (Eds): *Folkloristics and Indian Folklore*, Udipi: regional Resource Centre or Folk Performing arts.
6. Dundes, Alan, 1964: *The Morphology of North American Indian Folktales*, Helsinki: FF Communications.
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Eco, Umberto, 1984: *Semiotics and :Philosophy of Language*, Bloomington: Indiana University Press.
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23. Firth, Raymond. 1957. *Man and Culture, An Evaluation of the Work of Bronislaw Malinowski*. London: Routledge and Kegan Paul.
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**Course Code: PFTTC – 2006-: ACADEMIC DISCIPLINES- SITUATING FOLKLORE**

L(3)-T(1)-P(0) : Credits: 04

**Objectives**

- To familiarize the process of folklore fragmentation in academic institutions, and its holistic and trans-disciplinary approaches.

**Course Learning Outcomes (CLOs)**

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand folklore as an academic discipline .

CLO-2 Analyze the holistic approach in Folklore.

CLO-3 Ability to identify segmentation of knowledge in Folklore.

CLO-4 Ability to understand the process of Folklore Fragmentation in academic institutions

CLO-5 Ability to comprehend the process of trans- disciplinarity in folklore.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 3      |
| <b>CLO2</b> | 3     | 3     | 3     | 3     | 3     | 2     | 3     | 2     | 3     | 2      | 2      | 2      |
| <b>CLO3</b> | 3     | 3     | 3     | 2     | 2     | 3     | 2     | 2     | 2     | 3      | 3      | 3      |
| <b>CLO4</b> | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 2      | 3      | 3      |
| <b>CLO5</b> | 3     | 2     | 2     | 2     | 2     | 2     | 3     | 3     | 2     | 3      | 2      | 2      |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

## Detailed Syllabus:

### **Module-1 : Concept of Discipline**

Beginnings of Epistemology-  
Two dimensions of discipline: Epistemic and Social  
Concept of discipline- Michel Foucault  
Characteristics of Discipline

### **Module-2 : Holistic Approach and Folklore**

The Greek & Indian model-  
Philosophical base as construction of knowledge

### **Module-3 : Segmentation of Knowledge and Folklore**

Emergence of University system-  
Humanities- Social Sciences-Natural Science-Physical Science etc

### **Module-4 : Fragmentation and Folklore**

Emergence of Departments and Centres- Specialisations and Super speciality

### **Module-5 : Trans-disciplinarity and Folklore**

Inter-disciplinary and Multi-disciplinary approach  
Folklore as inter-disciplinary subject-  
Trends towards holistic approach

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Geertz, Clifford, *After the Fact: Four Decades, Two Countries, One Anthropologist*, Cambridge, MA: Harvard University Press, 1995.

Gibbons, Michael, Camille Limoges, Helga Nowotny, Simon Schwartzman, Peter Scott and Martin Trow, *The New Production of Knowledge/The Dynamics of Science and Research in Contemporary Societies*, London, SAGE, 1994.

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Krishnan, Armin, “What are Academic Disciplines? Some observations on the Disciplinary vs. Interdisciplinarity debate” *NCRM Working Paper Series*, National Centre for Research Methods, University of Southampton, January 2009.

Matthew Miller and Veronica Boix-Mansilla, “Thinking Across Perspectives and Disciplines”, GoodWork Project Report Series, Cambridge, Number 27, November 2004.

McHoul, W. Grace A., *A Foucault Primer. Discourse, Power and the Subject*, London Routledge, 1993, pp.64-70.

Oring, Elliot, *Folk Groups and Folklore Genres: An Introduction*, Utah, Utah State University Press, 1986.

Suhakar Reddy Y.A. “Folklore in the Public Sphere: Reflections on Contemporary Civil Society” in *Folklore, Public Sphere and Civil Society*, (Eds.) M.D. MuthukumaraSwamy and Molly Kaushal, Indira Gandhi National Centre for the Arts, New Delhi and National Folklore Support Centre, Chennai, 2004, pp. 23-36.

Turner, Bryan S. ‘Discipline’, *Theory, Culture and Society* 23, 2006, pp. 183-186.





|             |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>CLO1</b> | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| <b>CLO2</b> | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 |
| <b>CLO3</b> | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| <b>CLO4</b> | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| <b>CLO5</b> | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

## **Detailed Syllabus**

### **Module-1 Evolutionists**

Classical Evolutionists: E.B Tylor, L.H. Morgan  
 Unilinear Evolution-Psychic Unity of Mankind- Cultural Survivals  
 Neo-Evolutionists: Leslie White, Julian H Steward, Marshall Sahlins, Elman Service  
 Universal Evolution-Leslie White- Theory of Cultural Evolution  
 Multilineal Evolution- Julian H Steward  
 General and Specific Evolution- Marshall Sahlins, Elman Service  
 Criticisms

### **Module-2 Diffusionists**

British: Grafton Elliot Smith, W.J. Perry, W,H,R Rivers  
 German: Friedricch Ratzel, Fritz Graebner  
 American: Franz Boas, Clark Wissler, A.L Kroeber, M. Herkovits  
 Culture Trait- Culture Complex- Culture Area-  
 Age-Area Hypothesis- Historical Particularism  
 Criticisms

### **Module-3 Functionalists, Structural-Functionlists and Structuralists**

From Positivism to Functionalism  
 Functionalists: B. Malinowski- Theory of Needs  
 Structural- Functionalist: Radcliffe-Brown-Dynamic continuity  
 Concept of Social Structure and Social Organisation (Raymond Firth)  
 Structuralist : Claude Levi-Strauss  
 Concept of Social Structure and Social Relations  
 Criticisms

### **Module-4 Culture -Personality and Marxist Approach**

Culture and Personality School: Margret Mead, Ruth Benedict, Linton,  
 Abram Kardiner and Cora Du Bois  
 Impact of Culture on Personality - Margret Mead  
 Impact of Personality on Culture- Ruth Benedict

Impact of Culture on Personality and Vice-Versa- Linton, Kardiner & Cora Du Bois.  
Real Culture- Ideal Culture- Culture Construct  
Basic Personality Type-Modal Personality  
Marxism as a Theory- Historical Materialism  
Modes of Production- Class and Class Conflict-Primitive Communism  
Criticism

### **Module-5 Feminism, Post-Modernism and Post-Colonialism Approach**

Feminist Theories: Simone de Beviour, Eleanor Leacock, Miichelle Rosaldo,  
Louise Lamphere and Annete Weiner  
Theories influenced Feminist studies in Anthropology:  
Practice Theory, theory of Positionality, Performance Theory and Queer theory  
Post-Modernism: Modernity, Modernism and Modernisation  
Post-modernity and Post-modernism  
Post-modernists: Jean Baudrillard, Jacques Derrida, Michel Foucault  
Clifford Geertz, James Clifford, Nancy Scheper-Hughes  
Post-Colonialism:  
Edward Said: Orientalism  
Gayatri Spivak, Arjun Appadurai

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- Firth, Raymond. 1951. *Elements of Social Organisation*. London : Watts.
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- Tylor, E.B. 1874: *Primitive Culture*, USA: Chicago Press.
- Weiner, Annette. 1976. *Women of Value, Men of Renown*. Austin: University of Texas.

**Course Code: PFTTC-20008- Title of the Course: Tribal Societies in Changing World**

L(3)-T(1)-P(0) : 04 Credits: 04

**Objectives**

- To acquire knowledge on the different aspects of tribal society and culture.

**Course Learning Outcomes (CLOs)**

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand Social system of Tribal Societies.

CLO-2 Analyze the different resources and livelihood of Tribal Societies.

CLO-3 Ability to identify Political system of Tribal Societies.

CLO-4 Articulate and comprehend the Meta Physical system of Tribal Societies.

CLO-5 Ability to understand in-depth account of selected tribes in the Indian context.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | 3            | 3            | 2            | 3            | 3            | 3            | 3            | 3            | 3            | 3             | 3             | 2             |
| <b>CLO2</b> | 3            | 3            | 2            | 3            | 3            | 2            | 3            | 3            | 2            | 2             | 3             | 3             |
| <b>CLO3</b> | 3            | 2            | 3            | 2            | 2            | 3            | 2            | 2            | 3            | 3             | 2             | 3             |
| <b>CLO4</b> | 3            | 3            | 3            | 3            | 2            | 3            | 3            | 3            | 2            | 3             | 3             | 2             |
| <b>CLO5</b> | 3            | 2            | 3            | 3            | 3            | 2            | 2            | 3            | 3            | 3             | 2             | 3             |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**Detailed Syllabus:**

### **Module-1 Social System**

Marriage: Concept, Meaning and Definition

Types of Marriage: Monogamy, Polygyny, Polyandry, Levirate, Sororate

Prescribed and Preferential marriage- Endogamy to exogamy, Single parent issue,

Marriage Payment: Bride prize to dowry

Family: Concept, Meaning and Definition Marriage

Types of Family: Joint to Nuclear

Rules of Residence- Patrilocal, Matrilocal, Avunculocal, Neolocal

Kinship & Descent-Kinship Terminology and Usage

Change in residence pattern,

Changes in Intra-community and inter-community interactions.

Changes in Life Cycle Rites,

Changing dimensions of Social System

### **Module-2 Resources & Livelihood**

Natural resources- forest produces-roots, tubers, leaves, vegetables, minor forest produces, fishes, animals, honey, fuel, raw materials, medicinal plants etc.

Communal Ownership

Division of Labour

Reciprocity and Re-distribution

Impact of new economic system on tribes

### **Module-3 Political System**

Band- Leadership Pattern (Headman/Chieftain)

Resource distribution- Decision making-

Customary laws- Youth dormitories

Social Control and Resolution of Conflict

Changing dimensions of Political System (Tribe Vs State)

### **Module-4 Meta Physical System**

Religion: Supernatural being- Animism- Animatism- Naturalism-

Totemism- Taboo- Sacred and Profane- Rituals- Beliefs- Myth- Worldview

Magic-Witchcraft- Sorcery- Evil eye

Changing dimensions Meta-Physical System

### **Module-5 Special reference to India**

Case Studies of Selected Tribes:

#### **References:**

1. Atal Yogesh. 2016. Indian Tribes in Transition: The Need for Reorientation. New Delhi: Routledge
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3. Dube, S. C (Ed). 1998. Antiquity to Modernity in Tribal India (Vol.1) Continuity and change among Indian Tribes. New Delhi: Inter India Publications.
4. Gupta, Ramnika. 2007. Tribal Contemporary Issues- Appraisal and Interventions. New Delhi: Concept Publishing Company
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9. Nanda, Serena and Richard L Warms. 2014. Cultural Anthropology (Eleventh Edition). Belmont: Wordsworth Pub.
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11. Srivastav, Vinay Kumar & Sukant K Chaudhary, 2012. "Anthropological studies of Indian Tribes. In Sociology and Social Anthropology in India. Yogesh Atal. Indian council of Social Science research.
12. Vidyarthi L.P.1985. The Tribal Culture of India . Delhi : Concept Publication
13. Xaxa,V 2008. State, Society and Tribes : Issues in Post Colonial India. Pearson Education India. London: Pearson

**Further readings:**

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**Course Code: PFTCA-20103-Title of the Course: conservation and preservation of Folk & Tribal Lore**

L(1 )-T(0)-P(1) : 02 Credits: 02

**Objectives**

- Enable them to identify the methods of documentation, its ethical concerns and over all conservation and preservation of Folk and Tribal lore.

**Course Learning Outcomes (CLOs)**

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand the concept of conservation and Preservation of Folk and Tribal lore.

CLO-2 Analyze the UNESCO Resolutions of conservation and Preservation of Folk and Tribal lore.

CLO-3 Ability to identify the Methods of documentation, documentation and conservation on Folk and Tribal lore.

CLO-4 Articulate the ethical concerns on documentation and conservation of Folk and Tribal lore

CLO-5 Ability to comprehend the problems and prospects on conservation and preservation of Folk and Tribal lore.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | 3            | 3            | 2            | 3            | 3            | 3            | 3            | 3            | 3            | 3             | 3             | 2             |
| <b>CLO2</b> | 3            | 3            | 2            | 3            | 3            | 2            | 3            | 3            | 2            | 2             | 3             | 3             |



|             |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>CLO3</b> | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| <b>CLO4</b> | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| <b>CLO5</b> | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

### **Detailed Syllabus:**

#### **Module-1 : Concept**

Conservation: Create Self- sustainable environment- Facilitate multiple creation of texts  
 Preservation: Achieving of existing texts of Folk and Tribal lore

#### **Module-2 : UNESCO Resolutions: Historical Perspective**

Safeguarding Folklore- Shift from tangible and intangible heritage-  
 Indigenous knowledge and Folklore expression - IPR and Copyright Parameter

#### **Module-3 : Methods**

Multi format documentation- Digitalisation- Archiving- Indexing and Cataloging-  
 Retrieval and Dissemination  
 Need for policy of conservation

#### **Module-4 : Ethics, IPR and Copy Right issues**

Proprietary ethics- Procuring ethics- Disseminating ethics  
 IPR and CR: Issues of Codes and Procedures

#### **Module-5 : Problems and Prospects**

Examples from the filed

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2. Dorson, Richard M, 1972: *Folklore and Folk Life*, Chicago: Chicago University Press.
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9. Elavayoor, Suresh Babu, (Ed) 2003: *Poli*, Quarterly, Kannur, Kerala Folklore Academy.
10. Ganguly–Scrase, Ruchira 2001, *Global Issues, Local Contexts*, The Rabi Das of West Bengal, New Delhi, Orient Longman.
11. Grenier, Louise: *Working with Indigenous Knowledge: A Guide for IDRC*
12. Hafeel, A, (Ed) 2004: *Nattuvaidyam*, Kottayam, DC Books.
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14. Kalla, AK., Joshi, PC., 2000: *A Tribal Health and Medicines*, New Delhi, Concept Publishing Company.
20. Parkers, Peter, & Ellen, R F. & Bicker, Alan: *Indigenous Environmental Knowledge and Its Transformations: Critical Anthropological perspectives*, Routledge (UK)
22. Sharma, CP., 2000: *Synergy in Vastu*, Delhi, BR Publishing Corporation.
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25. State of India's Environment a Citizens' report, Dying Wisdom Rise, of all and potential of India's Traditional Water Harvesting System, "Centre for Science and Environment."

**Course Code: PFTTA- 20104- TRIBES IN INDIA**

L(1)-T(1)-P() : 02 Credits: 02

**Objectives**

- To familiarize the classification, social institutions and social changes of Indian Tribes and to acquire in depth knowledge of some tribal groups.

**Course Learning Outcomes (CLOs) (5 to 8)**

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand the classification of Tribes in India.

CLO-2 Analyze the subsistence patterns of Indian Tribes.

CLO-3 Ability to identify the social institutions of Tribes in India.

CLO-4 Articulate the process of social changes in Indian Tribes.

CLO-5 Ability to comprehend in depth account of Tribal groups

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | 3            | 3            | 3            | 3            | 3            | 3            | 3            | 3            | 3            | 3             | 3             | 2             |
| <b>CLO2</b> | 3            | 2            | 2            | 2            | 2            | 3            | 3            | 3            | 2            | 3             | 3             | 3             |
| <b>CLO3</b> | 3            | 3            | 3            | 3            | 3            | 2            | 3            | 2            | 3            | 2             | 3             | 3             |
| <b>CLO4</b> | 3            | 2            | 3            | 3            | 3            | 3            | 3            | 3            | 3            | 3             | 2             | 3             |
| <b>CLO5</b> | 3            | 3            | 2            | 2            | 2            | 3            | 2            | 2            | 2            | 2             | 2             | 2             |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**Detailed Syllabus:**

#### Module-1 : Classification of Indian Tribes

- Territorial, linguistic, Racial and Economic classification
- Tribe, Scheduled Tribe and Particularly Vulnerable Tribal Groups
- State Categorisation of Tribe : Pre and Post Colonial Period

#### Module-2 : Subsistence Patterns

- Features of Tribal economic life
- Traditional livelihood patterns

#### Module-3 : Institutions

- Social Institutions: Family, Marriage and Kinship
- Polity
- Belief systems

#### Module-4 : Social-Cultural Change

- Factors and Processes of Social-cultural Change
- Changes in Social Institutions
- Transitions in the livelihood strategies and Market economy
- Changes in Polity and Belief systems

#### Module-5 : Case Studies

Cholanaickan- Kerala

Todas- Tamil Nadu

Chenchus- Andhra Pradesh

Jenukurumba- Karnakara

### **Core Readings**

#### **References:**

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13. Fuer-Hamiendorf, Christoph Von. 1982 Tribes in India, their struggles for survival Delhi: Oxford University Press.
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15. Singh K.S. 1985. "Tribal Society in India : An Anthropological Perspective" New Delhi : Manohar Publication.
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17. Walker, Anthony R. (1986). The Toda of South India: A New Look. Delhi: Hindustan Publishing Corp.

### **Further Readings**

18. Behera, Deepak Kumar and George Pfeffer eds. 2008. Contemporary Society: Tribal Studies (Vol.7). New Delhi: Concept Publication
19. Bhowmick K.L. 1971 Tribal India. The World Press Pvt.Ltd.
20. Elwin, Varrier. 1964. The Aborigines. London: Oxford University Press.
21. Radhakrishna, Meena. 2016. First Citizens: studies on Adivasis, Tribals and Indigenous Population in India. New Delhi : Oxford University Press.
22. Sunder, Nandini, 2016. The Scheduled Tribe and Their India: Politics, Identities, Policies and Work. New Delhi: Oxford University Press.
23. Singh, K.S, 2002. Tribal Situation in India, Indian Institute of Advance Study
24. Singh, K. S. 1998. People of India – National Series. Anthropological Survey of India, Kolkata. Delhi: Oxford University Press,
25. Thurston, Edgar; K. Rangachari (1909). Castes and Tribes of Southern India. Madras: Government Press.

## SEMESTER-III

**Course Code: PFTTC-30009- FOLKLORISTICS: POSTMODERN ERA**

L(3)-T(1)-P(0) : 04 Credits: 04

### Objectives

- To introduce conceptual and theoretical approaches in addressing contemporary issues pertaining to folk communities.

### Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand Semiotic thoughts on Folkloristics.

CLO-2 Ability to understand the Contextual theory in Folkloristics

CLO-3 Ability to understand the performance theory in Folkloristics.

CLO-4 Analyze the concept of gender in Folklore

CLO-5 To understand and comprehend the concept of marginality in Folklore.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 2      |
| CLO2 | 3     | 3     | 2     | 3     | 3     | 2     | 3     | 3     | 2     | 2      | 3      | 3      |
| CLO3 | 3     | 2     | 3     | 2     | 2     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |
| CLO4 | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 2     | 3      | 3      | 2      |
| CLO5 | 3     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3     | 3      | 2      | 3      |

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### **Detailed Syllabus:**

#### **Module-1 : Semiotics and Folklore**

Charles Sanders Peirce: Iconic -Indexical and Symbolic  
Saussure: Sign signifier and signified  
Jacques Derrida : Signifier continuum  
Roland Barths: Concept of Signification

#### **Module-2 : Contextual Theory**

Historical Milieu for the emergence of the theory-  
Dan Ben Amos- Rodger Abrahams-Dell Hymes

#### **Module-3 : Performance Theory**

Historical Milieu for the emergence of the theory-  
Richard Schechner -Rodger Abrahams- Richard Bauman- Joel Sherzer- Victor Turner

#### **Module-4 : Gender and Folklore**

Gender as a category for analysis  
Gender performances : Reflections in Folklore  
Gender struggle- Negotiating Deviance

#### **Module-5 : Marginality and Folklore**

Concept of Marginality- based on race, class, caste, colour, gender, power etc  
Impact on Folkloristics  
New class and caste formation based on marginality  
Emergence of new folklore

1. Barthes, Roland 1973: *Mythologies* (Trans) London: Paladin
2. Culler, J, 1983: *On Deconstruction: Theory and Criticism after Structuralism*, London: Routledge and Kegan Paul.
3. Farrer, Claire R, 1975: *Women and Folklore: Images and Genres, Prospect Heights III: Wave and Press.*
4. Law, J (Ed) 1986: *Power, Action and Belief*, London: Routledge and Kegan Paul.
5. Namboodiripad, Usha (Ed), 1996: *Nattarivile Pennu, (Keraleeyathayude Nattarivu – 5)*, Thrissur: Nattarivu Padhanakendranm.
6. Oinas, Felix J, 1978: 'The Political Uses and Themes of Folklore in Soviet Union' in *Folklore Nationalism and Politics*, Columbus: Slavic Publications.
7. Payyanad, Raghavan (Ed), 1999: *Ideology Politics and Folklore*, Payyannur: FFM Publications.
8. Wilson, William A, 1978: 'The Kalevela Finnish Politics' in *Folklore Nationalism and Politics*, Columbus: Slavic Publications.
9. Ong, Walter J, 1993: "The Technologising of the World", "Modern Discovery", "Some Pshycho-Dynamics of Orality" In *Orality and Literacy*, London: Routledge.

1. Barthes, Roland 1973: *Mythologies* (Trans) London: Paladin
2. ----- 1981: *Theory of the Text in Untying the text*.
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4. Claude, Bremond 1977: "The morphology of the French fairy tale: the ethical model" in Keda & Dimitri Segal (Eds.) *Patterns in Oral Literature*, The Hague: Morton Publications.
5. Claus, Peter J & Frank J Korom (Eds): *Folkloristics and Indian Folklore*, Udupi: regional Resource Centre or Folk Performing arts.
6. Dundes, Alan, 1964: *The Morphology of North American Indian Folktales*, Helsinki: FF Communications.
7. ----- 1975: *Analytic Essays in Folklore*, The Hague, Morton.
8. Eco, Umberto, 1984: *Semiotics and :Philosophy of Language*, Bloomington: Indiana University Pres.
9. Edmunds, Lowell and Alan Dundes, (Eds) 1983: *Oedipus: A Folklore Case Book*, New York: Garland publishing inc.
10. Foley John Mills, 1985: *Oral Formulaic Theory and Research: An introduction and Annotated Bibliography*, New York: Garland.
11. Gill, H.S., 1989: *Abelardian Semiotics and Other Essays*, New Delhi: Bahri Publication.
12. Handoo, Jawaharlal 1979: *Current Trends in Indian Folkloristics*, Mysore: Institute of Kannada Studies, Mysore University.
13. Kongas, Elli and Pierre Maranda 1962: *Structural Models in Folklore*, Midwest Folklore.
14. Levi-Strauss, Claude, 1963: *Structural Anthropology*, New York: Basic Books.
15. Lord, Albert B & Pierre M, 1953: *The Singer of the Tale*, Cambridge: Harvard University Press.
16. Maranda, Pierre and Ellikkongas Maranda, 1971: *The Structural Models in Folklore and Transformational Essays*, Morton: The Hague.
17. Propp, Vladimir, 1982: *The Morphology of the Folktale*, London: University of Texas Press.
18. Raghava Warriar, M.R., 1982: *Vadakkan Pattinte Paniyala*, Sukpuram: Dakshina Books.
19. Saussure, Ferdinand De 1974: *Course in General Linguistics*, London: Fontana Modern Masters.
20. Bauman, Richard, 1977: *Verbal Art as Performance*, Illinois: Wakeland Press.
21. Blackburn, Stuart H., 1986: *Another Harmony*, Delhi Oxford University Press.
22. ----- 1988: *Singing of Birth and Death, Texts in Performance*, Philadelphia: University of Pennsylvania Press.
23. Turner, Victor, 1976: *The Ritual Process*, Ithaca: New York: Council University Press.





|      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|
| CLO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  |
| CLO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2  | 2  | 2  |
| CLO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3  | 3  | 3  |
| CLO4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2  | 3  | 3  |
| CLO5 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3  | 2  | 2  |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

## Detailed Syllabus

### **Module-1 Concepts in Research methodology**

Need of conceptual frame in research methodology: (a) validity and reliability (i) reliability-determinants of reliability equivalency, stability, internal consistency interrater test-retest and inter-observer and (ii) validity –external and internal-face, construct criterion and content. (b) Subjectivity/Objectivity

### **Module-2 Concepts in Research methodology (ii)**

(c) Inductive, Deductive and abductive reasoning, inductive-observation, pattern and theory; deductive –theory, hypothesis, observation and confirmation or rejection; difference between inductive and deductive method, abductive-observation to hypothesis reliable data for inference- logic based abduction, set-cover abduction, probabilistic abduction, abductive validation, subjective logic abduction . The applicability to folklore research

### **Module-3 Concepts in Research methodology (iii)**

(d) Reflexivity definition and tenets of reflexivity, types of reflexivity-personal and epistemological; (e) positivism Vs. Naturalism- Positivism-tenets, post-positivism – critique of positivism, critical realism, constructivism, objective versus subject; Naturalism – meaning, types of naturalism-metaphysical and methodological. (f) Triangulation –meaning and purpose of triangulation, types of triangulation-data triangulation, investigator’s triangulation, theory of triangulation

### **Module-4 Research process**

Heuristics (competence) - author/narrator, technical skills and, hermeneutics (textual criticism), external and internal criticism, external criticism or content analysis-text, time and space and internal criticism- positive interpretative and negative interpretative criticism - Content analysis–hermeneutic discourse, semiotics and narrative metaphor, text, textuality, semantics and textualisation process.

### **Module-5 Field Issues and Ethics**

Gender issues- factors raising the concern age, sex, race, religion, caste and status, negotiation of issues; Copy right- meaning and need for oral societies, ownership of the data, protection and procurement of it; Patent-meaning and culture areas that require patent rights; procuring and protecting patent rights; Plagiarism-meaning, concept ,why and how it should be avoided.

### **Suggested Readings:**

Bernard, H.R. 1988. *Research Methods in Cultural Anthropology*, London: Sage Publications.

Bogdan, R. C & Biklen, S. K. 2003. *Qualitative research for education: An introduction to theories and methods* (4th ed.). Boston: Allyn & Bacon.

Bulmer, M. Ed 1982. *Social Research Ethics*, London: Macmillan.

Burgess, R. 1984. *In the field: an introduction to field research*, London: Allen and Unwin.

Danda, A. 1993. *Research methodology ino Anthropology*, Inter-India, New Delhi.

Goode, J. and Hatt, P.K. 1962. *Methods in Social Research*, New York: McGrew-Hill Book Company.

Hammersley, M. 1989. *The Dilemma of the Qualitative Method*, London: Routledge.

Jarome Kirk and Marc L. Millar. 1989. *Reliability and Validity in Qualitative Research*. New Bury: Sage Publications.

Kothari, C R. 1997. *Research Methods and Techniques*, Delhi: Vishwa London: Ruthledge and Kegan Paul.

Madga, J.1952. *Tools of Social Science*, New York: Free Press of Glencoe.

Pelto, Pertti, J. 1970. *Anthropological Research: The Structure of Inquiry*, New Prakashan.

Punch, M. 1986. *The Politics and Ethics of Fieldwork*, *Qualitative Research Methods Series*, Sage.

Saravanel, P.2003. *Research Methodology*: Allahabad: Kitab Mahal.

1. Brunvand, Jan Harold, 1976: *Folklore a Study and Research Guide*, New York: St. Martins Press.
2. Dorson, Richard M, 1972: *Folklore and Folk Life*, Chicago: Chicago University Press.
3. Finnegan, Ruth, 1989: *Oral Tradition and the Verbal Arts, A Guide to Research Practices*, London and Newyork, Rutledge.
4. Goldstein, Kenneth, 1964: *A Guide for Field Workers in Folklore*, Pennsylvania: The American Folklore Society.
5. Hammersly, Martyn & Paul Atkinson, 1983: *Ethnography Principles in Practice*, London: Routledge.
6. Jackson, Bruce, 1987: *Field Work*, Chicago: University of Illinois Press.
7. Junnonaho, Martti 1989:, *Video in Field Work*, Nordic Institute of Folklore, Newsletter, 4 – 1989;32 – 34.
8. Lawless, Elaine J 1997: ” I was afraid of some one like you – and out Rider – would misunderstand – Negotiating Interpretive Differences Between Ethnographies and Subjects” in *Journal of American Folklore*, Vol. 705 PP 32-314.

9. Lindahl, Carl, Rikoon, J Sanford and Lawless, Elaine J. 1979: *A Basic Guide to Fieldwork for Beginning Folklore Students: Techniques of selection, Collection Analysis and Presentation*, Bloomington: Indiana University.
10. Livesey, Jemmofer, 1990: “Gender Issues in Folklore Fieldwork” in *the Emergence of Folklore in Everyday Life*. George H. Schoemaker (Ed.), Bloomington: Trickster Press.
11. Payyanad, Raghavan, 1998: *Folklorinu Oru Patanapadhathi*, Thrissur, Kerala Sahitya Academy.
12. Rajamki, Maria 1989: Introducing Collacard, Nordic Institute of Folklore. Newsletter, 1989: 35 – 39.

## **Course Code: PFTTC-30011- TRIBES AND NATIONAL POLICY**

L(3)-T(1)-P(0) : 04 Credits: 04

### **Objectives**

- To acquire the knowledge on the scope and content of National Policy in relation to the administration of the Tribes in India (pre-independence and post independence).

### **Course Learning Outcomes (CLOs)**

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand the historical background of National Policy in relation to the Tribes

CLO-2 Articulate the general features of National Policy’s on Tribes.

CLO-3 Ability to understand the concept of Tribal administration before India’s independence

CLO-4 Articulate the concept of Tribal administration after India’s independence

CLO-5 Ability to understand the impact of National Policy on tribes.

### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 2      |
| <b>CLO2</b> | 3     | 3     | 2     | 3     | 3     | 2     | 3     | 3     | 2     | 2      | 3      | 3      |
| <b>CLO3</b> | 3     | 2     | 3     | 2     | 2     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |
| <b>CLO4</b> | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 2     | 3      | 3      | 2      |
| <b>CLO5</b> | 3     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3     | 3      | 2      | 3      |

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

### **Detailed Syllabus:**

#### **Module-1 Historical background**

Historical Background of National policy on Tribals

#### **Module-2 General Features of National Policy**

National Health Policy, National Energy Policy, Wind Energy policy, Agroforestry Energy policy etc

#### **Module-3 Tribal Administration Pre-independence**

Isolation, Assimilation, Integration, Constitution Schedules for Tribals, Traditional wisdom

#### **Module-4 Tribal Administration Post-independence**

Tribals situation in the Colonial rule

#### **Module-5 Impact of National Policy on Tribes**

Impacts Of Government Policies On Sustenance Of Tribal People, Case studies

### **References**

1. Barnett, H.1969. *Anthropology in Administration* Book No. 9. Oxford: Blackwell Scientific Publications.
2. Singh, K.S.1982. 'Transformation of Tribal Society: Integration Vs Assimilation'. in *Economic and Political Weekly*, August 2.
3. Parikshit Sahu, Tribal Development in India: Policies, Plans and Actions, Kaveri Books; 1st edition, January 1, 2021.
4. Yogesh Pratap Singh and Suvrashree Panda, Tribal Justice, Eastern Book Company, Edition 2021.
5. Brij Kishore Singh, Forest Rights Act – Accelerated Deforestation, Notion Press, Edition 2021.
6. Panda. N.K, Policies Programmes And Strategies For Tribal Development, Kalpaz Publication
7. Paromita Goswami, Dawn At Manikgad : Struggle For Tribal Land Rights, Elgar Publication, 2009.
8. Spradley, James And - Tax, Sol. : Action Anthropology
9. Vidyarthi, L. P. : Applied Anthropology in India
10. Vidyarthi, L. P. And B. K. Rai : Tribal Culture of India

## Course Code: PFTTC- 30012- TRIBE AND ENVIRONMENT

L(3)-T(1)-P(0) : 04 Credits: 04

### Objectives

- To familiarize the Students with the concepts, approaches, process and change of natural environment pertaining to the Tribes.
- Enable them to understand associated tribal livelihood and economic activities vis-a-vis the natural environment.

### Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand the concept of natural environment pertaining to the Tribes.

CLO-2 Analyze the economic activities vis- a – vis the natural environment of the Tribes.

CLO-3 Ability to identify the various approaches of studying Tribal life in relation to their natural environment.

CLO-4 Articulate and exemplify the impact of environmental change on the Tribes.

CLO-5 Ability to comprehend detailed account of Tribes in relation to their natural environment.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 3      |
| CLO2 | 3     | 2     | 3     | 3     | 3     | 2     | 3     | 2     | 3     | 2      | 2      | 2      |
| CLO3 | 3     | 3     | 2     | 2     | 2     | 2     | 2     | 3     | 3     | 3      | 3      | 3      |

|             |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>CLO4</b> | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| <b>CLO5</b> | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

### **Detailed Syllabus:**

#### **Module-1 : Concepts:**

Ecosystem - Ecology - Environment

#### **Module-2 : Tribal life and Environment**

Hunters and gatherers- Nomads/ semi-nomads- Shifting Cultivators- Pastoralists- Fishing communities- Agriculturalists (with a few case studies of each category)

#### **Module-3 : Various Approaches**

Environmental determinism, Cultural determinism, Cultural Ecology

#### **Module-4 : Impact of environmental change on tribes**

Deforestation and ecological imbalance-

Natural sanctuaries- Biospheres-

Displacement and Rehabilitation.

Livelihood and Health issues

#### **Module-5 : Case Studies**

#### **References:**

#### **RECOMMENDED READINGS**

ANANDA BHANU, B. : The Cholanaikkan of Kerala

DARYL FORDE : Habitat, Economy and Society

EHRNFELS, U. R. : The Kadar of Cochin

HAIMENDORF, C. F. VON. : The Chenchus

GAGADHARAM, V. : Fertility Behaviour in Tribal World: Anthropological Perspective (A study Of the Chenchus of Andhra Pradesh)

HARDESTY, DONALD. : Ecological Anthropology

HONNIGMAN (ed.) :Handbook of Social and Cultural Anthropology

JAYANTA SARKAR : The Jaravas

MISRA, P. K. :The Jenukuruba

REDDY, G. P. AND V. SUDARSAN : Studies in Island Culture of India

RIVERS, W. H. R. : The Todas

SINGH, K. S. : People of India

SUDARSAN, V AND KALAM, M. (ed.) : Uprooted Tribes

WALTER, F AND KULKARNI : Shard: Towards a New Forest policy

## Course Code: PFTTD - 30201- FOLKLORE & MASS MEDIA

L(2)-T(1)-P(0) : Credits: 03

### Objectives

- To provide awareness on the prospects of mass media and communication as a tool for in depth knowledge gathering and dissemination of folk knowledge systems.

### Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand the concept of Mass Communication

CLO-2 Ability to understand folklore as communication.

CLO-3 Ability to identify the position of folklore in mass media.

CLO-4 Articulate the domain of Journalism and e-publication.

CLO-5 Ability to comprehend different case studies on Folklore and Mass media.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 3      |
| CLO2 | 3     | 3     | 2     | 2     | 2     | 3     | 2     | 3     | 2     | 3      | 3      | 3      |
| CLO3 | 3     | 2     | 3     | 3     | 3     | 2     | 3     | 2     | 3     | 3      | 3      | 2      |
| CLO4 | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 2      | 3      | 3      |
| CLO5 | 3     | 2     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### Detailed Syllabus:

#### **Module-1 : Introduction to Mass Communication**

Definition , Characteristics, Features and Types of communication

#### **Module-2 : Folklore as Communication**

Traditional Folk Media, Role of folk media, Strength of Folk Media, Impact of mass media

#### **Module-3 : Treatment of folklore in Mass media**

Mass media in communication modern Folk themes, Mass media for social change pertaining to Folk communities



#### **Module-4 : Journalism and e-publication**

online journalism, documentary production of Folk communities

#### **Module-5 : Case Study**

#### **References**

1. Kevel J.Kumar: Mass Communication in India.
2. Agee, Dutt and Emercy: Introduction to Mass Communication
3. Joseph A.Devito: Communicology, An Introduction to the Study of Communication
4. M.V.Kamath: Professional Journalism
5. Nadi Krishna Murthy: Indian Journalism Prasaranya Publication, Mysore.
6. Spensor Crump: Fundamentals of Journalism
7. Manual for News Agency Reporting (Indian Institute of Mass Communication)
8. Gerald Millerson, Video Production Hand Book.
9. Gerald Millerson, The Techniques of TV Production
10. Steven E.Brown, Video Tape Editing
11. Authur Schneider, Electronic Post Production and Video Tape Editing
12. Mike Wolverton, How to make Documentaries
13. Lyver and Graham Swainson, Basics of Video Production
14. Peter Norton's Dos guide update to cover 6.2
15. An Introduction to Database Systems – C J Date
16. Windows 98 Bible – Alan Simpson
17. Fundamentals of Computers, V Raghavan

Abrahams, Roger. 2007. "The Foundations of American Public Folklore." In Baron and Spitzer, *Public Folklore* 2nd edition. University Press of Mississippi, 2007. pp. 245-262.

Baron, Robert and Nick Spitzer. 2007. *Public Folklore*. II edition. University Press of Mississippi,.

Bendix, Regina. 1997. *In search of authenticity: the formation of folklore studies*. Madison, University of Wisconsin.

Botkin, Benjamin A. 1953. "Applied Folklore: Creating Understanding through Folklore." *Southern Folklore Quarterly* 17:199-206.

Casimir, F. L. (Ed.). 1994. *Building communication theories: A socio/cultural approach*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Degh, Linda , 1994, *American folklore and the mass media*. Bloomington: Indiana University

Dorson, Richard. 1971. "Applied Folklore" in Sweterlitsch, Dick, ed. *Papers on Applied Folklore*. Bloomington, Indiana: Folklore Forum Bibliographic and Special Series, no. 8. pp. 40-42.

Feintuch, Burt, ed., 1988. *Conservation of Culture: Folklorists and the Public Sector*. Lexington: University Press of Kentucky.

Goranson, R. E. 1970. Media violence and aggressive behavior. A review of experimental research. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 5, pp. 2–31). New York: Academic.

Green Archie, 2001. *Torching the Fink Books: And Other Essays on Vernacular Culture*. Chapel Hill: University of North Carolina Press.

Harold Lasswell 1948.. "The Structure and Function of Communication in Society." In Lyman Bryson (ed.), *The Communication of Ideas*. Harper and Row.

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## PFTTD-30202- ENDANGERED TRIBAL LANGUAGES OF SOUTH INDIA

(L-2, T-1, P-0)- 3 Credits-3

### Objectives

- To provide an overview of the different tribal languages, its associated challenges and concerns with special emphasis to South Indian endangered languages.

### Course learning outcomes (CLOs)

After the completion of this course successfully, the students will be able to

CLO-1 Demonstrate the ability to understand different Tribal languages in India

CLO-2 Analyze endangered languages of South India

CLO-3 Articulate the reasons for studying Tribal languages with particular reference to South Indian languages

CLO-4 Demonstrate the ability to identify prospects and possibilities for conservation of South Indian endangered languages

CLO-5 Demonstrate the ability to comprehend preservation aspect of endangered languages.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 3      |
| CLO2 | 3     | 3     | 2     | 2     | 2     | 3     | 2     | 3     | 2     | 3      | 3      | 3      |
| CLO3 | 3     | 2     | 3     | 3     | 3     | 2     | 3     | 2     | 3     | 3      | 3      | 2      |
| CLO4 | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 2      | 3      | 3      |
| CLO5 | 3     | 2     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level'

### Detailed Syllabus

#### Module-1 Tribal languages in India

Distribution of Tribal Languages

#### Module-2 Endangered tribal languages of South India

### **Module-3 Reasons**

General Issues on language endangerment : language contact, language shift, language loss and language death

Cause of language endangerment

### **Module-4 Possibilities of conservation**

Documentation, collection and archiving

### **Module-5 Preservation**

#### **References**

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2. Kehman C. , 2001, Language documentation Program. In Bisang (Ed) Aspects of Typology and Universals, Berlin: Akademic Verlag.
3. Harrison D., 2007 When language Die: the Extinction of Human Knowledge, Oxford University Press.
4. Andrea (Eds.), 2010, Fieldwork and Linguistic Analysis in Indigenous Languages of Americas, Hawai'i: University of Hawai'i Press.
5. Crystal D. 2000, Language Death, Cambridge ; CUP
6. Daniel N. et al, 2000 Vanishing Voices : The Extinction of the World's Languages, New York' OUP
7. Dorain N. 1989( Ed.). Investigating Obsolescence : Studies in Language Contraction and Death, Cambridge : CUP
8. Endangered Languages : An Introduction by Sarah G. Thomason, CAMBRIDGE UNIVERSITY PRESS.
9. Impact Of English And Major Indian Languages On The Tribal Languages Of Western Odisha, Seemita Mohanty
10. Languages of tribal and indigenous peoples of India : the ethnic space / edited by Anvita Abbi. 1st ed, Published: Delhi : Motilal Banarsidass, 1997

## SEMESTER-IV

**Course Code: PFTTC-40013- Title of the Course: Folkloristics in 21<sup>st</sup> Century**

L(3)-T(1)-P(0) : 04 Credits: 04

### Objectives

- To instill awareness on the process, issues and current trends of research on folk society in the light of globalization.

### Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand Folklorism and Folklore Process

CLO-2 Analyse the thought on Public Folklore and Applied Folklore.

CLO-3 Ability to analyze the post-folklore phenomena.

CLO-4 Articulate the phenomena Crisis in Folkloristics

CLO-5 Ability to comprehend the field of Folkloristics in the light of Globalisation.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 2      |
| CLO2 | 3     | 2     | 3     | 3     | 2     | 3     | 3     | 2     | 2      | 3      | 3      |
| CLO3 | 2     | 3     | 2     | 2     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |
| CLO4 | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 2     | 3      | 3      | 2      |
| CLO5 | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3     | 3      | 2      | 3      |

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### Detailed Syllabus

#### **Module-1 : Folklorism & Folklore process**

Frnaz Mozer- Regina Bendix- Laura Honko

#### **Module-2 : Public Folklore & Applied Folklore**

Barbara Kishan Balt

Smithsonian Institute of Folklife as an example

Problems and Prospects

### **Module-3 : Post-Folklore**

Rural folk in urban setting

Russian model as an example

### **Module-4 : Crisis in Folkloristics**

Changing contours of Folklore-

Folklore in new settings

Authenticity Vs Showcasing

### **Module-5 : Folkloristics in the Era of Globalisation**

Need for theorization of Folklore(data)-Leading to Production of knowledge- Further ends to Technological application/usage

1. Ben-Amos, Dan, 1984: "The Seven Strands of Tradition: Varieties in it's meaning in Americal Folklore Studies" in *Journal of Folklore Research* Vol.21 No.2/3 PP 97 – 133.
2. Bendix Regina, 1988: "Folklorism: The Challenge of a Concept" in *International Folklore Review* – 6 PP 5 – 15.
3. Dundes, Alen 1985: Nationalistic inferiority complexes and the Fabrication of Fakedlore: A reconsideration of Ossian, the kinderund Hansmarchen, the Kalevala and Paul Bunyan in *Journal of Folklore Research* Vol. 22 No. 1 PP 5 – 18.
4. Honko, Lauri 1993: "Folklore Process" A paper presented in FF Summer School, Turku, Finland.
5. Johnson, Martha (Ed) 1992: *Lore, Capturing Tradition Environmental Knowledge*, Canada: DDRC.
6. Oinas, Felix J, 1978: "The Political Uses and Themes of Folklore in Soviet Union" in *Folklore, Nationalism and Politics*, Columbus: Slavic Publications.
7. Payyanad, Raghavan (Ed) 1999: *Ideology Politics and Folklore*, Payyannur: FFM Publications.
8. ----- (Ed) 1997: *Kerala Folklore*, Payyannur: FFM Publications.
9. Wilson, William A 1978: The Kalevala and Finnish Politics in *Folklore Nationalism and Politics*, Columbus: Slavic Publications.

## Course Code: PFTTC-40014- FOLK/ TRIBAL KNOWLEDGE SYSTEM

L(3)-T(1)-P(0) : 04 Credits: 04

### Objectives

- To acquire in depth knowledge and recognition of Folk and Tribal perspectives and world view.

### Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1 Demonstrate the ability to understand the concept of Folk and Tribal Knowledge system

CLO-2 Ability to comprehend the relevance of Folk and Tribal knowledge system in the present scenario.

CLO-3 Ability to identify the process of transformation of Folk and Tribal knowledge system.

CLO-4 Analyze the medium of advocacy on Folk and Tribal knowledge system.

CLO-5 Ability to analyze the case study of Folk and Tribal knowledge system.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 3      |
| CLO2 | 3     | 3     | 2     | 2     | 2     | 3     | 2     | 3     | 2     | 3      | 3      | 3      |
| CLO3 | 3     | 2     | 3     | 3     | 3     | 2     | 3     | 2     | 3     | 3      | 3      | 2      |
| CLO4 | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 2      | 3      | 3      |
| CLO5 | 3     | 2     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### Detailed Syllabus:

#### Module-1 : Concepts:

Traditional knowledge, Ethnic knowledge, Local knowledge, indigenous knowledge

#### Module-2 : Relevance of knowledge system at present

Sustainable development- Tradition and Continuity for shared prosperity-  
Alternative development & Environmental sustenance

#### Module-3 : Transformation of knowledge

Adaptation to new Environment and Technology-  
Knowledge to Products: Process of transition (Applied Folklore)

#### **Module-4 : Advocacy of knowledge system**

Medium of Advocacy: Print, Electronic and Internet resources

Purpose of Advocacy : Popularisation of knowledge system, Promotion and Sustainability through GO and NGO policies

#### **Module-5 : Case Study**

Technology, Health care, Folk/Tribal Art

#### **Selected Readings:**

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9. Elavayoor, Suresh Babu, (Ed) 2003: *Poli*, Quarterly, Kannur, Kerala Folklore Academy.
10. Ganguly-Scrase, Ruchira 2001, *Global Issues, Local Contexts*, The Rabi Das of West Bengal, New Delhi, Orient Longman.
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19. Nujoom, A, (Ed) 2004: *Neerarivukal*, Kottayam, DC Books.
20. Parkers, Peter, & Ellen, R F. & Bicker, Alan: *Indigenous Environmental Knowledge and Its Transformations: Critical Anthropological perspectives*, Routledge (UK)
21. Ranjith, P, (Ed) 2004: *Pookkalum Pakshikalum*, Kottayam, DC Books.
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23. Sharma, KD., Qureshi, MA., (Edited) 1979: *Alternative Technology*, Simla, Indian Institute of Advance Study.
24. Singh Raajen, 2001: *A Resource Book on the Rights of Indigenous People*, Mumbai Insaf Publications.



25. Sreedharan, VK., (Ed) 2004: *Krishiyude Nattarivukal*, Kottayam, DC Books.
26. State of India's Environment a Citizens' report, Dying Wisdom Rise, of all and potential of India's Traditional Water Harvesting System, "Centre for Science and Environment."
27. Abele, F. 1997. "Traditional Knowledge in Practice", *Arctic* 50(4):iii-iv.
28. Agrawal, A. 1995. "Dismantling the divide between indigenous and scientific knowledge", *Development and Change* 26: 413-439.
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29. Das Gupta, D. (ed.). 2009. *Indigenous Knowledge Systems and Common People's Rights*. Agrobios: Jodhpur, India.
30. Flora, Cornelia B. 1992. "Reconstructing agriculture: The case for local knowledge". *Rural Sociology* 57 (1): 92- 97.
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37. Whyte, A. 1977. Guidelines for field studies in environmental perception. *Man and the Biosphere: technical notes* 5. Paris, UNESCO.

## Course Code: - PFTCC-40015- FIELDWORK

L(2)-T(0)-P(2) : 04 Credits: 04

### Objectives

- To gain insight on the process, tools and methods of undertaking and reporting fieldwork
- Course Learning Outcomes (CLOs) (5 to 8)**

After completion of this course successfully, the Students will be able to

CLO- 1 Demonstrate the ability to prepare successfully for the fieldwork.

CLO- 2 Analyze Ethnography and Observation as the tool of fieldwork.

CLO- 3 Demonstrate the ability to undertake work in real field settings (i).

CLO- 4 Articulate the ability to undertake work in real field settings (ii).

CLO-5 Demonstrate the ability to prepare field notes and field diaries.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 3      | 3      |
| CLO2 | 3     | 3     | 2     | 2     | 2     | 3     | 2     | 3     | 2     | 3      | 3      | 3      |
| CLO3 | 3     | 2     | 3     | 3     | 3     | 2     | 3     | 2     | 3     | 3      | 3      | 2      |
| CLO4 | 3     | 3     | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 2      | 3      | 3      |
| CLO5 | 3     | 2     | 2     | 3     | 3     | 3     | 2     | 2     | 3     | 3      | 2      | 3      |

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### Detailed Syllabus

#### Module-1 : Preparation for the Fieldwork

Sources of Data collection

Pre preparation

#### Module-2 : Ethnography and Observation

Observation: Participant and non-participant

Participant as observer and Observer as participant

#### Module-3 : Fieldwork-Practical

#### Module-4 : Fieldwork-Practical

#### Module-5 : Field diaries -Field notes

1. Brunvand, Jan Harold, 1976: *Folklore a Study and Research Guide*, New York: St. Martins Press.
2. Dorson, Richard M, 1972: *Folklore and Folk Life*, Chicago: Chicago University Press.
3. Finnegan, Ruth, 1989: *Oral Tradition and the Verbal Arts, A Guide to Research Practices*, London and Newyork, Rutledge.
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5. Hammersly, Martyn & Paul Atkinson, 1983: *Ethnography Principles in Practice*, London: Routledge.
6. Jackson, Bruce, 1987: *Field Work*, Chicago: University of Illinois Press.
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8. Lawless, Elaine J 1997: ” I was afraid of some one like you – and out Rider – would misunderstand – Negotiating Interpretive Differences Between Ethnographies and Subjects” in *Journal of American Folklore*, Vol. 705 PP 32-314.
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13. Atkinson, P. and M. Hammersley. 1994. “Ethnography and Participant Observation.” In *Handbook of Qualitative Research*, edited by N. K. Denzin and Y. S. Lincoln. (Thousand Oaks: Sage): 236-247.
14. Briggs L Charles.1986, *Learning How to Ask ,A sociolinguistic appraisal of the role of the interview in social Science Research*, Cambridge, Cambridge University Press.
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24. James Clifford and George E. Marcus, 1986, *Writing Culture*, Berkeley, University of California Press.
25. Patton, M. 1990. *Qualitative evaluation and research methods* Beverly Hills, CA: Sage pp. 169-186.

26. Punch, M. 1986. *The Politics and Ethics of Fieldwork*, *Qualitative Research Methods Series*, Sage University Press.
27. Riessman, Catherine Kohler 2008. *Narrative methods in the human sciences*. Thousand Oaks, Ca.: Sage.
28. Riessman, Catherine Kohler & Jane Speedy, 2007, "Narrative inquiry in the psychotherapy professions: A critical review". In D. Jean Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* Thousand Oaks, Ca.: Sage. pp.426-456.
29. Werner, O. and Sehoepfle, G.M. 1987. *Systematic Field Work: Foundation of York*: Harper and Row Publishers.

**Course Code: - PFTPC-40016- DISSERTATION, REPORT WRITING & VIVA-VOCE**

P+ Viva-voce : Credits: 06

**Objectives**

Enable them to understand the structuring, organization and communication of field work data

**Course Learning Outcomes (CLOs)**

After completion of this course successfully, the Students will be able to

CLO- 1 To undertake the analysis of the data which is collected from the field.

CLO-2 To demonstrate the ability to understand the organization of data.

CLO-3 Articulate the interpretation of the data collected from the field

CLO- 4 Ability to understand the drafting and reporting the data.

CLO-5 Evaluation process of the Report.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | 3            | 3            | 3            | 3            | 3            | 3            | 3            | 3            | 3            | 3             | 3             | 3             |
| <b>CLO2</b> | 3            | 3            | 2            | 2            | 2            | 3            | 2            | 3            | 2            | 3             | 3             | 3             |
| <b>CLO3</b> | 3            | 2            | 3            | 3            | 3            | 2            | 3            | 2            | 3            | 3             | 3             | 2             |
| <b>CLO4</b> | 3            | 3            | 3            | 3            | 2            | 3            | 3            | 3            | 3            | 2             | 3             | 3             |
| <b>CLO5</b> | 3            | 2            | 2            | 3            | 3            | 3            | 2            | 2            | 3            | 3             | 2             | 3             |

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**Detailed Syllabus**

**Module-1 : Data analysis & synthesis**

Categorization of data-Forms of categorization

**Module-2 : Organising data**

Sequential presentation- Finding the Gap- Validation of data- Reliability and Rectification of data

**Module-3 : Interpreting data**

Ideological and Conceptual Frame- Testing theories- Generalization -  
Formulating theories

**Module-4 : Drafting and Reporting - Style sheet**

**Module-5 : Viva-Voce -Practical**

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