

SYLLABUS MA in Folklore



**Department of Tribal Studies
CENTRAL UNIVERSITY OF JHARKHAND
Ranchi – 835205**

DEPARTMENT OF TRIBAL STUDIES

Syllabi for M.A. in Folklore (80 Credits)

Semester 1

Course Code	Course Title	Credits	Marks	L	T	P
FOLK 111010	Introduction to Folklore and Folkloristics	4	100	4	0	0
FOLK 111020	Oral Literature	4	100	3	1	0
FOLK 111030	Social Folk Custom	4	100	3	1	0
FOLK 111040	Introduction to Language and Linguistics	4	100	4	0	0
FOLK 111050	Research Methodology - I	4	100	4	0	0
	5 Papers	20	500	18	2	0

Semester 2

Course Code	Course Title	Credits	Marks	L	T	P
FOLK 221010	Material Culture	4	100	3	1	0
FOLK 221020	Folklore Theories	4	100	4	0	0
FOLK 221030	Performing Arts	4	100	3	1	0
FOLK 221040	Multilingualism and Multiculturalism in India	4	100	4	0	0
FOLK 221050	Research Methodology - II	4	100	4	0	0
	5 Papers	20 credits	500	18	2	0

Semester 3

Course Code	Course Title	Credits	Marks	L	T	P
FOLK 311010	Folklore in the Modern Context	4	100	3	1	0
FOLK 311020	Introduction to Semiotics	4	100	4	0	0
FOLK 311030	Introduction to Language in Society	4	100	4	0	0
FOLK 311040	Folklore Museum & Archiving	4	100	3	1	0
FOLK 311050	Field work	4	100	1	1	2
	5 papers	20 credits	500	15	3	2

Semester 4

Course Code	Course Title	Credits	Marks	L	T	P
FOLK 421010	Elective paper: Folklore and Media	4	100	3	1	0
FOLK 421020	Elective paper: Folklore Tourism	4	100	3	1	0
FOLK 421030	Narratology	4	100	4	0	0
FOLK 421040	Language Endangerment and Documentation	4	100	4	0	0
FOLK 421050	Dissertation	8	200	1	0	7
	4 Papers	20 Credits	500	12	1	7

Students will choose one elective paper in 4th Semester.

FIRST SEMESTER

FOLK 111010: INTRODUCTION TO FOLKLORE AND FOLKLORISTICS

Objectives: The objective of this course is to introduce the students with the discipline of Folkloristics, the history of Folklore Studies and contribution of select folklorists. And this course will also familiarize the students with the interdisciplinary nature of the discipline.

Unit I: From Antiquarianism to Folk-Lore, Folk and Lore, Evolutionism and Folkloristics, Folklore and Folkloristics

Unit II: History of Folklore Studies in India with special reference to Jharkhand

Unit III: Contributions of the following scholars to Folklore Studies: Grimm Brothers, Kaarle Krohne, Martha Warren Beckwith, Mary Alicia Owen, C.W. Von-Sydow, A.K.Ramanujan, Elias Lonrot, Stith Thompson, Vladimir Propp, folklore scholars from the Prague School.

Unit IV: Folklore and History, Folklore and Semiotics, Folklore and Anthropology, Folklore and Linguistics, Folklore and Literature, Folklore and Sociology, Folklore and Psychology.

Pedagogy: Classroom lectures & Presentations

Reading List:

Blackburn, S. and A.K. Ramanujan. 1986. *Another Harmony: New Essays on Folklore of India*. Berkeley and Los Angeles: University of California Press.

Dorson, Richard M (ed). 1980. *Folklore and Folklife: An Introduction*. Chicago: University of Chicago Press.

Dundes, Alan. 1978. *Essays in Folkloristics*. Meerut: Folklore Institute.

FOLK 111020: ORAL LITERATURE

Objectives: This course is aimed at acquainting the students with different genres of folk literature and study their structures, meanings and applications. The assignments shall focus on one of the communities from Jharkhand.

Unit I: Introduction to Oral Tradition -Different varieties of Tale-definition –Classification – nature, Storytelling- Introduction – Storytelling tradition in Abroad- India- Jharkhand, Myth-definition – classification – nature , Legend- definition – classification – nature. (Examples from Jharkhand)

Unit II: Folk Poetry- Definition – classification –nature , Folk Song- definition – classification – nature and Folk Epic- definition – classification – nature (Examples from Jharkhand)

Unit III: Proverb- definition – classification – nature , Riddle- definition – classification – nature- Ethno poetics- definition – nature, Folk and Colloquial Speech definition – nature (Examples from Jharkhand)

Unit IV: Tribal literature with special reference to literature of Jharkhand.

Pedagogy: Classroom lectures & Presentations, Learning through Audio-video materials

Readings List:

Brown, M.E and B.A. Rosenberg (eds). 1998. *Encyclopedia of Folklore and Literature*. England: ABC- CLIO.

Dorson, R.M. (ed).1980. *Folklore and Folklife: An Introduction*. Chicago: University of Chicago Press.

Foley, John Miles. 1990. *Traditional Oral Epic*. California: University of California Press.

Freud, Sigmund. 1960. *Jokes and their Relation to the Unconscious*. London: Penguin Books.

Propp, V. J. 1968. *Morphology of the Folktale*. Austin: University of Texas Press.

Bompas C. H. 2010. *Folktales of the Santhal Parganas*. New Delhi:Gyan Publishing House.

Ramanujan, A.K. 2009. *Folktales from India*. Penguin Books.

FOLK 111030: SOCIAL FOLK CUSTOM

Objectives: The objectives of this course are - to provide an overview of Social Folk Custom in general with special emphasis on Jharkhand.

Unit I: Beliefs- beliefs and superstition, meaning of folk beliefs; folk beliefs associated with luck, evil eyes, omen/ potent (Examples from Jharkhand)

Unit II: Religion - meaning of religion, folk and vernacular religion, major religion, various folk religion (Examples from Jharkhand)

Unit III: Folk rituals and Celebrations of India- rites of passage, rituals associated with celebration and their significance (Examples from Jharkhand)

Unit IV: Festivals and Celebrations of other parts of the World- different kinds of festivals, folk games plays in association with festivals and celebration as a means of recreation (Examples from Jharkhand)

Pedagogy: Classroom lectures & Presentations, Learning through Audio-video materials

Reading List:

Dorson, Richard M (ed). 1972. *Folklore and Folklife An Intoduction*. London: The University of Chicago Press.

Green, T.A (ed). 1997. *Folklore, Encyclopedia of Beliefs, Customs, Tales, Music and Art*. England: ABC-CLIO.

Sen, Soumen. 1985. *Folklore in North East India*. New Delhi: Omsons Publication.

Brunvand, Jan Harold (ed). 1996. *Encyclopedia of American Folklore*. New York: Routledge Publication.

FOLK 111040: INTRODUCTION TO LANGUAGE AND LINGUISTICS

Language is what makes us human, but how does it work? This course focuses on speech sounds and sound patterns, how words are formed, organized into sentences, and understood, how language changes, and how it is learned. This course is designed to introduce the students with the basic concepts of language and linguistics. The course has been designed in a bottom-up fashion for the conceptual clarity.

Unit 1. Introduction:

What is Language? Basic Characteristics of human language. (Design Features). Sign Language and its Characteristics. Evolution of Human Language. What is Linguistics? Grammaticality: Prescriptive vs. Descriptive Grammar, Universal Grammar. Brief History of Linguistics. Is Linguistics a Science? Language and Society. Language and Brain.

Unit 2. Phonetics and Phonology:

Introducing IPA. What is Phonetics? Articulatory phonetics. Acoustic phonetics. Auditory phonetics. What is Phonology? Key Concepts

Unit 3. Morphology:

What is Morphology? Key Concepts. Different Kinds of Word-formations

Unit 4. Syntax, Semantics and Pragmatics:

Syntactic categories (N, V, P, D), Syntactic tree Constituency tests. Phrase structure rules and phrase structure trees. Recursion. Ambiguity. What is Semantics and Pragmatics? Word Meaning and Sentence Meaning. Ambiguity, Contradictions, Entailment and Implicature.

Pedagogy: Classroom lectures & Presentations, Learning through Audio-video materials

Readings list:

Areonoff, mark (2011). What is morphology. Wiley-blackwell
Crystal, david (1991), a dictionary of linguistics and phonetics. Black well.
Fromkin, victoria / robert rodman (1993) an introduction to language. New york.
Meyerhoff, miriam (2006). *Introducing sociolinguistics*. New york: routledge.
Pinker, steven (2010). The language instinct. Harper collins

FOLK 111050: RESEARCH METHODOLOGY - I

Objectives: Field work is a necessary component of the discipline of Folkloristics. Learners must visit the field and collect data from informants, resource persons and community members. The course aims at imparting knowledge and skills of research methodologies, methods and concrete techniques of field work.

Students will be required to go to the field from time to time or go for a longer duration. They will be expected to write reports of their visits.

Field studies will also be used for the final dissertation to be submitted in the fourth semester.

I Unit: Pre-Field Preparations for Fieldwork

Introduction – Need of Fieldwork – What to collect – Sources of Data (Library, Internet, Museums, Archives, Private Collections, other repositories, directories, guides such as maps, local histories, Scholarly Reports and Publications) – Pre-Field Preparations (including contextual data) – Identifying and approaching the ‘tradition bearers’ and maintaining the rapport – Ethical Issues while doing fieldwork (related to Motivation, incentives, remuneration, and

illegal methods of approaching) – Equipments and field materials required – Instructions/ Check list for Fieldwork

II Unit: Fieldwork and Data Collection

Kinds of Data (Folklore Materials, Folklore Processes, Folklore Ideas) - Methods of Data Collections - Participant and Non-Participant Observation Methods, Interview Method, Questionnaire Method, Case Study Method - Contexts of Data collections – What is context – Natural, Induced Natural and Artificial Contexts – Collecting Sub-Topics – Genre Specific Approaches/ Fieldwork methods - Recording (Audio, Video Recording, Still Photography – Instructions for using the equipments during the fieldwork) and Documenting – Time Considerations and Management

III Unit: Problems, Issues Related to Fieldwork

Preparation of Field Notes - Problems and Issues – Gender – Genre - Post-fieldwork Reading – Factors affecting the fieldwork – Problem of studying other’s culture – Issues related to Translation and transcription – Fieldwork Limitations.

IV Unit: Post Fieldwork Activities

Preparation of Fieldwork Card, Audio-Video Log and Photo log - Release Form (Consent – Permission Letter) - Archiving - Cataloguing, Indexing and Retrieval – Suggestions for Data Preservation - Ethics to be followed after the fieldwork – Dissemination Related Issues - Copyright/ Patent right issues.

Pedagogy: Classroom lectures & Presentations, Equipment handling, Learning through Audio-video materials

Reading List:

Goldstein, K. 1964. *A Guide for Field Worker’s in Folklore*. Hatboro, Pennsylvania: Folklore Associates, INC.

Jackson, Bruce 1987. *Fieldwork*. University of Illinois Press.

Krohn, Karl 1971. *Folklore Methodology*. (Tr. Roger L. Welsch). Austin: Texas University Press.

Brunvand, Jan Harold 1976. *Folklore a Study and Research Guide*. New York: St. Martine Press.

Lindal, Carl, J Sanford Rikoon and Elaine J. Lawless 1979. *A Base Guide o Fieldwork for Beginning Folklore Students: Techniques of Selection, Collection Analysis and Presentation*. Bloomington: Indiana University.

SECOND SEMESTER

FOLK 221010: MATERIAL CULTURE

Objectives: This course aims to provide an overview of Material Cultural in general and folk science and technology of various communities with special emphasis on Jharkhand.

Unit I : Introduction to Folk Art and Craft- how is folk art different from folk craft, towards the understanding of folk architecture and folk cookery (Examples from Jharkhand)

Unit II: Folk Textile and Costume- technology and process of making folk textile, different between costume and fashion, significance of costume to the community and others (Examples from Jharkhand)

Unit III: Artisans Society – meaning of artisan, important of artisan for the community (Examples from Jharkhand) Folk Art and craft - towards modernization, intellectual property rights

Unit IV: Folk Medicine – Introduction - Medicinal Practices - Application of defferent objects- Plants- animals etc. –Does and Taboos

Pedagogy: Classroom lectures & Presentations, Learning through Audio-video materials

Readings List:

Basinger, Herman. 1990. *Folk Culture in a World of Technology*. Bloomington: Indiana University Press.

Datta, Birendranath, Nabin Chandra Sarma and Prabin Chandra Das (ed.). 1994. *A Handbook of Folklore Material of North-East India*. Guwahati: ABILAC.

Dorson, Richard M (ed). 1972. *Folklore and Folklife: An Intoduction*. London: The University of Chicago Press.

Jaggi,O.P.1980. *Folk Medicine. History of Science, Technology, and Medicine in India*. Vol. 3. New Delhi :Atma Ram

FOLK 221020: FOLKLORE THEORIES

Objectives: This course will familiarize the students with the growth and development of Folkloristics (prominent folklore theories of the world) and also will make the students aware of the advanced folklore theories developed during the 20th Century.

Unit I: Finnish Method, Solar- Mythology Theory, Monogenesis and Polygenesis Theory, Performance Theory

Unit II: Contextual Theory, Functionalism Theory, Epic Law and Oral Formulaic Theory

Unit III: Psychoanalysis Approach to Folklore and Feminist Approach to Folklore

Unit IV: Structuralism, Post-Structuralism, Post-Modernism

Pedagogy: Classroom lectures & Presentations

Reading List:

Ben-Amos, Dan. 1982. *Folklore in Context*. New Delhi: South Asian Publishers.

Handoo, J. 2000. *Theoretical Essays in Indian Folklore*. Mysore: Zooni Publications.

Bauman, Richard (ed). 1992. *Folklore, Cultural performance and popular entertainment*. New York: Oxford University.

Islam, Mazrul. 1985. *Folklore, the Pulse of the People*. Ranchi: Dept. of Anthropology, Ranchi University.

Propp, V. 1984. *Theory and History of folklore*. Manchester: University of Manchester Press.

FOLK 221030: PERFORMING ARTS

Objective: This course will familiarize the students with performing art forms and also to enable them to understand and appreciate the different Performing Art trends.

Unit I: Introduction - Concept of Performing Arts. Classification of Performing Arts. Concept of Folk- Definition of Folk

Unit II: History of Performing art - History of the performing art of India and Jharkhand - Development of different Performing Art tradition – India- Jharkhand.

Unit III: Important Folk Performing Art tradition - Eastern India- Jharkhand

Unit IV: Important Folk Performing Art traditions around the world – Asia- European countries

Pedagogy: Classroom lectures & Presentations, Learning through Audio-video materials

Reading List:

Bauman Richard (ed). 1992. *Folklore, Cultural performance and popular entertainment*. New York: Oxford University.

Gupta, Shyamala. 1999. *Art Beauty and creativity*. New Delhi: O. K. Pint

Jhingan, P. 2009. *The Khasi Theatre-a semiotic study of the Nongkrem Dance*. New Delhi: Academic Excellence.

Vatsayana, Kapila, 1976. *A study of some radiation of performing Arts in eastern India. Magic and Disc polarities'* Assam: GHY University Publication.

Vatsayana, Kapila. 1978. *Tradition of Indian Folk dance*. New Delhi: Indian Book Concept.

FOLK 221040: MULTILINGUALISM AND MULTICULTURALISM IN INDIA

Objectives: This course tries to introduce the students with the concepts of multilingualism and multiculturalism in the Indian context. Concepts like multilingualism, bilingualism, language and identity, language and nationality and language planning will be introduced and discussed in great details.

Unit-1 Introduction:

What is multilingualism? Rise of Multilingualism. Explaining a multilingual Person. Language and Culture. What is multiculturalism? Multiculturalism/ Multilingualism and Globalisation. Basic Concepts in Language Contact. Characteristics of a multilingual Society.

Unit-2 Multiple Voices in India:

India as a Linguistic Area. Different Language Families. Multilingualism and Education for Democracy. Enabling the Classrooms with Cultural Expressions. Multilingualism and Tribal Languages. Language Endangerment. What do we do?

Unit-3 Linguistics Study of Jharkhand:

Linguistic mosaic of Jharkhand: A state with three language families. Language maintenance, language shift and loss in Jharkhand. Tribal Languages in Jharkhand.

Unit-4 Language Planning in a multilingual set-up

Standardization (Selection, Development, Spread, Acceptance). Status Planning. Corpus Planning. The Three Language Formula and its Failure.

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Readings List:

Abbi, A. (1997). "Languages in Contact in Jharkhand- A Case of Language Conflation, Language Change and Language Convergence". *Languages of Tribals and Indegenous peoples of India. The Ethnic Space*(pp 131-148). Motilal Benarsidass. Delhi.

Blackledge, A. (2005). *Discourse and Power in a Multilingual World*. Amsterdam: John Benjamins.

Edwards, John. (1994). *Multilingualism*. Routledge.

Emeneau, M.B. (1956). 'India as a Linguistic area.' *Language* 32: 3-16.

FOLK 221050: RESEARCH METHODOLOGY - II

Objectives: The course will introduce the students to the basics of Research Methodology including formulating hypothesis, applying theoretical tools, writing the research report, etc.

Unit I: Basics of Research Methodology

What is Research – Need of Research Methodology - Objectives of Research - Motivation in Research - Types of Research (Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical)

Unit II: Research Methods and Methodology

Research Approaches (Quantitative requires generation of data in quantitative form and qualitative is concerned with subjective assessment of attitudes, opinions and behavior) - Significance of Research - Research Methods versus Methodology (Research methods may be understood as all those methods/techniques that are used for conduction of research - it refers to the methods the researchers use in performing research operations. Research methodology is a way to systematically solve the research problem.) - Research and Scientific Method - Importance of Knowing How Research is Done

Unit III: Research Process and the Preparation of Research Report

Research Process (1. Formulating the research problem, 2. Extensive literature survey, Theoretical Paradigm and Perspectives of Research Methodology, 4. Development of working hypotheses, 5. Preparing the research design, 6. Determining sample design, 7. Collecting the data, 8. Execution of the project, 9. Analysis of data, 10. Hypothesis-testing, 11. Generalisations and interpretation, 12. Preparation of the report or the thesis (Format: Chapterization – Introduction, Review of Literature, Presentation of Data, Analysis of Data, Interpretation of Data, Conclusion)

Unit IV: Problems and Issues related to Research Methodology

Criteria of Good Research (Systematic, logical, empirical and replicable), Ethics in Folklore Research- Problems Encountered by Researchers

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Reading List:

Bryman, A. (2004): Social Research Methods, 2nd edition, Oxford.

Lewis-Beck, M. Bryman, A.E. and Liao, T.E. (eds) (2003): The SAGE Encyclopaedia of Social Science Research Methods, London.

Goode, W.J. & P.F. Hatt, 1971. Methods in Social Research, McGraw-Hill.

Young, P.V. 1984. Scientific Social Surveys and Research. Prentice Hall Of India.

THIRD SEMESTER

FOLK 311010: FOLKLORE IN THE MODERN CONTEXT

Objectives: Urban Folklore is designed to make the students understand the dynamism of folklore and its adaptability to contemporary times. Public Sector Folklore course will familiarize students with the similarities in people's communicative behaviours. It also call attention to the perception of folklore as exotic and fantastic and how this shaped the evolution of folklore since its coinage in 1846. The examples used shall be from Jharkhand.

Unit I: Urban Legends and Joke, Lore of place names

Unit II: Computer, Cyber and Cellular Lore, Social Networking, UFO Lore

Unit III: Cultural Conservation- Definition – Conservation and preservation - Role of conservation in folklore.

Folklore – Folklorism -Applied folklore – Folklorismus.

Unit IV: Art, Enterprise and Public policy- Introduction to the Folk art Tradition in India with special reference to Jharkhand

Para Folklore, Fakelore, Meta Folklore and Folk synthesis

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Reading List:

Ben-Amos, Dan. 1982. *Folklore in Context Essays*. New Delhi: South Asian Publishers.

Carey, James W. 1992. *Communication as Culture: Essays on Media and Society*. London: Routledge.

Dewey, John. 1927. *The Public and Its Problems*. New York: Henry Holt and Co.

Dundes, Alan. 1965. *The Study of Folklore*. New Jersey: Prentice Hall.

Freud, Sigmund. 1966. *Jokes and Their Relation to the Unconscious*. London: Penguin.

Brunvand, Jan Harold. 1996. *American Folklore- An Encyclopedia*. New York: Routledge Publishing.

Dorson, Richard M (ed). 1978. *Folklore in the Modern World*. Mouton: The Hague.

Lippmann, Walter. 1922. *Public Opinion*. New York: Macmillan.

Malinowski, Bronislaw. 1962. *Sex, Culture and Myth*. New York: Harcourt, Brace and World.

Shils, Edward. 1959. 'Mass Society and its Culture', in N. Jacobs(ed). *Culture for the Millions*, Princeton: D. Van Nostrand,

Williams, Raymond. 1958. *Culture and Society 1780-1950*. New York: California University Press.

----- . 1966. *Communications*. London: Chatto and winders.

FOLK 311020: INTRODUCTION TO SEMIOTICS

Objectives: The aim of this course is to introduce the students to Semiotic theory and its applications for study of Folklore

Unit I: Language and Communication - History of semiotics – Ferdinand de Saussure and Charles Sanders Peirce

Unit II: Methods of Semiotics - Semiotic Concepts (Semiotic Square – Modalities and Representation - Syntagms - Paradigms – Intertextuality) - Semiotic Analysis – Kinds of Semiotics (Social Semiotics, Cognitive Semiotics, Literary Semiotics – Media Semiotics) - Scholars influential in Semiotics

Unit III: Semiotics and Its Applications: Folklore - Literature - Fine Arts –Material Culture – Visual Media – Print Media – Popular Culture and Other Cultural Expressions

Unit IV: Criticisms of Semiotic Analysis - Strengths of Semiotic Analysis – Semiotics for understanding the tribal folklore and cultural practices.

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Readings List:

Barthes, Roland ([1957] 1987): *Mythologies*. New York: Hill & Wang [a classic text]

Chandler, Daniel. (2001/2007). *Semiotics: The Basics*. London: Routledge.

Eco, Umberto (1976): *A Theory of Semiotics*. Bloomington: Indiana University Press/London: Macmillan [not for beginners]

Sebeok, Thomas A (1994): *An Introduction to Semiotics*. London: Pinter [an introduction to Thomas Sebeok]

Saussure, Ferdinand de (1974): *Course in General Linguistics* (trans. Wade Baskin). London: Fontana/Collins [still the most widely-cited translation, dating from 1959]

FOLK 311030: INTRODUCTION TO LANGUAGE IN SOCIETY

Objectives: This course endeavours to equip the students with a sound, basic knowledge of various functions that human language plays in the society. In order to understand these functions, students are expected to get familiar with concepts like ‘dialect,’ ‘language,’ ‘society,’ and so on. The course will also deal with linguistic and social problems that concern social organization. As a whole, the course is about explorations of the boundless relationships between language and society.

Unit-1 Introduction

Introducing Language in Society >What is Sociolinguistics and Sociology of Language? >Relation between language, culture and Society>Sapir-Whorf Hypothesis, Variation in Language. Dialects, Registers, Idiolects, and Diglossia

Unit-II Language and identity

Language and Identity - Language and Gender -Language and Nation - Language, Media and Movies
Language and Education - Stereotypes, Markers and Indicators - Politics of Language

Unit-III Language Contact

What is Language Contact? Basic Concepts in Multilingualism and Bilingualism. Language Maintenance, Shift and Death. Pidgins and Creoles, Linguistic Diversity. Social Networks, Network Members, Types of Networks

Unit-IV Interface, Theory and Practice

The scope of sociolinguistics and its relationship to other linguistic sub disciplines and other academic fields, Traditional sociolinguistic theory and methods, More recent theoretical constructs, in particular critical language studies, perceptual dialectology language ideology, A

variety of major case studies which underlie our understanding of how language functions in the community, Field methods, data gathering, and analysis.

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Readings List:

- Abbi, A. (2002). “ Restructuring Grammars in Contact Situations: A case of Causative Constructions in Endangered Languages”. *International Journal of Dravidian Linguistics*. (Vol. 32, No.2). (pp 69-80).
- Annamalai, E. (1990) “Linguistic dominance and cultural dominance : A study of tribal bilingualism in India.” In D.P. Pattanayak (ed). *Multilingualism in India*. Orient blackswan.
- Bayer, Jennifer. (1990). “Language and social identity”. In D.P. Pattanayak (ed). *Multilingualism in India*. Orient blackswan.
- Dasgupta, Probal. (1998). “The native speaker : A short history”. In Rajendra Singh (ed) *The native speaker : Multilingual perspectives*. Sage Publication.
- Hudson, R.A. (1980). *Sociolinguistics* .Cambridge: Cambridge University Press.
- Kangas Tove Skutnabb (2012), *Linguistic Genocide in Education--or Worldwide Diversity and Human Rights?* Routledge
- Matras, Yaron (2009). *Language Contact*. CUP
- Mesthrie, Rajend, Joan Swann, Ana Deumert & William L. Leap (2009). *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.
- Wardhaugh, Ronald (2006). *An Introduction to Sociolinguistics*. Blackwell Publishing Ltd.
- Scotton, Carol Myers. (2006). *Multiple Voices: An Introduction to Bilingualism*. Blackwell Publishing.

FOLK 311040: FOLKLORE MUSEUM AND ARCHIVING

Objectives: Museum and Archive is base for study Folklore of an area. So the course will introduce students the various issues related to building up of Museum and Archive and its maintenance. This course will introduce students the basics of Folklore Museum, Archiving and Retrieval with reference to folklore data.

Unit 1 Introduction- museum , museology and museography- Major defeniions for museum , museology and museography, Museum in India and around the world.

Unit 2 Museum Management – Conservation –Preservation –Restoration –Exhibit design-Display-Collection- Museum education-Computerization & Documentation
Museum for Folk Art and Folklore- Arrangement of Folk Art and Folklore material in museum.
Museum for public- Marketing – Museum for public

Unit 3. Introduction to Archiving- Major definitions on Archiving- Nature and scope. Archives in India and around the World

Unit 4 Archival issues related to folklore materials-Description – Preservation of electronic media-organizing material for access- Maintaining the intellectual integrity of folklore collections. Rules for archiving folklore materials-Arranging –Describing – Cataloging etc.

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Reading List:

Bedekar , V.H(1995)*New museology for India*. Newdelhi:National Museum.

Bhatnagar A (1999) Museum, museology and new museology, New Delhi, Sandeep Prakashan
Horne, D (1984) The great Museum, London, Pluto
Agarwal, O.P (1977) Care and Preservation of museum objects, New Delhi NRLC.
Ballardo, Lewis J, and Lynn Lady Ballard (1992) A Glossary for archivists, manuscript curators
and record managers, Chicago: Society of American Archivists
Matters, Marion Comp. 1995. Oral History Cataloging manual, Chicago: Society of American Archivists

FOLK 311050: FIELD WORK

The topic intends to give an exposure to the students about the nitty-gritty of field work and report writing. This also aims to introduce them towards cross-pollination of research methodologies of different allied disciplines so that the students could get first-hand experience of field work and a penchant for working in a multidisciplinary environment. Students need to select a topic and prepare a report and appear viva.

FOURTH SEMESTER

FOLK 421010: FOLKLORE AND MEDIA (Elective)

Objectives: This course aims to lead the students to the understanding of media as modern form of communication; familiarize them with the relationship Folklore share with various forms of Media Communication; enable them to learn the various forms of folklore that was used by media experts as catalyst for mass production; and help them gain insight of the operational dimension of the traditional folk media vis-a -vis modern media in the region of Jharkhand.

Unit I: Basics of communication

Meaning and definition of communication; Functions and levels of communication; Barriers and noise in communication

Unit II: Introduction to media

Media: meaning and nature; Print media- magazines; Electronic media- cinema, radio and television; New media; Traditional media

Unit III: Folklore and media

Folklore as a form of media; Relationship between folklore and media; Popular culture and culture industry; Folklore, consumerism and media

Unit IV: Documentation of folklore

Process of documentation of folklore; Skills required for documentation; Important documented folklore from Jharkhand

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Readings list:

- Acharya, R.N. 1987. *Television in India*. Delhi: Manas Publications.
- Barnow, Eric & S. Krishnaswamy. 1980. *Indian Film*. New York, Oxford, Delhi: Oxford University Press.
- Bausinger, Hermann. 1990. *Folk Culture in a World of Technology*. Bloomington: Indiana University Press.
- Dégh, Linda. 1994. *American Folklore and the Mass Media*. Bloomington: Indiana University Press.
- Dunlop, O.E. 1962. *Communication in Space*. New York: Harper.
- Ganesh, S. 2001. *Studies in Modern Mass Media and Communication*. New Delhi: Radha publications.
- Geoffrey Nowell-Smith (ed). 1996. *The Oxford History of World Cinema*. New York: Oxford University Press Inc.
- Kuppuswamy, B. 1976. *Communication and Social Development in India*. New Delhi: Sterling Publishers Pvt Ltd.
- Malhan, P.N. 1985. *Communication Media, Yesterday, Today and Tomorrow*. Publication division, Ministry of information and Broadcasting Govt. of India.
- Pati, Jagannath. 2004. *Media and Tribal Development*. New Delhi. Concept Publishing Company.
- Snow, Robert .P. 1983. *Creating Media Culture*. California: Sage Publications.
- Vijaya, N. 1975. *The Role of Traditional Folk Media in Rural India*. New Delhi: Geka Books.

FOLK 421020: FOLKLORE AND TOURISM (Elective)

Objective: The aim of this paper is to introduce the students with the notion of cultural tourism. Tourism as an economic activity, must appropriate culture and namely this kind of heritage simultaneously traditional and living, in a context where economics, culture and space are symbiotic of each other. This paper concerns academic aspect of the utility of Folklore for the promotion of tourism and thus benefiting the community with special reference to Jharkhand.

Unit 1: Tourism an Introduction: Introduction to tourism – History of tourism – Tourism in India – different kind of Tourism: Cultural Tourism, Eco Tourism, Rural Tourism and International Tourism. Tourism Management – Tourism planning and development – Marketing information system Travel Management

Unit II: Jharkhand Tourism – Status and Prospects: Government Tourism – Voluntary organization Tourism – Fairs and Festival Tourism – Mudma mela – Samvaad etc.

Unit III: Folklore Tourism: Folkloristic view of tourism – Introduction to Folklore tourism – possibilities of Folklore Tourism – internal (folk) folklore tourism – folklore tourism for the public

Unit IV: Tourism Needs to Understand Identity: Identity-types of identity – identity formation – tourism need to understand identity. Folk & Folklore as part of the system- tourism at any level is an intrusion into the system – it reacts to the identity in many respects.

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Readings List:

Sarkar, Arun Kumar, 1998: Action Plan and Priorities in Tourism Development, Kanishka Publishers.

Negi, Dr. Jagmohan, 1996: Tourism and Travel- Concepts and Principles.

Singh, Percy K, 1998: Fifty Years of Indian Tourism, Kanishka Publishers.

Singh, Percy K, 1998: Fifty Years of Indian Tourism, Kanishka Publishers.

Akthar, Javaid, 1990: Tourism Management in India, Ashish Publishing House.

Gupta, Vijayakumar, 1987: Tourism in India, Gain Publishing House, Delhi.

Teacher may add more books as per the relevant topic.

FOLK 421030: NARRATOLOGY

Objective: The objective of this course is to enable the students to acquire basic knowledge and understanding of Narratology.

Unit I Order of Discourse

Introduction to Narrative and Narrating – Theory of Narrative – Text and Authorship – The Structure of Narrative – The Surface of Narrative – Realism, Illusionism and Metafiction - Foucault and the Order of Discourse

Unit II Deconstruction

Narrative Typologies - Text and Discourse – Diachronic Approaches to narrative - Derrida and Deconstruction - Mikhail Bakhtin and Narrative studies – Language, the representation of speech and the stylistics of narrative – Narrative and Political Discourse – Narrative and Other Theoretical Developments - Dostoyevsky's poetics - Study on Rabelais - Literature and Society

Unit III Narrative Grammar

Abelard's Life and works - Hermeneutic tradition - Problem of Reading and Interpreting Bible - Language as Human imposition - Sensuous - Imaginatio - Intellection - Mental Images and Pure Forms

(A.J. Greimas) A Grammar of Narrativity, Narrative Grammar – The First Stage of Narrativization - From the Fundamental Grammar to the Surface Narrative Grammar: The Narrative Utterance – From the Narrative Utterance to the Narrative Unit: Performance - The Last Stage: The Performance Series

Unit IV Psychodynamics of Orality

Thoughts – Feelings and unconsciousness – Life, Narration and Identity - Self and Narration – Narration as Identity Formation in Narrative Process - Walter J. Ong's Psychodynamics of Orality: Sounded Word as Power and Action – Psychodynamic Psychology: Classical Theory and Contemporary Research (Matt Jarvis)

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Reading List:

Culler, Jonathan. 1983. *On Deconstruction*. London: Routledge and Kegan Paul.

Foucault, Michel. 1981. *The order of discourse, in untying the Text- A post structural Reader*. London: Ed. Robert Young, Routledge and Kegan Paul.

Ong, Walter J. 1982. *Orality and Literacy*. London: Routledge.

Ricoeur, Paul (ed). 1989. *Greimas's Narrative Grammar, in Paris School Semiotics- I*. Amsterdam: Paul Perron and Frank Collins, John Benjamins Publishing Company.

FOLK 421040: LANGUAGE ENDANGERMENT AND DOCUMENTATION

Objectives: As the world is metamorphosing into a global village, the fear of language endangerment has caught the eyeballs of linguists, language planners, sociologists, human right activists and others scholars across the globe. This paper is an endeavour to sensitize the students with the nuances of linguistic human rights and language endangerment especially tribal languages as each language is a unique window to the cultural wisdom of the indigenous people. This course will introduce the students with basic concepts in language documentation as there is an imperative need for language documentation, new policy initiatives, and new materials to enhance the vitality of languages on the margins 'because every last word means another lost world (Courtesy: Hans Rausing Endangered Languages Project)'

Unit-1 Introduction.

What is Language? Language, Culture and Identity. How Culture is Embedded in Language? Bio-cultural Diversity and Linguistic Diversity. Languages of the Margins. A study of the Languages Represented in the Census of India. Minority/Majority Language

Unit-2 Language Endangerment.

What is Language Endangerment? Causes and Consequences of Language Endangerment. What can be done? Language Endangerment with special reference to the state of Jharkhand.

Unit-3 Safeguarding Linguistic Human Rights.

Linguistics Human rights - Linguistic Genocide -Capturing Degrees of Endangerment -Multilingualism, globalization, Migration, education and language Endangerment.

Unit-4 Language Documentation.

What is Language Documentation? Basics of Language Documentation. Challenges and opportunities of Language Documentation in India. Multiple Voices and Documentation Introduction to PRAAT and TOOLBOX software for documentation.

Pedagogy: Classroom lectures & Presentations, Teaching through Audio-visual materials

Readings List:

Blackledge, A. (2005). Discourse and Power in a Multilingual World. Amsterdam: John Benjamins.

Crystal, D. (2003). Language Death. Cambridge University Press. New York. U.S.A.

Gipper, Jost et al. (2006). Essential of Language Documentation .Mouton de Gruyter.

Austin, Peter K. ed (2003). Language Documentation and Description, Vol 1, Endanger Language Project.

Kangas Tove Skutnabb (2012), Linguistic Genocide in Education--or Worldwide Diversity and Human Rights? Routledge

FOLK 424050: Dissertation

Students are supposed to select a topic for dissertation having relevance with the syllabus. The selected topic should preferably include fieldwork so that their training in research methodology and field methods could be honed.