

M.A. Folklore Triballore & Cultural Tourism

SEMESTER – I

| Course Code | Papers | Course Title | No. of Credit s | Exam. Duration | Written Exams | IA*-30 marks | | | Total Marks |
|-------------|---------|--------------------------------------------|-----------------|----------------|---------------|--------------------|-------------|----------|-------------|
| | | | | | | Internal Assisment | Asisgnement | Semin ar | |
| | | | | | | 10* | 10* | 10* | |
| FTCT-101 | Paper-1 | Introduction to Folklore | 5 | 3hrs | 70 | 30 | | 100 | |
| FTCT-102 | Paper-2 | Introduction to Tribal Studies | 5 | 3hrs | 70 | 30 | | 100 | |
| FTCT-103 | Paper-3 | Introduction to Indian Folklore | 5 | 3hrs | 70 | 30 | | 100 | |
| FTCT-104 | Paper-4 | Introduction to Folklore of Andhra Pradesh | 5 | 3hrs | 70 | 30 | | 100 | |
| FTCT-105 | Paper-5 | Introduction to Tourism | 5 | 3hrs | 70 | 30 | | 100 | |

***I.A. 30: Internal Test 10+Asisgnement10+Seminar10=30**

M.A. Folklore Triballore & Cultural Tourism

| Course Code | Course title | C/E/S | No of Credits | I.A | E.S .E | Total Marks |
|--------------------|-----------------------------------------------------------------------------------------------------------|---------|---------------|-------------------|--------|-------------|
| Semester -1 | | | | | | |
| FTCT 101 | Introduction to Folklore | C | 5 | 30 | 70 | 100 |
| FTCT 102 | Introduction to Tribal Studies | C | 5 | 30 | 70 | 100 |
| FTCT 103 | Introduction to Indian Folklore | C | 5 | 30 | 70 | 100 |
| FTCT 104 | Introduction to Folklore of Andhra Pradesh | C | 5 | 30 | 70 | 100 |
| FTCT 105 | Introduction to Tourism | C | 5 | 30 | 70 | 100 |
| Semester -2 | | | | | | |
| FTCT 201 | Introduction to Folklore Theories | C | 5 | 30 | 70 | 100 |
| FTCT 202 | Facets of Tourism | C | 5 | 30 | 70 | 100 |
| FTCT 203 | Folk Performing Arts of Andhra Pradesh | C | 5 | 30 | 70 | 100 |
| FTCT 204 | a) Folk games of Andhra Pradesh Or b) Oral Literature of Folk & Tribal Communities | IE | 5 | 30 | 70 | 100 |
| FTCT 205 | a) Performing Arts of Tribes of Andhra Pradesh Or b) Folklore & Gender Studies | EE S | 3 | 20 | 40 | 100 |
| | soft skills-I | | 2 | 10 | 30 | |
| Semester-3 | | | | | | |
| FTCT 301 | Indigenous knowledge systems | C | 5 | 30 | 70 | 100 |
| FTCT 302 | Cultural Tourism Organization and Hospitality | C | 5 | 30 | 70 | 100 |
| FTCT 303 | Environmental History & Folklore of South India | C | 5 | 30 | 70 | 100 |
| FTCT 304 | a) Languages study of Folk & Tribal Communities Or b) Theory & Practice of Dappu Performance | IE | 5 | 30 | 70 | 100 |
| FTCT 305 | a) Folklore of Andhra Pradesh or b) Folklore Research & Computer Applications | EE S | 3 | 20 | 40 | 100 |
| | Soft skills - II | | 2 | 10 | 30 | |
| Semester -4 | | | | | | |
| FTCT 401 | Cultural Tourism in Andhra Pradesh | C | 5 | 30 | 70 | 100 |
| FTCT 402 | Cultural History & Folklore of Women in South India | C | 5 | 30 | 70 | 100 |
| FTCT 403 | Folklore Research Methodology & Dissertation | C | 5 | 30(Dissertation) | 70 | 100 |
| FTCT 404 | a) Folk Religion Or b) Tribal Development in India | IE | 5 | 30 | 70 | 100 |
| FTCT 405 | a) Folk Museum and Archival Management Or b) Theory and Practice of Kolatam performance | IE | 5 | 30 | 70 | 100 |

C-Core; E- External Elective; I- Internal Electives; S-Soft skills
Total credits: 100

Dravidian University
Department of Folklore and Tribal Studies
M.A- Folklore-Tribal-lore and Cultural Tourism

Programme Outcomes

1. Demonstrate thorough understanding and knowledge of people and their “lores”, especially in the respective cultural contexts of the concerned students and understand the avenues for cultural tourism..
2. Develop research related skills while understanding the nuances of field- based research.
3. Show an ability to evolve multicultural competence through an investigation of different traditions and texts.
4. Reflect critical and reflective thinking through the ability to analyze not only written but oral texts too.
5. Illustrate commitments to lifelong learning necessary to understand and imbibe knowledge that is part of one’s growing up and which is significantly associated with the aspirations and values that shape us.

Programme Specific Objectives

➤ Identify different folk and their interactives.
➤ Identify the role of lore in the development of cultural tourism in South India

Detailed syllabus
Semester 1

FTCT 101: Introduction to Folklore
(Duration 90 periods- paper for 100 marks)

Unit-1 : General introduction to the subject: Folklore as a Discipline – A brief history –Definitions of 19th Century – Definitions of early 20th Century – Definitions of Modern Folkloristics – Alan Dundes – Don Ben Amos- Other important Concepts

Unit-2 : Popular Antiquities- Folk-lore and Folklore-W J Thomas’ Letter and his conceptions- Folklore and Folklife- Scope of the subject - Folklore and Fakelore- Discrimination made by Dorson -- The concept of Folk Vis-à-vis the concept of group in Sociology: Primary, Secondary and Reference Groups – Caste, Tribe as primary groups - Folk in Urban setting.

Unit-3: Classification of Folklore- Dorson’s classification- R S Baggs’ Classification- others Classifications- Concept of Folk-expressive genres and non-expressive genres .

Unit-4: The concept of folk literature – free phrased and fixed phrased genres – the concept of fixity and spontaneity – the concept of text, texture and context – various dynamics of contexts

Unit-5: Functions of Folklore – Meta folklore and Oral literary criticism – Folk exegesis – Folklore and worldview - Folklore and Identity

Course-outcome:

- It helps the students to have general idea, what the subject folklore is and academic differently approaches towards folklore (data).
- Any subject has its own evolutionary path and in the same way folkloristics also developed according to the socio-political surroundings during different ages.

Recommended Readings:

Ben, Amos, Dan, 1982, "Towards a definition of folklore" in *Folklore in context*, New Delhi, South Asian publisher

_____ (ed) 1976, *Folklore Genres*, Austin, University of Texas press

_____ 1982, *Folklore in context*, New Delhi, South Asian Publisher,

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

Dundes, Alan, (ed), 1965, *The Study of folklore*, Prentice Hall

_____ 1964, "Text, Texture and Context", in *Southern Folklore* (quarterly), vol.28, pp 251-265

_____ 1975, *Analytical essays in Folklore*, The Hague, Mouton

_____ 1978, *Essays in Folkloristics*, Meerut, Folklore Institute

Islam, Mazharul, 1985, "Folklore the pulse of the people" in *The context of Indic folklore*, New Delhi, Concept Publishing Company,

_____, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy

FTCT 102: Introduction to Tribal Studies

(Duration 90 periods- paper for 100 marks)

Unit-1: Concept of Tribe: Definition – Demographic and Geographic aspects of Tribals in India – Linguistic classification- Racial Classification – Classification based on Levels of Integration

Unit-2: Social Structure and Organization of Tribes –Tribe as a Community – Sub-tribe - Moiety - Phratry – Clan – Lineage , Marriage and forms of marriage, Family.

Unit-3: Modes of Production. Exchange: Barter, Ceremonial Exchange, Reciprocity and redistribution, Subsistence Economy and Market Economy; Types of Economy; Hunting, Food-gathering, pastoralism and settled agriculture.

Unit-4: The Realm of Belief: Features of tribal religion: Animism, Naturalism, Totemism, Taboo, Magic, Witchcraft, Ancestor worship and spirit world

Unit- 5: Political life of the Tribals: The political structure, System of Governance and tribal leaders.

Course-outcome:

- It helps the students to have general idea about the different tribal communities and their social and cultural lifestyle practices.

Recommended Readings:

Elvin, Verrier, 1943, *The Aboriginal*, Oxford University Press

Fried, Morton, 1967, *The Notion of Tribe*, Mento park Camming Publishing company,

Ghurye, G S , 1959, *The Scheduled Tribes*, Popular Book Depot, Bombay

Gisbert. P, 1978, *Tribal India*, Rawuut Publications, Jaipur

Gordon, P R, 1975 *The Khasis*: Cosmo publications, Delhi

Guha. B S , 1952, *The Tribals of India(Vol.2)*, Bharathiya Adima Jaathi Sevak Sangh, New Delhi

John J. Honigmann: 1997. *Hand book of Social and Cultural Anthropology Vol. I &II* .
Rawat Publications, Jaipur and New Delhi.

John J. Bodley: 1994. *Cultural Anthropology, Tribes, States and the Global system*, May Field, Publishing Company, California.

Raza, Moonis and A. Ahmed, 1990, *An Atlas of Tribal India*, Concept publishing company, New Delhi

Roy Burman, B. K. 1994. *Tribes in Perspective*, Mittal publications, New Delhi

Singh K Suresh, 2002, *Tribal situation in India*, Indian Institute of Advanced studies, Simla,

Vidhyarthi, L P., 1977, *Tribal Culture of India*, Concept Publishing Company, New Delhi

FTCT 103: Introduction to Indian Folklore
(Duration 90 periods- paper for 100 marks)

Unit-1: Indian Folklore an Introduction: Folklore in Various Indian Languages and its diversity- Unitary features of folklore in varied regions of India on linguistic basis- Folklore as cultural heritage of Indian nation.

Unit-2: Folklore Commonality –Pan Indian Folk Epics – Folk mythology - Folktales and motifs appeared at pan Indian level - folk religious practices in general.

Unit-3: Dravidian Folklore. Dravidian Folk and tribal Epics – Folktales of South India – Riddles and proverbs in South Indian languages. Song narratives in South Indian Languages. Dravidian Cult Practices.

Unit-4: Folklore in North and South: Homogeneity and heterogeneity in folklore of Southern and Northern States of India.

Unit-5: Indian Folk Performing arts: Folktheatre in India (yakshaganam- vidhinataka- pandvani-) Puppetry in various states.

Course-outcome: It helps the students to have general idea about Indian folklore. Students will be able to gain knowledge about folklore commonality and Dravidian Folklore.

Recommended Readings:

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Islam, Mazharul, 1985, “Folklore the pulse of the people” in *The context of Indic folklore*, New Delhi, Concept Publishing Company,

_____, 1998, *The Theoretical study of Folklore*, Dhaka Bangla Academy.

Gopai B.R. and Nayak H.M. (ed): *South Indian studies*, Mysore, Geetha Books .

Gopal Panikkar.T.K. 1995: *Malabar and its folk*, Madras, Asian Educational Services.

Sadhana Naitani 1996 (?) *Folklore Research in Colonial India*.

FTCT 104: Introduction to Folklore of Andhra Pradesh

(Duration 90 periods- paper for 100 marks)

Unit-1: Andhra Folklore an Introduction: Telugu Folklore in general- the Age old Telugu Folk Forms- Important Folk Epics in Telugu – Important tales cycles in Telugu.

Unit-2: Telugu Folklore its historical picture –Folklore mentioned in Telugu Classical Works- Kavyas and so on- Nannechoda's Kumara Sambhava – Palkuriki Somana's Basavapurana- Panditharadhyha Charitra- Hansa Vimshathi and other books of late classical literature.

Unit-3: Important Telugu Folk Performing arts. Tolubommalata – Pitchukunti Katha – Sharada Katha- Chindu Yakshaganam- Gosangi Vesham – Tappeta Gullu- Vidhi natakam – Bindla katha or Asadi katha.

Unit-4: Telugu Proverbs and Riddles: A Study of Telugu proverbs in general- classification of Telugu proverbs- the narratives of Telugu proverbs- proverbs in fiction-Riddles in Telugu.

Unit-5: Telugu Folk Songs: Classification of Telugu Folk songs – nature of Telugu Folk songs- Song narratives in Telugu- Various other Folk genres in Telugu very brief introduction.

Course-outcome: This course makes the students to have a panorama of telugu Folklore and its classification.

Recommended Readings:

రామరాజు బిరుదరాజు. 1968. తెలుగు జానపద గేయ సాహిత్యము ప్రోదరాబాదు. జానపద ప్రచురణలు.
కృష్ణకుమారి నాయని. 1978. తెలుగు జానపద గేయగాథలు. ప్రోదరాబాదు. స్వీయ ప్రచురణ. తెలుగు అకాడమి ప్రచురణ.
సుందరం ఆర్మ్యయన్. 1983. అంధ్రుల జానపద విజ్ఞానం. ప్రోదరాబాదు. తెలుగు విశ్వవిద్యాలయం.
దామోదరరావు. ఆర్. 1986. తెలుగు సామెతలు సాంస్కృతిక అధ్యయనం. కరీంనగర్.
నరసింహరెడ్డి పి. తెలుగు సామెతలు.
వెంకట రెడ్డి కనిరెడ్డి. 1990. తెలుగు పొడుపుకథలు- ప్రోదరాబాదు.

FTCT 105: Introduction to Tourism
(Duration 90 hrs-100 marks)

Unit-I: Tourism Meaning and Significance – Types of Tourism – Growth of Tourism in India and Abroad – Factors Influencing Growth of Tourism – Tourism Planning and Development – Need for Planning – Government's Role in Planning – Tourism under Five Year Plans.

Unit-II: Tourism Industry – Components of Tourism – Tourism and National Economy Social Significance of Tourism – Social and Economic Factors in Tourism

Unit-III: Tourism Marketing – Concepts and Importance-Marketing Functions in Tourism.

Unit- IV: Tourism Promotion – Advertising – Costs and Steps in Planning-Advertisin Campaign – Tourist Publicity – Functions of a Tourist Guide.

Unit-V: Tourism Organizations in India and their Relationship with the International Tourism Organisations – Marketing Efforts of Advanced Countries like U.K, France and U.S.A.

Course-outcome: It helps the students to have general idea about Tourism components ,Marketing , promotion and advertising in Tourism industry.

Suggested Reading

1. Pran Nath Seth : *Successful Tourism Management*. Vol.-I&II.
2. Ram Acharya : *Civil Aviation and Tourist Administration in India*.
3. A.K. Bhatia : *Tourism Development*.
4. Philip Kotler : *Marketing Management*.

SEMESTER - II

FTCT 201: Introduction to Folklore Theories (Duration 90 periods- paper for 100 marks)

Unit-1: Cultural Evolution Theories: Synchronic and diachronic-
Cultural Evolution- Myth -Ritual Theory, comparative mythology-
Anti-evolutionism- -New evolutionism by Leslie White, Julian Steward
etc.,

Unit- 2 : Devolution and Diffusion Theories:

- a.** Devolutionary theory- Marxism- Eliticism- Cultural materialism.
- b.** Concept of diffusion- Monogenesis and Poly genesis-
Indianistic theory -Egyptianistic theory -Finnish Method.

Unit-3: Functional Theory: Malinowsky, influence of Durkheim-
Functionalism by Radcliffe Brown- criticism on Functionalism –
Functional approaches in Folklore.

Unit-4: Psychoanalytical Theory:

Folklore and psycho analysis- Contribution of Freud and Jung-
Psychoanalysis and analytical psychology by Ernest Jones and Alan
Dundes -A.K.Ramanujam on Indian data -Application on Dravidian
folklore.

Unit-5: Oral Formulaic Theories : Concept of Formula in oral Composition-
Composition Techniques of oral epic: ideas of Milmann parry and Albert
B lord- Different types of formulae- Louri Honko's Concept of Multi forms-
Application on South Indian Oral epics.

Course-outcome:

1. Theories, during the period of modernism is the subject matter of this course that begins with structuralism and ends with functional symbolism. Any way detailed study of theories are not meant.
2. The main concern shall be how far it can be applied on folklore data.

Recommended Readings:

Abraham, Karl, 1948: *Selected Papers on psycho Analysis*, London , Emerson Press.

Bascom William. R. 1981: "Four Functions of Folklore" and "Myth-ritual Theory" in *Contribution to Folkloristics*, Delhi, Folklore Institute.

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

_____, 1993: "Context in Context" in *Western Folklore* 52: p-209-226.

_____, 1976: *Folklore Genres*, Austin, University Of Texas Press.

Black Burn H.Stuart & Ramanujam A.K. 1986: *Another Harmony*: New essays and the Folklore of India, Berkely, University of California Press.

Boas,Franz .1896: *The Growth of Indian Mythologies* in *Journal of American Folklore*, Vol., 9. Pp 109-134.

BrunVand,Jan 1978: *The Study of American Folklore-An Introduction*, New York.

Burn,Tomas.A, 1977: "Folkloristics: A Conception of theory" in *Westren Folklore* XXVI Vol.2. pp 109-134.

Claus, Peter,J and Frank .J. Korom 1991: *Folkloristics and Indian Folklore*, Udupi; Regional Resources centre.

Dorson, Richard.M(ed),1972: *Folklore and Folklife; An Introduction*, Chicago, University of Chicago Press.

Dundes, Alan 1964: "Text ,Texture and Context" in *Essays in Folkloristics*, Meerut, Folklore Institute.

_____, (ed) 1965: *The study of Folklore*, Englewood Cliffs N.J. Prentice Hall.

_____, 1975: *Analytical Essays in Folklore*, the Hague. Mounton.

_____, 1989: *Folklore Matters*, Knoxville, The University of Tennessee Press.

_____, 1987: Cracking Jokes, California, Ten Speed Press.

_____, 1988: *Sacred Narratives, Reading on the Theory of Myth*, Berkely, University of California Press.

Freud, sigmund, 1935: *A.General Introduction to Psychoanalysis*, New York: Washington Square press.

_____, 1949: *An Outline of Psycho- analysis* (Trans) London: the Hagarth press.

_____, 2001: *Totem and Taboo*, New York, Routledge.

_____, 1965: *The Interpretation of Dreams*, (trans) New York: Avon Books.

Fromm, Erich,1951: *The Forgotten language : An Introduction to the Understanding of Dreams. Fairy Tales and Myths*, New York: Grove Press inc.

Handoo, Jawaharlal, 1978: *Current Trends in Folklore*, Mysore: Institute of Kannada Studies.

Harris, Marvin, 1968: *The Rise of Anthropological theory*, New York. Honko, Lauri, 1989: *Folkloristic Theories of Genre*, Helsinki, Studia Fennica.

James, Frederic. 1971: *Marxism and Form: Twentieth Century Dialectical Theories of literature* N.J, Princeton.

Jones, Ernest, 1948: *What is Psycho Analysis?* New York. International Universities Press.

Jung call Gustab, 2001: *On the Nature of the Psyche*, New York, Routledge.

_____, 1958: *Psychology and Religion: West and East* . Vol. II Collected works. (Trans). New York, Pantheon Books Inc.

_____, 1956. *Symbols of Transformation* (Trans), New York Patheom Books Inc.

Krohn, Karle, 1977: *Folklore Methodology* (Trans) Austin. The University of Texas press.

Kardnar, Abraham, 1939: ' *The Individual and his Society*' in the Psycho Dynamics of Primitive Social organisation, New York. Columbia University press.

Legman.G.1975: *Rationales of Dirty Jokes*, Analysis of Sexual Humours. New York, Breaking Point.

_____, 1978: *No Laughing Matter. An Analysis of Sexual Humour* Vol.1 & 2 Blooming ton: Indiana University.

Lowie, Robert .H 1936: *The History of Ethnological theory*: New York: Holt Rinehart winsten.

Malinowski, Bronislaw A 1944: *A Scientific Theory of Culture and other Essays*, California. University of North California Press.

Marx, Karl, 1970 (1859): *A Contribution to the Critique of political Economy*. New York, International Publishers.

Morgan, Litt, 1997: *Ancient Society*. New York.

Muller Max. F.1872: *Chips from a German Workshop*, New York, Scriber Armstrong and Co.

_____, 1881: *Selected essays on language, Mythology and Religion*, London.

Neto, Paulo de Carvalho, 1972: *Folklore and psychoanalysis* (Trans). Florid, University of Miami Press.

Prichard, Evans EE, 1965 Oxford University press. : *Theory of Primitive Religion*

Radcliffe-Brown, A.R. 1952: *Structure and Function In Primitive Society*, London. Cohen & Wert.

Sebeok, Thomas `1972: *Myth: A Symposium*: Indiana University Press.

Thompson, Stith, 1977: The Folk tale Berkeley; University of California Press.

Tylor, E.B.1874: *Primitive Culture*, U.S.A. Chicago Press. Wortis, Joseph, 1950: *Soviet Psychiatry*. Baltimore: The Williams and Wilkins co.

Ziper, Jack, 1979: *Breaking the Magic spell: Radical Theories of Folk and Fairy Tales*. Austin. University of Texas Press.

FTCT 202 : Facets of Tourism

(Duration: 90 hrs;100 marks)

Unit- I: Natural Resources – Rivers as Tourism Products – Beach Resorts-Hill Resorts-Mountain Resorts – Holiday Packages-Forests and Climatic Zones.

Unit-II: Archaeological and Historical Resources-Archaeological Sites-Pre-Historic and Proto-Historic Caves-Historical Sites – Ancient, Medieval and Modern Structures.

Unit-III: Cultural Resources : Indian Dance Forms-Music-Classical and Folk-Paintings-Fairs and Festivals-Holiday Packages-Entertainments and Recreations-Boat Races-Bull Fights-Kite Flying-Games and Sports., etc.

Unit-IV: Handicrafts as a Tourism Products – Types of Handicrafts-Modern Handicrafts-Cane Work-Pottery-Terracotta Works-Carpets-Textiles-Kalankari-Arts of Crockery-Varities of Food-North Indian Dishes and South Indian Dishes.

Unit- V: Religious and other Resources – Important Religious Centres and Shrines – Pilgrimage Centers – Centres of Yoga and Meditation – Art Galleries-Museums-Libraries-Wild Life Sanctuaries-Zoos-Gardens-Public Projects-Nagarjunasager-Srisailam-Bakra Nangal etc.

Learning Outcome: By the end of this course, learners would be able to describe the different types tourism resources of India, their importance in tourism and management.

Suggested Readings

1. Daredy Tourism : Indian Architecture – Hindu & Buddhist Period.
2. Harie, J.C. : The Art & Architecture of Indian Sub-continent.
3. Bharatiya Vidya Bhavan : Imperial Guptas.
4. Bharatiya Vidya Bhavan : Classical Age.
5. Acharya Rao: Tourism & Cultural Heritage of India, Rose, Pub.
6. Basham A.J. : The Wonder that was Indian Rupa & Com. Delhi-1988.
7. Basham A.L. : The Gazetteer of India-History & Culture Vol-II, Pub. Div.
8. Hussain, A.A. : The National Culture of India, N.B.T. Delhi-1959.
9. Mukherji R.K. : The Culture & Art of India, London, 1959.
10. The Treasure of Indian Museums, Marg Publication, Bombay.

FTCT 203 : Folk Performing Arts of Andhra Pradesh
(Duration 90 periods- paper for 100 marks)

Unit-1: Folk Art Tradition: Telugug Folk Performing Arts- history of Telugu folk artforms- folk performing arts vis-à-vis Dependent performing castes of andhra Pradesh and their inter and intra relations.

Unit-2: Classifications – Characteristics of Folk performance- Folk palay- Folk artforms and the corresponding folk rituals- folk performances and Gender relations and the role of women in performing arts.

Unit-3: Yakshaganam. Yakshaganam- Turpubhagavatham- Kangundi Vidhnikatakam- Telangana Yakshaganam- Chirutala Yakshaganam- Chindu Yakshaganam- Tolubommalata- Chekkabommalata- General charectaries of all forms given.

Unit-4: Original and Developed forms: Sharadakatha – Burrakatha- Runjakatja- Harikatha- Bindla Katha-Asadikatha- Jamukula katha-

Unit- 5: Scroll Performances: Dakkali patam katha- Chakali Patamkatha- Gouda Jetti Patam katha- Terachiral patam katha.

Course-outcome: This course draws inputs from a range of folk performing arts of Andhra Pradesh but centreing on common characteristics of all forms.

Recommended Readings:

Ben, Amos, Dan, 1982, “Towards a definition of folklore” in *Folklore in context*, New Delhi, South Asian publisher

_____ (ed) 1976, *Folklore Genres*, Austin, University of Texas press

_____ 1982, *Folklore in context*, New Delhi, South Asian Publisher,

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

Dundes, Alan, (ed), 1965, *The Study of folklore*, Prentice Hall

_____ 1964, “Text, Texture and Context”, in *Southern Folklore* (quarterly), vol.28, pp 251-265

_____ 1975, *Analytical essays in Folklore*, The Hague, Mouton

_____ 1978, *Essays in Folkloristics*, Meerut, Folklore Institute

Islam, Mazharul, 1985, “Folklore the pulse of the people” in *The context of Indic folklore*, New Delhi, Concept Publishing Company,

_____, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy

Nagbhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh. Hyderabad. Telugu University.

వెంకన్న గడ్డం. 2011. పటంకథలు అధ్యయనం. వరంగల్. స్వీయప్రచురణ.

సుందరం ఆర్మీయస్. 1983. ఆంధ్రల జానపద విజ్ఞానం. ప్రైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

సుబ్రాచారి పులికొండ. 2000. తెలుగులో కులపురాణాలు ఆర్థిత వ్యవస్థ. ప్రైదరాబాదు. ప్రజాశక్తి బుక్ హాస్.

సుబ్రాచారి పులికొండ. 2008. జానపద విజ్ఞానం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయం.

సుబ్రాచారి పులికొండ. 2008. రాజీవ భారతీయ జానపద విజ్ఞాన కేంద్రం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయం.

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FTCT 204(IE-a) : Folk Games of Andhra Pradesh
(Duration 90 periods- paper for 100 marks)

Unit-1: Folk Games: What is folk game - basic concepts- folk games of A.P and their classification- games of children – games of adults and- games of women.

Unit-2: Games of Telugu Girl child – The nature of folk games of girls – Tokkudu billa- Astha Chemma – Ginnara – Chendu Ata- Dagudumuthalu – Achana gayala ata - the structure of games of the girls.

Unit-3: Games of Telugu boys. Godibilla – Uppu cherra ata – Golila Ata – Dadi - Ongudu Dukullu- kabadi or chedugudu- Vennekuppalu

Unit-4: Folk games of men and women: Kobbari kaya pandalu – Kabadi – Dadi – Pulijudam – Pachisu – vikuntha pali.

Unit-5: Performance Theory: Performance theory and folk games- study of games and symbolism in various folk games- life and death in folk games.

Course outcomes: This course will make students to gain cultural knowledge about gender based folk games and application of performance theory to the study of folk games.

Recommended Readings:

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

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సుందరం ఆర్మ్యున్. 1983. ఆంధ్రల జానపద విజ్ఞానం. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

సుఖపూర్ణం వడ్డ. 1987. తెలుగు సాహిత్యంలో క్రీడావిషేధాలు . నరసరావు పేట. స్వియప్రచురణ.

సుబ్బచారి పులికొండ. 2011. దక్కిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయ ప్రచురణ.

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రాధాకృష్ణమార్తి మిక్కిలినేని. తెలుగు వారి జానపద కళలు. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

FTCT 204 (IE-b) : Oral Literature of Folk and Tribal Communities
(Duration 90 periods- paper for 100 marks)

Unit-1: Folk literature: Folk literary genres in general- Classification of Folklore verbal genres- Characteristics of Folk literature.

Unit-2: Folk Songs –Characteristics of Folk Songs- Oral formulaic structure of folk songs- classification of Folk songs- Song narratives- Characteristics of Ballads.

Unit-3: Folktales and Oral Prose narratives. Various categories of folktales- legends- myths- personal experience narratives.

Unit-4: Tribal Literature: Tribal origin myths- tribal songs- tribal epics- proverbs and riddles- tales.

Unit- 5: Bards and singers: The creators of Folk and Tribal literature- Bards and singers- dependent performers- professional singers and performers in tribal communities.

Course outcomes: Students will be introduced to Oral literature of Folk and Tribal communities with examples from south india

Recommended Readings:

Ben, Amos, Dan, 1982, “Towards a definition of folklore” in *Folklore in context*, New Delhi, South Asian publisher
_____(ed) 1976, *Folklore Genres*, Austin, University of Texas press
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Nagbhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh.
Hyderabad. Telugu University.

రామరాజు బిరుదరాజు. 1968. తెలుగు జానపద గేయ సాహిత్యము. హైదరాబాదు. జానపద ప్రచురణలు.

కృష్ణకుమారి నాయని. 1978. తెలుగు జానపద గేయగాథలు. హైదరాబాదు. స్వీయ ప్రచురణ. తెలుగు అకాడమి ప్రచురణ.

సుందరం ఆర్మ్యస్. 1983. ఆంధ్రప్రదేశ్ జానపద విజ్ఞానం. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

దామోదరరావు. ఆర్. 1986. తెలుగు సామెతలు సాంస్కృతిక అధ్యయనం. కరీంనగర్.

నరసింహోరెడ్డి పి. తెలుగు సామేతలు.

వెంకట రెడ్డి కసిరెడ్డి. 1990. తెలుగు పొడుపుకథలు- ప్రౌదరాబాదు.

సుబ్బాచారి పులికొండ. 2000. తెలుగులో కులపురాణాలు ఆరైత వ్యవస్థ. ప్రౌదరాబాదు. ప్రజాశక్తి బుక్ హాస్.

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FTCT 205 (EE-a): Performing Arts of Tribes in Andhra Pradesh

(60 marks)

Unit-1: Tribal performers: Bhats- Thotis- Pandavulvaru- Pradhans – Gottikoyalu- Yerukalas- Yanadis- Chenchus.

Unit-2: Some performing traditions – Gussadi- Thimsa- Lambada Dappu and other Dances- Samantha's Nemali natyam- Chenchu and Yanadi Bhagotams.

Unit-3: Theatre forms I. Chenchu Bhagotam .

Unit-4: Theatre forms II. Yanadi Bhagotam .

Unit- 5: Performance Theory: The Study of Performances- Performance theory it's application to tribal performances.

Recommended Readings:

Ben, Amos, Dan, 1982, "Towards a definition of folklore" in *Folklore in context*, New Delhi, South Asian publisher
_____(ed) 1976, *Folklore Genres*, Austin, University of Texas press
______ 1982, *Folklore in context*, New Delhi, South Asian Publisher,

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Dundes, Alan, (ed), 1965, *The Study of folklore*, Prentice Hall

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______ 1975, *Analytical essays in Folklore*, The Hague, Mouton

______ 1978, *Essays in Folkloristics*, Meerut, Folklore Institute

Islam, Mazharul, 1985, "Folklore the pulse of the people" in *The context of Indic folklore*, New Delhi, Concept Publishing Company,

______, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy

Nagbhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh. Hyderabad. Telugu University.

వెంకన్న గడ్డం. 2011. పటంకథలు అధ్యయనం. వరంగల్. స్వీయప్రచురణ.

సుందరం ఆర్పీయస్. 1983. ఆంధ్రల జానపద విజ్ఞానం. ప్రౌదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

సుబ్బాచారి పులికొండ. 2000. తెలుగులో కులపురాణాలు ఆరైత వ్యవస్థ. ప్రౌదరాబాదు. ప్రజాశక్తి బుక్ హాస్.

సుబ్బాచారి పులికొండ. 2008. జానపద విజ్ఞానం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయం.

సుబ్బాచారి పులికొండ. 2011. దఖ్షిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయం.

ರಾಧಾಕೃಷ್ಣಮೂರ್ತಿ ಮಿಕ್ಕಿಲ್ಲನೇನಿ. ತೆಲುಗು ವಾರಿ ಜಾಸ್ತಪದ ಕಳಲು. ಪ್ರಾದುರಾಭಾದು. ತೆಲುಗು ವಿಶ್ವವಿದ್ಯಾಲಯಂ.

FTCT 205 (EE-b): Folklore & Gender Studies

(60 marks)

Unit-1 : Introduction: Historical Overview of Folklore and Basic Concepts in the Field.

Importance of Gender Studies-Introduction to Feminsit theories-Feminist Ethnography

Unit-2 Feminist Folklore Scholarship:- Contemporary Stuides in Men's folklore
Gender Issues in Folklore Research – Gender problems in Field Work.

Unit-3: Women's folklore-Gender in Rituals and Beliefs-Riddles- Proverbs and Gender in performances

Unit-4: Women and identity: Role of suffering in Women's performance-Dhavaloo Padddanas

Unit-5: Gender: Voice and lives-Towards a counter ystem-Women's Tales-songs personal Narratives

Course outcomes: Students will be introduced to theoretical perspectives of Gender studies, Women's folklore and identity .

Reference:

Dundes, Allan. 1977. "Who are the Folk?" In *Frontiers of Folklore*, edited by William Bascom, 17-35. Boulder: Westview Press:

Ben-Amos, Dan. 1972. "Toward a Difinition of Folklore in Context." In *Towards New Perspectives in Folklore*, ed. Americo Paredes and Richard Bauman, 3-15. Austin: Univeristy of Texas Press.

Dorson, Richard. 1971. "Is There a Folk in the City?" In *The Urban Experience and Folk Tradition*, ed. Americo Paredes and Ellen Stekert, 185-216 Austin: University of Texas Press.

Ben-Amos, Dan. 1976. Analytical Categories and Ethinic Genres, In *Folklore Genres*, ed. D. Ben-Amon, pp. 21542. Austin: University of Texas Press,

De Beauvoir, Simone. 1989 [1949]. *The Second Sex*, trans, ands ed. H.M. Parshley. New York: Vintage.

Dorson, Richard. 1972 Introduction: Concepts of Folklore and Folk life Studies. In *Folklore ands Folklife, and Introduction*, ed. Richard M. Dorson, pp. 1-50. Chicago: Univeristy of Chicago Press.

Jardan, Rosan and Susan Kalcik, eds. 1985. *Women's Folklore, Women's Culture*. Philadelphia: University of Pennsylvania Press.

Mills, Margaret. 1993. Feminist Theory and the Study of Folklore: A Twenty year Trajectory Toward theory. *Western Folklore* 52:157-83.

Handoo, Lalitha. Gender and Folklore.Zooni publications, Mysore.

Raghavaiah V. 1971. *Tribal Revolts*, Andrha Rashtra Adimajati Sevak Sang, Nellore, A.P.

Singh, K.S. (ed.) 1972. *Tribal Situation in India*, Simla: Indian Institute of Advanced Study.

Vidyarthi, L.P. (ed.). 1987. Applied Anthropology in India, Allahabad: Kitab Mahal.

Semester -III

FTCT 301 : Indigenous Knowledge Systems (Duration 90 periods- paper for 100 marks)

Unit-1: Knowledge Systems: The Concept of Indigenous Knowledge System- knowledge system vis-à-vis the concept of folk-specific characteristics of indigenous knowledge systems.

Unit-2: Some knowledge systems: – Knowledge of atmosphere retained by the folk-agriculture as a knowledge- the knowledge of various kinds of aspects of agricultural practices – making seeds- the agricultural knowledge system vis-à-vis the folk belief system.

Unit-3: Some knowledge systems: Vastu and architecture of folk- Vastu and the folk belief system- knowledge system and the professional castes – the knowledge of weaving- the profession of traditional leather work and cheppal making.

Unit-4: Some knowledge systems: Cooking and culinary practices- home making as a knowledge system – child rearing as a knowledge system and the age old practices of child rearing from generation to generation.

Unit-5: Artisans and the knowledge systems: Artisan castes in India and in Andhra Pradesh – Carpentry – Gold smithy- Black and Bronze smithy- Sculpting as a traditional knowledge system- the professions and the folk belief systems.

Course outcomes: Students will be introduced to the concept and systems of Indigenous Knowledge .

Recommended Readings:

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

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సుందరం ఆర్పీయస్. 1983. ఆంధ్రప్రదేశ్ జానపద విజ్ఞానం. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.
సుబ్రాచారి పులికొండ. 2011. దక్షిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయ
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FTCT 302: Cultural Tourism Organization and Hospitality

(Duration 90 periods- paper for 100 marks)

Unit- I: Natural Resources – Rivers as Tourism Products – Beach Resorts-Hill Resorts-Mountain Resorts – Holiday Packages-Forests and Climatic Zones.

Unit-II: Archaeological and Historical Resources-Archaeological Sites-Pre-Historic and Proto-Historic Caves-Historical Sites – Ancient, Medieval and Modern Structures.

Unit-III: Cultural Resources : Indian Dance Forms-Music-Classical and Folk-Paintings-Fairs and Festivals-Holiday Packages-Entertainments and Recreations-Boat Races-Bull Fights-Kite Flying-Games and Sports., etc.

Unit-IV: Organizational Structure of the Hotel – Departments – Facilitates and Services – Different Forms of Organisation Structure.

Unit-V: Accommodation Department – International Symbols – Room Revenue Front of the House – Reception – The Lobby – Housekeeping – Food and Beverage Department – Beverages – Sales and Service – Production of Food Restaurant Organisation.

Course outcomes: Students will be introduced to Cultural Tourism Resources and Organisational structure of Cultural tourism.

References:

1. Professional Hotel Management, Jagmohan Negi; S. Chand Co., New Delhi, 2002.
2. Gray and Ligouri : Hotel Management & Operations (Delhi : PHI)
3. Andrews : Hotel Front Office Training Manual (Bombay : Tata Mc Graw Hill)
4. Negi : Hostels for Tourism Development (Delhi : Metropolitan India)
5. A. rhu-r & Gladwell : Hotel Assistant Manager (London communical, - Bai Til, Jenkins)
6. Negi : Professional Hotel Management (Delhi S. Chand)
7. Text Book of Hotel Maintenance : N.C. Goyal & K.C. Arora: Standard Publishers.

FTCT 303 : ENVIRONMENTAL HISTORY AND FOLKLORE OF SOUTH INDIA

(for 100 marks)

Objectives: This paper focuses on Environmental Folklore of South India, filling an important gap in Folkloristics. A noteworthy scholarship has grown on the Historical and paleo-botanical findings on Environment of South India. So also, in recent years, there has been a spectacular growth in public consciousness about the forms of Environmental degradation in India. This awareness is being translated into substantial media coverage and on the other, into the creation of new Government Departments concerned with different aspects of Environmental Management. The causes and consequences of Environmental degradation are within the purview of Sciences and also Social sciences. After several debates at various levels, many analytical devices were set by the social scientists to study Environment. But even before these Academic inventories, the Folk IE. Tribes and castes have developed a cumulative body of knowledge, practice and belief evolving by adaptive processes and handed down through generations by cultural transmission about the relationships of living beings with one another and with their environment. This treasure trove in the form of Knowledge systems is embedded in Folklore and it is yet to be explored by the researchers. Keeping this in view, this paper introduces the concept of Environment and the importance of studying Social Ecology and various Folk cultural mechanisms that speak about the conservation of Environment.

| <u>Course code</u> | <u>Title</u> | <u>credits</u> | <u>Marks</u> |
|--------------------|------------------------|----------------|--------------|
| FKLC016 | Environmental Folklore | 3 | 60 |

Detailed syllabus

Unit-I: Environment History and Folklore: Concept of Environment- Multidisciplinary Nature-Scope-Approaches-Importance of Environment -- Introduction of Environmental History of South India Environment and Folklore - relationship

Unit: II:- Social Ecology-concept - Basic categories - Ecology and Social structure- ecology and - Folk life-culture as an adaptive Mechanism- Space and Habitat- Nature, culture, Gender and Livelihood relations

Unit:III:- Environment and Traditional knowledge: Hunter-Gatherers, Pastorals and environment-traditional knowledge systems-Traditional Agriculture-methods and Techniques-sustainability - water and soil conservation-**Materiality and identity:** Forests, Trees and sense of Belonging-symbiotic relation between Forests & Humans- Knowledge of seasons and climatic adaptation – Forests as community property - Management of forests - Tribes, castes and environmental conservation - case studies

Unit: IV:- Folklore of environment: Folk religion:-Sacred Groves - Sacred Geography - Totems and Taboos related to Nature; **Nature worship** - Mother Goddess/Earth Goddess Tradition & rituals - Ecofeminism and Folklore : women and ecosystem services - Ecofeminist thought as a constructive Approach to life; Bird and Animal folklore-River Folklore- Tribes, castes and environmental conservation - case studies

Unit: V:- Nature and culture in Folk literature: Folk Tales- Riddles - Proverbs - Songs-personal narratives of Humans interaction with nature-Studying Environmental Folk language in

respective regions.

Course outcomes: Students will be introduced to the concept of Environment, Multidisciplinary Nature, Environmental History and Folklore of South India. They will understand the relationship between nature and culture.

References:

Kumkum Roy Naina Dayal (ed.) Questioning Paradigms Constructing Histories – A Festschrift for Romila Thapar, Replika Press Pvt. Ltd, New Delhi, 2019.

Anuba Daushik & C. P. Kaushik, environmental science New Age International (p) limited, New Delhi, 2011.

Ramachandra Guha (ed.), Social ecology, Oxford India paper backs, New Delhi, 2010.

Nandini Sinha Kapur, Environmental History of India, Oxford University press, New Delhi, 2011.

Ramachandra Guha, India after Gandhi,-The History of the World's largest Democracy, Picadr India, New Delhi, 2017.

Riley e.Dunlap & William Michelson (ed.), Handbook of environmental sociology, Rawat publications, 20018.

D.N. Tripathi (ed.), The Indian Historical Review – Adivasis in colonial India, ICHR, New Delhi, 2006.

G.N. Devy, Geoffry V. Davis, K.K. Chakravarthy, (ed.), Indignity – Culture and Representation, Orient Blackswan Private Limited, Hyderabad.

Indira Munshi, the Adivasi Question – Issues of Land, Forest, and livelihood, Orient Blackswan, Private Limited, 2012.

K.M. Metry (ed.), Forest Blossoms and the concrete Jungle – An Insight into Indian Tribal Studies, Prasaranga Kannada University, Hampi 2011.

L.P. Vidyarthi & Binay Kumar Rai, the Tribal Culture of India, concept publishing house, New Delhi, 1976.

Diane P. Mines and Nicolas Yazgi (ed.) village Matters – Relocating villages in the contemporary Anthropology of India, Oxford India Press, New Delhi, 2010.

FTCT 304 (IE-a): Language Study of Folk and Tribal Communities
(Duration 90 periods- paper for 100 marks)

Unit-1: Folk Speech: The Concept of folk speech- language and dialect – the characteristics of dialect and the relation of folk and folk speech.

Unit-2: Folk speech and castes: – Dialects- castes- and folk groups- dialects and the folk performances of various castes- role of language in folk performances.

Unit-3: Language and folk communication: language as a tool of communication among various folks- folk performing arts as a medium of communication and the role of language.

Unit-4: Folk speech and verbal folk genres: Folktales and the folk speech- the aspect of folk speech and the genre of proverbs and riddles- folk narratives and folk speech.

Unit-5: language of Elite and Folk: Standard language and the dialect and idiolect a comparison.

Course outcomes: Students will be introduced to the concept of folk speech. They will understand the characteristics of standard language and dialects including role of languages in caste based performances

Recommended Readings:

Bloom field. Lnaguage.

Krishna Murthy Bhadri Raju. 1966. *Mandalika Vrithi Pada Kosham*. Hyderabad. Sahitya Akademi.

కృష్ణకుమారి నాయని. 1979. జానపద గేయగాథలు. ప్రౌదరాబాదు. స్వయం ప్రచురణ. (తర్వాతి కాలంలో దీన్ని తెలుగు అకాడమీ ప్రచురించింది. ఇందులో జానపద భాషకు సంబంధించిన విస్తృత చర్చ ఉంది)

కృష్ణమార్తి భద్రిరాజు. 1980. తెలుగు భాషాచరిత్ర. ప్రౌదరాబాదు. సాహిత్య అకాడమి.

సాహిత్య అకాడమి ప్రచురించిన వివిధ వ్యత్తి పదకోశాలు.

సుందరం ఆర్యేయస్. 1983. ఆంధ్రుల జానపద విజ్ఞానం. ప్రౌదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

సుబ్రాచారి పులికొండ. 2011. దక్కిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయ ప్రచురణ.

FTCT 304 (IE-b) : Theory and Practice of Dappu performance (100 marks)

Unit-1: The place of Dappu in Folk Musical performances: Name of the instrument- The Madigas and the instrument of Dappu – the Making of Dappu-The Rituals in the making of Dappu The traditional Dappu and the modern Dappu instrument.

Unit-2: The method and Desctiption of Dappu Performance: – The method and performanceance tradition of Dappu- leader of the Dappu Circular Performance – the guru of Dappu- Garidi and its Structure- the Madigas and the Dappu learning tradition.

Unit-3: Various kinds of performances of Dappu Daruvus: Various Daruvus or patterns or formations of Dappu Darvus . **Dappu as a Ritual instrument and Dappu as a Communication Instrument. The Dandora daruvus and its tradition.**

Unit-4: Practice training in Dappu: Thre will be four training hours in practices of Kolatam two hours in the morning and two hours in the evening hours- The guru teaches theory too in the mean time – Training on basics of Dappu- Training on various Daruvu-Training Dappu dances and songs related to Dappu dances.

Unit-5: Practice training in Dappu Music and performances by the students:
Learning of various other Daruvus- Performances by Students- Marks are given as an internal assesments and end semester paper based on the performances of Dappu by students.

Course outcomes: Students will be introduced to the theory and practice pf Dappu performance and kinds of dappu performance.

Recommended Readings:

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

Nagbhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh. Hyderabad. Telugu University.

ప్రతాప రెడ్డి సురవం. 1982. అంధుల సాంఘిక చరిత్ర. ప్రౌదరాబాదు. సాహిత్య వైజయంతి ప్రచురణ.

సుందరం ఆర్మీయన్. 1983. అంధుల జానపద విజ్ఞానం. ప్రౌదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

సుబ్రాచారి పులికొండ. 2011. దక్కిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయ ప్రచురణ.

రాధాకృష్ణమూర్తి మిక్కిలినేని. తెలుగు వారి జానపద కళలు. ప్రౌదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

FTCT 305 (EE-a) : Folklore of Andhra Pradesh
(60 marks)

Unit-1: Andhra Folklore an Introduction: Telugu Folklore in general- the Age old Telugu Folk Forms- Important Folk Epics in Telugu – Important tales cycles in Telugu.

Unit- 2: Telugu Folklore its historical picture –Folklore mentioned in Telugu Classical Works- Kavyas and so on- Nannechoda's Kumara Sambhava – Palkuriki Somana's Basavapurana- Panditharadhyha Charitra- Hansa Vimshathi and other books of late classical literature.

Unit-3: Important Telugu Folk Performing arts. Tolubommalata – Pitchukunti Katha – Sharada Katha- Chindu Yakshaganam- Gosangi Vesham – Tappeta Gullu- Vidhi natakam – Bindla katha or Asadi katha.

Unit-4: Telugu Proverbs and Riddles: A Study of Telugu proverbs in general- classification of Telugu proverbs- the narratives of Telugu proverbs- proverbs in fiction-Riddles in Telugu.

Unit-5: Telugu Folk Songs: Classification of Telugu Folk songs – nature of Telugu Folk songs- Song narratives in Telugu- Various other Folk genres in Telugu very brief introduction.

Course outcomes: Students will be introduced to the folklore of Andhra Pradesh and Telugu Folk performing Arts.

Recommended Readings:

రామరాజు బిరుదరాజు. 1968. తెలుగు జానపద గేయ సాహిత్యము ప్రోదరాబాదు. జానపద ప్రచురణలు.
కృష్ణకుమారి నాయని. 1978. తెలుగు జానపద గేయగాథలు. ప్రోదరాబాదు. స్వీయ ప్రచురణ. తెలుగు అకాడమి ప్రచురణ.
సుందరం ఆర్యేయన్. 1983. ఆంధ్రాల జానపద విజ్ఞానం. ప్రోదరాబాదు. తెలుగు విశ్వవిద్యాలయం.
దామోదరరావు. ఆర్. 1986. తెలుగు సామెతలు సాంస్కృతిక అధ్యయనం. కరీంనగర్.
నరసింహరెడ్డి పి. తెలుగు సామెతలు.
వెంకట రెడ్డి కసిరెడ్డి. 1990. తెలుగు పొడుపుకథలు- ప్రోదరాబాదు.

FTCT 305 (EE-b) Folklore Research and Computer Applications

(60 marks)

Unit-1 : General introduction to Computers: Parts of Computer, Brief History of computers, Operating systems Basic concepts : M S Dos, MS Windows, Linux, Open source code

Unit-2: Folklore and Computer Usage : Data preservation – Websites on Research Centres – Information on Folk arts etc

Unit-3: Folklore Data Base and Word Processing; introduction to database packages- introduction to word processors- Electronic word processing: Creating Documents–Formatting Texts- Editing- printing Power point Presentation : Creating – Formatting – Spread sheets- Internet- its usage- websites.

Unit-4: Practical hands on training on computers.

Unit-5 : Practical hands on training on computers in Telugu language

Course outcomes: This course will Students will enhance the skills relating to Folklore data preservation and computer applications.

Recommended Readings:

Word 2000, Heslok and Angell

Visual Basic, 6.0, Will Train

An Introduction to Data Base system- C J Date

Windows 98 Bible – Alan Simpson

Fundamentals of Computers – V Raghavan

MiFke wolverton, How to make documentaries

Lyver and Graham Swainson, *Basics of Video production*

Peter Pollock, *History of Photography*

Keval J Kumar, *Mass communication in India*

F K Barkett and Scissors- *The Art of Editing*

Goldstein Kenneth, 1964, *A guide for Field workers in folklore*, Pennsylvania
The American Folklore Society

Semester-IV

FTCT 401 : Cultural Tourism in Andhra Pradesh (100 marks)

Unit- 1: Concepts of Tourism: Nature – Scope – Definition – Tourists & Excursionists –Domestic & International Tourists.

Unit-II: Types of Tourism: Heritage Tourism – Pilgrimage Tourism - Recreation Tourism –Sports & Adventure Tourism - Advance Tourism – Health Tourism – Environment Tourism.

Unit-III: History and Tourism – Heritage Sites – Definition – Ancient Monuments Preservation Act of 1904, Act of 1958 and Act of 1972 - Archaeological Survey of India – Stage Museums.

Unit-IV: Planning and Development of A.P. Tourism: APTDC – Aims & Objectives – Fairs & Festivals – Andhra Cuisine –Restaurants - Eco Tourism – Beaches & Hill Resorts – Mountaineering – Tourist Places in A.P.

Unit-V: Modalities of Conducting Tourism: Field Work - Visit to a Site – Conduct of Research – Preparation of Project Report

Course outcomes: This course introduces the concept , types and history of Tourism, and modalities for conducting tourism field work.

References

1. APTDC Publications
2. Ashorth G.J, Marketing in Tourism Industry
3. Bhatia A.K., Tourism Development
4. Clare, Gunn, Tourism Planning
5. Khan, Nafees A, Development Tourism in India
6. Krishna K Karama, Basics of Tourism
7. Marrison A.M, Hospitality and Travel Marketing
8. RangaMukesh, Tourism Potential in India
9. Sarkar H, Museums and Protection of Monuments and Antiquities in India
10. Vijayalaxmi K.S., History of Tourism

Field Trip: Compulsory field trip to destinations of architectural, archaeological, historical and cultural importance is to be conducted. Students should be made to prepare detailed reports on the hand-on experience they gained in such trips.

Students should be encouraged to create **blogs** for local site seeing places and to write and organize articles on those spots.

FTCT 402 : Cultural History and Folklore of Women in South India

(100 marks)

Women's folklore—discourse that women not only create about themselves but also about others—is too often presumed to be identical to women's culture. Women's folklore does not relate exclusively to domestic life—motherhood, children, and food—the conventional domain of women. The discourses women create, communicate, and negotiate extend over the entire range of human experience; traditional and popular culture reveals the diversity of modes and forms by which we manage our lives and experiences. Women's folklore also demonstrates women's power and resistance. Despite often negative evaluations of women's cultures by academics and in the social mainstream, the centrality of women is evident in Folklore. Women's traditional and popular culture is found in, and pertains to, both public and private spheres of society, and is as diverse as the women who create and maintain it. Women's folklore is characterized by multiplicity of meaning, as evidenced in feminist coding, as well as ambivalence about and resistance to patriarchy. Some distinctive aspects of women's folklore include collaboration, assemblage from diverse elements, and recycling. Much feminist or women-centered scholarly research also has the latter qualities.

Women have been the source of much of what has been collected and published about traditional folklore genres. Women also have been the unacknowledged source of much of what we know about ballads and other folksongs. Women are the subject of a great many traditional and popular ideas, beliefs, and practices. Folklore contributes greatly to the process of turning biologically sexed beings into symbolically and culturally gendered ones—both female and male—hence, much folklore about women serves to create, recreate, and reinforce ideas about the differences between women and men.

For women, folk arts have been especially important because women traditionally have had far fewer avenues than men for expression and participation in the public sphere. Through their cultural expressive traditions, women define alternative social ideas and knowledge, articulate opposition to social injustice, and give voice to their creativity and aesthetic values culture often involves subversion, which can be understood in several ways. First, women have used their folk genres to define an alternative cultural space and to critique and subvert patriarchal gender relations. Second, women have used their traditions to subvert oppression against other identity groups to which they belong. Third, women's subversive use of folk practices is sometimes a coded or individual struggle for recognition or change in the face of oppressive gender relations.

Unit-1: Women's Cultural History in South India: History of women in South India- Historical References to women- Position and status through the ages- Cultural identities and subordination of women-Social evils and reforms- Eminent reformers and Cultural Activists- Women Legislations and Socio-cultural change.

Unit- II: Women & Folklore:- Media for Women's Folklore-Folklore genre as an alternative paradigm of subversive identities-Woman's Legends, Ballads, Proverbs, Riddles, etc- '*Personal in political*' – Her personal Experience Narratives-woman's life story as an autobiography -Erotic Folklore on Woman-Female Heroes in Folklore-Witches & Ugly women in Folklore

Unit-III : Women as Custodians of Folklore – Grandma's Role-Eminent women Folk Performers-Women's subversive use of Folk Practices & Expressive traditions to face oppression-Eco-feminism & Folklore-Women Folklorists-Folkloristic studies on women

Unit- IV: Women's Folklore:- Women and Rites De passage-Folk Woman's Space & Geography in Domestic life-Folk Religion & Women – Deified women- Divination Practices- Devadasi system-Festivals- Rituals- Customs, etc.- Women as Fortune Tellers, Numerologists & Palm Readers- Belief system- Evil eye & Woman etc.-Folklore on Women Saints -Myths of Menstrual Blood- *Taboo vs. Feminine strength* -Women's Folk games- Folk Women

& Diet culture.-Women centered spirituality- Folk Perspectives of *Tilaka*- Red dot on woman's forehead-Women as Primary Medical Practitioners – Folk Traditional Dais/Mid-Wives

Unit-V :Feminine Aesthetics:Folk Art as Feminine Art: Quilt Making, Rangoli, Weaving, Needlework etc-.Gendering material Culture -Folk Aesthetics in House Keeping- Oral tradition of women's wisdom on Beauty-Notions of Beauty & Personality

Course outcomes: Students will be introduced to Women's Folklore and Cultural History in South India, and also feminine aesthetics.

References

Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building, Rawat Publication, Jaipur, 2002.

Kabir, Humayun, Our Heritage, National Information and Publications Ltd., Mumbai, 1946.

Malik, S. C., Understanding Indian Civilisation : A Framework of Enquiry, Indian Institute of Advanced Study, Simla, 1975.

Mukerji, D. P., Sociology of Indian Culture, Rawat Publications, Jaipur, 1948/1979.

Pandey, Govind Chandra, Foundations of Indian Culture, Books and Books, New Delhi, 1984

Dube, S.C. 1990. Indian Society New Delhi: National Book Trust, India.

Dubois, Abbe J.A. 1906. Hindu manners, customs and ceremonies, Oxford: Clarendon Press.

Dutt, N.K. 1986. Origin and Growth of Caste in India, Calcutta : Firma KLM.

Kapadia, K.M.. 1958. Marriage and Family in India. London. : Oxford.

Majumdar, R.C. (ed.).1951. The Vedic Age, London.

Romila Thapar, Cultural Pasts: Essays in Early Indian History.

Shirin Ratnagar, Understanding Harappa: Civilization in the Greater Indus Valley.

Bridget and Raymond Allchin, The Rise of Civilization in India and Pakistan. • Cultural Heritage of India, Vol.1, The Ramkrishna Mission Institute of Culture, Golpark, Kolkata.

S. Radhakrishnan, Indian Philosophy, Vol.1.

A.K. Warder, Indian Buddhism. J.E. Cort, Jains in the World: Religious Values and Ideology in India.

Beck, Brenda. 1976. "The Symbolic Merger of Body, Space, and Cosmos in Hindu Tamil Nadu." Contributions to Indian Sociology 10(2): 213–43.

Bharata (1967). The Natyashastra [Dramaturgy], 2 vols., 2nd. ed. Trans. by Manomohan Ghosh. Calcutta: Manisha Granthalaya.

Boulanger, Chantal; (1997) Saris: An Illustrated Guide to the Indian Art of Draping, Shakti Press International, New York. [ISBN 0-9661496-1-0](#)

Craddock, Norma. 1994. Anthills, Split Mothers, and Sacrifice: Conceptions of Female Power in the Mariyamman Tradition. Dissertation, U. of California, Berkeley.

Danielou, Alain, trans. 1965. *Shilappadikaram* (The Ankle Bracelet) By Prince Ilango Adigal. New York: New Directions. [ISBN 0-8112-0001-9](#)

Dehejia, Vidya, Richard H. Davis, R. Nagaswamy, Karen Pechilis Prentiss (2002) The Sensuous and the Sacred: Chola Bronzes from South India. [ISBN 0-295-98284-5](#)

Hart, George, ed. and trans. 1979. Poets of the Tamil Anthologies: Ancient Poems of Love and War. Princeton: Princeton U. Press

Kallarasa Virachita Janavasya Ed: G.G. Manjunathan. Kannada Adhyayana Samsthe, University of Mysore, Mysore 1974.

Gover, Charles. 1983 (1871). Folk-songs of Southern India. Madras: The South India Saiva Siddhanta Works Publishing Society.

Nagaraju, S. 1990. "Prehistory of South India." In *South Indian Studies*, H. M. Nayak and B. R. Gopal, eds., Mysore: Geetha Book House, pp. 35–52.

Trawick, Margaret. 1990a. Notes on Love in a Tamil Family. Berkeley: U. of California Press.

Wadley, Susan, ed. 1980. *The Powers of Tamil Women*. Syracuse: Syracuse U. Press.

Zvelebil, Kamil. 1975. *Tamil Literature*. Leiden: Brill. [ISBN 90-04-04190-7](#)

Caldwell, R (1998) "A comparative grammar of the Dravidian or South-Indian family of languages" 3rd ed. rev. and edited by J.L. Wyatt, T. Ramakrishna Pillai. New Delhi : Asian Educational Services. [ISBN 81-206-0117-3](#)

FTCT 403 : Folklore Research Methodology and Dissertation
(Duration 90 periods- paper for 100 marks)

Unit-1 : Introduction: Introduction to folklore fieldwork Motives of Social Research: Principles and Objectivity in Social Research- Ethics in Social Research; Representativeness.

Unit- 2 : Elements of Research Methodology: Concepts and Definitions ; Hypothesis, Theory and Model; Inductive and Deductive Approaches; Emic and Etic Perspectives; Micro and macro methods; Holistic Perspective Operationism; Contextualization; scientific Method; Comparative Method; Geneology.

Unit- 3 : Research Design: Review of Literature; Aims and Objectives; Hypotheses, Research Question and Conceptual Model; Types of Research Design; Evaluation Research. **Art and Science in Field Work:** Field Work Tradition; Strategies in the Art of Field Work; Hazards and Punishments of Field Work; Sources of Tensions in Field Work; Elements of Community Study; Team Research; Inter – disciplinary Research

Unit- 4 : Writing culture – various methods – Notes – Journal writing – Ethnographic descriptions – the concept of cultural translation – subjectivity, relativity in ethnographic writing – Examples from the Indian experience of ethnography.

Unit- 5 : Methods and Techniques of Data Collection:

- a) **Primary Sources:** Observation, Sampling, Structured Interviews; Key – informant Interviewing; Schedule and Questionnaire, Collection of Life Histories, Projective Techniques, Usage of Ethnographic (Electronic) Equipment.
- b) **Secondary Sources:** Census, National Sample Survey, Documents and Records, Maps, National and International Reports.

Course outcomes: This paper gives inputs about Folklore Research Methodology and report writing.

Recommended Readings:

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

Bruce Jackson, 1987. *Field Work*, Chicago University of Illinois

Danda, A. 1993. *Research Methodology in Anthropology*, Inter – India, New Delhi. *Ethnography and Interviewing (Vol. I)* Newbury Park : C.A. Sage Publications.

Finnigan, Ruth, 1989, *Oral Traditions and Verbal arts*, Newyork, Routledge *Fundamentals of Ethnomethodology*

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

Jackson Bruce. 1987. *Fieldwork*. Chicago: University of Illinois Press.

James Clifford and George E. Marcus, 1986, *Writing Culture*, Berkeley , University of California Press.

Jerome Kirk and Marc L. Miller. 1989. Reliability and Validity in Qualitative Research. New bury: Sage Publications

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

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

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

Royal Anthropological Institute, 1967. *Notes and Queries on Anthropology*
Saravanavel, P. 2003. *Research Methodology* : Allahabad: Kitab Mahal.
Werner, O. and Sehoepfle, G.M. 1987. *Systematic Field Work: Foundations of*
York: Harper and Row Publishers.

FTCT 404 (IE-a): Folk Religion
(duration 90 periods- paper for 100 marks)

Unit-1 : Definition and components of Religion: Folk Religion. a) – Religion – Myth-
b) Religion- Symbolism c) Magic and religion d) Religious functionaries e)
Functions of religion

Unit-2 : Theories relating to the origin of religion: a) Animism b) Animatism c)
Naturalism d) Totemism e) Ancestor Worship f) Fetishism.

Unit-3 : Folk religion vs. Classical religion: a) Characteristics of Folk and classical
deities b) Little tradition and great tradition c) Parochialisation and
Universalisation

Unit-4 : Fairs and Festivals – a) Jataras related to rural and tribal deities b)
Festivals in Andhra Pradesh

Unit-5: Folk Cults in Dravidian Culture: a) Cult of Ayyappa b) Cult of Muruga c)
Cult of Draupadi d) Cult of Saibaba of Shiridi.

Course outcomes: Students will be introduced to folk religion that includes fairs and
festivals and cult practices in south india.

Recommended Readings:

Dasguptha S N 1960, *Fundamentals of Indian Art*, Bharathiya Vidya Bhavan, Bombay
Dubois, Abbe J A, 1986, *Hindu Manners customs and ceremonies* 3rd Edition, Delhi
AES
Encyclopaedia of Religion and Ethics
Encyclopaedia of social sciences
Franz Boas 1955, *Primitive Art*, Publication Inc., New York.
Frazer, James George 1955, *The Golden Bough: Study in Magic and Religion*
Hoebel E Adamson 1949 *Man in primitive world, Introduction to the Anthropology* New
york, Mcgraw Hill.
Indira Chakravathy, 1972, *Saga of Indian food*, sterling publications, New Delhi
K T Acharya, 1994, *Indian Food, A historical companion*
Kamaladevi Chattopadhyaya, 1985, *The glory of Indian Handicrafts*,London, Funk and
Wagnalls Publishing company. Inc. Charion Books, New Delhi Charion Books,
New Delhi
Maria Leach, 1949, *Standard Dictionary of Folklore, Mythology and Legend*Part I
Magic, Art and Evolution of Kings, Vol I and Vol II London- Mcmillan
R M Dorson (Ed) 1972: *Folklore and Folklife*, Chicago University press, Chicago

FTCT 404 (IE-b): Tribal Development in India
(Duration 90 periods- paper for 100 marks)

Unit-1 : Applied and Action Studies: History of Applied Anthropology in India
Applied Anthropology and Action anthropology the Anthropologist in action situations: Limitations of Applied Anthropology.

Unit-2: Tribal Development:- History of Tribal Administration ; Development of Tribal policy; Constitutional provisions relating to Scheduled Areas and Scheduled Tribes; Approaches to Tribal Development.

Unit-3: Tribal Problems and Welfare measures:- Forests; Shifting Cultivation and land alienation; Agriculture; Health and sanitation; Nutrition; Crime; Indebtedness; Education; Bonded Labour.

Unit-4: Christianity and voluntary organizations as agencies of Tribal welfare in India.

Unit-5: Tribal Movements and National Integration: Tribal Movements and Tribal Policies; Tribal Plans and Sub plans; Primitive pockets; Tribal Revolts; Nativistick, Revitalization and Tana Bhagat, Birsa and Jharkand and other movements; ethnic violence and National Integration.

Course outcomes: This paper gives inputs about Action studies of Tribal development and Tribal Movements.

Recommended Readings:

Bhandari, J.S. and Subhadra Mitra, Channa (ed.). 1997. *Tribals and Government Policies*, New Delhi: Cosmo Publications

Chaudhuri, B. and Maiti, A.K. 1989. *Forests and Forest Development in India*, New Delhi: Inter - India Publications.

Chaudhuri, B. 1990. *Tribal Development, Problems and Prospects*, New Delhi: Inter India Publications.

Devendra Thakur and D.N. Thakur(ed.) 1997. *Tribal Development and Planning*, New Delhi: Deep and Deep Publications.

Dube, S.C. 1990. *Tradition and Development*, New Delhi: Vikas Publishing House.

Das Gupta, D.K. and Danda, A.K. (ed.). 1984. *Tribal Education in India*, Anthropological Survey of India, Colcatta.

Elwin, V. 1960. *Report of the Committee on Special Multi – purpose Tribal Blocks*, New Delhi: Ministry of Home Affairs, Government of India.

Hoshiar Singh, 1994. *Tribal Development Administration*. Jaipur: Print well.

Malhotra, O.P. 1998. *Tribal Education*, New Delhi: Cosmo Publications.

Pathy, J. 1987. *Anthropology and Development : Ramifications and Relevance*, Delhi: Gain Publishing House.

Raghavaiah, V. 1971. *Tribal Revolts*, Andhra Rashtra Adimajati Sevak Sangh, Nellore, A.P.

Singh, K.S. (ed.) 1972. *Tribal Situation in India*, Simla: Indian Institute of Advanced Study.

Vidyarthi, L.P. (ed.). 1987. *Applied Anthropology in India*, Allahabad: Kitab Mahal.

FTCT 405 (IE-a)- Folk Museum and Archival Management

(Duration 90 periods- paper for 100 marks)

Unit-1 : General introduction to Musiology: Concept of a folklore Museum- Why folk museum – the scope and features of Folk Museum.

Unit- 2: Folklore and Collection of material culture: The definition of material culture- Folk and their materials in day to day life- folk and their materials for various professions- the myths of the tools of various professions.

Unit-3: Collection of Folk Museum Objects and the Method: Basics of ethnographic fieldwork for museum objects- the method of request and collection – payment and collection with out payment- the ethics in collection of museum objects.

Unit-4: Practical Fieldwork for collection of museumobjects: An experienced professor in Fieldwofk and collection of objects would assist in fieldwork in collection of objects and practical training would be given.

Unit-5: Musuem Organisation:

- a.** Post field work processing work: Coll cards, cataloguing- Organizing
- b.** Maintenance of Museum

Course outcomes: This course enables students to gain knowledge about Folk Museum and Archival management and skills pertaining to filed work and museum objects collection.

References

- i) IASA Training Manual. IASA Bulletin No, 58/June 1991.
- ii) ii) Agrawal, O.P. Preservation of Art Objects and Library Materials. New Delhi: National Book trust, India. 1993. Print.
- iii) iii) Ghosh, Sailen. Archives in India. Calcutta: Firma K.L. Mukhopadhyay. 1963. Print.
- iv) iv) Lance, David. (ed). Sound Archives: A Guide to Their Establishment and Development. International Association of Sound Archives. 1983. Print.
- v) v) Nancy, Mackay. Curating Oral Histories: from Interview to Archives. California: Left Coast Press Inc. 2007. Print.
- vi) vi) Seeger, Anthony and Chaudhuri, Shubha (eds). Archives for the Furure: Global Perspectives on Audiovisual Archives in the 21 Century. Calcutta: Archives and Research Centre for Ethnomusicology and Seagull Books. 2004.
- vii) vii) Arai, Hisamitsu and Kamil, Idris. The Intellectual Property-Conscious Nation: Maping the Path from Developing to Developed. WIPO Publication No. 988 (E). Print.
- viii) viii) Singh, A.R. 2001. Information Management in Archives and Libraries. Delhi. Aaakar Publication. Print.
- ix) ix) Intellectual Property and Traditional cultural expressions/Folklore (Booklet No.1). WIPO Publication No. 913 (E) 13; SB. 18.13.1., 15th October, 2015. Print
- x) x) Kumar, PSG. Archival Librarianship, WIPO, 2014. Print.

FTCT 405 (IE-b)- Theory and Practicals of Kolatam

(Duration 90 periods- paper for 100 marks)

Unit-1: The Place of Kolatam in Folk Performances: Meaning and definition of Kolatam- Kolatam performance in historical perspectives – the performers of Kolatam

Unit-2: The method and Description of Kolatam: –The method and performances tradition of kolatam-leader of the kolatam – the guru of kolatam-Garidi its Structure-Uddi-the stics of kolatam.

Unit-3: Various kinds of performances of Kolatam or the Kopus: Various Kopus or patterns or formations of Kolatam or Kopus – Uddis – Viramas or the gaps – places in performances-Uyyala Kopu-Jada Kopu –garadi kopu.

Unit-4: Practical training in Kolatam: There will be four training hours in practices of Kolatam two hours in the morning and two hours in the evening hours- The guru teaches theory too in the mean time – Training on basics of Kolatam Training on various kopus.

Unit-5: Practical training Kolatam and performances by the students: Learning of various opus-Uyyala kopu-Krishna kopu – Garadi kopu – Jada kopu – mayabazar kopu – and any other kopu selected by guru and the students – music in kolatam – learning songs for kolatam.

Course outcomes: This paper gives inputs about theory and practicals of Kolatam performance. Students will be benefitted through the training in Kolatam that leads to employment.

Recommended Readings:

Claus, Peter J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972 *Folklore and Folklife*, Chicago, Chicago University press,

Nagabhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh, Hyderabad, Telugu University.