

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 2419677/2419361

ಫ್ಯಾಕ್ಸ್ : 0821-2419363/2419301

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ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ದಿನಾಂಕ: 26-10-2021

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

### ಅಧಿಸೂಚನೆ

ವಿಷಯ:- ಬಿಎ-ಜನಪದ ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ಅನುಸಾರ 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 08-10-2021 ರಂದು ಜರುಗಿದ ಜನಪದ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.

2. ದಿನಾಂಕ: 13-10-2021 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.


3. ದಿನಾಂಕ: 22-10-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡಾವಳಿ.

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ದಿನಾಂಕ:08-10-2021 ರಂದು ಜರುಗಿದ ಉಲ್ಲೇಖ (1) ರ ಜನಪದ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಬಿ.ಎ. ಜನಪದ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ರ ಅನುಸಾರ ರೂಪಿಸಿ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರ ದಿನಾಂಕ 13-10-2021 ಮತ್ತು 22-10-2021 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳು ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಹೊರಡಿಸಲಾಗಿದೆ.

ಜನಪದ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಪಠ್ಯಕ್ರಮಗಳು ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

  
ಕುಲಸಚಿವರು  
ಕುಲಸಚಿವರು  
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಮೈಸೂರು.

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ನಿರ್ದೇಶಕರು, ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ಅಧ್ಯಕ್ಷರು, ಜನಪದ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
6. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

7. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
8. ನಿರ್ದೇಶಕರು, ಐ.ಸಿ.ಡಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
9. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
10. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
11. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

SVN

**UNIVERSITY  OF MYSORE**

**NEW EDUCATION POLICY-2020**

**CURRICULAM FRAME WORK  
FOR FOUR YEARS UNDER  
GRADUATE PROGRAMME IN FOLKLORE  
FOR THE YEAR 2021-2022**

**KUVEMPU INSTITUTE OF KANNADA STUDIE  
UNIVERSITY OF MYSORE  
MANASAGANGOTRI, MYSORE**

## **National Educational Policy 2020:**

The approval of the National Education Policy (NEP) by the Ministry of Human Resource Development, Government of India has been well deliberated as discussed from the last 4 years and more. The advent of industry 4.0 scenario has led our current system of education outdated. Hence, the NEP is designed to contemplate the current skill requirements. The Indian education system with its earlier policies on education has greatly led to creation of fragmented system of education. However, bringing the whole system into one large umbrella remains a key issue. The current NEP has attempted to cure the same by getting rid of standalone institutions and institutions of affiliated nature and proposed formation and upgradation of institutions to offer multidisciplinary education. Multidisciplinary education system with inbuilt flexibility for both undergraduate as well as post graduate and research level is a key highlight of the NEP. It focuses on promoting and building vocational skills/skill enhancement courses, right from the school level, which can ease the burden on the employment opportunities and supply of proficient/talented workforce. As the experts rightly put it as the syllabi which academia develops should be student centric rather than teacher centric, which used to be so far. As already the Union Cabinet has approved the NEP 2020, it aims to pave way for transformational reforms in school and higher education systems in the country. This policy will replace the 34- year-old National Policy on Education (NPE), 1986.

## **Vision of the National Education Policy 2020**

- An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.
- Instills skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental aspirations of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirations & goals of 21st century education, including SDG4, while building upon India's traditions and value systems. NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030." The whole of the NEP policy is a medication to cure the shortcomings in the education system for the last 35 to 36 years. The failure or success of the NEP will rely completely on the implementation and its acceptance by the stakeholders. For which we need to join hands in strengthening the system.

## **CURRICULAM STRUCTURE FOR UNDERGRADUATE DEGREE PROGRAM IN FOLKLORE**

### **Significance of Folklore Studies**

The study of folklore focuses on a broad spectrum of social expression, examining the forms and ways of living through which communities shape their reality. Those forms include language, work, food, play, dance, song, gestures, beliefs, lifestyle and so forth. Folklore studies facilitate us to discover the roots of the distinctive communities, the commonality of varied cultures and of course our ethnic identities.

There is an urgent need of exploring the traditional art and cultural glory through research and it is needed to disseminate the abundant skill of specific arts, embedded in the life of the people of our land. Folklore has been used as a mechanism to reconstruct ancient beliefs, customs and rituals. One aspect of folklore studies is that it helps us to understand the rich folklore and mystic tradition of our ancestors. The significance of the folklore it can feed your creative soul as it is constantly inspiring artists, writers, musicians, makers and many others.

Training in folklore studies offers valuable preparation for carriers in variety of cultural enterprises.

There is a lot of scope even for the job opportunities like livelihood practices especially in various performing art forms through NGO's, traditional architecture\interior designer, traditional food and beverages, folk medicine and folk medicinal tourism, traditional costume designers, traditional sports, handicrafts, pottery, traditional toys making and many more. Hence Folklore basically based on the skill development.

### **Programme Objectives**

The Programme helps the student to:

1. To develop, to research, and retain the knowledge of the Folklore
2. To study the Culture, customs, traditions, rituals, and sustainable lifestyles
3. To study the Traditional language, work, caste, religion, food, sports, Songs, Dance, Drama, beliefs and specific arts
4. Learn various performing art forms of India
5. To study the Socio- cultural status rural and tribal population
6. To study the Folk medicine and medicinal tourism
7. To study the traditional food and beverages along with folk architecture/interior etc
8. Traditional farming and allied indigenous sustainable activities.

### **Programme Outcomes:**

By the end of the program the student will :

1. One can have Career as artist, musicians, folk performing art director, and cultural event organizer.
2. One can have their career in Folk Medicine, Have knowledge of Traditional practices, Folk culture, Folk Styles
3. Have career in Folk Management. Creates opportunities for individuals and communities to celebrate experience and support ethnic and traditional folk life.
4. Have Career into Rural and Tribal Management

5. Have their career into studying multi culture, multi, language, different race and caste management.Can Gain the knowledge of using language as a creativity to express one's experiences.
6. One can have career into Organizational study, behavioral study in industries.
7. One can have career into cultural studies.
8. One can have career into folk architecture concerned to present market demand
9. Evaluate and adapt current trends in Folklore teaching methodology.
10. Ability to understand and evaluate current research methodologies and how they are applied to problems in Folklore

## **PROGRAMME PEDAGOGY**

**In addition to Conventional Time-Tested Lecture Method, the Members of the Curriculum Development suggest the following approaches:**

1. **Case Based Learning:** Practical exposure can be given to students through Case based learning/critical learning tool. It enhances skills of students in analyzing the organizational problems and learning to arrive at critical decisions. They learn to apply concepts, principles and analytical skills to solve the real situation problems.
2. **Experiential/ Live Projects/ Grass Root Projects:** To bridge the gulf between the theory and practice, the students have to be encouraged to take up experiential projects/ Live Projects/ Grass Root Projects in companies/ organizations/ home Industries/rural small Scale Industries .
3. **Team Spirit and Building:** To internalize the core curriculum, working in teams and developing team spirit is essential. Interdisciplinary learning across outside the faculty would help students in equipping with these skills.
4. **ICT teaching with global touch:** With the use of modern ICT technology students' learning in class room marches towards digitization. Getting connected to people through e-mode who are located all over the world and who bring real-time insights from their industries, their customers, happenings in their local place and environment. This sparks different ways of thinking as well as cover the conventional material.
5. **Leadership Building:** Apart from developing a strong background in the functional areas of Folk tradition and Folk literature, the Model Curriculum focuses on developing New Age Leadership capabilities among the students.
6. **Native engineering skills :** The students to acquire basic knowledge and understanding of the artifacts and cultural patterns. The Programme will further enable them to gain knowledge of Folk Science and technology of various communities, finally it will help the students to familiarize with the importance of material cultural in the region.
7. **Folk singing and dancing skills :** This programme intense to acquaint the students with concept of Ethnomusicology as a discipline. Folk music has broad appeal and extensive

influence. It keep the students connected to their past and their culture. Traditional music is a symbol for a nation's culture. Traditional music can help unite people from the music's country of origin. Familiarize the students with performing art forms and also to enable them to understand and appreciate the different Performing Art trends.

8. **Folk communication integrate with Modern form of communication** : This programme will familiarize students with the similarities in people's expressive behaviors. 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-avis modern media in the region.
9. Classroom teaching will be using whiteboard and marker, Powerpoint presentation information and communication technology.
10. Conceptual knowledge Lectures and demonstrations.
11. Theoretical disciplinary knowledge Lectures and demonstrations.
12. One on one interaction or with small student numbers during tutorial classes.
13. Student seminar paper presentation in each semester
14. The student will be tested for their writing abilities to answer precise and essay type of questions.
15. Project / dissertation work on a small research problem and every student will be subjected viva voce examination by internal / external examiners.
16. Invited talks from eminent scholars.

**Suggestive Guidelines for Continuous Internal Assessment and Semester End Examination**

Total Lesson Units of Each Paper – 03 Units

(Including Preliminary Introduction, Theoretical description)

Note: Examination Marks (Theory) : 60 Marks  
 Internal Assessment : 40 Marks

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Maximum Marks for Each Paper : 100 Marks

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**DETAILS OF INTERNAL ASSESSMENT:**

Internal Assessment will be done as follows for each paper for ALL SEMESTERS

Test	Duration	Marks
TEST C-1	At the end of 2 <sup>nd</sup> month of the every semester (ONE HOUR)	10
TEST C-2	At the end of 4 <sup>th</sup> Month of the every semester (ONE HOUR)	10
C-1	Continuous Assessment during the First 2 Months (Tutorial seminar Assignments )	05
C-2	Continuous Assessment during the Last 2 Months (Tutorial and Practical's )	05
C-1	Seminar	05
C-2	Assessment	05
	<b>TOTAL MARKS</b>	<b>40</b>
C-3	At the end of the Each Semester, Examination of 3hr duration will be conducted for 60 marks	60
	<b>TOTAL MARKS</b>	<b>100</b>



**Model Question paper pattern for Four years B.A.degree in FOLKLORE 2021**

**Model Question Paper**

Max Time: 3 hrs

Max Marks: 60

1. Answer any three questions. All questions carry equal marks. 10x3 = 30
- a)
  - b)
  - c)
  - d)
  - e)
2. Answer any four questions. All questions carry equal marks. 5x4 = 20
- a)
  - b)
  - c)
  - d)
  - e)
  - f)
  - g)
  - h)
3. Answer any five questions. All questions carry equal marks. 5x2 = 10
- a)
  - b)
  - c)
  - d)
  - e)
  - f)
  - g)

## A. Program Structure

### Proposed Scheme of Teaching & Evaluation FOLKLORE as Core Subject

<b>Semester I</b>									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
1	BA. 1.1	Introduction to Folklore	DSC	3+0+0	60	40	100	3	3
2	BA. 1.2	Genres of Folk Literature	DSC	3+0+0	60	40	100	3	3
3	BA. 1.3	Nature of Folklore	OEC	3+0+0	60	40	100	3	3
<b>Sub –Total (A)</b>					<b>180</b>	<b>120</b>	<b>300</b>		<b>9</b>

<b>Semester II</b>									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
4	BA. 2.1	History of Karnataka Folklore Studies	DSC	3+0+0	60	40	100	3	3
5	BA. 2.2	Theories of Folklore- 1	DSC	3+0+0	60	40	100	3	3
6	BA. 2.3	Interdisciplinary Studies in Folklore	OEC	3+0+0	60	40	100	3	3
<b>Sub –Total (B)</b>					<b>180</b>	<b>120</b>	<b>300</b>		<b>9</b>

**EXIT OPTION WITH CERTIFICATION** – with ability to solve well defined problems

Semester III									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
7	BA. 3.1	Fundamental concepts of Folklore Studies	DSC	3+0+0	60	40	100	3	3
8	BA. 3.2	Folk Communication & Mass Media	DSC	3+0+0	60	40	100	3	3
9	BA. 3.3	Introduction of FolkCulture	OEC	3+0+0	60	40	100	3	3
<b>Sub –Total (C)</b>					<b>180</b>	<b>120</b>	<b>300</b>		<b>9</b>

Semester IV									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
10	BA. 4.1	Introduction to Performing Art's	DSC	3+0+0	60	40	100	3	3
11	BA. 4.2	Applied Folklore	DSC	3+0+0	60	40	100	3	3
12	BA. 4.3	Karnataka Folk Epics	OEC	3+0+0	60	40	100	3	3
<b>Sub –Total (D)</b>					<b>180</b>	<b>120</b>	<b>300</b>		<b>9</b>

**EXIT OPTION WITH DIPLOMA – Ability to solve broadly defined problems.**

Semester V									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
13	BA.5.1	History of Indian Folklore Studies	DSC	3+2+0	60	40	100	3	4
14	BA.5.2	Introduction to Folk Linguistics	DSC	3+2+0	60	40	100	3	4
15	BA.5.3	Folk Poetic Metaphysics (Janapada Kavya Mimamshe)	DSC	3+2+0	60	40	100	3	4
16	BA.5.4 Elective	Kannada Folk Literature	DSE – 1	3+0+0	60	40	100	3	3
17	BA.5.6 Elective	Folk Performing Arts & Editing Techniques of Social Media	Vocational – 1	1+2+2	60	40	100	3	3
<b>Sub –Total (E)</b>					<b>300</b>	<b>200</b>	<b>500</b>		<b>18</b>

Semester VI									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
18	BA.6.1	Introduction to World Folklore	DSC	3+2+0	60	40	100	3	4
19	BA.6.2	Introduction to Folkloristics	DSC	3+2+0	60	40	100	3	4
20	BA.6.3 Elective	Selected Folk Text	DSE–2	3+2+0	60	40	100	3	4
21	BA.6.4 Elective	Traditional Agriculture and Allied Knowledge Systems	Vocational-2	3+0+0	60	40	100	3	3
22	BA.6.5 Elective	Folk Events, Marketing & Advertisements	SEC–SB	1+2+2	60	40	100	3	3
<b>Sub –Total (F)</b>					<b>300</b>	<b>200</b>	<b>500</b>		<b>18</b>
<b>Grand Total – Degree</b>					<b>1320</b>	<b>880</b>	<b>2200</b>		<b>72</b>

#### EXIT OPTION WITH BACHELOR DEGREE

Ability to solve complex problems that are ill- structured requiring multi-disciplinary skills to solve them.

Semester VII									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
23	BA.7.1	Theories of Folklores-2	DSC	3+2+0	60	40	100	3	4
24	BA.7.2	Tribal Lore of Karnataka	DSC	3+2+0	60	40	100	3	4
25	BA.7.3	Current Trends in Folklore	DSE – 3	3+0+0	60	40	100	3	3
26	BA.7.4	Folklore & Feminism	DSE – 4	3+0+0	60	40	100	3	3
27	BA.7.5	Folk Medicinal Tourism	Vocational-3	2+2+0	60	40	100	3	3
28	BA.7.6	Research Methodology	-	2+2+0	60	40	100	3	3
<b>Sub –Total (G)</b>					<b>360</b>	<b>240</b>	<b>600</b>		<b>20</b>

Semester VIII									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
29	BA.8.1	Folklore & Modern Approaches	DSC	3+2+0	60	40	100	3	4
30	BA.8.2	Folklore Museum And Archives	DSC	3+2+0	60	40	100	3	4
31	BA.8.3	Popular Crafts & Architecture	DSC	2+0+2	60	40	100	3	3
32	BA.8.4	Folk Fashion Designing & Aesthetic	DSC	2+0+2	60	40	100	3	3
33	BA.8.5	Research Projects/ Internship with Viva- voce OR	-	-	50	50	100	3	6
		Two Courses from the Selected Elective Group 8.5 (A) & 8.5 (B)	DSE-5	3+1+0	60*	40*	100*	3	3*
			DSE-6	3+1+0	60*	40*	100*	3	3*
<b>Sub –Total (H)</b>					<b>290/120*</b>	<b>210/80*</b>	<b>500/200*</b>		<b>20/06*</b>
<b>Grand Total – Degree</b>					<b>2070/120*</b>	<b>1330/80*</b>	<b>3400/200*</b>		<b>112/06*</b>

\* Students who do not opt Research Project / Internship shall take two elective courses such as 8.5 (A) & 8.5 (B). SubTotal (H) and Grand Totals Honors vary accordingly.

**BACHELOR DEGREE WITH HONORS** – Experience of workplace problem solving in the form of internship or research experience preparing for higher education or entrepreneurship experience.

**Note:**

- One Hour of Lecture is equal to 1 Credit.
- Two Hour of Tutorial is equal to 1 Credit (Except Languages).
- Two Hours of Practical is equal to 1 Credit

**Acronyms Expanded**

- AECC : Ability Enhancement Compulsory Course
- DSC © : Discipline Specific Core (Course)
- SEC-SB/VB : Skill Enhancement Course-Skill Based/Value Based
- OEC : Open Elective Course
- DSE : Discipline Specific Elective
- SEE : Semester End Examination
- CIE : Continuous Internal Evaluation
- L+T+P : Lecture + Tutorial + Practical(s)

**Note:** Practical Classes may be conducted in the Business Lab or in Computer Lab or in Class room depending on the requirement. One batch of students should not exceed half (i.e., 50 or less than 50 students) of the number of students in each class/section. 2 Hours of Practical Class is equal to 1 Hour of Teaching, however, whenever it is conducted for the entire class (i.e., more than 50 students) 2 Hours of Practical Class is equal to 1 Hours of Teaching.

**FIRST SEMESTER**

**Total Contact of Hours :48**

**3 Credits**

**COURSE 1.1 INTRODUCTION TO FOLKLORE (DSC)**

**Course Outcome :**

- It helps to understand the fundamental introduction to the study of Folklore
- Unique elementary concepts of the present course
- To enrich the knowledge of students pertaining the various kinds and definitions

<b>Unit-1 : The concept to Folklore: Nature and scope</b>	<b>4 hrs</b>
Chapter No 1: Folk-Folklore, Folk life, Folkloristics Chapter No 2: Characteristics and Definitions Chapter No 3: Important Classification : Macro-Micro	
<b>Unit-2:Folklore and other disciplines-I</b>	<b>4 hrs</b>
Chapter No1: Folklore & Linguistics, Literature Chapter No 2: Folklore & Anthropology, Psychology Chapter No 3: Folklore & History, Economics	
<b>Unit-3: Relevance of Folklore Studies</b>	<b>4 hrs</b>
Chapter No 1: Traditional Approaches Chapter No 2: Modern Approaches	

**ಮೊದಲನೆಯ ಚತುರ್ಮಾಸ**

**ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗಿನ ಒಟ್ಟು ಸಂಪರ್ಕ ಗಂಟೆಗಳು 48 ಗಂಟೆ**

**03 ಕ್ರೆಡಿಟ್**

**ಕೋರ್ಸ್ 1.1 : ಜಾನಪದ ಪರಿಚಯ (ಡಿಎಸ್‌ಸಿ)**

<b>ಘಟಕ-1 : ಜಾನಪದ ಪರಿಕಲ್ಪನೆ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪ್ತಿ</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಜನಪದ-ಜಾನಪದ , ಜನಪದ ಜೀವನ, ಜಾನಪದ ವಿಜ್ಞಾನ ಅಧ್ಯಾಯ 2 : ಗುಣಲಕ್ಷಣಗಳು, ನಿರ್ವಚನಗಳು ಅಧ್ಯಾಯ 3 : ವರ್ಗೀಕರಣದ ಮಹತ್ವ : ಸಮಗ್ರ-ಸೂಕ್ಷ್ಮ	
<b>ಘಟಕ-2 : ಜಾನಪದ ಮತ್ತು ಇತರೆ ಪೂರಕ ಕ್ಷೇತ್ರಗಳು</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಜಾನಪದ ಮತ್ತು ಭಾಷಾವಿಜ್ಞಾನ ಸಾಹಿತ್ಯ ಅಧ್ಯಾಯ 2 : ಜಾನಪದ ಮತ್ತು ಮಾನವಶಾಸ್ತ್ರ, ಮನೋವಿಜ್ಞಾನ ಅಧ್ಯಾಯ 3 : ಜಾನಪದ ಮತ್ತು ಇತಿಹಾಸ, ಅರ್ಥಶಾಸ್ತ್ರ	
<b>ಘಟಕ-3 : ಜಾನಪದ ಅಧ್ಯಯನದ ಪ್ರಸ್ತುತತೆ</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಪಾರಂಪರಿಕ ನೆಲೆ ಅಧ್ಯಾಯ 2 : ಆಧುನಿಕ ನೆಲೆ	

### Prescribed Readings:

1. Ben-Amos Dan (Ed), **Folklore Genres**, Austin, University of Texas, Press, 1976.
2. Clarke, Kenneth and Marry Clarke W. **Introducing Folklore**, New York, Rinehart and Winston, 1963.
3. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
- 4.. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
5. Handoo Jawaharlal, **Folklore -an Introduction**, C.I.I.L. Mysore, 1989
6. Handoo Jawaharlal, **Folklore in modern C.I.I.L. Mysore-1998**
7. ಅರವಿಂದ ಮಾಲಗತ್ತಿ (ಪ್ರ.ಸಂ.), ಜಾನಪದ ವಿಷಯ ವಿಶ್ವಕೋಶ, ಪ್ರಸಾರಾಂಗ, ಮೈ.ವಿ.ವಿ. ಮೈಸೂರು , 2006
8. ಜವರೇಗೌಡ, ದೇ. ಜಾನಪದ ಅಧ್ಯಯನ, ಡಿವಿಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1976
9. ನಾಯಕ ಹಾ.ಮಾ. ಜಾನಪದ ಸ್ವರೂಪ, ಟಿ.ವಿ.ಮೆಮೋರಿಯಲ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು 1971
10. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ. ದಕ್ಷಿಣ ಕರ್ನಾಟಕದ ಜನಪದ ಕಾವ್ಯಪ್ರಕಾರಗಳು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು, 1979
11. ರಾಮಚಂದ್ರೇಗೌಡ ಹಿ.ಶಿ.(ಪ್ರ.ಸಂ.) ಜಾನಪದ ಗ್ರಹಿಕೆ : ಪರಿಕಲ್ಪನೆ, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು, 2004
12. ಚಕ್ರೇ ಶಿವಶಂಕರ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008

**Total Contact of Hours :48**

**3 Credits**

### **COURSE 1.2 GENRES OF FOLK LITERATURE (DSC)**

#### **Course Outcome :**

- Understanding the roots and nature of Classical literature through Folk Literature
- To equip the student learn the Folk Literature and its analogical methods
- To reveal and exploring the Oral Literature
- To know an outline of Folk literature and different approaches

<b>Unit-1 :The Nature of the Folk literature</b>	<b>4 hrs</b>
Chapter No 1 : Meaning and Nature Chapter No 2 : Scope Chapter No 3 : Classification	
<b>Unit-2 : Poetry Forms</b>	<b>4 hrs</b>
Chapter No 1: Song, Ballad, Gee Gee Chapter No 2: Poetry Narratives Chapter No 3: Folk Epic	
<b>Unit-3 : Prose narratives and Other forms</b>	<b>4 hrs</b>
Chapter No 1: Folk tale Chapter No 2: Legend and Myth Chapter No 3: Proverb, Riddle, Odapu, Odabu, Idioms, Abuses	



ಕೋರ್ಸ್ 1.2 : ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು (ಡಿಎಸ್‌ಸಿ)

<b>ಘಟಕ-1 : ಜನಪದ ಸಾಹಿತ್ಯ ಸ್ವರೂಪ</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಅರ್ಥ ಮತ್ತು ಸ್ವರೂಪ ಅಧ್ಯಾಯ 2 : ವ್ಯಾಪ್ತಿ ಅಧ್ಯಾಯ 3 : ವರ್ಗೀಕರಣ	
<b>ಘಟಕ-2 : ಪದ್ಯ ಪ್ರಕಾರಗಳು</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಜನಪದ ಗೀತೆ, ಲಾವಣಿ, ಗೀ ಗೀ ಅಧ್ಯಾಯ 1 : ಕಥನ ಗೀತೆ (ಖಂಡಕಾವ್ಯ) ಅಧ್ಯಾಯ 1 : ಮಹಾಕಾವ್ಯ	
<b>ಘಟಕ-3 : ಗದ್ಯ ಮತ್ತು ಇತರೆ ಪ್ರಕಾರಗಳು</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಜನಪದ ಕಥೆ ಅಧ್ಯಾಯ 1 : ಐತಿಹ್ಯ, ಪುರಾಣ ಅಧ್ಯಾಯ 1 : ಗಾದೆ, ಒಗಟು, ಒಡಪು, ಒಡಬು, ನುಡಗಟ್ಟು, ಬೈಗುಳ	

**Prescribed Readings:**

1. Ambalike hiriyann, **Studies in Kannada Folklore**, Prasara, Mysore, University, Mysore.
2. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 1979
3. Peter Clauss and Frank J Korom, '**Folkloristics and Indian Folklore**' Regional Resource, Centre.Udupi. 1991.
4. Ramakrishna H.A, Nagegwoda H.L, **Essentials of Karnataka Folklore A: Compendium**,KarnatakaJanapada Parishat, Banglore-1998.
5. Shekhar F. Pujar: **Sosial work in Kannada Folk Songs**, UNESCO club, Naganur-1997
6. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ, ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿ.ವಿ. ಧಾರವಾಡ, 1998
7. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ. ದಕ್ಷಿಣ ಕರ್ನಾಟಕದ ಜನಪದ ಕಾವ್ಯಪ್ರಕಾರಗಳು, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2012
8. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ ಜನಪದ ಕಾವ್ಯಕಥೆಗಳು, ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು, 1990
9. ರಾಗೌ ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಗಳು, ತನುಮನ ಪ್ರಕಾಶನ, ಶ್ರೀರಾಂಪುರ ಬಡಾವಣೆ, ಮೈಸೂರು, 1978
10. ಶಂಕರನಾರಾಯಣ ತಿ.ನಂ., ವೆಂಕಟೇಶ ಎಂ.ಎನ್. ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2004

Total Contact of Hours :48

3 Credits

**COURSE 1.3 NATURE OF FOLKLORE (OEC)**

**Course Outcome :**

- It helps to understanding to fundamental introduction to the Study of Folklore
- Understanding the meaning, nature, scope and significance of Folklore
- To know an outline of Folk Poetry, Folk Arts, Social Folk customs and different approaches.

<b>Unit-1 : Concepts of Folklore</b>	
Chapter No 1: Folklore meaning, nature and scope Chapter No 2: Definitions Chapter No 3: Classifications	<b>4 hrs</b>
<b>Unit-2 :Folk Literature</b>	<b>4 hrs</b>
Chapter No 1: Poetry Songs Chapter No 2: Prose Narratives Chapter No 3: Other Forms	
<b>Unit-3 :Folk Arts &amp; Social Folk customs</b>	<b>4 hrs</b>
Chapter No 1: Performing Arts, Handicrafts Chapter No 2: Folk Theatres Chapter No 3: Folk Customs : Beliefs and Rituals	

ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗಿನ ಒಟ್ಟು ಸಂಪರ್ಕ ಗಂಟೆಗಳು 48 ಗಂಟೆ  
ಕೋರ್ಸ್ 1.3 : ಜಾನಪದ ಸ್ವರೂಪ (ಒಇಸಿ)

03 ಕ್ರೆಡಿಟ್

<b>ಘಟಕ-1 : ಜಾನಪದ ಪರಿಕಲ್ಪನೆ</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಜಾನಪದ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪ್ತಿ ಅಧ್ಯಾಯ 2 : ನಿರ್ವಚನಗಳು ಅಧ್ಯಾಯ 3 : ವರ್ಗೀಕರಣ	
<b>ಘಟಕ-2 : ಜನಪದ ಸಾಹಿತ್ಯ</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಗೀತೆ ಕಥನಗಳು ಅಧ್ಯಾಯ 2 : ಗದ್ಯ ಕಥನಗಳು ಅಧ್ಯಾಯ 3 : ಇತರೆ ಪ್ರಕಾರಗಳು	
<b>ಘಟಕ-3 : ಜನಪದ ಕಲೆಗಳು ಮತ್ತು ಇತರೆ ಪ್ರಕಾರಗಳು</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಪ್ರದರ್ಶನಾತ್ಮಕ ಕಲೆಗಳು, ಕರಕುಶಲ ಕಲೆಗಳು ಅಧ್ಯಾಯ 2 : ರಂಗಭೂಮಿ ಕಲೆಗಳು ಅಧ್ಯಾಯ 3 : ಜನಪದ ಸಂಪ್ರದಾಯಗಳು : ನಂಬಿಕೆ ಮತ್ತು ಆಚರಣೆಗಳು	

**Prescribed Readings:**

1. Alan Dundes, Essays in Folkloristics, Meerut Folklore Institute-1978.
2. Ben-Amos, Dan, **Folklore Genres**, Austin: University of Texas Press, 1976
3. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 1972
4. Handoo Jawaharlal, Folklore: An Introduction, CILL, Mysore.
5. Kenneth S Goldstein, **A Guide for Field Workers in Folklore**, American Folklore Society, 1964.
6. Nallur Prasad, **Janapada Karnataka**, Karnataka Janapada Yakshagana Academy, B.loré
7. American Folklor Centerer, **Folklife Fieldwork**, American Folklore Society-2016
8. ಚಕ್ರೇ ಶಿವಶಂಕರ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು, 2008
9. ರಾಗೌ, ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಗಳು, ತನುಮನ ಪ್ರಕಾಶನ, ಶ್ರೀರಾಂಪುರ ಬಡಾವಣೆ, ಮೈಸೂರು 1978
10. ಸೋಮಶೇಖರ ಇಮ್ರಾಪುರ, ಜಾನಪದ ವಿಜ್ಞಾನ, ಚೇತನ ಪ್ರಕಾಶನ, ಧಾರವಾಡ, 1979
11. ನಾಯಕ ಹಾ.ಮಾ. ಜಾನಪದ ಸ್ವರೂಪ, ಗೀತಾಂಜಲಿ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ, 2015
12. ಸುಂದರಂ ಆರ್.ವಿ.ಎಸ್., ಜಾನಪದ ಸಾಹಿತ್ಯ ರೂಪಗಳು, ಪಬ್ಲಿಷರ್ಸ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್, ಬೆಂಗಳೂರು

## SECOND SEMESTER

**Total Contact of Hours :48**

**3 Credits**

### **COURSE-2.1 : HISTORY OF KARNATAKA FOLKLORE STUDIES(DSC)**

**Course Outcome :**

- Motivating the students to study History of Folklore and enabling them to understand Karnataka Folk Literature
- To make understand the students Foreign and Native scholars contribution in the field of Folklore
- To study the contribution of Prominent Universities and Institutions to the field of Folklore

<b>Unit-1 :Contribution of Foreign and Native Scholars</b>	<b>4 hrs</b>
Chapter No 1: Karnal Mecnje, John Laden, Abbe Duboies Chapter No 2: Charles E. Gover, John F Fleet, Kittle Chapter No 3: Halasngi Geleyaru, Matighatta Krishnamurthi, Archaka B Rangaswamy, Nadakeriyanda Chinnappa Chapter No 3: Ka.ra.kru and S.K KareemKhan	
<b>Unit-2 :Period of Scientific Studies</b>	<b>4 hrs</b>
Chapter No 1: B.S. Gaddagimat, Ha.Ma. Naik Chapter No 2: G. Sam. Paramashivaiah, Somashekar Imrapura Chapter No 3: H.L.Nage Gowda, M.S.Latte.	
<b>Unit-3: Prominent Universities &amp; Institutions</b>	<b>4 hrs</b>
Chapter No 1: Mysore University, Karnataka University, ChapterNo 2: Kannada University, Karnataka Jaanapada University. ChapterNo 3: Karnataka Jaanapada Academy, R.R.C., Jaanapada Loka,	

**ಎರಡನೆಯ ಚತುರ್ಮಾಸ**

**ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗಿನ ಒಟ್ಟು ಸಂಪರ್ಕ ಗಂಟೆಗಳು 48 ಗಂಟೆ**

**03 ಕ್ರೆಡಿಟ್**

**ಕೋರ್ಸ್ 2.1 : ಕರ್ನಾಟಕ ಜಾನಪದ ಅಧ್ಯಯನ ಇತಿಹಾಸ (ಡಿಎಸ್‌ಸಿ)**

<b>ಘಟಕ-1 : ವಿದೇಶಿ ಮತ್ತು ವಿದ್ವಾಂಸರ ಕೊಡುಗೆ</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಕರನಲ್ ಮೆಕೆಂಜಿ, ಜಾನ್ ಲೇಡನ್, ಅಬ್ಬೆ ಡುಬೋಯಿಸ್ ಅಧ್ಯಾಯ 1 : ಚಾರ್ಲ್ಸ್ ಇ ಗ್ರೋವರ್, ಜಾನ್ ಎಫ್ ಫ್ಲೀಟ್, ಕಿಟೆಲ್ ಅಧ್ಯಾಯ 1 : ಹಲಸಂಗಿ ಗೆಲೆಯರು, ಮತಿಘಟ್ಟ ಕೃಷ್ಣಮೂರ್ತಿ, ಅರ್ಚಕ ಬಿ ರಂಗಸ್ವಾಮಿ, ನಡಕೇರಿಯಂಡ ಚಿನ್ನಪ್ಪ, ಕರಾಕೃ, ಎಸ್.ಕೆ.ಕರೀಂಖಾನ್	
<b>ಘಟಕ-2 : ವೈಜ್ಞಾನಿಕ ಅಧ್ಯಯನದ ಕಾಲಘಟ್ಟ</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 :ಬಿ.ಎಸ್.ಗದ್ದಗಿಮಠ, ಹಾಮಾನಾ ಅಧ್ಯಾಯ 1 :ಜಿ.ಶಂ.ಪರಮಶಿವಯ್ಯ, ಸೋಮಶೇಖರ ಇಮ್ರಾಪುರ ಅಧ್ಯಾಯ 1 :ಎಚ್.ಎಲ್.ನಾಗೇಗೌಡ, ಎಂ.ಎಸ್.ಲಠೆ	
<b>ಘಟಕ-3 : ಪ್ರಮುಖ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳು ಹಾಗೂ ಸಂಸ್ಥೆಗಳು</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 :ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ ಅಧ್ಯಾಯ 1 :ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕರ್ನಾಟಕ ಜಾನಪದ ವಿಶ್ವವಿದ್ಯಾಲಯ ಅಧ್ಯಾಯ 1 :ಕರ್ನಾಟಕ ಜಾನಪದ ಅಕಾಡೆಮಿ, ಪ್ರಾದೇಶಿಕ ರಂಗಕಲೆಗಳ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಜಾನಪದ ಲೋಕ	

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2. Krappe, A.H. **The Science Of Folklore**, Kessinger Publishing, LLC-1930
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6. ಖಂಡೋಬಾ ಪಿ ಕೆ (ಸಂ), ಹಲಸಂಗಿ ಗೆಳೆಯರು, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು 1997
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8. ತಪಸ್ವಿಕುಮಾರ್ ನಂ., ಕನ್ನಡ ಜಾನಪದ ಅಧ್ಯಯನ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು 1980
9. ರಾಜೇಂದ್ರ, ಡಿ.ಕೆ., (ಸಂ) ಕನ್ನಡ ಜಾನಪದ ವಿಷಯ ವಿಶ್ಲೇಷಣೆ, ಮೈ.ವಿ.ವಿ. ಮೈಸೂರು, 2006
10. ಲಕ್ಷ್ಮಣಗೌಡ ಎಚ್.ಜಿ. (ಪ್ರ.ಸಂ) ಜಾನಪದ ಕೈಪಿಡಿ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು, 1992
11. ಸುಂದರಂ ಆರ್.ವಿ.ಎಸ್., ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಗಳು, ಪಬ್ಲಿಷರ್ಸ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್, ಬೆಂಗಳೂರು

**Total Contact of Hours :48**

**3 Credits**

**COURSE 2.2 : THEORIES OF FOLKLORE-I**

**Course Outcome :**

- Understand the purpose and importance of Folklore Theories
- It intended to the student aware of basic folklore principles and theories
- To know an outline theories and approaches of various pioneers of folklore
- Understand the monogenesis, polygenesis and cultural theories of folklore

<b>Unit-1 : Purpose, importance and relevance of Folklore theories</b>	<b>4 hrs</b>
<b>Unit-2 : Monogenesis Theories</b>	<b>4 hrs</b>
Chapter No 1: Historical reconstruction theory, Mythological theory Chapter No 2: The Indianistic theory Chapter No 3: Historical and Geographical method	
<b>Unit-3 : Polygenesis and Cultural theories</b>	<b>4 hrs</b>
Chapter No 1: Anthropological Theory Chapter No 2: Psychoanalytical Theory Chapter No 3 : Evolutionism, Devolutionism	

ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗಿನ ಒಟ್ಟು ಸಂಪರ್ಕ ಗಂಟೆಗಳು 48 ಗಂಟೆ  
ಕೋರ್ಸ್ 2.2 : ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು-1 (ಡಿಎಸ್ ಸಿ)

**03 ಕ್ರೆಡಿಟ್**

<b>ಘಟಕ : 1 : ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳ ಉದ್ದೇಶ, ಮಹತ್ವ ಮತ್ತು ಪ್ರಸ್ತುತತೆ</b>	<b>4 ಗಂಟೆಗಳು</b>
<b>ಘಟಕ-2 : ಏಕಮೂಲ ಸಿದ್ಧಾಂತಗಳು</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1 : ಚಾರಿತ್ರಿಕ ಪುನರ್ ರಚನಾ ಸಿದ್ಧಾಂತ, ಪುರಾಣ ಮೂಲ ಸಿದ್ಧಾಂತ ಅಧ್ಯಾಯ 2: ಭಾರತೀಯ ಮೂಲ ಸಿದ್ಧಾಂತ ಅಧ್ಯಾಯ 3: ಚಾರಿತ್ರಿಕ, ಭೌಗೋಳಿಕ ವಿಧಾನ	
<b>ಘಟಕ-3 : ಬಹುಮೂಲ ಸಿದ್ಧಾಂತಗಳು ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಸಿದ್ಧಾಂತಗಳು</b>	<b>4 ಗಂಟೆಗಳು</b>
ಅಧ್ಯಾಯ 1: ಮಾನವಶಾಸ್ತ್ರೀಯ ಸಿದ್ಧಾಂತ ಅಧ್ಯಾಯ 2: ಮನೋವಿಶ್ಲೇಷಣಾತ್ಮಕ ಸಿದ್ಧಾಂತ ಅಧ್ಯಾಯ 3 : ವಿಕಾಸವಾದ ಅಪವಿಕಾಸವಾದ	

### Prescribed Readings:

1. Ben-Amos, Dan, **Towards a definition of Folklore in 'Folklore in Context**, New Delhi, South Asian Publishers, 1982.
2. Ben-Amos, Dan, **Folklore Genres**, Austin: University of Texas Press, 1976
3. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 1972
4. Burns, Thomas A. **'Folkloristics: A Conception of Theory in Western Folklore**, Vol. XXXVI, No. 2, pp 109-134, 1977
5. Peter Clauss and Frank J Korom, **'Folkloristics and Indian Folklore'** Regional Resource Center. Udupi. 1991.
6. Malinowski, **'A Scientific Theory of Culture and other Essays'** University of North, California Press. 1944.
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8. ವೀರಣ್ಣ ದಂಡೆ(ಸಂ), **ಜಾನಪದ ಶಾಸ್ತ್ರ ಸಿದ್ಧಾಂತಗಳು**, ನೆಲೆಮನೆ ಪ್ರಕಾಶನ, ಶ್ರೀರಂಗಪಟ್ಟಣ, 1999
9. ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರ, ಜಿ.ಆರ್.ತಿಪ್ಪೇಸ್ವಾಮಿ, **ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು-1, ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು-2**, ಕನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2003
10. ರಾಜೇಂದ್ರ ಚೆನ್ನಿ, **ದೇಶೀವಾದ**, ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 1989
11. ಎ.ವಿ.ನಾವಡ(ಸಂ), **ಕರ್ನಾಟಕ ಸಂಶೋಧನಾ ಜಾನಪದ**, ಕರ್ನಾಟಕ ಜಾನಪದ ವಿ.ವಿ. ಗೊಟಗೋಡಿ

**Total Contact of Hours :48**

**3 Credits**

### **COURSE 2.3 INTERDISCIPLINARY STUDIES IN FOLKLORE (OEC)**

#### **Course Outcome :**

- Understanding the concepts of the interdisciplinary studies
- Studying the various disciplines
- Understanding inter relationship between Folklore and other subjects
- Understand the relevance and importance of Interdisciplinary studies

<b>Unit-1 :Folklore and Social science</b>	<b>4 hrs</b>
Chapter No 1: Anthropology Chapter No 2: Sociology Chapter No 3: History	
<b>Unit-2 :Folklore and Psychosocial Science</b>	<b>4 hrs</b>
Chapter No 1: Psychology Chapter No 2: Philosophy Chapter No 3: Criminology	
<b>Unit-3 :Folklore, Natural Science and Other Sciences</b>	<b>4 hrs</b>
Chapter No 1: Agriculture science, Folk food system Chapter No 2: Environmental Science Chapter No 3: Botany, Zoology, Bio-Technology	

ಕೋರ್ಸ್ 2.3 : ಜಾನಪದ ಅಂತರ್‌ಶಿಸ್ತೀಯ ಅಧ್ಯಯನ (ಒಇಸಿ)

ಘಟಕ-1 : ಜಾನಪದ ಮತ್ತು ಸಮಾಜಿಕ ವಿಜ್ಞಾನಗಳು	4 ಗಂಟೆಗಳು
ಅಧ್ಯಾಯ 1: ಮಾನವಶಾಸ್ತ್ರ ಅಧ್ಯಾಯ 2: ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಾಯ 3: ಇತಿಹಾಸ	
ಘಟಕ-2 : ಜಾನಪದ ಮತ್ತು ಮನೋವಿಜ್ಞಾನಗಳು	4 ಗಂಟೆಗಳು
ಅಧ್ಯಾಯ 1: ಮನೋವಿಜ್ಞಾನ ಅಧ್ಯಾಯ 2: ತತ್ವಶಾಸ್ತ್ರ ಅಧ್ಯಾಯ 3: ಅಪರಾಧ ಶಾಸ್ತ್ರ	
ಘಟಕ-3 : ಜಾನಪದ, ನೈಸರ್ಗಿಕ ವಿಜ್ಞಾನಗಳು ಹಾಗೂ ಇತರೆ ವಿಜ್ಞಾನಗಳು	4 ಗಂಟೆಗಳು
ಅಧ್ಯಾಯ 1: ಕೃಷಿ ವಿಜ್ಞಾನ, ಜನಪದ ಆಹಾರ ಪದ್ಧತಿ ಅಧ್ಯಾಯ 2: ಪರಿಸರ ವಿಜ್ಞಾನ ಅಧ್ಯಾಯ 3: ಸಸ್ಯಶಾಸ್ತ್ರ, ಪ್ರಾಣಿಶಾಸ್ತ್ರ, ಜೈವಿಕ ತಂತ್ರಜ್ಞಾನ	

**Prescribed Readings:**

1. Krappe, A.H. **The Science Of Folklore**, Kessinger Publishing, LLC-1930
2. ಚಕ್ಕರೆ ಶಿವಶಂಕರ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008
3. ಜವರೇಗೌಡ, ದೇ., ಜಾನಪದ ಅಧ್ಯಯನ, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು, 1976
4. ಬಸವರಾಜ ನೆಲ್ಲಿಸರ(ಸಂ), ಜಾನಪದ ಮತ್ತು ಪೂರಕ ಕ್ಷೇತ್ರಗಳು, ಕನ್ನಡ ಅಧ್ಯಯನ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಬಿ.ಆರ್.ಪ್ರಾಜೆಕ್ಟ್
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6. ವಿಲ್ಯಂ ಮಾಡ್ಡ, ಜಾನಪದ ವೈಜ್ಞಾನಿಕ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಕೀತ ವೈಜ್ಞಾನಿಕ ವಿಶ್ಲೇಷಣೆ ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ, 1999

**I. LIST OF COURSES (ONLY INDICATIVE) FOR CURRICULUM FRAMEWORK OF 1-4 YEARS UG PROGRAMME IN FOLKLORE**

<b>1. Discipline Specific Core Courses</b>					
<b>Sl.No.</b>	<b>Name of the Courses</b>	<b>Category of Courses</b>	<b>Sl.No.</b>	<b>Name of the Courses</b>	<b>Category of Courses</b>
1.	Introduction to Folklore	DSC	18.	Introduction to World Folklore	DSC
2.	Genres of Folk Literature	DSC	19.	Introduction to Folkloristics	DSC
3.	Nature of Folklore	OEC	20.	Selected Folk Text	DSE-2
4.	History of Karnataka Folklore Studies	DSC	21.	Traditional Agriculture and Allied Knowledge Systems	Vocational-2
5.	Theories of Folklore- 1	DSC	22.	Folk Events, Marketing & Advertisements	SEC-SB
6.	Interdisciplinary in Folklore	OEC	23.	Theories of Folklores-2	DSC
7.	Fundamental concepts of Folklore Studies	DSC	24.	Tribal Lore of Karnataka	DSC
8.	Folk Communication & Mass Media	DSC	25.	Current Trends in Folklore	DSE
9.	Introduction of Folk Culture	OEC	26.	Folklore & Feminism	DSE
10.	Introduction to Performing Art's	DSC	27.	Folk Medicinal Tourism	Vocational-3
11.	Applied Folklore	DSC	28.	Research Methodology	
12.	Karnataka Folk Epics	OEC	29.	Folklore & Modern Approaches	DSC
13.	History of Indian Folklore Studies	DSC	30.	Folklore Museum And Archives	DSC
14.	Introduction to Folk Linguistics	DSC	31.	Popular Crafts & Architecture	DSC
15.	Folk Poetic Metaphysics ( <i>Janapada Kavya Mimamshe</i> )	DSC	32.	Folk Fashion Designing & Aesthetic	DSC
16.	Kannada Folk Literature	DSE-1	33.	Research Projects/ Internship with Viva – voce OR Two Courses from the Selected Elective Group 8.5 (A) & 8.5 (B)	DSE DSE
17.	Folk Performing Arts & Editing Techniques of Social Media	Vocational-1		Others (if any)	

<b>II. Skill Enhancement Courses</b>	
<b>Sl.No.</b>	<b>Name of the Courses</b>
1.	Rural and Tribal Community Project Reports & Viva Voce
2.	Rural Traditional Knowledge System Analysis and Reports
3.	Internship in Rural and Tribal People
4.	Home Industry Analysis and Reports
5.	Digitalization of Indigenous Knowledge System
6.	Training & Development in Indigenous Knowledge System Documentation
7.	Communication & Documentation

8.	New Venture Planning Indigenous Knowledge System and its Development
9.	Community Leadership & Community Development
10.	Folk Event Management
11.	Advertisement & Personal Selling (with the help of Folk Art's)
12.	Managing Digital Platforms for popularization of Folk performing Art's and Indigenous Knowledge System
	Others (if any)

<b>III. Ability Enhancement Compulsory Courses</b>	
<b>Sl. No.</b>	<b>Name of the Courses</b>
1.	Languages – 1: Kannada/Hindi/Urdu/Sanskrit/Others
2.	Languages – 2: English/Others
3.	Environmental Science
4.	Indian Constitution
	Others (if any)

## **2. CHOICE BASED CREDIT SYSTEM (CBCS) STRUCTURE**

The Four Year Multidisciplinary Undergraduate Program follows the choice based credit system (CBCS), which is in practice globally in all the Universities and Colleges at present. CBCS is an internationally acknowledged system, not only offers opportunities and avenues to learn core subjects but also explore additional avenues of learning beyond the core subjects for holistic development of an individual.

The choice based credit system has been adopted to make undergraduate education 'student centric' rather than 'system centric' or 'teacher centric'. It is to create a holistic curriculum. Thus, in addition to dedicated focus on a discipline through core papers, elective papers have been added which will give students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest. Further, aligning with the vision of the Government, special emphasis has been given to ability enhancement and skill development courses. Students will have complete freedom to choose these courses from a pool.

As per the choice based credit system, each course shall carry certain number of credits.

Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations, etc. In the proposed programmes, the credits shall be based on the number of instructional hours per week, generally 1 credit per hour of instruction in theory and 1 credit for 2 hours of practical or project work or internship per week. All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, Research based learning, Project/ Practical/ Internships are assigned credits. Based on these, an average of around 24 credits per semester and a total of around 192 credits per under- graduate honors degree program are assigned.



## **Implementation of Choice Based Credit System (CBCS)**

- i). The **Choice Based Credit System (CBCS)** shall be followed in all the Universities/ Institutions and the stakeholders follow common minimum curriculum and syllabi of the core papers as suggested by the GEC/ NHERC. The allowed deviation from the syllabi shall be as stipulated by these agencies and SHERC.
- ii). The universities are allowed to design their own syllabi for the core and elective papers subject to point no. 1. The GEC/ NHERC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the need, expertise and the facilities available.
- iii). Number of Core papers for all Universities has to be same for both UG and PG courses to enable credits transfer and mobility.
- iv). Credit score earned by a student for any course shall be included in the student's overall score tally irrespective of whether the course is offered by the parent university (degree awarding university/institute) or not.
- v). Ability Enhancement (AE) Courses be divided into two categories:
  - a) AE Compulsory Courses (AEC): The universities may have common curriculum for these papers. There may be one paper each at least in the 1<sup>st</sup> two semesters viz. (i) English/ Communication, (ii) Environmental Science;
  - b) Skill Enhancement Courses (SEC): The universities may offer from a common pool of papers listed by GEC/ NHERC or the universities may frame some papers, in addition to the list suggested by GEC/ NHERC.
- vi). An undergraduate degree with Honors in a discipline may be awarded if a student completes 14 Core Courses in that Discipline, a minimum of 10 courses under the category of Discipline Specific Electives, Generic Electives, Minor Discipline and Vocational Courses, 2 Language Courses, 2 Ability Enhancement Courses (AEC), a minimum of 2 Skill Enhancement Courses (SEC) and 2 Extra Curricular Activities (ECA), ensuring that the total credits earned is not less than 184 credits.
- vii). The credit(s) for each theory paper/practical/tutorial/project/dissertation will be as per the norms followed globally. The suggestive details are given in Tables in the Appendix in these regulations.
- viii). Wherever a University requires that an applicant for a particular Masters/ Technical/ Professional course should have studied a specific discipline at the undergraduate level, it is suggested that obtaining 84 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the Masters/ Technical/ Professional Programme.

### 3. THE CATEGORY OF COURSES AND THEIR DESCRIPTIONS

1	<b>Languages</b>	Languages provide the medium of fresh and free thinking, expression and clarity in thought and speech. It forms as a foundation for learning other courses. Helps fluent communication. In addition to English, a candidate shall opt for any of the languages studied at the Pre- University or equivalent level.
2	<b>Foundation Courses/Ability Enhancement Courses (AECC)</b>	Foundation Courses enable students to develop a deeper sense of commitment to oneself and to the society and nation largely. These courses will supplement in better understanding of how to integrate knowledge to application into a society. Ability enhancement courses are the generic skill courses which are basic and needed to all to pursue any career. These courses ensure progression across all careers.
3	<b>Skill Development Courses/ Vocational Courses (SDC/VOC)</b>	<p>Skill Enhancement/Development courses are to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employ ability/ Self-employment. The objective is to integrate discipline related skills in a holistic manner with general education.</p> <p>These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. Each University has complete freedom to suggest their own papers under this category based on their expertise, specialization, Requirements, scope and need.</p>
4	<b>Discipline based Introductory Courses</b>	Introductory courses bridge the gap for a student if he/she has not got a basic groundwork in a specific area of discipline.
5	<b>Major Discipline Core Courses (MDCC)</b>	A Major discipline is the field in which a student focuses during the course of his/her degree. A course in a discipline, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. The core courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. The courses under this category are to be taught uniformly across all universities with minimum deviation. The purpose of fixing core courses is to ensure that all the institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard which makes credit transfer and mobility of students easier
6	<b>Major Discipline Elective Courses (MDEC)</b>	<p>Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/ subject/domain or which nurtures the candidate's proficiency/skill.</p> <p>Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself or within a component of the</p>

		discipline and provide advanced knowledge and expertise in an area of the discipline. The institutions have freedom to have their own courses based on their expertise, specialization, requirements, scope and need. The elective courses may be of interdisciplinary nature
7	<b>Minor Discipline Courses (MDC)</b>	A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not interrelated at well.
8	<b>Generic Elective Courses (GEC)</b>	Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective Courses.  Note: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Electives.
9	<b>Project work/ Dissertation/ Internship/ Entrepreneurship</b>	Project work is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies at Undergraduate level. It enables to acquire special/ advanced knowledge through supplement / support study to a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship/ Entrepreneurship shall be an integral part of the Curriculum.
10	<b>Extra-Curricular Activities / Co- curricular and Extension Activities (ECA)</b>	These activities help in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, Enthusiasm, and Positive thinking are some of the facets of personality development and the outcomes of these activities.

#### 4. Salient Features of the Proposed Four Years Multidisciplinary Undergraduate Programme with Multiple Entry and Exit Options

- a) The program shall be structured in a semester mode with multiple exit options with Certification, Diploma and Basic Bachelor Degree at the completion of first, second and third years, respectively. The candidate who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelor's degree with Honours.
- b) The four year undergraduate Honours degree holders with research component and a suitable grade are eligible to enter the 'Doctoral (Ph.D.) Program' in a relevant discipline or to enter Two Semester Master's Degree programme with project work'.
- c) Candidates who wish to enter the masters/doctoral programme in a discipline other than the major discipline studied at the undergraduate programmes, have to take additional courses in the new discipline to meet the requirement or to make up the gap between the requirement and the courses already studied.
- d) There may be parallel five year integrated Master's degree programmes with exit options at the

completion of third and fourth years, with the undergraduate basic degree and undergraduate Honours degree in a discipline, respectively.

- e) There may also be an integrated doctoral programme with exit options at the end of the fourth and fifth years with the Bachelor degree with Honours and the Master's degree, respectively.
- f) The students who exit with Certification, Diploma and Basic Bachelor Degree shall be eligible to re-enter the Programme at the exit level to complete the programme or to complete the next level. The candidates may have a maximum of two exit options or lateral entries to complete the programme.
- g) The Multidisciplinary Undergraduate Programme may help in the improvement of all the educational outcomes, with a flexible and imaginative curricular approach. The program provides for both breadth and depth in diverse areas of knowledge. A range of courses are offered with rigorous exposure to multiple disciplines and areas, while specializing in one or two areas. The programme fulfils knowledge, vocational, professional and skill requirements along-side humanities and arts, social, physical and life sciences, mathematics, sports etc.
- h) The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real world application through practical laboratory work, field work, internships, workshops and research projects.
- i) A few courses are common to all students which contribute to the breadth of study and two areas of specialization in disciplinary areas provides for depth of study.
- j) The areas of specialization which the Students are required to choose are either one or two disciplines/subjects or a 'major' (e.g. History or Economics or Philosophy or Physics or Mathematics) and an area of additional discipline called 'minor' (e.g. Music or Sports or Geography). Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the area of additional study (minor) that they choose. Students can choose subject combinations across 'streams' (e.g. a student can choose a 'major' in physics and combine it with a 'minor' in history or Music or Sports). One of the disciplines can also be a vocational subject or Teacher Education.
- k) The students may study two disciplines at the same level or breadth up to the sixth semester and choose one of them for study in the fourth year to obtain the Honours degree in that discipline. A student who wishes to get dual degrees may repeat the fourth year of the program in the second discipline.
- l) The students may choose one discipline and vocational subject or Teacher Education for their study in the undergraduate program. This will enable them to get an Honours degree either in the discipline or in the vocational subject/Teacher Education or both, in the discipline and in the vocational subject/Teacher Education.
- m) Skills shall be explicitly integrated, highly visible, taught in context, and have explicit assessment. The skills shall include abilities in language and communication, working in diverse teams, critical thinking, problem solving, data analysis and life skills
- n) Students shall be given options to choose courses from a basket of courses which the institution is capable of offering. There shall be no rigidity of combination of subjects.

**5. FOUR ALTERNATE OPTIONS OF STUDY TO MAKE THE COURSE MORE BROAD BASED**

<b>Option 1</b>	Single Discipline Major along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including the Extracurricular Activities (Co-curricular and Extension Activities)
<b>Option 2</b>	One Major and one Minor Discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including the Extra curricular Activities
<b>Option 3</b>	Two Major Disciplines along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses, including the Extracurricular Activities
<b>Option 4</b>	One Major Discipline and One Vocation Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development and Courses including Extracurricular Activities.

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