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PÄÄ®,ÄaªÄgÄÄ ¥ÀvÀæ ,ÄSÉå : AiÄÄJ-2/379/2013-14/££ÄPÄ :
24/01/2023gÄ ¥ÄæPÁgÄ ££ÄPÄ : 10/02/2023gÄ ±ÄÄPÄæªÄgÄzÄAzÄÄ
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- 2022-23£ÉÄ ±ÉÊPÀëtÂPÀ ,Á°£À°èzÀÝ eÁ£À¥ÀzÀ ¥ÀzÀ« (ÁßvÀPÀ) ²PÀëtZÀ [É«Ä,ÀÖgi 1ÄÄ [À¼ÄÉAiÀÄ] °ÁUÀÆ ¹©¹J,i-¹Jf) ¥ÀoÀåPÀæªÀÄªÀ£ÄÄß ªÄÄvÀÄÜ J£i.E.¡. ¥ÀoÀåPÀæªÀÄªÀ£ÄÄß ,ÀÄÄUÀæªÀV CªÀ¬ÉÆÄQ¹ 2023-2024£ÉÄ ±ÉÊPÀëtÂPÀ ,Á°UÀÆ ªÄÄÄzÀÄªÀgÉ,ÄªÀÄvÉ ,Ä¬sÉAiÀÄ°è ZÀað¹ C£ÄÄªÉÆÄ¢,Ä¬Á¬ÄvÄÄ.
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(qÁ.JA.£ÄÄdAiÄÄå °ÉÆAUÀ£ÄÄÆgÄÄ)

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UNIVERSITY OF MYSORE

NATIONAL EDUCATION POLICY-2020

**Curriculum frame work For four years under Graduate
programme in folklore, For the year 2023-2024**

(I, II, III AND VIth SEMESTER SYLLABUS)

**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 The advent of industry 4.0 scenario has led our current system of education outdated.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 UDERGRADUATE 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

Maximum Marks for Each Paper : 100 Marks

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 nd month of the every semester (ONE HOUR)	10
TEST C-2	At the end of 4 th 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
	TOTAL MARKS	40
C-3	At the end of the Each Semester, Examination of 3hr duration will be conducted for 60 marks	60
	TOTAL MARKS	100

Model Question paper pattern for Four years B.A.degree in FOLKLORE 2023-24

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)

(Dr.M.NANJIAH HONGANUR)

Chairman

BOS in Folklore (Composite)

A. Program Structure

Proposed Scheme of Teaching & Evaluation FOLKLORE as Core Subject

Semester I									
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
Sub –Total (A)					180	120	300		9

Semester II									
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
Sub –Total (B)					180	120	300		9

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
Sub –Total (C)					180	120	300		9

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
Sub –Total (D)					180	120	300		9

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
Sub –Total (E)					300	200	500		18

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
Sub –Total (F)					300	200	500		18
Grand Total – Degree					1320	880	2200		72

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
Sub –Total (G)					360	240	600		20

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 AndArchives	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/ Internshipwith Viva– voce OR	-	-	50	50	100	3	6
		Two Courses from the Selected Elective Group8.5 (A) & 8.5 (B)	DSE-5	3+1+0	60*	40*	100*	3	3*
			DSE-6	3+1+0	60*	40*	100*	3	3*
Sub –Total (H)					290/120*	210/80*	500/200*		20/06*
Grand Total – Degree					2070/120*	1330/80*	3400/200*		112/06*

* 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

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

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03 PÉærmĩ

PÉÆÄ,ïð 1.1 : eÁÉÀ¥ÀzÀ ¥ÀjZÀAiÄÄ (rJ,ĩ¹)

WÀIPÀ-1 : eÁÉÀ¥ÀzÀ ¥ÀjPÀ®àÉÉ, ,ÀégÀÆ¥ÀªÄvÄÄÛªÄå!Û	4 UÀAmÉ UÀ¼ÄÄ
CzsÁääAiÄÄ 1 : dÉÀ¥ÀzÀ-eÁÉÀ¥ÀzÀ,dÉÀ¥ÀzÀ fÄªÄÉÀ, eÁÉÀ¥ÀzÀ «eÁÖÉÀ CzsÁääAiÄÄ 2 : UÄÄt®PÄëtUÀ¼ÄÄ, ¢ªÄðZÀÉÀUÀ¼ÄÄ CzsÁääAiÄÄ 3 :ªÄVÄðPÄgÄtzÀªÄ°ÄvÄé : ,ÀªÄUÀæ- ,ÀÆPÄëöä	
WÀIPÀ-2 : eÁÉÀ¥ÀzÀªÄvÄÄÛ EvÀgÉ ¥ÀÆgÀPÀ PÉëÄvÄæUÀ¼ÄÄ	4 UÀAmÉ UÀ¼ÄÄ
CzsÁääAiÄÄ 1 : eÁÉÀ¥ÀzÀªÄvÄÄÛ ¨sÁµÁ«eÁÖÉÀ,Á»vÄÄ CzsÁääAiÄÄ 2 : eÁÉÀ¥ÀzÀªÄvÄÄÛªAiÁÉÀªÄ±Á,ÀÛç,ªÄÄÉÉÆÄ«eÁÖÉÀ CzsÁääAiÄÄ 3 : eÁÉÀ¥ÀzÀªÄvÄÄÛ EwªÁ,À, CxÀð±Á,ÀÛç	
WÀIPÀ-3 : eÁÉÀ¥ÀzÀ CzsÁääAiÄÄÉÀzÀ ¥Àæ,ÄÄÛvÄvÉ	4 UÀAmÉ

Unit-2 : Poetry Forms	4 hrs
Chapter No 1: Song, Ballad, Gee Gee Chapter No 2: Poetry Narratives Chapter No 3: Folk Epic	
Unit-3 : Prose narratives and Other forms	4 hrs
Chapter No 1: Folk tale Chapter No 2: Legend and Myth Chapter No 3: Proverb, Riddle, Odapu, Odabu, Idioms, Abuses	

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03 PÉærmî

PÉÆÄ,ïð 1.2 : d£À¥ÀzÀ , Á»vÀå ¥ÀæPÁgÀUÀ¼ÄÄ (rJ,ï¹)

WAIPA-1 : d£À¥ÀzÀ , Á»vÀå , AégAÆ¥À	4 UÀAmÉ UÀ¼ÄÄ
CzsÁååAiÄÄ 1 : CxÀð ºÄÄvÄÄÜ , AégAÆ¥À CzsÁååAiÄÄ 2 : ºÄÄ!Ü CzsÁååAiÄÄ 3 : ºÄÄVÄðPÁgÀt	
WAIPA-2 : ¥ÀzÀå ¥ÀæPÁgÀUÀ¼ÄÄ	4 UÀAmÉ UÀ¼ÄÄ
CzsÁååAiÄÄ 1 : d£À¥ÀzÀ VÄvÉ, ¯ÁªÀtÄ, VÄ VÄ CzsÁååAiÄÄ 1 : PÄxÀ£Ä VÄvÉ (RAqÀPÁªÄå) CzsÁååAiÄÄ 1 : ºÄÄºÁPÁªÄå	
WAIPA-3 : UAzÀå ºÄÄvAAU EvAgÉ ¥ÀæPÁgÀUÀ¼ÄÄ	4 UÀAmÉ UÀ¼ÄÄ
CzsÁååAiÄÄ 1 : d£À¥ÀzÀ PÄxÉ CzsÁååAiÄÄ 1 : LwºÄÄ, ¥ÄÄgÀt CzsÁååAiÄÄ 1 : UÁzÉ, MUÄIÄ, MqÀ¥ÄÄ, MqÀ§Ä, £ÄÄqÀUÄIÄÖ, ¯ÉÉUÀ¼ÄÄ	

Prescribed Readings:

1. Ambalike hiriyann, **Studies in Kannada Folklore**, Prasaraṅga, 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. CAŞ½PÉ »jAiÄÄtÚ, dÉÀ¥ÄzÀ ªÄÄ°ÁPÁªÄÄUÄ¼ÄÄ, ¥Äæ, ÁgÁAUÀ, PÀÉÁðIPÀ «.«. zsÁgÄªÁqÄ, 1998
7. ¥ÄgÄªÄ²ªÄAiÄÄÄ fÄ.±ÄÄ. zÄQët PÀÉÁðIPÄzÄ dÉÀ¥ÄzÄ PÁªÄ¥ÄæPÁgÄUÄ¼ÄÄ, ÁUÄgÄ ¥ÄæPÁ±ÄÉÄ, ¨ÉAUÄ¼ÄÄÆgÄÄ, 2012
8. ¥ÄgÄªÄ²ªÄAiÄÄÄ fÄ.±ÄÄ dÉÀ¥ÄzÄ PÁªÄPÄxÉUÄ¼ÄÄ, PÀÉÄßqÄ ªÄÄvÄÄÜ, ÄÄ, Äìøw ¢zÉÄð±ÄÉÄ®AiÄÄ, ¨ÉAUÄ¼ÄÄÆgÄÄ, 1990
9. gÁUË dÉÀ¥ÄzÄ ,Á»vÄª gÄÆ¥ÄUÄ¼ÄÄ, vÄÉÄªªÄÄÉÄ ¥ÄæPÁ±ÄÉÄ, ºæÄgÁÄ¥ÄgÄ §qÄªÄuÉ, ªÉÄË, ÄÆgÄÄ, 1978
10. ±ÄAPÄgÄÉÁgÁAiÄÄt wÄ.ÉÄÄ., ªÉAPÄmÉÄ±Ä JA.JEï. dÉÀ¥ÄzÄ ,Á»vÄª ¥ÄæPÁgÄUÄ¼ÄÄ, PÀÉÁðIPÄ eÉÉÄ¥ÄzÄ ªÄÄvÄÄÜ AiÄÄPÄèUÁÉÄ CPÁqÉ«Ä, ¨ÉAUÄ¼ÄÄÆgÄÄ, 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.

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

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03 PÉærmī
PÉÆÄ, ïð 1.3 : eÁÈÀ¥ÄzÀ ,ÀégÀÆ¥À (ME¹)

WÀIPA-1 : eÁÈÀ¥ÄzÀ ¥ÀjPÀ®àÈÉ	4 UÀAmÉ UÀ¼ÄÄ
CzsÁääAiÄÄ 1 : eÁÈÀ¥ÄzÀ CxÀð, ÀégÀÆ¥À ªÄvÄÄÛ ªÄÄiÛ CzsÁääAiÄÄ 2 : ªÄðZÀÈÀUÀ¼ÄÄ CzsÁääAiÄÄ 3 : ªÄVÄðPÀgÀt	
WÀIPA-2 : dÈÀ¥ÄzÀ ,À»vÄÄ	4 UÀAmÉ UÀ¼ÄÄ
CzsÁääAiÄÄ 1 : VÄvÀ PÄxÀÈÀUÀ¼ÄÄ CzsÁääAiÄÄ 2 : UÄzÄÄ PÄxÀÈÀUÀ¼ÄÄ CzsÁääAiÄÄ 3 : EvÄgÉ ¥ÀæPÄgÀUÀ¼ÄÄ	
WÀIPA-3 : dÈÀ¥ÄzÀ PÄÉUÀ¼ÄÄ ªÄÄvÄÄÛ EvÄgÉ ¥ÀæPÄgÀUÀ¼ÄÄ	4 UÀAmÉ UÀ¼ÄÄ
CzsÁääAiÄÄ 1 : ¥ÀæzÄ±ÄðÈÄvÄäPÄ PÄÉUÀ¼ÄÄ, PÄgÀPÄ±Ä® PÄÉUÀ¼ÄÄ CzsÁääAiÄÄ 2 : gÄAUÄ`sÀÆ«Ä PÄÉUÀ¼ÄÄ CzsÁääAiÄÄ 3 : dÈÀ¥ÄzÀ ,ÀA¥æzÄAiÄÄUÀ¼ÄÄ : ÈÄÄ©PÉ ªÄÄvÄÄÛ DZÄgÀUÉUÀ¼ÄÄ	

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.lore
7. American Folklor Centerer, **Folklife Fieldwork**, American Folklore Society-2016
8. ZÀPÉlgÉ ªÄ±ÄAPÀgÀ, eÁÈÀ¥ÄzÀ w¼ÄÄªÄ½PÉ, ÁUÀgÀ ¥ÀæPÄ±ÄÈÄ ÈÄUÀ¼ÄÆgÄÄ, 2008
9. gÄUË, dÈÀ¥ÄzÀ ,À»vÄÄ gÀÆ¥ÄUÀ¼ÄÄ, vÀÈÄªÄÄÈÄ ¥ÀæPÄ±ÄÈÄ, ªæÄgÄÄ¥ÄÄgÀ §qÄªÄUÉ, ªÉÄË, ÀÆgÄÄ 1978
10. ÈÆÄªÄÄ±ÈÄRgÀ EÄÄiÄæ¥ÄÄgÀ, eÁÈÀ¥ÄzÀ «eÁÖÈÄ, ZÉÄvÀÈÄ ¥ÀæPÄ±ÄÈÄ, zsÄgÄªÄqÄ, 1979
11. ÈÄAiÄÄPÄ °Ä.ªÄiÄ. eÁÈÀ¥ÄzÀ ,ÀégÀÆ¥À, VÄvÄAd° ¥ÄÄ, ÄÛPÄ ¥ÀæPÄ±ÄÈÄ, ªÄªÉÆUÄÎ, 2015
12. ÄÄAzÄgÄÄ Dgİ.«.J.İ., dÈÀ¥ÄzÀ ,À»vÄÄ gÀÆ¥ÄUÀ¼ÄÄ, ¥À©èµÄgİİ r¹Öç§ÆÄlgİİ, ÈÄUÀ¼ÄÆgÄÄ

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

Unit-1 :Contribution of Foreign and Native Scholars	4 hrs
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 ChinnappaChapter No 3: Ka.ra.kru and S.K KareemKhan	
Unit-2 :Period of Scientific Studies	4 hrs
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.	
Unit-3: Prominent Universities & Institutions	4 hrs
Chapter No 1: Mysore University, Karnataka University,	
ChapterNo 2: Kannada University, Karnataka Jaanapada University.	
ChapterNo 3: Karnataka Jaanapada Academy, R.R.C., Jaanapada Loka,	

JgÀqÀÉÉAiÀÄ ZÀvÀÄªÀiÁð,À

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03 PÉærmï

PÉÆÃ,ïð 2.1 : PÀÉÁðIPÀ eÁÉÀ¥ÀzÀ CzsÀÅAiÀÄÆÀ EwºÁ,À (rJ,ï¹)

WÀIPÀ-1 : «zÉÃ²ªÀÄvÀÄÜ «zÁéA,ÀgÀ PÉÆqÀÄUÉ	4 UÀAmÉU À¼ÄÄ
CzsÀÅAiÀÄ 1 : PÀgÀÉÀ¬ªÉÄPÉAf, eÁÉ¬ÉÄqÀÉi, CÉâ qÄÄÉÆÄ¬Ä,ï CzsÀÅAiÀÄ 1 : ZÁ¬ïð E UÉÆæªÀgï, eÁÉ¬J¥sói üèÄmi, QmÉ¬ CzsÀÅAiÀÄ 1 : ºÀ®,ÀAV UÉ¼ÉAiÀÄgÄÄ,ªÄwWÄIÖ PÀÉµÄªÄÆwð, CZÀðPÀ © gÄAUÄ,Áé«Ä, ÉÄqÀPÉÄjAiÀÄAqÄ aÉÀß¥Àà, PÀgÀPÀÈ, J,ï.PÉ.PÄjÄASÁÉi	
WÀIPÀ-2 :ªÉÊeÁÖªPÀ CzsÀÅAiÀÄÆÀzÀ PÁ®WÄIÖ	4 UÀAmÉU À¼ÄÄ
CzsÀÅAiÀÄ 1 :©.J,ï.UÀzÀÝVªÄÄoÀ, ºªÀiÁÉÁ CzsÀÅAiÀÄ 1 :fÄ.±ÄA.¥ÄgÀªÄªªAiÀÄª, ÉÆÄªÄ±ÉÄRgÀ EªAiÀæ¥ÄÄgÄ CzsÀÅAiÀÄ 1 :JZi.J¬i.ÉÄUÉÄUÈqÄ, JA.J,ï.®oÉx	
WÀIPÀ-3 : ¥ÆªÄÄÄR «±Àé«zÁªª®AiÀÄUÀ¼ÄÄ ºÁUÀÆ ,ÀÄ,ÉÜUÀ¼ÄÄ	4 UÀAmÉU À¼ÄÄ
CzsÀÅAiÀÄ 1 :ªÉÄÊ,ÀÆgÄÄ «±Àé«zÁªª®AiÀÄ, PÀÉÁðIPÀ «±Àé«zÁª®AiÀÄ	

CzsÁâAiÄÄ 1 :PÀÉÀßqÀ «±Àé«zÁâ®AiÄÄ, PÀÉÀðIPÀ eÁÉÀ¥ÄzÀ «±Àé«zÁâ®AiÄÄ CzsÁâAiÄÄ 1 :PÀÉÀðIPÀ eÁÉÀ¥ÄzÀ CPÁqÉ«Ä, ¥ÁæzÉÄ²PÀ gÀAUÀPÀÉÜÄ¼Ä CzsÁâAiÄÄÉÄ PÉÄAzÀæ, eÁÉÀ¥ÄzÀ ÉÆÄPÀ	
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Prescribed Readings:

1. Ambalike hiriyann, **Studies in Kannada Folklore**, Prasaraanga, Mysore, University, Mysore.
2. Krappe, A.H. **The Science Of Folklore**, Kessinger Publishing, LLC-1930
3. Ramakrishna H.A, Nagegwoda H.L, **Essentials of Karnataka Folklore A: Compendium**, Karnataka Janapada Parishat, Bangalore-1998.
4. Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-1997
5. ÉÆÄÄ±ÉÄRgÀ EªAiÁæ¥ÄÄgÀ, £ÄÄÄÄ eÁÉÀ¥ÄzÀ Ä«ÄÄPÉë, ZÉÄvÀÉÄ ¥ÄæPÄ±ÄÉÄ, zsÁgÄÄqÄ, 1979
6. RAqÉÆÄÄ | PÉ (ÄÄ), °Ä®, ÄÄV UÉ¼ÉAiÄÄgÄÄ, PÀÉÀðIPÀ eÁÉÀ¥ÄzÀ ÄÄvÄÄÄ AiÄÄPÄÜÄÉÄ CPÁqÉ«Ä, ÉAUÄ¼ÄÆgÄÄ 1997
7. ZÉÄvÀÉÄ JZi.Dgî.(ÄÄ), eÁÉÀ¥ÄzÀ É½î ÄÄsÄæªÄÄ, ¥Äæ, ÁgÁAUÄ, eÉÄÉ.«.«. eÉÄÉ ÄÆgÄÄ, 2016
8. vÄ¥Ä¹éPÄÄªAiÁgî £ÄÄ., PÀÉÀßqÀ eÁÉÀ¥ÄzÀ CzsÁâAiÄÄÉÄ ÄAQë¥ÄÜ EwªÄ, PÀÉÀßqÄ Ä»vÄÄ ¥ÄjµÄvÄÄÜ, ÉAUÄ¼ÄÆgÄÄ 1980
9. gÄeÉÄAzÀæ, r.PÉ., (ÄÄ) PÀÉÀßqÀ eÁÉÀ¥ÄzÀ «µÄAiÄÄ «±ÀéPÉÆÄ±Ä, eÉÄÉ.«.«. eÉÄÉ ÄÆgÄÄ, 2006
10. ®PÄi¥ÄàUÉqÄ JZi.eÉ. (¥Äæ, ÄÄ) eÁÉÀ¥ÄzÀ PÉÉ'r, PÀÉÀßqÄ ¥ÄÄ, ÄÜPÄ ¥ÄæÜPÁgÄ, ÉAUÄ¼ÄÆgÄÄ, 1992
11. ÄÄAzÀgÄÄ Dgî.«.J.i., d£Ä¥ÄzÀ Ä»vÄÄ gÄÆ¥ÄUÄ¼ÄÄ, ¥Ä©èµÄgî r¹Öç§ÆÄlgî, ÉAUÄ¼ÄÆgÄÄ

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

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

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03 PÉærmï
PÉÆÏ,ïð 2.2 : eÁÈÀ¥ÀzÀ ¹zÁPÀvÀUÀ¼ÄÄ-1 (rJ,ï¹)

WÀIPÀ : 1 : eÁÈÀ¥ÀzÀ ¹zÁPÀvÀUÀ¼ÄÄ GzÉYÄ±À, ºÀÀ°ÀvÀÉ ºÀÀvÀÄÜ ¥Àæ, ÄÄÜvÀvÉ	4 UÀAmÉU À¼ÄÄ
WÀIPÀ-2 : KPÀºÀÄÆ® ¹zÁPÀvÀUÀ¼ÄÄ	4 UÀAmÉU À¼ÄÄ
CzsÁÄAiÄÄ 1 : ZÁjwæPÀ ¥ÀÄÆÄgï gÀZÀÉÄ ¹zÁPÀvÀ, ¥ÀÄgÁt ºÀÄÆ® ¹zÁPÀvÀ CzsÁÄAiÄÄ 2: ¨sÁgÀwÄAiÄÄ ºÀÄÆ® ¹zÁPÀvÀ CzsÁÄAiÄÄ 3: ZÁjwæPÉ, ¨SÈUÉÆÄ½PÀ «zsÁÈÀ	
WÀIPÀ-3 : §ºÀÄºÀÄÆ® ¹zÁPÀvÀUÀ¼ÄÄ ºÀÀvÀÄÜ ,ÁA,ÀìøwPÀ ¹zÁPÀvÀUÀ¼ÄÄ	4 UÀAmÉU À¼ÄÄ
CzsÁÄAiÄÄ 1: ºÀiÁÈÀºÀ±Á¹ÜçÄAiÄÄ ¹zÁPÀvÀ CzsÁÄAiÄÄ 2: ºÀÄÆÉÆÄ«±ÉèÄµÀuÁvÀäPÀ ¹zÁPÀvÀ CzsÁÄAiÄÄ 3 : «PÀ,ÀºÁzÀ C¥À«PÀ,ÀºÁzÀ	

Prescribed Readings:

1. Ben-Amos, Dan, **Towards a definition of Folklore in 'Folklore in Context**, New Delhi, South AsianPublishers, 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.2PP109-134, ???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, CaliforniaPress.1944.
7. CAS½PÉ »jAiÄÄtÜ, ,ÉÊzÁYAwPÀ eÁÈÀ¥ÀzÀ, ZÉÄvÀÈÀ §ÄPï°Ë,ï, ºÉÄË,ÄÆgÄÄ, 2001
8. «ÄgÀtÜ zÀAqÉ(,ÀA), eÁÈÀ¥ÀzÀ ±Á,ÀÜç ¹zÁPÀvÀUÀ¼ÄÄ, ÉÉÉºÀÄÆÉ ¥ÀæPÀ±ÀÈÀ, ²æÄgÀAUÀ¥ÀìÖtÜ, 1999
9. gÀAUÁgÉrØ PÉÆÄrgÁA¥ÀÄgÀ, f.Dgï.w¥ÉàÄ,Áé«Ä, eÁÈÀ¥ÀzÀ ¹zÁPÀvÀUÀ¼ÄÄ-1, eÁÈÀ¥ÀzÀ ¹zÁPÀvÀUÀ¼ÄÄ-2, PÀÉÁIPÀ eÁÈÀ¥ÀzÀ ºÀÀvÀÄÜ AiÄÄPÀèUÁÈÀ CPÁqÉ«Ä, ¨ÉAUÀ¼ÄÄÆgÄÄ, 2003
10. gÁeÉÄzÀæ ZÉ²³, zÉÄ²ÄºÁzÀ, PÀÉÁIPÀ ,Á»vÀÄ CPÁqÉ«Ä, ¨ÉAUÀ¼ÄÄÆgÄÄ, 1989
11. J.«.ÉÄºÁqÀ(,ÀA), PÀÉÁIPÀ ,ÀA±ÉÆÄzsÀÈÁ eÁÈÀ¥ÀzÀ, PÀÉÁIPÀ eÁÈÀ¥ÀzÀ «.«. UÉÆIUÉÆÄr

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

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

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03 PÉærmï

PÉÆÄ,ïð 2.3 : eÁ£Ä¥ÄzÀ CAvÀgi²¹ÜÄAiÄÄ CzsÄåAiÄÄ£Ä (ME¹)

WÀIPÄ-1 : eÁ£Ä¥ÄzÀ aÄÄvÄÄÜ ,ÄaÄiÁfPÄ «eÁÖ£ÄUÀ¼ÄÄ	4 UÀAmÉU À¼ÄÄ
CzsÄåAiÄÄ 1: aÄiÁ£ÄaÄ±Ä,ÄÜç CzsÄåAiÄÄ 2: ,ÄaÄiÁd±Ä,ÄÜç CzsÄåAiÄÄ 3: Ew°Ä,Ä	
WÀIPÄ-2 : eÁ£Ä¥ÄzÀ aÄÄvÄÄÜ aÄÄ£ÉÆÄ«eÁÖ£ÄUÀ¼ÄÄ	4 UÀAmÉU À¼ÄÄ
CzsÄåAiÄÄ 1: aÄÄ£ÉÆÄ«eÁÖ£Ä CzsÄåAiÄÄ 2: vÄvÄÜ÷é±Ä,ÄÜç CzsÄåAiÄÄ 3: C¥ÀgÄzsÀ ±Ä,ÄÜç	
WÀIPÄ-3 : eÁ£Ä¥ÄzÀ, £ÉÉ,ÄVðPÄ «eÁÖ£ÄUÀ¼ÄÄ °ÁUÄÆ EvÀgÉ «eÁÖ£ÄUÀ¼ÄÄ	4 UÀAmÉU À¼ÄÄ

CzsÁâAiÄÄ 1:	PÄË¶ «eÁÕËÄ, dËÄ¶ÄzÄ D°ÁgÄ ¶ÄzÄpw	
CzsÁâAiÄÄ 2:	¶Äj, ÄgÄ «eÁÕËÄ	
CzsÁâAiÄÄ 3:	, Ä, Ä±Ä, ÄÛç, ¶ÄætÄ±Ä, ÄÛç, eÉÊ«PÄ vÄÄvÄæeÁÕËÄ	

Prescribed Readings:

1. Krappe, A.H. **The Science Of Folklore**, Kessinger Publishing, LLC-1930
2. ZÄPÉlgÉ 2ªÄ±ÄAPÄgÄ, **eÁËÄ¶ÄzÄ w¼ÄÄªÄ½PÉ**, , ÄUÄgÄ ¶ÄæPÄ±ÄËÄ, ..ÉAUÄ¼ÄÆgÄÄ, 2008
3. dªÄgÉÄUËqÄ, zÉÄ., **eÁËÄ¶ÄzÄ CzsÄâAiÄÄËÄ**, r.«.PÉ. ªÄÄÆwð, ªÉÄËÄ, ÄÆgÄÄ, 1976
4. §, ÄªÄgÁd ËÉ°è, ÄgÄ(, ÄÄ), **eÁËÄ¶ÄzÄ ªÄÄvÄÄÛ ¶ÄÆgÄPÄ PÉëÄvÄæUÄ¼ÄÄ**, PÄËÄßqÄ CzsÄâAiÄÄËÄ «`sÄUÄ, PÄÄªÉA¶ÄÄ «±Äé«zÄâªÄiÄÄ, ©.Dgĩ.¶ÄæeÉPĩÖ
5. ªÄ, ÄÄ ªÄÄ¼Ä°, ªÄiÉTPÄ Ew°Ä, Ä, CAQvÄ ¶ÄæPÄ±ÄËÄ, ..ÉAUÄ¼ÄÆgÄÄ, 2004
6. «®âA ªÄiÁqÄÛ, **eÁËÄ¶ÄzÄ ªÉÊeÁÕªPÄ CzsÄâAiÄÄËÄ ªÄÄvÄÄÛ ,ÄAPÉÄvÄ ªÉÊeÁÕªPÄ «±ÉëÄµÄuÉ** «zÄâªÄü ¶ÄæPÄ±ÄËÄ, UÄzÄUÄ, 1999

III SEMESTER

Total Contact of Hours :48

3 Credits

COURSE 3.1 Fundamental Concepts of Folklore Studies (DSC)

Course Outcome :

- It helps to understand the fundamental introduction to the study of Folklore
- Unique elementary concepts of the present course
- To understand Indian folkloristic Indian folk in a contemporary world
- To Know the folklore studies of different dimensions

Unit-1 : Nature and scope of Folklore	4 hrs
Chapter No 1: Concepts of folklore, Nature and scope Chapter No 2: Function of folklore Classification Chapter No 3: Multi Dimension of folklore	
Unit-2: Early Folklore Scholarship	4 hrs
Chapter No 1: Antiquarians Chapter No 2: Europeans Chapter No 3: American and Indians	
Unit-3: Major Forms of Folklore	4 hrs
Chapter No 1: Folk Literature Chapter No 2: Social folk customs Chapter No 2: Material culture Chapter No 2: Folk Performing Arts	

Prescribed Readings:

3. Ben-Amos Dan (Ed), **Folklore Genres**, Austin, University of Texas, Press, 1976.
4. 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.
6. Handoo Jawaharlal, **Folklore -an Introduction**, C.I.I.L. Mysore, 1989
6. Handoo Jawaharlal, **Folklore in modern C.I.I.L. Mysore-1998**
7. CgÀ«AzÀ ªÀiÁ@UÀwÛ (¥Àæ., ÀA.), **eÁ£À¥ÀzÀ «µÀAiÀÄ «±ÀéPÉÆÄ±À, ¥Àæ, ÁgÁAUÀ, ªÉÄÊ.«.ª. ªÉÄÊ, ÀÆgÀÄ, 2006**
8. dªÀgÉÄUËqÀ, zÉÄ. **eÁ£À¥ÀzÀ CzsÀªAiÀÄ£À, r«PÉ ªÀÄÆwð ¥ÀæPÁ±À£À, ªÉÄÊ, ÀÆgÀÄ, 1976**
9. £ÁAiÀÄPÀ °Á.ªÀiÁ. **eÁ£À¥ÀzÀ, ÀégÀÆ¥À, n.«.ªÉÄªÉÆÄjAiÀÄ¬i ¥À©èPÉÄ, À£i, ªÉÄÊ, ÀÆgÀÄ 1971**
10. ¥ÀgÀªÀÄªÀAiÀÄª fÃ.±ÀA. **zÀQèt PÀ£ÁðIPÀzÀ d£À¥ÀzÀ PªÀª¥ÀæPÁgÀUÀ¼ÀÄ, ¥Àæ, ÁgÁAUÀ, ªÉÄÊ, ÀÆgÀÄ, 1979**
11. gªÀªÄZÀAzÉæÄUËqÀ ».².(¥Àæ., ÀA.) **eÁ£À¥ÀzÀ UÀæ»PÉ : ¥ÀjPÀ®à£É, PÀ£ÁðIPÀ eÁ£À¥ÀzÀ ªÀvÀÄÛ AiÀÄPÀèUÀ£À CPÁqÉ«Ä ªÉAUÀ¼ÀÆgÀÄ, 2004**
12. ZÀPÉìgÉ ªÀ±ÀAPÀgÀ, **eÁ£À¥ÀzÀ w¼ÀÄªÀ½PÉ, , ÁUÀgÀ ¥ÀæPÁ±À£À, ªÉAUÀ¼ÀÆgÀÄ, 2008**

3 Credits

Course Outcome :

- To equip the students to the concept of folk and communication to knowing the types and techniques of F and M
- To Know the unique elementary of Folk media and case studies
- To motivate to the student to the modern methods to developing the Folk media
- To help conserve rich heritage tradition and wisdom of Folk Culture

Unit-1 : Folklore as a Media: An Introduction	4 hrs
Chapter No 1 : Meaning of traditional Folk Media Chapter No 2 : Purpose and techniques of Folk Communication Chapter No 3 : Performer and audience of Folk Communication	
Unit-2 : Mass media for Development	4 hrs
Chapter No 1: Meaning and characteristics of Mass Media Chapter No 2: Definitions Chapter No 3: Types of the Mass Media	
Unit-3 : Relationship of Folk media and Mass Media	4 hrs
Chapter No 1: Media and social change Chapter No 2: Folk Media and Mass Media : its Importance Chapter No 3: Impact of Folk Media and Mass Media	

Denis Mequail and Sven Windahd	1989	<u>Models of Communications, Vol.3, in International Encyclopaedia of Communications,</u> Oxford University, Newyork
Denis Mequail	1989	<u>Mass Communication Theory: An Introduction</u> Oxford University, Newyork
Jennifer Marie & Bayer		<u>Communication & Interaction Networks</u> , CIIL, Mysore
Kenneth Goldstein and Ben Amos		<u>Folklore : Performance & Communication</u>
Parmar Shyam	1975	<u>Traditional Folk media in India</u> , Geka Books, New Delhi
Parmar Shyam	1979	<u>Folkmusic & Mass Media</u> , Communication Pub, New Delhi
Parmar Vijay	1978	<u>Message through puppet plays,</u> Communication Publication, New Delhi
Usha Rani N	1996	<u>Folk Media for Development</u> , Karnataka Book Publication
Uma Narulla		<u>Mass Communication Theory & Practice</u>
Ranganatha H K		<u>Folk Media and Communication</u>
Vijaya N		Role of Traditional Folk Media in Rural India
ÉÆÄ±ÉÄRgÀ EªAiÁæ¥ÄÄgÀ ªAiÁZsÄªÄÄ	1990	<u>eÁÆÄ¥ÄZÀ ªÄÄvÄÄÜ ,ªÄÄÆªÄ</u> PÀÆÄðIPÀ eÁÆÄ¥ÄZÀ ªÄÄvÄÄÜ AiÄÄPÀëUÄÆÄ
CPÁqÉ«Ä, ¨ÉAUÄ¼ÄÆgÄÄ ªÄÄ°ÉÄ+ÄëgÄAiÄÄª JZÍ.JA ¥ÄæPÁ+ÄÆÄ, zsÁgÄªÁqÄ ¥ÄÆtÄðªAiÁ ¹ <u>PÀÆÄßqÄ C©üªÄÈ¢p</u>	1993	<u>eÁÆÄ¥ÄZÀ ,ÄªÄ°ÄÆÄ, ,Ä»vÄ</u> <u>DzsÄÄ¢PÄ ,ÄªÄ°ÄÆÄ ªAiÁZsÄªªÄÄUÄ¼ÄÄ ªÄÄvÄÄÜ</u>
ªÉÆÄ°ÄÆigÄÄ J,ï.J,ï.	1981	¥Äæ, ÁgÄAUÄ, PÀÆÄßqÄ « ªÄÄ! <u>eÁÆÄ¥ÄZÀ ªÄÄvÄÄÜ ,ªÄÄÆªÄ ªAiÁZsÄªªÄÄUÄ¼ÄÄ</u> <u>,ÄÄ. f. J,ï. ²ªÄgÄÄZÄæ¥Äà, ¨ÉAUÄ¼ÄÆgÄÄ «. «.</u>
¨ÉAUÄ¼ÄÆgÄÄ ¨ÉÆÄqÄ°AUÄAiÄÄª ».a.(ÄÄ)	1994	<u>,ªÄÄÆªÄ ªAiÁZsÄªªÄÄUÄ¼ÄÄ,</u>

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PÄÉÄðIPÄ eÄÉÄ¥ÄzÄªÄvÄÄÜ AiÄÄPÄèUÄÉÄ

ÄªÄÄÆ°ÄªÄiÄzsÄªªÄÄUÄ¼ÄÄ : "sÄgÄwÄAiÄÄ

¥Äæ, ÄgÄAUÄ,ªÉÄÊ,ÄÆgÄÄ «±Äé«zÄª®AiÄÄ,

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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.

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

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03 PÉærmï

PÉÆÄ,ïð 1.3 : eÄÉÄ¥ÄzÄ,ÄégÄÆ¥Ä (ME¹)

WAIPA-1 : eÄÉÄ¥ÄzÄ ¥ÄjPA®àÉÉ	4 UÄAmÉ UÄ¼ÄÄ
CzsÄªªAiÄÄ 1 : eÄÉÄ¥ÄzÄ CxÄð, ÄégÄÆ¥ÄªÄvÄÄÜªÄªiÜ	
CzsÄªªAiÄÄ 2 : ªªÄðZÄÉÄUÄ¼ÄÄ	
CzsÄªªAiÄÄ 3 :ªÄVÄðPÄgÄt	
WAIPA-2 : dÉA¥ÄzÄ,Ä»vÄª	4 UÄAmÉ UÄ¼ÄÄ
CzsÄªªAiÄÄ 1 : VÄvÄ PÄxÄÉÄUÄ¼ÄÄ	
CzsÄªªAiÄÄ 2 : UÄzÄª PÄxÄÉÄUÄ¼ÄÄ	
CzsÄªªAiÄÄ 3 : EvÄgÉ ¥ÄæPÄgÄUÄ¼ÄÄ	
WÄIPÄ-3 : dÉA¥ÄzÄ PÄÉUÄ¼ÄÄªÄvÄÄÜ EvÄgÉ ¥ÄæPÄgÄUÄ¼ÄÄ	4 UÄAmÉ UÄ¼ÄÄ

CzsÁââAiÄÄ 1 : ¥ÄæzÄ±ÄðÉÁvÄäPÄ	PÄÉUÄ¼ÄÄ,
PÄgÄPÄÄ±Ä® PÄÉUÄ¼ÄÄ	
CzsÁââAiÄÄ 2 : gÄAUÄ`sÄÆ«Ä PÄÉUÄ¼ÄÄ	
CzsÁââAiÄÄ 3 : dÉÄ¥ÄzÄ ,ÄÄ¥ÄæzÄÄiÄÄUÄ¼ÄÄ : £ÄÄ©PÉ	
aÄÄvÄÄÛ DZÄgÄuÉUÄ¼ÄÄ	

Prescribed Readings:

- Alan Dundes, Essays in Folkloristics, Meerut Folklore Institute-1978.
- Ben-Amos, Dan, **Folklore Genres**, Austin: University of Texas Press, 1976
- Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 1972
- Handoo Jawaharlal, Folklore: An Introduction, CILL, Mysore.
- Kenneth S Goldstein, **A Guide for Filed Workers in Folklore**, American Folklore Society, 1964.
- Nallur Prasad, **Janapada Karnataka**, Karnataka Janapada Yakshagana Academy, B.lore
- American Folklor Centerer, **Folklife Fieldwork**, American Folklore Society-2016
- ZÄPÉlgÉ ^{2a}Ä±ÄAPÄgÄ, eÁÉÄ¥ÄzÄ w¼ÄÄ^aÄ½PÉ, ,ÄUÄgÄ ¥ÄæPÄ±ÄÉÄ
ÉAUÄ¼ÄÄÆgÄÄ, 2008
- gÄUÉ, dÉÄ¥ÄzÄ ,Ä»vÄå gÄÆ¥ÄUÄ¼ÄÄ, vÄÉÄÄ^aÄÄÉÄ ¥ÄæPÄ±ÄÉÄ,
^{2æ}ÄgÄÄ¥ÄgÄ §qÄ^aÄuÉ, ^aÉÄÉ, ÄÆgÄÄ 1978
- ,ÉÆÄÄÄ±ÉÄRgÄ EÄÄiÄæ¥ÄgÄ, eÁÉÄ¥ÄzÄ «eÁÖÉÄ, ZÉÄvÄÉÄ
¥ÄæPÄ±ÄÉÄ, zsÄgÄ^aÄqÄ, 1979
- £ÄÄiÄÄPÄ °Ä.^aÄiÄ. eÁÉÄ¥ÄzÄ ,ÄégÄÆ¥Ä, VÄvÄAd° ¥ÄÄ, ÄÜPÄ
¥ÄæPÄ±ÄÉÄ, ^{2a}ÄÄÉÆUÄÏ, 2015
- ,ÄÄAzÄgÄÄ Dgï.«.J,ï., dÉÄ¥ÄzÄ ,Ä»vÄå gÄÆ¥ÄUÄ¼ÄÄ, ¥Ä©èµÄgïï
r¹Öç\$Æälgïï, ÉAUÄ¼ÄÄÆgÄÄ

IV SEMESTER

Total Contact of Hours :48

3 Credits

COURSE-4.1 : Introducation to Performing Folk Arts (DSC)

Course Outcome :

- To make understand student important and different types of performing folk arts
- Make aware of the student about performing arts tradition
- To equip the student learn the performing arts and its analogical methods

Unit-1 : Performing Folk Arts : An Introduction	4 hrs
Chapter No 1: Performing folk arts : its sunstance and local identity	
Chapter No 2: Performing folk arts : Meaning, Function and Nature	
Unit-2 : Classification and Compare	4 hrs
Chapter No 1: Classic and folk art compared	
Chapter No 2: Performing folk arts : singnificance and specialities	
Unit-3: Kinds of Performing folk arts	4 hrs
Chapter No 1: Ritualistic Narrative and tribal performing arts	
Chapter No 2: Women dominated performing folk arts	
Chapter No 3: Performing folk arts and modernity	

Prescribed Readings:

- Ambalike hiriyann, **Studies in Kannada Folklore**, Prasaranga, Mysore, University, Mysore.
- Krappe, A.H. **The Science Of Folklore**, Kessinger Publishing,LLC-1930

6. Ramakrishna H.A, Nagegwoda H.L, **Essentials of Karnataka Folklore A: Compendium**, Karnataka Janapada Parishat, Bangalore-1998.
4. Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-1997
5. ,ÉÆÃªÄ±ÉÄRgÀ EªÀiÁæ¥ÄÄgÀ, £ÀªÄÄä eÁ£Ä¥ÄzÀ ,À«ÄÃPÉë, ZÉÄvÀ£Ä ¥ÄæPÄ±À£Ä, zsÁgÄªÄqÀ, 1979
6. RAqÉÆÄ·Ä | PÉ (,ÄÄ), °Ä@,ÄAV UÉ¼ÉAiÄÄgÄÄ, PÀ£ÄðIPÀ eÁ£Ä¥ÄzÀ ªÄÄvÄÄÛ AiÄÄPÄëUÁ£Ä CPÁqÉ«Ä, "ÉAUÄ¼ÄÆgÄÄ 1997
7. ZÉÄvÀ£Ä JZi.Dgì.(,ÄÄ), eÁ£Ä¥ÄzÀ "É½î ,ÄÄ"sÄæªÄÄ, ¥Äæ,ÁgÁAUÄ, ªÉÄÊ.«.«. ªÉÄÊ,ÄÆgÄÄ, 2016
8. vÀ¥Ä¹éPÄªªAiÁgi £ÄÄ., PÀ£ÄßqÀ eÁ£Ä¥ÄzÀ CzsÄªAiÄÄ£Ä ,ÄAQë¥ÄÛ EwªÄ, PÀ£ÄßqÀ ,Ä»vÄª ¥ÄjµÄvÄÄÛ, "ÉAUÄ¼ÄÆgÄÄ 1980
9. gÁeÉÄAzÄæ, r.PÉ., (,ÄÄ) PÀ£ÄßqÀ eÁ£Ä¥ÄzÀ «µÄAiÄÄ «±ÄéPÉÆÄ±Ä, ªÉÄÊ.«.«. ªÉÄÊ,ÄÆgÄÄ, 2006
- 10.®PÄi¥ÄàUËqÀ JZi.eÉ. (¥Äæ.,ÄÄ) eÁ£Ä¥ÄzÀ PÉÊ!r, PÀ£ÄßqÀ ¥ÄÄ,ÄÛPÄ ¥ÄæçüPÁgÄ, "ÉAUÄ¼ÄÆgÄÄ, 1992
11. ,ÄÄAzÄgÄÄ Dgì.«.J,ï., d£Ä¥ÄzÀ ,Ä»vÄª gÄÆ¥ÄUÄ¼ÄÄ, ¥Ä©èµÄgiï r¹Öç\$Æälgï, "ÉAUÄ¼ÄÆgÄÄ

Total Contact of Hours :48

3 Credits

COURSE 4.2 : Applied Folklore (DSC)

Course Outcome :

- To know the various elementary concept of applied folklore
- Make understand the importance of currenttren of folk in commercial manner
- To equip the student aation and integration of folklore

Unit-1 : Concept of Folklore Process	4 hrs
Chapter No 1: Folklore process, its changing Chapter No 2: Folklorism : its impact Chapter No 3: Tradition and Innovation of Folklore	
Unit-2 : Adaptation and Interaction of Folklore	4 hrs
Chapter No 1: Impact of Adaption and interaction Chapter No 2: Folklore and Fakelore Chapter No 3: Popular culture and folk culture	
Unit-3 : Applied Folklore	4 hrs
Chapter No 1: The Political uses and them of Folklore Chapter No 2: To Promote commodities in the market Chapter No 3: To Promote Tourism	

Prescribed Readings:

7. Ben-Amos, Dan, **Towards a definition of Folklore in 'Folklore in Context**, New Delhi, South Asian Publishers, 1982.
8. Ben-Amos, Dan, **Folklore Genres**, Austin: University of Texas Press, 1976
9. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 1972
10. Burns, Thomas A. **'Folkloristics: A Conception of Theory in Western Folklore**, Vol.XXXVI, No.2 PP109-134, ???1977
11. Peter Clauss and Frank J Korom, **'Folkloristics and Indian Folklore'** Regional Resource Center. Udupi. 1991.
12. Malinowski, **'A Scientific Theory of Culture and other Essays'** University of North, California Press. 1944.
7. CAŞ½PÉ »jAiÀÄtÚ, ,ÉÊzÁYAwPÀ eÁËÀÏÀzÀ, ZÉÃvÀËÀ ŠÄPï°Ë, ï, aÉÄÊ, ÀÆgÀÄ, 2001
8. «ÄgÀtÚ zÀAqÉ(, ÀA), eÁËÀÏÀzÀ ±Á, ÀÛç 'zÁPavÀUÀ¼ÄÄ, ÉÉ´ÉªÄÄÉÉ ÏÀæPÁ±ÀËÀ, æÄgÀAUÀÏÀiÖtÚ, 1999
9. gÀAUÁgÉrØ PÉÆÄrgÁAÏÀÄgÀ, f.Dgï.wÏÉàÄ, Áé«Ä, eÁËÀÏÀzÀ 'zÁPavÀUÀ¼ÄÄ-1, eÁËÀÏÀzÀ 'zÁPavÀUÀ¼ÄÄ-2, PÀÉÁIPÀ eÁËÀÏÀzÀ aÄÄvÀÄÜ AiÄÄPÀèUÀËÀ CPÁqÉ«Ä, ´ÉAUÀ¼ÄÄÆgÀÄ, 2003
10. gÁÉÉÄzÀæ ZÉ²³, zÉÄ²ÄªÄzÀ, PÀÉÁIPÀ , Á»vÀå CPÁqÉ«Ä, ´ÉAUÀ¼ÄÄÆgÀÄ, 1989
11. J.«.ÉªªÀqÀ(, ÀA), PÀÉÁIPÀ , ÀA±ÉÆÄzsÀÉÁ eÁËÀÏÀzÀ, PÀÉÁIPÀ eÁËÀÏÀzÀ «.«. UÉÆIUÉÆÄr

Total Contact of Hours :48

3 Credits

COURSE 4.3 Karnataka Folk Epics (OEC)

Course Out comes :

- Students will gain ideas about Oral Poetry tradition
- To understand Important and different types of Karnataka folk epics
- To equip student to understand multi approaches of Oral epics

Unit-1 :Karnataka Folk Epics : An Introduction	4 hrs
Chapter No 1: Genesis and characteristics features	
Chapter No 2: Meaning and Function	
Chapter No 3: Cultural Importance of Karnataka Folk Epics	
Unit-2 :Karnataka Folk Epics	4 hrs
Chapter No 1: Local Identity : its Nature	
Chapter No 2: Folk Epics : Text, Texture and Context	
Chapter No 3: Different Karnataka folk Epics : their analysis	

Unit-3 :Karnataka Folk Epics : a case study	4 hrs
Chapter No 1: Compare and contrastive of Manteswamy and Mailaralinga epics	
Chapter No 2: Nature and its substance	
Chapter No 3: Spirituality and Regional Identity	

Prescribed Readings:

1. Krappe, A.H. **The Science Of Folklore**, Kessinger Publishing, LLC-1930
2. ZÀPÉlgÉ ²ªÀ±ÀAPÀgÀ, eÁ£À¥ÀzÀ w¼ÀÄªÀ½PÉ, ÁUÀgÀ ¥ÀæPÀ±À£À, ÉAUÀ¼ÀÆgÀÄ, 2008
3. dªÀgÉÄUËqÀ, zÉÄ., eÁ£À¥ÀzÀ CzsÀâAiÀÄ£À, r.«.PÉ. ªÀÄÆwð, ªÉÄË, ÀÆgÀÄ, 1976
4. §, ÀªÀgÁd £É°è, ÀgÀ(ÀA), eÁ£À¥ÀzÀ ªÀÄvÀÄÛ ¥ÀÆgÀPÀ PÉëÄvÀæUÀ¼ÀÄ, PÀ£ÀßqÀ CzsÀâAiÀÄ£À «sÁUÀ, PÀªÉA¥ÀÄ «±ÀÉ«zÀâªAiÀÄ, ©.Dgĩ.¥ÀæeÉPïÖ
5. ªÀ, ÀÄ ªÀ¼À°, ªÀiËTPÀ Ew°Á, À, CAQvÀ ¥ÀæPÀ±À£À, ÉAUÀ¼ÀÆgÀÄ, 2004
6. «ªÀ ªÀiÁqÀÛ, eÁ£À¥ÀzÀ ªÉÊeÁÖªPÀ CzsÀâAiÀÄ£À ªÀÄvÀÄÛ, ÀAPÉÄvÀ ªÉÊeÁÖªPÀ «±ÉëÄµÀuÉ «zÀâªü ¥ÀæPÀ±À£À, UÀzÀUÀ, 1999

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

1. Discipline Specific Core Courses					
Sl.No.	Name of the Courses	Category of Courses	Sl.No.	Name of the Courses	Category of Courses
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 FolkloreStudies	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 (Janapada KavyaMimamshe)	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)	

II. Skill Enhancement Courses	
Sl.No.	Name of the Courses
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)

III. Ability Enhancement Compulsory Courses	
Sl. No.	Name of the Courses
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 1st 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	Languages	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.
	Foundation Courses/Ability	Foundation Courses enable students to develop a deeper sense of commitment to oneself and to the society and nation largely.

2	Enhancement Courses (AECC)	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	Skill Development Courses/ Vocational Courses (SDC/VOC)	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. 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.
4	Discipline based Introductory Courses	Introductory courses bridge the gap for a student if he/she has not got a basic groundwork in a specific area of discipline.
5	Major Discipline Core Courses (MDCC)	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	Major Discipline Elective Courses (MDEC)	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. 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 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	Minor Discipline Courses (MDC)	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.
		Generic Elective Courses are courses chosen from an unrelated

8	Generic Elective Courses (GEC)	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	Project work/ Dissertation/ Internship/ Entrepreneurship	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	Extra-Curricular Activities / Co- curricular and Extension Activities (ECA)	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.

7. **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 0 '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

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

(Dr.M.NANJIAH HONGANUR)
Chairman
BOS in Folklore (Composite)
2023-24

UNIVERSITY  OF MYSORE
[A+ Institution of Higher Education]

B.A. DEGREE COURSE : OPTIONAL **FOLKLORE**
(SEMESTER SCHEME)

FROM 2023-2024 AND ONWARDS

DEGREE COURSE : OPTIONAL **FOLKLORE**
SYLLABUS AND SCHEME OF EXAMINATION

Kuvempu Institute of Kannada Studies
Manasagangotri, Mysore 570 006

ANNEXURE - I

B.A. DEGREE COURSE UNDER SEMESTER SCHEME
OPTIONAL FOLKLORE

(To be introduced from 2023-2024 Academic Year)

SCHEME OF EXAMINATION UNDER SEMESTER PATTERN

Seme ster	Paper No	Title of the Paper	Instructi ons Per week	Duration of Examination	MARKS IN EXAMINATION		
					Theory/ Practicals	I.A.	Max. Marks
I	1	Introduction to Folk Culture	06	3 hrs	80	20	100
II	2	Introduction to Folklore	06	3 hrs	80	20	100
III	3	Introduction to Folk Linguistics	06	3 hrs	80	20	100
IV	4	Theories of Folklore	06	3 hrs	80	20	100
V	5	Introduction to Folkloristics	03	3 hrs	80	20	100
V	6	Current trends in Folkloristics	03	3 hrs	80	20	100
V	7	Folk Communication and Mass Media	03	3 hrs	80	20	100
VI	8	Kannada Folk Literature (Selected texts)	03	3 hrs	80	20	100
VI	9	Folk Arts: Theory and Practice	03	Theory 1 ^{1/2} hrs Practicals	40 40	10 10 viva- voce	100
VI	10	Field Methodology and PROJECT	03	Theory 1 ^{1/2} hrs Project	40 40	10 10 viva- voce	100

NOTE:

1. Every theory paper carrying 80 marks shall comprise of seven questions with internal choice. Each full question shall carry 10 marks with internal division like 5+5. Maximum number of sub divisions in a question shall be 5.
2. For a theory paper carrying 40 marks, each full question shall carry 10 marks with internal division like 5+5. Maximum number of sub-divisions in a question shall be 5.
3. For paper having practicals, 40 marks is for practicals and 10 marks for viva-voce. The internal examiner will be the Guide and the external examiner will be the chairperson of the BOE. In the case of the chairperson of the BOE being an internal examiner any one of the faculty of the department will act as an external examiner.
4. The practical examination shall be conducted with both internal and external examiners. However, if the external examiner is absent then the examination be conducted with two internal examiners.
5. Dissertation work carries 40 marks. It should be taken by the candidates during the VI semester under the supervision of a Teacher. It should not be less than 50 pages, could be in English or Kannada. A viva-voce examination carries 10 marks. The guides will be the internal members of the B.O.E.

(Dr.M.NANJIAH HONGANUR)

Chairman

BOS in Folklore (Composite)

B.A. DEGREE COURSE UNDER SEMESTER SCHEME
(To be introduced from 2023-2024 Academic year)

OPTIONAL FOLKLORE

PAPER – 1: INTRODUCTION TO FOLK CULTURE

Unit 1: The concept of culture-definitions; Nature and scope

- 1.1 Great and little tradition
- 1.2 Culture and Folklore

Unit 2: Basic concepts of culture

- 2.1 Mono culture and cultural pluralism
- 2.2 Elite-Folk; Tribal; Alternate culture

Unit 3: Social Organizations

- 3.1 Marriage, Family and Kinship
- 3.2 Community, Language and Culture

Unit 4: Social customs

- 4.1 Religion: Folk Religion Vs Elite Religion
- 4.2 Customs, rituals, rites and taboos

Unit 5: Acculturation and Diffusion of Culture

Cultural trait
Culture Area

Unit 6: Culture and Subaltern Studies

- 6.1 Dominant views of culture
- 6.2 Subaltern views of culture

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- Tapaswi Kumar N 1975 **Samskruti Adhyayana**, Mysore
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- Ramachandrappa B 1993 **Upa samskruti**, Karnataka Sahitya Academy, Bangalore
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- M. Ember

II SEMESTER

PAPER-2 : INTRODUCTION TO FOLKLORE

Unit 1: Introduction to Folklore

- 1.1 Nature and Scope of Folklore
- 1.2 Definitions : Folk, Folklore, Folklife, Folkloristics
- 1.3 Characteristics and Functions of Folklore

Unit 2: 'Popular Antiquities' to 'Folklore'

- 2.1 Antiquarians
- 2.2 The Pioneers

Unit 3: Early Folklore Scholarship

- 3.1 European
- 3.2 American

Unit 4: Classification of Folklore

- 4.1 Macro
- 4.2 Micro

Unit 5: Genres of Folklore

- 5.1 Oral Literature
- 5.2 Material Culture
- 5.3 Social Folk Customs
- 5.4 Performing Folk Arts

Unit 6: Folklore and other disciplines

- 6.1 Folklore and Anthropology
- 6.2 Folklore and History
- 6.3 Folklore and other Subjects

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III SEMESTER

PAPER – 3: INTRODUCTION TO FOLK LINGUISTICS

- Unit 1: Basic Concepts of General Linguistics**
- 1.1 Language, Linguistics: Nature and Scope
 - 1.2 Basic concepts of Descriptive Linguistics: Phone, Phoneme, Allophone, Morph, Morpheme, Allomorph, Sentence, IPA, Transcription
 - 1.3 Context and meaning
- Unit 2: Folk Speech**
- 2.1 Folk Etymology
 - 2.2 Dialects – Social, Regional and Temporal
- Unit 3: Name lore**
- 3.1 Folknames of plants, Animals and other objects
 - 3.2 Personal and placenames
 - 3.3 Occupational names
- Unit 4: Folk Speech in Cultural Context**
- 4.1 Proverbs: Literary, Linguistic and Cultural aspects
 - 4.2 Riddles: Literary, Linguistic and Cultural aspects
- Unit 5: Folk Speech in Social Context**
- 5.1 Idioms, Slang, Nicknames
 - 5.2 Abuses, Wishes and curses
 - 5.3 Linguistic Taboos
- Unit 6: Folk Semiotics**
- 6.1 Kinesics-Gestures, Signs and Symbols
 - 6.2 Animal communication – Visual, Auditory, Chemical, Tactile

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IV SEMESTER

PAPER 4: THEORIES OF FOLKLORE

Unit 1: Folklore Theories: An Introduction

- 1.1 Diachronic
- 1.2 Synchronic
- 1.3 Panchronic

Unit 2: Comparative and Culture theories

- 2.1 Monogenesis
 - 2.1.1 Comparative Mythologists
 - 2.1.2 The Indianists
 - 2.1.3 The Finnish Method
- 2.2 Polygenesis
- 2.3 Anthropological Theory
- 2.4 Functional Theory

Unit 3: Psychoanalytical Theory

- 3.1 Freudian Theory
- 3.2 Jungian Theory

Unit 4: Structuralism

- 4.1 Proppian Model
- 4.2 Levistraussian Model

Unit 5: Contextual and Performance Theories

- 5.1 Performer and Audience
- 5.2 Context and Text

Unit 6: Genre Theory

- 6.1 Ethnic Category
- 6.2 Analytic Category

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V SEMESTER

PAPER-5: INTRODUCTION TO FOLKLORISTICS

Unit 1 Studies in Karnataka Folklore

- 1.1 Missionary Period
- 1.2 Period of Romantic Nationalism
- 1.3 Academic Period
- 1.4 Analytical Period
- 1.5 Current Trends in Karnataka Folklore

Unit 2 Studies in Indian Folklore

- 2.1 Foreign: Pre – independence and Post – independence
- 2.2 Native: Pre – independence and Post – independence
- 2.3 Studies in South Indian Folklore
- 2.4 Recent Trends in Indian Folklore

Unit 3 Folkloristic study around the world

- 3.1 Early Folklore Scholarship
- 3.2 Antiquarians , Europeans (Finland, Germany, England and Other Countries)
- 3.3 Americans
- 3.4 Recent Scholarship in the Changing world

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V SEMESTER

PAPER 6 : CURRENT TRENDS IN FOLKLORISTICS

- Unit 1 Theory of Nativism**
- 1.1 Concepts and Ideas
 - 1.2 Application
 - 1.3 Concept of Metafolklore
 - 1.4 Cultural Identity, World view
- Unit 2 Post Colonialism and Post Modernism**
- 2.1 Concepts and Ideas
 - 2.2 Applications
 - 2.3 Folklore and Modernity
 - 2.4 Applied Folklore
- Unit 3 Feminism**
- 3.1 Gender Concepts
 - 3.2 Gender and Society
 - 3.3 Gender and Culture
 - 3.4 Gender and empowerment
 - 3.5 Women and Goblization

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V SEMESTER

PAPER 7 : FOLK COMMUNICATION AND MASS MEDIA

Unit 1 Concepts and kinds of communication

- 1.1 Definitions
- 1.2 Characteristics of Communication
- 1.3 Kinds – Folk Media and Mass Media
- 1.4 Media Concern and Conflict

Unit 2 Folklore and Communication

- 2.1 Purpose of Communication
- 2.2 Performer and Audience
- 2.3 Types and Techniques
- 2.4 Importance of the Folk Media

Unit 3 Development and Folk Media

- 3.1 Media and Social Change
- 3.2 Rural Development and Folk Media
- 3.3 Urban Development and Folk Medi

REFERENCES

- | | | |
|--|------|---|
| Warren Keral & Agee | 1960 | Introduction to Mass Communication
New York: Harper and Raw |
| Dennis Mequail | 1989 | Mass Communications Research
Vol.3, Oxford University, NewYork |
| Fisher B Aubrey | 1989 | Group Communication in International
Encyclopaedia of Communication, Vol-2,
NewYork, Oxford University Press |
| Parmar Sham | 1975 | Traditional Folk Media in India , Geka Books,
New Delhi |
| Boralingaiah H C (Ed) | 1994 | Samootha maadhyamagalu , Karnataka jaanapada
mattu yakshagana academy, Bangalore |
| Maheshwariah H M | 1993 | Jaanapada samvahana , Dharwad |
| Mohanram S S | 1981 | Jaanapada mattu samootha maadhyamagalu ,
Bangalore University |
| Nayaka D B | 2003 | Samootha maadhyamagalu mattu samaja ,
Banjara prakashana, Gulbarga |
| Peter J Claus and
Frank J Korom
Vijaya | 1988 | Folkloristics and Indian Folklore , R.R.C, Udupi

Folklore and Communication , Osmania
University, Hyderabad |
| Vijay Parmar, | | ‘Message through puppet plays’
Communication Publication, New Delhi |

VI SEMESTER

PAPER 8 : KANNADA FOLK LITERATURE (Selected Texts)

1. One Detailed Text on **Prose narrative**:
J.S.Paramashivaiah (ed), 1970 '**Kannada Janapada Kathegalu**'
Institute of Kannada Studies, University of Mysore
2. One Detailed Text on **Folk Poetry**:
T. S. Rajappa (ed.) 1973 '**Belagam Jilleya Lavanigalu**'
Institute of Kannada Studies, University of Mysore

VI SEMESTER

PAPER 9: FOLK ARTS: THEORY AND PRACTICE

PART – A

- Unit 1 The Concept of Art**
- 1.1 Karnataka Folk Arts : Meaning and Function
 - 1.2 Characteristics of Classical Art
- Unit 2 Kinds of Folk Arts**
- 2.1 Folk Paintings
 - 2.2 Folk crafts
 - 2.3 Performing Folk Arts : Instrument Oriented, Songs Oriented
 - 2.4 Contemporary and Folk Arts
- Unit 3 Practice and performance of a folkart form**

REFERENCES

- | | | |
|--------------------------------|------|--|
| Shankar Pillai F | 1982 | An Introduction to Indian Performing Arts , Kerala, NCDEPA |
| Kapila Vatsayana | 1980 | Traditional Indian Theatre : Multiple Streams ,
NBT, New Delhi |
| Kapila Vatsayana | 1976 | Traditions of Indian Folk Dance
Indian Book Co., New Delhi |
| FOLKLORE OF INDIA – NBT SERIES | | |
| Gururao Bapat | 1994 | Semiotics of Yakshagana , RRC, Udupi |
| Richard Frasca | 1990 | Theatre of Mahabharata , University of Hawaii Press |
| Brenda Beck | 1982 | The Three twins , Bloomington, Indiana University Press |
| Boralingaiah H C | 1996 | Karnataka janapada kalegala kosha , Prasaraanga, Hampi
(Ed) |
| Patil S C | 1998 | Janapada karakushala kalegalu , Prasaraanga, Hampi |

PART – B

The student shall practice and perform any one of the following arts. Training and guidance shall be given by an artist employed for the purpose.

- a) **Kamsale Dance**
- b) **Kolatam**
- c) **Karapala Mela**

VI SEMESTER

PAPER 10 : FIELD METHODOLOGY AND PROJECT
PART – A

- Unit 1 Fieldwork: Nature and Scope**
- 1.1 Definitions – Field, Fieldwork
 - 1.2 Purpose of Fieldwork
 - 1.3 Necessity of Fieldwork
- Unit 2 Fieldwork in Folklore**
- 2.1 Informant
 - 2.2 Investigator
 - 2.3 Preparations for fieldwork
 - 2.4 Preparation for field trip
- Unit 3 Techniques and Methods**
- 3.1 Observation Method
 - 3.2 Interview Method
 - 3.3 Case Studies Method
 - 3.4 Audio-Visual Aids
 - 3.5 Technical Aids
 - 3.6 Data collection – Synthesis - Report making

REFERENCES :

- | | | |
|---------------------------|------|---|
| Kenneth S Goldstein | 1964 | A Guide for fieldworkers in Folklore , Pennsylvania: The American Folklore Society |
| Dorson, Richard M | 1972 | Folklore and Folklife , Chicago, Chicago University Press |
| Jackson Bruce | 1987 | Fieldwork , Chicago, Chicago University Press |
| George H Schoemaker (ed.) | 1990 | In the emergence of Folklore in everyday life Bloomington, Trickster Press |
| Pai C C A | 1978 | Jaanapada vaignyanika kshetrakaarya , Prasaranga , Dharwad |
| Purushothama B | 1991 | Aadhunika Jaanapada Kshetrakarya , Prasaranga, Hampi |
| Hiriyanna Ambalike | 1996 | Jaanapada sidhantagalu mattu vidhaanagalu , Shakti prakashana, Mysore |
| Ramanna K | 1997 | Kshetrakaaryada haadiyalli , Achi hottage, Kyatanahalli, Mandya |

PART – B

The student shall prepare and submit a fieldwork project (Dissertation) of not less than 50 (Fifty) pages on or before the last working day of the academic year. He/she shall prepare the dissertation under the supervision of a Guide.

The internal members of the BOE shall conduct one Viva-Voce.

(Dr.M.NANJIAH HONGANUR)
Chairman
BOS in Folklore (composite)

UNIVERSITY OF MYSORE
[A+ Institution of Higher Education]

B. A. DEGREE COURSE : OPTIONAL FOLKLORE
(Under Choice Based Credit System and Continuous Assessment and Grading Pattern)

FROM 2023-2024 AND ONWARDS

MAJOR SUBJECT : OPTIONAL FOLKLORE
SYLLABUS AND SCHEME OF EXAMINATION

Kuvempu Institute of Kannada Studies
Manasagangotri, Mysore 570 006

UNIVERSITY OF MYSORE

CURRICULUM AND SCHEME OF EXAMINATION
(UNDER CHOICE BASED CREDIT SYSTEM AND CONTINUOUS ASSESSMENT
AND GRADING PATTERN - (CBCS-CAGP)**B.A. DEGREE COURSE : OPTIONAL FOLKLORE**

Semester	Paper No.	Title of the Paper	Credit Pattern	No of Total Credits	Work Hour per week
DISCIPLINE SPECIFIC COURSE (D.S.C)					
I	1	Introduction to Folk Culture	5:1:0	06	07
II	2	Introduction to Folklore	5:1:0	06	07
III	3	Theories of Folklore	5:1:0	06	07
IV	4	Current Trends in Folkloristics	5:1:0	06	07
DISCIPLINE SPECIFIC ELECTIVE (D.S.E) [ANY ONE]					
V	1	Karnataka Folklore	5:1:0	06	07
	2	Folk Arts	5:1:0	06	07
	3	Folklore and Mass Media	5:1:0	06	07
	GENERIC ELECTIVE (OPEN ELECTIVE)				
	4	Folklore : An Introduction	1:1:0	02	03
DISCIPLINE SPECIFIC ELECTIVE (D.S.E) [ANY ONE]					
VI	1	Field Methodology and Project Report	5:0:1	06	07
	2	Folkloristics : An Introduction	5:1:0	06	07
	3	Folk Linguistics : An Introduction	5:1:0	06	07
	GENERIC ELECTIVE (OPEN ELECTIVE)				
	4	Performing Folk Art of Karnataka	1:1:0	02	03
		TOTAL		40	

UNIVERSITY OF MYSORE

CURRICULUM AND SCHEME OF EXAMINATION
(UNDER CHOICE BASED CREDIT SYSTEM AND CONTINUOUS ASSESSMENT
AND GRADING PATTERN - (CBCS-CAGP))

B.A. DEGREE COURSE : OPTIONAL FOLKLORE

Semester	Paper No.	Title of the Paper	Credit Pattern	No of Credits	Teaching hours of a week			Duration of Exam (in hours)	Marks of the main Exams	Internal Assessment	Total
					Lecture	Tutorial	Practical				
DISCIPLINE SPECIFIC COURSE (D.S.C)											
I	1	Introduction to Folk Culture	5:1:0	06	05	02	--	03	80	20	100
II	2	Introduction to Folklore	5:1:0	06	05	02	--	03	80	20	100
III	3	Theories of Folklore	5:1:0	06	05	02	--	03	80	20	100
IV	4	Current Trends in Folkloristics	5:1:0	06	05	02	--	03	80	20	100
DISCIPLINE SPECIFIC ELECTIVE (D.S.E) [ANY ONE]											
V	1	Karnataka Folklore	5:1:0	06	05	--	02	03	80	20	100
	2	Folk Arts	5:1:0	06	05	02	--	03	80	20	100
	3	Folklore and Mass Media	5:1:0	06	05	02	--	03	80	20	100
	GENERIC ELECTIVE (OPEN ELECTIVE)										
	4	Folklore : An Introduction	1:1:0	02	01	02	--	02	40	10	50
DISCIPLINE SPECIFIC ELECTIVE (D.S.E) [ANY ONE]											
VI	1	Field Methodology and Project Report	5:0:1	06	05	--	02	03	80	20	100
	2	Folkloristics : An Introduction	5:1:0	06	05	02	--	03	80	20	100
	3	Folk Linguistics : An Introduction	5:1:0	06	05	02	--	03	80	20	100
	GENERIC ELECTIVE (OPEN ELECTIVE)										
	4	Performing Folk Art of Karnataka	1:1:0	02	01	02	--	02	40	10	50
		TOTAL		40							

Total Lesson Units of Each Paper – 04 Units
(Including Preliminary Introduction, Theoretical description)

Note : Examination Marks (Theory)	:	80 Marks
Internal Assessment	:	20 Marks

Maximum Marks for Each Paper	:	100 Marks

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 nd month of the every semester (ONE HOUR)	05
TEST C-2	At the end of 4 th month of the every semester (ONE HOUR)	05
C-1	Continuous Assessment during the First 2 Months (Tutorial and Practicals)	05
C-2	Continuous Assessment during the Last 2 Months (Tutorial and Practicals)	05
	TOTAL	20
C-3	At the end of the Each Semester, Examination of 3hr duration will be conducted for 80 Marks	80
	TOTAL MARKS	100

TUTORIALS :

Discussion, Presentation, Seminars, Assignment, Small write-ups, Practical Sessions

DISCIPLINE SPECIFIC COURSE

FIRST SEMESTER

D.S.C. PAPER : 1 INTRODUCTION TO FOLK CULTURE

- Unit : 1 **The concept of culture :**
Definition, Nature and Scope
Relation of culture to Folklore and Society
Mono Culture and Cultural Pluralism
Elite – Folk – Tribal Culture
- Unit : 2 **Social Organizations and Social Customs :**
Marriage, Family and Kinship customs, rituals and rites
Religion, Magic and Taboos
- Unit : 3 **Economic Activities :**
Hunting and food gathering; Pastoralism, Horticulture and Agriculture
- Unit : 4 Recent Trends in the study of Folk Culture
Socialization, Acculturation, Cultural diffusion

Prescribed Readings :

- | | | |
|---------------------|------|--|
| Herskovits M J | 1969 | <i>Cultural Anthropology</i> , Calcutta, Oxford and IBH Publishing |
| Haviland W A | 1993 | <i>Cultural Anthropology</i> , London, Harcourt and Brace |
| Madan & Majumdar | 1956 | <i>An Introduction to Social Anthropology</i> , Bombay Asia |
| Beals & Hoijer | 1953 | <i>Introduction to Anthropology</i> , New York Macmillan |
| Evans Pritchard E E | 1990 | <i>Social Anthropology</i> , New Delhi, University Book stall |
| Arnold Van Gennep | 1977 | <i>The Rites of Passage</i> , London, Routledge & Hegan Paul |
| Ember C R & Ember | 2002 | <i>Anthropology</i> , New Delhi, Prentice Hall of India Pvt. Ltd., |
| Srivatsav A R N | 2005 | <i>Essentials of Cultural Anthropology</i> ,
New Delhi, Prentice Hall of India Pvt. Ltd., |
| Kroeber A L | 1976 | <i>Anthropology</i> , New Delhi, Oxford and IBH Publishing |
| Murdock P | 1963 | <i>World Cultures</i> , New Haven HRAF Press |
| Mallinathaiah D H | 1973 | <i>Samskrutika Manavashastra</i> , I K S Mysore |
| Tapaswi Kumar N | 1975 | <i>Samskruti Adhyayana</i> , Mysore |
| Rahamath Tarikere | 1993 | <i>Prati Samskruti</i> , Kannada Sanga, Christ College, Bangalore |
| Ramachandrappa | 1993 | <i>Upasamskruti</i> , Karnataka Sahitya Academy, Bangalore |
| Purushothama B | 1997 | <i>Koodu Kattu</i> , Malladihalli Anandakanda Publication |
| Shankarnarayan T N | 1999 | <i>Janapada Sameeksha Vishleshane</i> |
| Lakkappa Gowda HJ | 1997 | <i>Janapada Kaipadi</i> , Kannada Pustaka Praadhikara, Bangalore |
| Ramakrishna R | | <i>Samskrutika Manavasasra</i> , Vijayalakshmi Prakashana, Mysore |

§gÀUÀÆgÀÄ gÁªÀÄZÀAzÀæ¥Àà 1994 ,ÀA,Àìøw-G¥À,ÀA,Àìøw,
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 ¥Áæ¢üPÁgÀ, "ÉAUÀ¼ÀÆgÀÄ
 gÁªÀZÀAzÉæÀUËqÀ » ² (, ÀA) 2004 eÁËÀ¥ÀzÀ UÀæ»PÉ : ¥ÀjPÀ®àÉÉ
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 gÁd±ÉÄRgï ! PÉ 2003 eÁËÀ¥ÀzÀ ÄÄ"sÀæªÀÄ, PÀËÀßqÀ ¥ÀÄ, ÀÛPÀ
 ¥Áæ¢üPÁgÀ, "ÉAUÀ¼ÀÆgÀÄ
 w¥ÉàÄ, Áé«Ä f Dgï 2005 ªÄiËTPÀ PÀxÀËÄ, «dAiÀÄ®QëöäÄ
 ¥ÀæPÁ±ÀËÄ, ªÉÄË, ÀÆgÀÄ
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 «±Àé«ZÀÅ®AiÀÄ, ªÉÄË, ÀÆgÀÄ

DISCIPLINE SPECIFIC COURSE

THIRD SEMESTER

D.S.C. PAPER – 3 THEORIES OF FOLKLORE

Unit 1: Folklore Theories: An Introduction

- 1.1 Diachronic
- 1.2 Synchronic
- 1.3 Panchronic

Unit 2: Comparative and Culture theories

- 2.1 Monogenesis
 - 2.1.1 Comparative Mythologists
 - 2.1.2 The Indianists
 - 2.1.3 The Finnish Method
- 2.2 Polygenesis
- 2.3 Anthropological Theory
- 2.4 Functional Theory

Unit 3: Psychoanalytical and Structuralism Theory

- 3.1 Freudian Theory
- 3.2 Jungian Theory
- 3.3 Proppian Model
- 3.4 LeviStraussian Model

Unit 4: Contextual, Performance and Genre Theories

- 4.1 Performer and Audience
- 4.2 Context and Text
- 4.3 Ethnic Category
- 4.4 Analytic Category

REFERENCES

- | | | |
|------------------------|------|--|
| Ben-Amos, Dan | 1982 | Towards a definition of Folklore in Folklore in Context , New Delhi, South Asian Publishers |
| Ben-Amos, Dan | 1976 | Folklore Genres , Austin : University of Texas Press |
| Dorson Richard M | 1972 | Folklore and Folklife , Chicago, Chicago University Press |
| Burns, Thomas A | 1977 | Folkloristics : A Conception of Theory in Western Folklore , Vol. XXXVI, No.2 PP 109-134 |
| Peter Clauss and Frank | 1991 | Folkloristics and Indian Folklore |

Korom		Udupi, Regional Resource Centre
Malinowski	1944	A Scientific Theory of Culture and other Essays California, University of North California Press
Stith Thompson	1977	The Folktale , Berkeley, University of California Press
Hiriyanna Ambalike	1984	Jaanapada : Kelavu Vicharagalu , Prajwala prakashana, Mysore
Hiriyanna Ambalike	1992	Saidhantika Jaanapada , Prajwala prakashana, Mysore
Hiriyanna Ambalike	1995	Vladimir J Propp , Karnataka Jaanapada mattu yakshagana academy, Bangalore
Hiriyanna Ambalike	1996	Jaanapada siddhantagalu mathu vidhaanagalu , Shakti prakashana, Mysore
Veeranna Dande (Ed.)	1999	Jaanapada Shaastra sidhantagalu , Nelamane prakashana, Shrirangapatna

DISCIPLINE SPECIFIC COURSE

FOURTH SEMESTER

D.S.C. PAPER – 4 CURRENT TRENDS IN FOLKLORISTICS

Unit 1 : Folkloristics in the Changing Scenario

- 1.1 Adaptation and Interaction of Folklore
- 1.2 Tradition and Innovation of Folklore

Unit 2 : Theory of Nativism

- 2.1 Concepts and Ideas
- 2.2 Applications

Unit 3 : Post Colonialism and Post Modernism

- 3.1 Concepts and ideas
- 3.2 Applications

Unit 4 : Feminism

- 4.1 Gender concepts
- 4.2 Gender and Society

Prescribed Readings :

Handoo Jawaharalal (Eds)	1999	<i>Folklore in the Changing World</i> Zooni Publications, Mysore
and Reimund Kvideland		
Handoo Jawaharalal (Ed.)	1998	<i>Folklore in Modern India</i> C. I. I. L. Mysore
Simon Debeauvoir	1974	<i>The Second Sex</i> , Vintage Books Newyork
Trans H M Parshley		
„ÄÄAzÄgÄÄ Dgï « J,ï	2003	<i>zÉÃ², zÉÃ²ÄAiÄÄvÉ, zÉÃ²ÄªÄzÄ</i> <i>aÄÄÉÉÄqÄÄ vÁAwæPÄ ²PÄët „Ä«Äw,</i>
°Á,Ä£Ä		
gÁeÉÄAzÄæ ZÉ²ß	1999	<i>zÉÃ²ÄªÄzÄ</i> <i>PÄ£ÄðIPÄ „Á»vÄå CPÁqÉ«Ä,</i>
“ÉAUÄ¼ÄÆgÄÄ		
gÁªÄÄZÄAzÄæ£ï ¹ J£ï	1999	<i>aÄ,ÁªÄvÉÆÄvÄÛgÄ aAvÄ£É</i>

“ÉAUÀ¼ÀÆgÀÄ «ÄgÀtÚ zÀAqÉ UÀÄ®âUÁð CgÀ«AzÀ ªÀiÁ®UÀwÛ (,ÀA) <u>ªÀÄvÀÄÛ zÉÄ²ÄªAzÀ</u>	2001	PÀÉÁðIPÀ ,Á»vÀå CPÁqÉ«Ä, <u>zÉÄ²Ä zÀÈ¶Ö</u> , PÀ«ªÀiÁUÀð ¥ÀæPÁ±ÀÉÀ, 1998 <u>eÁÉÀ¥ÀzÀ ,ÉÊzÁPAwPÀ ¥ÀæeÉÖ</u> PÀÉÁðIPÀ eÁÉÀ¥ÀzÀ ªÀÄvÀÄÛ AiÀÄPÀèUÁÉÀ CPÁqÉ«Ä, ªÉÆUÀ½î UÀuÉÄ±ï 2005 “ÉAUÀ¼ÀÆgÀÄ <u>ªÀiËTPÀ PÀxÀÉÀ</u> , ¥Àæ,ÁgÁAUÀ, PÀÉÀßqÀ «.«. °ÀA! ªÉÆUÀ½î UÀuÉÄ±ï 1998 <u>zÉÄ¹</u> , ¥Àæ,ÁgÁAUÀ, PÀÉÀßqÀ «.«. °ÀA!
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DISCIPLINE SPECIFIC ELECTIVE

FIFTH SEMESTER

D.S.E. PAPER – 1 KARNATAKA FOLKLORE

Unit 1 Karnataka Folklore : An Introduction

- 1.1 Folklore as a field of study in Karnataka
- 1.2 History and Development

Unit 2 Major Forms of Karnataka Folklore

- 2.1 Prose Narratives : Myths, Legends and Folktales
- 2.2 Verse Narratives : Ballads, Songs, Epics
- 2.3 Fixed Phrase Genres : Proverbs, Riddles, Jokes

Unit 3 Major forms of Karnataka Folklore

- 3.1 Material culture
- 3.2 Social Folk Customs

Unit 4 Major forms of Karnataka Folklore

- 4.1 Performing Folk Arts
- 4.2 Regional Forms : Yakshagana, Mudalapaya, Dodddata, Sannata;
Socio-cultural significance

Prescribed Readings :

Richard M Dorson	1972	<u>Folklore and Folklife</u> , Chicago, Chicago University Press
Heda Jasan	1975	<u>Toward a New Perspectives in Folklore</u> London, The University of Texas Press
Hiriyanna Ambalike	2003	<u>Studies in Kannada Folklore</u> , Prasaraanga, Univ. of Mysore, Mysore

Hiriyanna Ambalike	1999	<i>Studies in Karnataka Folklore</i> , Prasaraanga, Dharwad
Shivarama Karanth K	1974	<i>Yakshagana</i> , Institute of Kannada Studies University of Mysore, Mysore
d ^a AgÉÄUËqÀ zÉÄ	1980	<u>eÁÉÄÏÄzÀ</u> aÁ»q, r«PÉ aÄÄÆwð
¥ÀæPÁ±ÀÉÄ, aÉÄÊ, ÀÆgÄÄ		
vÀ¥Ä ¹ éÄPÄÄ ^a ÀiÁgĩ JËĩ	1980	<u>eÁÉÄÏÄzÀ</u> CzsÄåAiÄÄÉÄzÀ
<u>ÄAQë¥ÄÛ Ew^oÄ, Ä,</u>		
£Ä ^a ÄqÀ J «	1992	PÄÉÄßqÀ, Á»vÄå ¥ÄjµÄvÄÄÛ "ÉAUÄ¼ÄÆgÄÄ <u>eÁÉÄÏÄzÀ, Ä^aÄiÄ⁻ÉÆÄZÄÉ,</u> PÄÉÄðIPÄ eÁÉÄÏÄzÀ aÄÄvÄÄÛ AiÄÄPÄëUÄÉÄ
CPÁqÉ«Ä "ÉAUÄ¼ÄÆgÄÄ		
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"ÉAUÄ¼ÄÆgÄÄ		
»jAiÄÄtÜ CAS½PÉ	1987	<u>eÁÉÄÏÄzÀ</u> «ÄPÄëUÉ, ¥Äædé®
¥ÀæPÁ±ÀÉÄ, aÉÄÊ, ÀÆgÄÄ		
»jAiÄÄtÜ CAS½PÉ	1994	<u>eÁÉÄÏÄzÀ</u> ÉÆÄZÄÉÄ, ¥Äædé®
¥ÀæPÁ±ÀÉÄ, aÉÄÊ, ÀÆgÄÄ		

DISCIPLINE SPECIFIC ELECTIVE

FIFTH SEMESTER

D.S.E. PAPER – 2 FOLK ARTS :

Unit 1 The Concept of Art

- 1.1 Karnataka Folk Arts : Meaning and Function
- 1.2 Characteristics of Classical Art

Unit 2 Kinds of Folk Arts

- 2.1 Folk Paintings
- 2.2 Folk crafts
- 2.3 Performing Folk Arts : Instrument Oriented, Songs Oriented
- 2.4 Contemporary and Folk Arts

Unit 2: Folk Arts - Oriented

- 2.1 Instrumental oriented
- 2.2 Dance oriented
- 2.3 Song oriented
- 2.4 Tribal Dances
- 2.5 Women dominated Arts

Unit 4 Practice and performance of a folkart form

REFERENCES

- Shankar Pillai F 1982 **An Introduction to Indian Performing Arts**, Kerala, NCDEPA
- Kapila Vatsayana 1980 **Traditional Indian Theatre : Multiple Streams**, NBT, New Delhi
- Kapila Vatsayana 1976 **Traditions of Indian Folk Dance**, Indian Book Co., New Delhi
- FOLKLORE OF INDIA – NBT SERIES
- Gururao Bapat 1994 **Semiotics of Yakshagana**, RRC, Udupi
- Richard Frasca 1990 **Theatre of Mahabharata**, University of Hawaii Press
- Brenda Beck 1982 **The Three twins**, Bloomington, Indiana University Press
- Boralingaiah H C 1996 **Karnataka janapada kalegala kosha**, Prasara, Hampi (Ed)
- Patil S C 1998 **Janapada karakushala kalegalu**, Prasara, Hampi

DISCIPLINE SPECIFIC ELECTIVE

FIFTH SEMESTER

D.S.E. PAPER – 3 FOLKLORE AND MASS MEDIA

Unit 1 : Folklore and Mass Media : An Introduction

- 1.1 Meaning of Traditional Folk Media
- 1.2 Characteristics of Mass Media
- 1.3 Types of the Mass Media

Unit 2 : Folklore and Communication

- 2.1 Techniques of Communication
- 2.2 Purpose of Communication
- 2.3 Performer and Audience of Communication

Unit 3 : Relationship of Folk Media and Mass Media

Unit 4 : Impact of Folklore and Mass Media

- 4.1 Radio
- 4.2 Dooradarshan
- 4.3 Cinema
- 4.4 Press Media

Prescribed Readings :

- Fisher B Aubrey 1989 Group Communication International Communication, Vol-2, NewYork, Oxford University Press
- Uma Nrulla 1989 Mass Communication Theory and Practice
- Denis Mequail and Seven Windahd 1989 Models of Communications Vol.3, Oxford University, Newyork
- Jennifer Marie Bayer Communicaion and Interaction-Networks, CIIL, Mysore
- Parmar Shyam 1975 Traditional Media in India, Geka Books, New Delhi
- Parmar Shyam 1979 Folk Music and Mass Media Communication Publication, New Delhi
- Parmar Vijay 1978 Message through Puppet-Plays, Communication Publication, New Delhi
- Usha Rani N 1996 Folk Media for Development Karnataka Book Publishers, Bangalore
- “ÉÆÃgÀ°AUÀAiÀÄå » a (,ÀA) 1994 ÀaÀÄÆ°À aÀiÁzsÀåaÀÄUÀ¼ÄÄ
PÀÉÁðIPÀ eÁÉÀ¥ÀzÀ aÀÄvÀÄÛ AiÀÄPÀèUÁÉÀ
- CPÁqÉ«Ä, “ÉAUÀ¼ÄÆgÀÄ
aÀÄ°ÉÃ±ÀégÀAiÀÄå JZi JA(,ÀA) 1993 eÁÉÀ¥ÀzÀ ÀAaÀ°ÀÉÀ, À»vÁ
¥ÀæPÁ±ÀÉÀ, zsÁgÀaÁqÀ
ZÀAzÀæ±ÉÄRgÀ © J,i ÀaÀÄÆ°À aÀiÁzsÀåaÀÄUÀ¼ÄÄ “sÁgÀwÄAiÀÄ
ÀaÀiÁdzÀ°è
- ¥Àæ, ÁgÁAUÀ, PÀÉÀßqÀ «±Àé«zÁå®AiÀÄ, °ÀA!
aÉÆÃ°ÀÉÀgÁA J,i J,i eÁÉÀ¥ÀzÀ aÀÄvÀÄÛ ÀaÀÄÆ°À
aÀiÁzsÀåaÀÄUÀ¼ÄÄ, “ÉAUÀ¼ÄÆgÀÄ «« “ÉAUÀ¼ÄÆgÀÄ
“sÀiÖ f J,i (,ÀA) PÀÄiÄÄS AiÉÆÃdÉÉ aÀÄvÀÄÛ dÉÀ¥ÀzÀ
aÀiÁzsÀåaÀÄ, J¥sói!JL, aÉÄÊ, ÀÆgÀÄ
ÉÆÃaÀÄ±ÉÄRgÀgÁi JZi f ÀAaÀ°ÀÉÀPÀÉ, |æ, ÀaÀi SÄPii ¥ÉæöÊ.
“ÉAUÀ¼ÄÆgÀÄ

GENERIC ELECTIVE (OPEN ELECTIVE)

FIFTH SEMESTER

G.E. PAPER – 4 FOLKLORE : AN INTRODUCTION

- Unit 1 **Nature and Scope of Folklore**
1.1 Definitions : Folk, Folklore,
1.2 Characteristics and Function of Folklore
- Unit 2 **Early Folklore Scholarship**
2.1 Antiquarians, Europeans
2.2. Americans, Indians
- Unit 3 **Classification of Folklore**
Macro and Micro

Unit 4 **Folklore and Other disciplines**Prescribed Readings :

- Dorson, Richards M 1972 *Folklore and Folklife*, Chicago, Chicago University Press
 Dundes, Alan (Ed.) 1965 *The Study of Folklore*, Prentice Hall
 Ben-Amos Dan (Ed.) 1976 *Folklore Genres*, Austin, University of Texas Press
 Clarke, Kenneth and Marry Clarke W 1963 *Introducing Folklore*, Newyork, Rinehart and Wiston
 Handoo Jawaharlal 1989 *Folklore-An Introduction*, C I I L, Mysore
 Handoo Jawaharlal 1998 *Folklore in Modern India*, C I I L, Mysore
 Kenneth Goldstein 1964 *Every forms of Folklife*, Pennsylvania
 Clauss Peter J & Frank J Korom 1991 *Folkloristics and Indian Folklore*, R R C Udupi
- §,ÀªÁgÁd £É°è,ÀgÀ (,ÀA) 1991 eÁ£À¥ÀzÀ ªÀvÀÄÛ ¥À£gÀPÀ
PÉëvÀæUÀ¼ÄÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À «sÁUÀ,
 PÀªªÉA¥ÀÄ « « ªªªÉÆUÀÎ
 £ÁAiÀÄPÀ °Á ªAiÁ 1971 eÁ£À¥ÀzÀ ÀégÀÆ¥À, n « ªÉªªÉÆjAiÀÄ`i
 ¥À©èPÉÄµ£i, ªÉÄÊ,ÀÆgÀÄ
 dªÁgÉÄUËqÀ zÉÄ 1976 eÁ£À¥ÀzÀ CzsÀåAiÀÄ£À, r«PÉ ªÀÆwð
 ¥ÀæPÀ±À£À, ªÉÄÊ,ÀÆgÀÄ
 1 | PÉ 1981 d£À¥ÀzÀ Á»vÀå ¥ÀæªÉÄ²PÉ, avÀæ`sÁ£ÀÄ
 ¥ÀæPÀ±À£À, ªÉÄÊ,ÀÆgÀÄ
 ¥ÁgÀªªªAiÀÄª fÄ ±ÀA 1979 zÀQët PÀ£ÁðIPÀ d£À¥ÀzÀ
PÀªªPÀqÀUÀ¼ÄÄ,
 ¥Àæ,ÁgÁAUÀ, ªÉÄÊ,ÀÆgÀÄ «±Àé«zÁª®AiÀÄ,
 ªÉÄÊ,ÀÆgÀÄ
 ®PÀì¥ÀàUËqÀ JZi eÉ (¥Àæ,ÀA) 1997 eÁ£À¥ÀzÀ PÉÉ!r, PÀ£ÀßqÀ ¥ÀÄ,ÀÛPÀ
 ¥Àæ£üPÁgÀ `ÉAUÀ¼ÄÄÆgÀÄ
 gªªÄZÀAzÉæÄUËqÀ » ² (,ÀA) 2004 eÁ£À¥ÀzÀ UÀæ»PÉ : ¥ÀjPÀ®à£É
 PÀ£ÁðIPÀ eÁ£À¥ÀzÀ ªÀvÀÄÛ AiÀÄPÀeUÀ£À
 CPÁqÉ«Ä, `ÉAUÀ¼ÄÄÆgÀÄ
 gÁd±ÉÄRgĩ | PÉ 2003 eÁ£À¥ÀzÀ Á`sÀæªÄÄ, PÀ£ÀßqÀ ¥ÀÄ,ÀÛPÀ
 ¥Àæ£üPÁgÀ, `ÉAUÀ¼ÄÄÆgÀÄ
 w¥ÉàÄ, Áé«Ä f Dgĩ 2005 ªÀiËTPÀ PÀxÀ£À, «dAiÀÄ®QëöäÄ
 ¥ÀæPÀ±À£À, ªÉÄÊ,ÀÆgÀÄ
 eÁ£À¥ÀzÀ «µÀAiÀÄ «±ÀéPÉÆÄ±À 2006 ¥Àæ,ÁgÁAUÀ, ªÉÄÊ,ÀÆgÀÄ
 «±Àé«zÁª®AiÀÄ, ªÉÄÊ,ÀÆgÀÄ

DISCIPLINE SPECIFIC ELECTIVE**SIXTH SEMESTER****D.S.E. PAPER – 1 FIELD METHODOLOGY AND PROJECT REPORT**

PART – A 50 Marks

- Unit 1 : Field Work : Nature and Scope
Definitions – Field, Field work,
Purpose of field work in Folklore
- Unit 2 : The field work tradition in Folklore
Informant - Establishment of rapport
Investigator - Qualities of a folklore investigator
- Unit 3 : The Basic tools, techniques and methods of data collection
- Unit 4 : Preparation of a folkloristic research report.

Prescribed Readings :

- | | | |
|---------------------------|------|---|
| Dorson M Richard | 1972 | <u>Folklore and Folklife</u> ,
Chicago, Chicago University Press |
| Goldstein S Kenneth | 1964 | <u>A Guide for Field Workers in Folklore</u>
Pennsylvania, The American Folklore Society |
| George H Schoemaker (ed) | 1990 | <u>In the emergence of folklore in everyday life</u>
Bloomington Trickstar Press |
| Lindahl Carl Sanford | 1979 | <u>A Basic guide to fieldwork for beginning folklore</u> |
| Rikoon & Elaine J Lawless | | <u>Students Folklore Monograph Series Vol.7</u>
Bloomington Folklore Institute |
| Pai C C A | 1978 | <u>Jaanapada Vaignanika Kshetrykarya</u>
Karnataka Vishwavidyalaya, Dharwad |
| Hiriyanna Ambalike | 1992 | <u>Saidhantika Jaanapada</u> ,
Prajwala Prakashana, Mysore |
| Hiriyanna Ambalike | 1997 | <u>Jaanapada Siddhanthagalu Mattu Vidhaanagalu</u>
Shakthi Prakashana, Mysore |

PART – B Project Report {Dissertation} 50 Marks

The Candidates should take Dissertation work during the VI Semester under the supervision of a teacher. It should not be less than 50 Printed pages [A4 size 12 points with double line spacing] and within 60 pages. It could be either in English or in Kannada. Two typed copies properly bound should be submitted to the Department before the Last working day of that Semester.

DISCIPLINE SPECIFIC ELECTIVE

SIXTH SEMESTER

D.S.E. PAPER – 2 FOLKLORISTICS : AN INTRODUCTION

Unit 1 : Introduction to Folkloristics

- 1.1 Folkloristics of Karnataka
- 1.2 Folkloristics of India
- 1.3 Folkloristics around the world

Unit 2 : Folkloristics and Karnataka Folklore

- 2.1 Missionary period
- 2.2 Period of Romantic Nationalism
- 2.3 Academic period
- 2.4 Analytical period

Unit 3 : Folkloristics and Indian Folklore

- 3.1 Foreign : Pre-independence and Post-independence
- 3.2 Native : Pre-independence and Post-independence

Unit 4 : Folkloristics around the world

- 4.1 Early Folklore Scholarship
- 4.2 Folklore Scholarship during 20th century
- 4.3 Folklore Scholarship in the changing world.

Prescribed Readings :

- | | | |
|---|------|---|
| Dorson Richard M. | 1973 | <u>Folklore Research around the world</u>
Chicago, University of Chicago Press |
| Blackburn H Stuart
and Ramanujan A K | 1986 | <u>Another Harmony : New essays and the Folklore of India</u> , Berkeley, University of California Press |
| Shankar Sen Gupta | 1964 | <u>Folklore Research in India</u>
Indian Publication, Calcutta |
| Chummar Choondal | 1978 | <u>Studies in Kerala Folklore</u>
Trivendrum College Book House |
| Hiriyanna Ambalike | 2003 | <u>Studies in Kannada Folklore</u>
Prasaranga, University of Mysore, Mysore |
| ವÀ¥À¹éÃPÀÄªÀiÁgĩ J£ĩ | 1981 | <u>eÁ£À¥ÀzÀ CzsÀâAiÀÄ£ÀzÀ ,ÀAQë¥ÀÛ</u>
<u>EwºÁ.À</u>
PÀ£ÀßqÀ ,Á»vÀâ ¥ÀjµÀvÀÄÛ, ZÁªÀÄgÁd¥ÉÃmÉ,
“ÉAUÀ¼ÀÆgÀÄ
£ÁªÀqÀ J « |
| | 1993 | <u>eÁ£À¥ÀzÀ .ÀªÀiÁ-ÉÆÃZÀ£À</u>
PÀ£ÀðIPÀ eÁ£À¥ÀzÀ ªÀÄvÀÄÛ AiÀÄPÀëUÁ£À
CPÁqÉ«Ä “ÉAUÀ¼ÀÆgÀÄ
»jAiÀÄtÚ CA§½PÉ 2000 fÃ±ÀA¥À ªÀÄvÀÄÛ CªÀqÀ eÁ£À¥ÀzÀ §qÀºÀUÀ¼ÀÄ
ªÀÄvÀÄÛ PÁ¼ÉÃUËqÀ £ÁUÀªÀgÀ PÀ£ÀðIPÀ eÁ£À¥ÀzÀ ªÀÄvÀÄÛ
AiÀÄPÀëUÁ£À CPÁqÉ«Ä “ÉAUÀ¼ÀÆgÀÄ |

DISCIPLINE SPECIFIC ELECTIVE

SIXTH SEMESTER**D.S.E. PAPER – 3 FOLK LINGUISTICS : AN INTRODUCTION**

- Unit 1 : **Basic Concepts of Linguistics**
- 1.1 Language, Linguistics: Nature and Scope
 - 1.2 Basic concepts : Descriptive Linguistics: Phone, Phoneme, Allophone, Morph, Morpheme, Allomorph, Syntax : Sentence Types
 - 1.3 Dialects-Social, Regional and Temporal
- Unit 2 : **Name lore**
- 2.1 Folknames of Plants, Animals and other objects
 - 2.2 Personal names, Place names and Nick names
 - 2.3 Occupational, Trade and Games names
- Unit 3 : **Folk Speech in Cultural Context**
- 3.1 Poetry : Literary, Linguistic and Cultural aspects
 - 3.2 Proverbs : Literary, Linguistic and Cultural aspects
 - 3.3 Riddles : Literary, Linguistic and Cultural aspects
- Unit 4 : **Folk Speech in Social Context**
- 4.1 Communication : Inter-relationship between Language & Society
 - 4.2 Idioms, Slang, Abuses, Wishes and Curses
 - 4.3 Linguistic Taboos
 - 4.4 Kinesics – Gestures, Signs and Symbols

Prescribed Readings :

- | | | |
|--------------------------------|------|--|
| Hymes Dell | 1974 | <i>Foundations of Socio-Linguistics: An Ethnographic Approach</i> , Philadelphia, University of Pennsylvania Press |
| Derrida Jacques | 1973 | <i>Speech Phenomenon</i> , Evanston, North Western University Press |
| Brunvand J.H | 1968 | <i>The Study of American Folklore: An Introduction</i> W.W. Norton, New York |
| Block and Trager | 1972 | <i>Outline of Linguistic Analysis</i> , Oriental Book reprint Corporation, New Delhi, Indian Edition |
| Hocket C F | 1958 | <i>A Course in Modern Linguistics</i> , Newyork |
| Itagi N H and Shailendra Kumar | 2002 | <i>Linguistic-Landscaping India</i> , Central Institute of Indian Languages, Mysore |
- ,ÀAUÀªÉÄÃ±À ,ÀªAzÀwÜªÀÄoÀ 1985 dÉÀªAzÀ "sÁµÁ ,À«ÄÄPEë, gÀÆªÀgÀ²ä
 ªÀæPÁ±ÀÈÀ, PÀ®§ÄVð
 PÀ®§ÄVð JA JA 1998 PÀÈÀßqÀ ÉÁªÄ«eÁÕÉÀ, ªÀæ,ÁgÁAUÀ, "ÉAUÀ¼ÀÆgÀÄ «. «.
 "ÉAUÀ¼ÀÆgÀÄ
 UÉÈÄ«AzÁgÁd VgÀrØ 1994 dÉÀªAzÀ PÁªÄª, ªÀæ,ÁgÁAUÀ, PÀÈÁðIPÀ «. «.
 zsÁgÀªÁqÀ
 PÉAªÉÄUÉqÀ PÉ 1993 "sÁµÉªÄÄvÀÄÜ "sÁµÁ«eÁÕÉÀ,ªÉÄÊ,ÀÆgÀÄ

 azÁÈÀAzÀªÄÆwð JA 1971 "sÁµÁ«eÁÕÉÀZªªÄÆ®vÀvÀéUÀ¼ÀÄ, r«PÉªÄÆwð
 ªÀæPÁ±ÀÈÀ,ªÉÄÊ,ÀÆgÀÄ
 azÁÈÀAzÀªÄÆwð JA 1981 ªÁUÁxÀð, "ÁªÉÈì ªÀæPÁ±ÀÈÀ, "ÉAUÀ¼ÀÆgÀÄ
 dªÁgÉÄUÉqÀ zÉÄ 1990 ÄÜ¼ÀÈÉªªÄ ÉÁªÄªªÄ,ÀAUÀ, ,Àªª¢æ ªÀæPÁ±ÀÈÀ,
 ªÉÄÊ,ÀÆgÀÄ
 ÉÁiÄÄPÀ gÁeÉÄAzÀæ JA 1999 GªÄ"sÁµÁ«eÁÕÉÀ, PÀÈÁðIPÀ «±Àé«zÁª®AiÄÄ,
 zsÁgÀªÁqÀ
 ªÁnÄ"í «í J"í2005 CqÀØºÉ,ÀgÀÄ, QÄwð ªÀæPÁ±ÀÈÀ, zsÁgÀªÁqÀ
 ÉÁgÁiÄÄT PÉ « ªÁªQÜÉªªÄUÀ¼ÀÄ : ,ÀégÀÆªªªÄÄvÀÄÜ «±ÉèµÀuÉ,
 ªÀæ,ÁgÁAUÀ,ªÄA,
 «ªAiÄÄªªÄiÁqÀÜ 1987 dÉÀªAzÀ "sÁµÁ«eÁÕÉÀ, PÀÈÁðIPÀ «±Àé«zÁª®AiÄÄ,
 zsÁgÀªÁqÀ

«±ÀéÉÁxÀ ¥ÀæPÁ±ÀÉÀ, ¢ÉÄÊ, ÀÆgÀÄ v¥À¹ÉPÀÄªAiÁgĩ ÉÀA 1986	<u>UÁæªÀÄÉÁªÀÄUÀ¼À</u> ,ÁA,ÀìøwPÀ ¥ÀjªÉÄ±À, zÉÄ«
ªÉÄÊ, ÀÆgÀÄ «±Àé«zÁåª®AiÄÄ gÁªÀÄPÀÈµÀÜ Dgĩ 1999	<u>PÀÈÀßqÀ UÁzÉUÀ¼À</u> ,À«ÄÄPÉë, ¥Àæ, ÁgÁAUÀ,
ªÉÄÊ, ÀÆgÀÄ £ÀAdAiÄÄª JA 2009	<u>“sÁµÁ«eÁÕÉÀ «ºÁgÀ,</u> vÉÄd¹é ¥À©èPÉÄµÀÈĩ,
«±Àé«zÁåª®AiÄÄ «ÄgÀtÜ zÀAqÉ 1982	<u>ÄÜ¼ÀÉÉÁªÀÄUÀ¼ÀÄ,</u> ¥Àæ, ÁgÁAUÀ, ¢ÉÄÊ, ÀÆgÀÄ
PÀ®§ÄVð »gÉÄªÀÄoÀ J,ĩ J,ĩ 2003	<u>dÉÀ¥ÀzÀ PÁªÁª«ÄÄªAiÁA,É,</u> «zÁåª®ü ¥ÀæPÁ±ÀÉÀ, UÀzÀUÀ
gÁªÉÄÄUÈqÀ 1978	<u>dÉÀ¥ÀzÀ Á»vÁª qÀÆ¥ÀUÀ¼ÀÄ,</u> “ÉAUÀ¼ÀÆgÀÄ

GENERIC ELECTIVE (OPEN ELECTIVE)

SIXTH SEMESTER

G.E. PAPER – 3 PERFORMING FOLK ARTS OF KARNATAKA

Unit 1 : Performing Folk Arts : An Introduction

- 1.1 Performing Folk Arts of Karnataka : its substance and local identity
- 1.2 Performing Folk Arts : Meaning and Function

Unit 2 Classification and Compare

- 2.1 Classic and Folk Art Compared
- 2.2. Performing Folk Arts : Significance and Specialities

Unit 3 : Kinds of Performing Folk Arts

- 2.1 Classification of performing Folk Arts
- 2.2 Cultural Significance of Performing Folk Arts
- 2.3 Karnataka Performing Folk Arts : The nature of their presentation and the Modernity

Unit 4 : Practice and Performance of any one of the following Art :

- a) Kolata
- b) Veeragase
- c) Kamsale

Prescribed Readings :

“ÉÆÄgÀ°AUÀAiÄÄª » a
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PÀÈÁðIPÀ dÉÀ¥ÀzÀ PÀÉUÀ¼À
¥Àæ, ÁgÁAUÀ, PÀÈÀßqÀ «±Àé«zÁåª®AiÄÄ, ºÀA!
zÀQët PÀÈÁðIPÀzÀ dÉÀ¥ÀzÀ

aÉÄÊ, ÀÆgÀÄ
 §, ÀaÀgÁd aÄÄ®, ÉnÖ
 zSÁgÀaÁqÀ
 2aÀgÁaÄÄPÁgÀAvÀ PÉ
 "ÉÉÀPÀÉÀ°À½î f ÉÁAiÄÄPÀ
 "ÉAUÀ¼ÀÆgÀÄ
 ¥ÁgÀaÄÄ2aÄAiÄÄ fÄ ±ÄÄ
 ¥ÄæPÁgÀUÀ¼ÄÄ
 aÉÄÊ, ÀÆgÀÄ

¥Äæ, ÁgÁAUÀ, aÉÄÊ, ÀÆgÀÄ «±Äé«zÁâ®AiÄÄ,
GvÀÛgÀ PÀÉÁðIPÀzÀ §AiÄÄ-ÁIUÀ¼ÄÄ
 ¥Äæ, ÁgÁAUÀ, PÀÉÁðIPÀ «±Äé«zÁâ®AiÄÄ,
AiÄÄPÀëUÁÉÀ §AiÄÄ-ÁI
 L©JZi ¥ÄæPÁ±ÄÉÀ, "ÉAUÀ¼ÀÆgÀÄ
PÀÉÁðIPÀ PÀ-ÉUÀ¼ÄÄ, ÀA¥ÄÄI-3
 PÀÉÀßqÀ, Á»vÀâ ¥ÄjµÀvÀÄÛ, ZÁaÄÄgÁd¥ÉÄmÉ,
 1979 zÀQët PÀÉÁðIPÀ dÉÀ¥ÄzÀ PÁaÄâ
 ¥Äæ, ÁgÁAUÀ, aÉÄÊ, ÀÆgÀÄ «±Äé«zÁâ®AiÄÄ,

aÄiÁzÀj ¥Äæ±Äß¥ÄwæPÉ (¥ÄæzsÁÉÀ ¥ÄwæPÉ) MODEL QUESTION PAPER
 (CORE PAPER)
 ©.J., eÁÉÀ¥ÄzÀ ZÀvÀÄaÄiÁð, À ¥ÄjÄPÉëUÀ¼ÄÄ (1©1J, i-1Jf!)
 B.A. DEGREE IN FOLKLORE (SEMESTER) EXAMINATIONS (CBCS-CAGP)

,ÀaÄÄAiÄÄ : 3 UÄAmÉ
 80
 Time : 3 hrs

MIÄÖ CAPÀUÀ¼ÄÄ :
 Max Marks : 80

LaÒPÀ ¥ÄwæPÉAiÄÄ ; Discipline Specific Course Paper

- I) AiÄiÁaÄÄzÁzÀgÀÆ MAzÀPÉÌ GvÀÛj¹ (Answer any ONE of the following) 15 x
 1 = 15
 (Questions from 1st Unit to be set) (¥Äæ±ÄÉBUÀ¼ÄÉÄÄß 1ÉÉAiÄÄ WÀIPÀ¢AzÀ
 ¢ÄqÀ"ÉÄPÄÄ)
 1)
 2)
- II) AiÄiÁaÄÄzÁzÀgÀÆ MAzÀPÉÌ GvÀÛj¹ (Answer any ONE of the following) 15 x
 1 = 15
 (Questions from 2nd Unit to be set) (¥Äæ±ÄÉBUÀ¼ÄÉÄÄß 2ÉÉAiÄÄ WÀIPÀ¢AzÀ
 ¢ÄqÀ"ÉÄPÄÄ)
 1)
 2)
- III) AiÄiÁaÄÄzÁzÀgÀÆ MAzÀPÉÌ GvÀÛj¹ (Answer any ONE of the following) 15 x
 1 = 15

(Questions from 3rd Unit to be set) (ಘಟನೆಗಳನ್ನು 3ನೇ ಘಟಕದಿಂದ ಆಯ್ಕೆ ಮಾಡಿ)

1)

2)

IV) ಆಯ್ಕೆಗಳನ್ನು ಉತ್ತರಿಸಿ (Answer any ONE of the following) 15 x 1 = 15

(Questions from 4th Unit to be set) (ಘಟನೆಗಳನ್ನು 4ನೇ ಘಟಕದಿಂದ ಆಯ್ಕೆ ಮಾಡಿ)

1)

2)

V) ಆಯ್ಕೆಗಳನ್ನು ಉತ್ತರಿಸಿ (Write Short Notes on any 4 of the following)

(Two Question Each unit to be set) (ಘಟನೆಗಳನ್ನು 2ನೇ ಘಟಕದಿಂದ ಆಯ್ಕೆ ಮಾಡಿ) 5 x 4 = 20

1)

5)

2)

6)

3)

7)

4)

8)

(Dr.M.NANJIAH HONGANUR)

Chairman

BOS in FOLKLORE (Composite)

ಆಯ್ಕೆಗಳನ್ನು ಉತ್ತರಿಸಿ (ಘಟನೆಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿ) MODEL QUESTION PAPER (CORE PAPER)

©.J., ಆಯ್ಕೆಗಳನ್ನು ಉತ್ತರಿಸಿ (ಘಟನೆಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿ) (1ನೇ ಘಟಕದಿಂದ ಆಯ್ಕೆ ಮಾಡಿ)

B.A. DEGREE IN FOLKLORE (SEMESTER) EXAMINATIONS (CBCS-CAGP)

ಘಟನೆಗಳನ್ನು : 2 ಘಟಕದಿಂದ
40

ಘಟನೆಗಳನ್ನು : 2 ಘಟಕದಿಂದ

Time : 2 hrs

Max Marks : 40

ಘಟನೆಗಳನ್ನು ಉತ್ತರಿಸಿ : Generic Elective (Open Elective) Paper and

Disciplined Specific Elective (PART-A Theory) Paper

I) ಆಯ್ಕೆಗಳನ್ನು ಉತ್ತರಿಸಿ (Answer any ONE of the following) 8 x 1 = 8

(Questions from 1st Unit to be set) (ಘಟನೆಗಳನ್ನು 1ನೇ ಘಟಕದಿಂದ ಆಯ್ಕೆ ಮಾಡಿ)

1)

2)

II) $\text{A}\hat{\text{i}}\hat{\text{i}}\hat{\text{A}}^{\text{a}}\hat{\text{A}}\hat{\text{z}}\hat{\text{A}}\hat{\text{z}}\hat{\text{A}}\hat{\text{g}}\hat{\text{A}}\hat{\text{E}} \text{MAz}\hat{\text{A}}\hat{\text{P}}\hat{\text{E}}\hat{\text{i}} \text{Gv}\hat{\text{A}}\hat{\text{U}}\hat{\text{j}}^1$ (Answer any ONE of the following)
8 x 1 = 8

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8 x 1 = 8

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8 x 1 = 8

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(Dr.M.NANJIAH HONGANUR)
Chairman
BOS in FOLKLORE (Composite)



Kuvempu Institute of Kannada Studies
Manasagangotri, Mysore 570 006

ANNEXURE – III
ONE YEAR POST GRADUATE DIPLOMA
 (To be introduced from 2023-2024 Academic Year)

FOLKLORE
SCHEME OF EXAMINATION

PAPER NO.	TITLE OF THE PAPER	INSTRUCTIONS PER WEEK	DURATION OF EXAMINATION	MARKS IN EXAMINATION
1	THE STUDY OF CULTURE	2 hrs	3 hrs	100
2	FOLKLORE GENRES	2 hrs	3 hrs	100
3	FOLK LITERATURE	2 hrs	3 hrs	100
4	FOLK ARTS	2 hrs	3 hrs	100
5	FIELD METHODOLOGY (THEORY)	2 hrs	2 hrs	50
	PROJECT REPORT	-	-	50

PAPER – I

THE STUDY OF CULTURE

- 1.1 Anthropology as a field of study.
- 1.2 Basic concepts of society, culture, group, community, institutions, social organizations, social stratification
- 1.3 Marriage and family
- 1.4 Kinship
- 1.5 Religion – Folk Religion vs Religion of the Elite
- 1.6 Magic
- 1.7 Economic organization
- 1.8 Political organization

Prescribed Readings:

Herskovits M.J.	1969	Cultural Anthropology , Calcutta: Oxford and IBH publishing Co.
Evans Pritchard	1951	Social Anthropology , Glencoe Illinois
Claude Levi-Strauss	1969	Elementary Structures of Kinship , Boston: Beacon Press.
Friedl John	1977	Cultural Anthropology , New York, Harper & Row, Publishers Inc.,

- Tapaswi kumar N. 1975 **Sanskritiya Adhyayana**, Mysore
- Nanjammanni. M 1971 **Saamajika Maanavashastra**, Mysore
- Mallinathaiah D.H. 1973 **Saanskritika Manavashastra**, Mysore
- Hammond, Peter (ED.) 1964 **Cultural and Social Anthropology**, New York: Macmillan and Co.,
- Keesing Felix, M. 1962 **Cultural Anthropology**, New York: Holt, Rinehart and Winston.
- Singh, K.S. 1992 **People of India**, Kolkata, A.S.I.
- Sarana G & R.P. Srivastava 2005 **Anthropology and Sociology** Lucknow, New Royal Book Co.,
- Cohn, B.S. 1971 **India : Social Anthropology of a Civilization** Englewood Cliffs, N.J., Prentice Hall
- Basham A.L. 1971 **The Wonder that was India**, New Delhi, Rupa & Co.
- Madan T.N. 1994 **Pathways : Approaches to the Study of Indian Society**, New Delhi, Oxford Uni. Press
- Mandelbaum D.G. 1972 **Society in India**, Bombay, Popular Prakashana
- Karve, I 1961 **Hindu Society**, Pune, Deccan College
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PAPER – II

FOLKLORE GENRES

- 2.1 What is Folklore – Definitions?
 - 2.1.1 Who is Folk? What are lore's?
- 2.2 Scope and Field of Folklore
 - 2.2.1 Folk Literature: Nature and content
 - 2.2.2 Material Culture: Nature and content
 - 2.2.3 Social Folk Customs: Nature and content
 - 2.2.4 Performing Folk Arts: Nature and Content
- 2.3 Early Folklore Scholarship: Antiquarians, The Great Team, European, American and Asian Scholars
- 2.4 Folklore and other disciplines
- 2.5 Approaches to Folklore

Prescribed Readings:

Richard M. Dorson (Ed.)	1972	Folklore and Folklife: An Introduction Chicago, Chicago Uni. Press
Alan Dundes (Ed.)	1965	The Study of Folklore , Berkely University of California
Alan Dundes	1978	Essays in Folkloristics , Meerut: Folkore Institute
Peter J. Claus and Frank Koram	1991	Folkloristics and Indian Folklore , R R C, Udupi
Stuart H. Blackburn & A.K.Ramanujan (Eds.)	1986	Another Harmony , Oxford University Press, Delhi.
Stith Thompson	1977	Folktale , Berkely, Uni. Of California Press.
Ramegowda	1978	Janapada Sahitya Rupagalu , Bangalore
Hiriyanna Ambalike	1992	Saidhantika Jaanapada , Mysore.
Hiriyanna Ambalike	1984	Janapada : Kelavu Vicharagalu , Mysore
Hiriyanna Ambalike	1997	Janapada Siddhantagalu mattu Vidhanagalu , Shakti Prakashana, Mysore.
Ramachandregowda. H.S	1994	Janapadaru Naavu , Mysore.
Paramashivaiah.J.S	1979	Dakshina Karnataka Janapada Kavya Prakaragalu , Mysore.
Javaregowda D	1976	Jaanapada Adhyayana , Mysore.
Nayak. H.M.	1970	Jaanapada Swarupa , Mysore.

PAPER – III

FOLK LITERATURE

- 3.1 Major Genres of Folk literature
- 3.2 Prose Narratives : Nature and content
- 3.3 Verse Narratives : Nature and content
- 3.3.1 Folk Songs: Kinds, Text, Texture and Meaning
- 3.4 Fixed Phrase Genres – Proverb, Riddle, Jokes, Folk Sayings
- 3.5 Folk Drama
- 3.6 The Study of Folk Literature – Different Approaches
- 3.7 Prescribed Texts : $\text{¥}\ddot{\text{A}}\ddot{\text{I}}\ddot{\text{O}}^{\text{a}}\ddot{\text{A}}^{\circ}\text{èUÉ} \gg \text{rv}\ddot{\text{A}}\ddot{\text{A}}\text{§} :$, $\ddot{\text{A}}\text{A. qÁ.}$
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Prescribed Readings:

Richard M. Dorson (Ed.)	1972	Folklore and Folklife – An Introduction, Chicago; Chicago University Press
Heda Jason	1975	Toward New Perspectives in Folklore London, The Univ. of Texas Press
Brenda. E.F. Beck	1992	Elder Brothers Story (Annanmaar Swami Kathai), Madras, Instt. Of Asian Studies
Linda Degh	1989	Folktales and Society, story telling in Hungarian peasant community, Bloomington
Bowra C.M	1964	Heroic Poetry, London, Macmillan & Co.
Albert B. Lord	1960	The Singer of Tales, Cambridge, Harvard Univ. Press
Ramegowda	1978	Janapada Sahitya Rupagalu, Bangalore
Krishnakumar C.P	1980	Janapada Sahitya Praveshike, Mysore
Sundaram R.V.S	1978	Janapada Sahityada Mula Tatvagalu, Mysore
Javare gowda D.	1975	Janapada Adhyayana, Mysore
Dundes Alan (Ed.)	1984	Sacred Narrative : Readings in the theory of myth, Berkely, Univ. of California
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PART – IV

FOLK ARTS

- 4.1 Introduction to Art
- 4.1.1 Definitions – Nature and Scope
- 4.1.2 Art in relation to Individual and his style
- 4.1.3 Elite and Folk Arts
- 4.2 Folk Arts of Karnataka
- 4.3 Folk Arts of India
- 4.4 The Studies in Folk Arts – Different approaches
- 4.5 Effect of Modernisation on Folk Arts

Prescribed Readings:

Richard M. Dorson (Ed.)	1972	Folklore and Folklife – An Introduction, Chicago; Chicago University Press
Paramashivaiah .J.S	1984	Janapada Kalaavihaara, Mysore
Boralingaiah .H.C	1997	Karnataka Janapada Kalegala Kosha, Kannada Univ. Hampi
Channabasappa GR (Ed)	1979	Karnataka Janapada Kalegalu, Kannada Sahitya Parishat, Bangalore
Janapada Sahitya Darshana		Vols. 1 to 27, Prasaraṅga, Karnataka University, Dharwad 580003.
Viveka rai. B.A	1985	Tulu Janapada Sahitya Kannada Sahitya Parishat, Bangalore
Ramachandregowda H.S	1978	Kerala Janapada, Mysore
Ramachandregowda H.S	1977	Kathakali, Mysore
Shivarama Karanth	1975	Yakshagana, Univ. of Mysore, Mysore
Bapat, G.R.	1998	Semiotics of Yakshagana, RRC, Udupi, 576 102
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PAPER – V
FIELD METHODOLOGY
PART A: THEORY

- 5.1 Field Work: Nature and Scope
- 5.2 Collection Topics
 - 5.2.1 Verbal Forms: Prose Narratives, Folk poetry and fixed phrase genres
 - 5.2.2 Non-Verbal Forms: Games, Religion, Crafts, Architecture, Costume, Food habits etc.
- 5.3 Research Proposal
 - 5.3.1 Preparations for fieldwork
 - 5.3.2 Research Design
- 5.4 Collection Method
 - 5.4.1 Preparation of Schedule – Seeking the Informant
 - 5.4.2 Establishing rapport with Informants
 - 5.4.3 Collection
 - 5.4.3.1 Interview method
 - 5.4.3.2 Observation method
 - 5.4.3.3 Questionnaire method
- 5.5 Doing Ethnography
 - 5.5.1 Gender specific issues in fieldwork
 - 5.5.2 Writing ethnography
 - 5.5.3 Use of technology and issues related to it
 - 5.5.4 Archiving & using the archives

Prescribed Readings:

- | | | |
|--------------------------|------|---|
| George H Shoemaker (Ed.) | 1990 | The emergence of Folklore in everyday life
Bloomington, Trickster Press |
| Kenneth S. Goldstein | 1964 | A guide for field workers in Folklore
Pennsylvania: The American Folklore Society |
| Richard M. Dorson | 1972 | Folklore and Folklife , Chicago |

Hiriyanna Ambalike	1977	Janapada siddhantagalu mathu vidhanagalu, Shakti Prakashana, Mysore
Purushothama Bilimale	1992	Janapada Kshetrakarya: Adhunka Vidhanagalu, Kannada Uni. Hampi
Pai C.C.A	1978	Janapada Vygnanika Kshetrakarya, Karnataka University Dharwad.
Jackson Bruce	1987	Fieldwork, Chicago, University of Illinois Press
Margaret Mills A and Frank J Koram (Eds)	1991	Gender, Genre and Power in South Asian Expressive Traditions, Philadelphia, University of Pennsylvania Press
Cornel Bob R.W	1987	Gender and power, Stanford University Press
Radtke Loraine and Henderkus J.Stem (Eds.)	1994	Power, Gender Social Relations in theory and practice, Thousand Oaks; New Delhi
Bermard, H.R.	1998	Research Methods in Cultural Anthropology, New Delhi, Sage Publication
Weller, S.C. & A.K.Ramney	1990	Systematic Data Collection, Newbury Park, Sage Publication
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PART B

PROJECT REPORT

The Candidates should take Project work during the Academic Year under the supervision of a teacher. The Students shall have guided fieldwork sessions from the Faculty members. The Project Report should not be less than 50 Printed pages [A4 size 12 points with double line spacing] and within 60 pages. It could be either in English or in Kannada. Two typed copies properly bound should be submitted to the Department on or before the Last working day of that Academic Year.

(Dr. M. NANJIAH HONGANUR)

Chairman
B O S in Folklore

UNIVERSITY  OF MYSORE
[A+ Institution of Higher Education]

MASTER'S DEGREE COURSE IN FOLKLORE

FROM 2023-2024 AND ONWARDS

SYLLABUS AND SCHEME OF EXAMINATION

Kuvempu Institute of Kannada Studies
Manasagangotri, Mysore 570 006

UNIVERSITY OF MYSORE
KUVEMPU INSTITUTE OF KANNADA STUDIES, MANASAGANGOTRI, MYSORE

MASTER'S DEGREE COURSE IN FOLKLORE SYLLABUS AND SCHEME OF EXAMINATION

(UNDER CHOICE BASED CREDIT SYSTEM AND CONTINUOUS ASSESSMENT
AND GRADING PATTERN - (CBCS-CAGP) 2023-2024

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UNIVERSITY OF MYSORE
KUVEMPU INSTITUTE OF KANNADA STUDIES, MANASAGANGOTRI, MYSORE
MASTER'S DEGREE COURSE IN FOLKLORE
SYLLABUS AND SCHEME OF EXAMINATION

(UNDER CHOICE BASED CREDIT SYSTEM AND CONTINUOUS ASSESSMENT
AND GRADING PATTERN - (CBCS-CAGP) 2023-2024

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UNIVERSITY OF MYSORE
KUVEMPU INSTITUTE OF KANNADA STUDIES, MANASAGANGOTRI, MYSORE

MASTER'S DEGREE COURSE IN FOLKLORE SYLLABUS AND SCHEME OF EXAMINATION

(UNDER CHOICE BASED CREDIT SYSTEM AND CONTINUOUS ASSESSMENT
AND GRADING PATTERN - (CBCS-CAGP) 2023-2024

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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 nd month of the every semester (ONE HOUR)	10
TEST C-2	At the end of 4 th month of the every semester (ONE HOUR)	10
C-1	Continuous Assessment during the First 2 Months (Tutorial and Practicals)	05
C-2	Continuous Assessment during the Last 2 Months (Tutorial and Practicals)	05
	TOTAL	30
C-3	At the end of the Each Semester, Examination of 3hr duration will be conducted for 70 marks	70
	TOTAL MARKS	100

TUTORIALS :

Discussion, Presentation, Seminars, Small write-ups, Practical Sessions

DISSERTATION / MINOR PROJECT / TERM WORK (IV SEMESTER) : (100 marks)

The Candidates should select the topic of dissertation and got it approved by the Department during III Semester and submit before the end of the Fourth Semester under supervision of Teachers. It should not be less than 60 printed pages [a/4 size 12 points with double line spacing] and not more than 80 pages. The dissertation could be EITHER IN ENGLISH OR KANNADA. TWO Typed copies properly bounded should be submitted to the Department before the Last working day of the IV SEMESTER.

DETAILS OF INTERNAL ASSESSMENT OF THE MINOR PROJECT / TERM WORK / DISSERTATION

Field Work, Collection of Data, Analysis of Data and Report

Unit-I C-1	1) Periodical Progress and Report	7.50 Marks
	2) Discussion Seminar / Minor Project / Term work	7.50 Marks
Unit-II C-2	1) Preparation of the Draft Report	7.50 Marks
	2) Final Report and Results	7.50 Marks

TOTAL MARKS OF THE INTERNAL ASSESSMENT

B24WTSRGZD

30 MARKS

Unit-III (C-3)	Evaluation of the Report / Minor Project / Term Work	60 Marks
	and Viva-Voce Examination	10 Marks
	At the end of the Semester	
	TOTAL MARKS OF THE REPORT	70 MARKS

TOTAL

100 MARKS

(Dr. M. NANJIAH HONGANUR)

Professor and Chairman

B O S in Folklore (Composite)

M. A. DEGREE COURSE IN FOLKLORE (CBCS-CAGP) FIRST SEMESTER

PAPER - 1 : PERSPECTIVES OF FOLKLORE (HARD CORE) [3:1:0]

Unit 1: **Folklore: An Introduction**

Meaning, Nature and Scope

Diverse approaches : A working definition; change in the definition of folk, Rural/ peasant later shifted to non-urban, Pre industrial – any group which share a common trait.

Rural-illiterate-traditional-anonymous-inherited-Urban and Industrial folk groups

Orality to Literacy and Vice-Versa

Folk, Folklore, Folkloristics

Characteristics and Functions of Folklore

Unit 2 : **Classification of Folklore**

Two folded, Three folded and Four folded classification

Macro and Micro Classification

Forms of Folklore : Oral Literature, Material Culture, Social Folk Customs

Performing Folk Arts

Unit 3 : **Basic Concepts**

Meta Folklore, Cultural Identity, Feminism, Worldview, Oicotype,

Type and Motif, Arche Type

Active bearers and Passive bearers

Unit 4 : **Folklore and its neighbouring disciplines**

Anthropology, Psychology, History, Linguistics, Literature

Need for inter disciplinary study

Need for Multi disciplinary study

PRESCRIBED READINGS :

- | | | |
|--------------------------------|------|--|
| Dundes Alan | 1978 | <i>Essays in Folkloristics</i> , Meerut, Folklore Institute |
| Handoo Jawaharalal | 1989 | <i>Folklore-An Introduction</i> , Mysore, CIIL |
| Ramanujan A.K. | 1987 | <i>The relevance of South Asian Folklore, In Indian Folklore-II</i> Mysore, CIIL |
| Carvalho Neto Paulo de | 1971 | <i>The Concept of Folklore</i> (trans.), Florida, University of Miami Press |
| Stoeltje, Beverly J | 1988 | <i>Gender Representation in Performance</i>
The Cowgiri & Hostess, Journal of Folklore Research |
| £ÁAiÀÄPÀ °Á.ªÀiÁ. | 1971 | eÁ£À¥ÀzÀ ÄéqÀÆ¥À , vÀ.ªÉA. |
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 UÄæ|üPî, ÉAUÀ¼ÄÆgÀÄ
 PAPER - 2 : FOLK LITERATURE (GENRES) (HARD CORE) [3:1:0]

Unit 1: **Folk Literature : An Introduction**

- 1.1 Literature; its meaning and scope
- 1.2 Oral and Written Literature
- 1.3 Literary tradition : its relationship

Unit 2 : **Prose and Poetry Forms**

- 2.1 Oral Narratives : Myths, legends and Folk tales
- 2.2 Function and Meaning of oral Narratives
- 2.3 Verse Narratives : Songs, ballads and epics
- 2.4 Function and Meaning of Verse Narratives

Unit 3 : **Fixed Phrase Genres**

- 3.1 Proverbs and Riddles
- 3.2 Abuses and Idioms
- 3.3 Text, Texture, context
- 3.4 Function and Meaning
- 3.5 Structure of Fixed Phrase Forms

Unit 4 : **Different Approaches to Folk literature**

- 4.1 Collection, Editing and Analysis of Folk literature
- 4.2 Different approaches to the study of Folk literature

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Bowra C M	1964	<i>Heroic poetry</i> , London, Macmillan & Co.,
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PAPER - 3 : FOLKLORE AND COMMUNICATION (HARD CORE) [3:1:0]

Unit 1 : Meaning and Kinds of Communication

- 1.1 Meaning and Characteristics of Communication
- 1.2 Definition of Communication
- 1.3 The Communication perspectives
- 1.4 Types of Communication-Verbal and Non-verbal
- 1.5 Models of Communication

Unit 2: Folklore and Communication

- 2.1 Types of Folk Media and Mass Media
- 2.2 Items of Folk Communication
- 2.3 Role of Traditional Media
- 2.4 Techniques of Folk Communication
- 2.5 Purpose of Folk Communication
- 2.6 Performer, Audience and Communication
- 2.7 Development of Folk Media

Unit 3 : Folk Media and Mass Media : Concern and Conflict In search of media and current Trends in Media Analysis

- #### Unit 4 :
- 1.1 Integrated use of Folk Media and Mass Media
 - 1.2 Social Impacts of Media
 - 1.3 Folk Media and Globalization

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- PAPER - 4 : (A) FOLK RITUALS (SOFT CORE) [3:1:0]

Unit 1: Folk Rituals : An Introduction

- 1.1 : Folk Rituals : its meaning and concepts
- 1.2 : Characteristics and functions
- 1.3 : Classification
- 1.4 : Cultural Importance of Folk Rituals

Unit 2 : Folk Ritual related to life cycle

- 2.1 : Meaning of Life Cycle ritual
- 2.2 : Conception, Pregnancy, Child Birth
- 2.3 : Puberty, Marriage, Death

Unit 3 : Folk Ritual related to Hunting

- 3.1 : Pastoralism, Horticulture Agriculture
- 3.2 : Types of Hunting and context
- 3.3 : Preparation of Hunting and Involving
- 3.4 : Hunting Sharing and Eating
- 3.5 : Magic and worship

Unit 4 : **Folk Rituals related to Fares and Festivals**

- 4.1 : Village gods, Totemic Gods, Festivals
- 4.2 : Context of Fares and Festivals
- 4.3 : Fire ceremony, Beliefs and Taboos of Maricult
- 4.4 : Folk rituals and Modernity

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Vol-I & II, London Macmillan
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PAPER - 4 : (B) REGIONAL FOLKLORE : KARNATAKA (SOFT CORE) [3:1:0]

Unit 1 : Regional Folklore : An Introduction

- 1.1 Regional Folklore : Geographical, Revenue
- 1.2 Regional Folklore : Linguistic, Cultural, Historical
- 1.3 Regional Folklore : Cultural Importance

Unit 2 : Regional Folklore : Major Genres

- 2.1 Oral Literature : Content and Form
- 2.2 Material culture : Content and Form
- 2.3 Social Folk Customs : Characteristic features
- 2.4 Performing Folk Arts : Characteristic features

Unit 3 : The Study of Regional Folklore

- 3.1 Foreign Scholars
- 3.2 Native Scholars
- 3.3 Different approaches to Regional Folklore

Unit : 4 Regional Folklore Compared

- 4.1 Rituals, Customs, Food habits
- 4.2 Folk Medicine and Folk Agriculture
- 4.3 Fair and Festival of Regional Folklore
- 4.4 Recent trends in Regional Folklore

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| Krishnamurthy Hanur | 1991 | Encyclopaedia of Folk culture of Karnataka
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PAPER - 4 : (C) FOLKLORE STUDIES IN SOUTH INDIA (SOFT CORE) [3:1:0]

Unit 1 : Folklore Studies in South India : An Introduction

- 1.1 Folklore Studies in Karnataka : A Brief Account
- 1.2 Folklore Studies in Karnataka : Ideology, Politics

Unit 2 : Folklore Studies in Andhra Pradesh

Ideology, Politics and Folklore with special reference to Andhra Pradesh :
 Romanticism
 Nationalism, Marxism, Modernism, consumerism – the Impact of these on Folklore
 Studies of Andhra Pradesh

Unit 3 : Folklore Studies in Kerala

Ideology, Politics and Folklore with special reference to Kerala : Romanticism,
 Nationalism, Marxism, Imperialism, Orientalism, Modernism, consumerism – the
 Impact
 of these on Folklore Studies of Kerala

Unit 4 : Folklore Studies in Tamilnadu

Ideology, Politics and Folklore with special reference to Tamilnadu : Romanticism
 Nationalism, Modernism, consumerism – the Impact of these on Folklore Studies of
 Tamilnadu.

Prescribed Readings :

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Dharmaraja Iyer K	1981	<i>The Peasant Upsprings in Nanchilnadu</i> Journal of Kerala Studies Vol VIII
Ingh's Stephen	1980	<i>A Village art of South India</i> : The Work of Valar M. K. University, Madurai
Margaret Trawick	1992	<i>Love in Tamil Family</i> , London
Valentine Donoel	1987	<i>Fluid Signs : Being a Person the Tamil Way</i> Oxford University of California Press
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SECOND SEMESTER

PAPER : 1 FOLKLORE THEORIES – I (HARD CORE) [3:1:0]

Unit 1 : Current Theories in Folklore

Necessity of Theories in Folklore

Relevance of Theories in Folklore

Unit 2 : Evolutionary and Devolutionary Theories

Cultural Evolutionists, Myth Ritualists and Comparative Mythologists

The Indianists, The Egyptians and The Finnish Method

Anthropological Theory

Unit 3 : Functional Theory

Application of Functional thoughts

Psychoanalytical theory

Application of Psychoanalysis

Unit 4 : Structural theory

Propp, Levi Strauss, Alan Dundes and Maranda and Maranda Model
Application and limitations of structural models

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- Dundes Alan 1975 : Analytical Essays in Folklore, The Hague, Mouton
- Thompson Stith 1977 : The Folktale, Berkeley, University of California Press
- Kongas Elli and 1971 : Structural Models in Folklore
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eÁÉÄÏÄzÄ «.«. ²UÄÍ«

PAPER-2 : FOLK SPEECH (HARD CORE) [3:1:0]

Unit 1 : **Folk Speech : An Introduction**

- Folk speech : Nature and Scope
- Characteristics of Folk Speech
- Folk Etymology; Folk Speech – Elite Speech
- Dialects

Unit 2 : **Name lore**

- Folk Names of Plants, Animals and other objects
- Occupation, Games and Trade Names
- Personal names, Place names and Nick names

d) Idioms, Slang, Abuses, Folk Dictionary, Folk Taboos

Unit 3 : **Role of Folk Speech**

- Folk Speech in Poetry : Folk Songs, Ballad and Epics
- Folk Speech in Narratives : Tales, Myth and legend
- Fair and Festival, Cultural Programme
- Naming ceremony and Marriage Context

Unit 4 : **Proverbs**

- Genesis and Classification, Characteristics
- Text, Texture and context
- Literary, Linguistic and Cultural aspects

Prescribed Readings :

Hymes Dell	1974	<i>Foundations of Socio-Linguistics : An Ethnographic Approach</i> , Philadelphia, University of Pennsylvania Press
Derrida Jacques	1973	<i>Speech Phenomenon</i> , Evanston, North Western University Press
Hocket C F	1958	<i>A Course in Modern Linguistic Analysis</i> Oriental Book Reprint Corporation, New Delhi (Indian Edition)
Hunter & Whitten	1976	<i>Encyclopaedia of Anthropology</i> , Harper & Row Publisher
Masani R P	1966	<i>Folk Culture Reflected in Names</i> , Bombay Popular Prakashan
Venkatesha	1982	<i>Some Important Place Names in Karnataka</i> Place Names Society of India Vol-3
«ÅgÀtÚ zÀAqÉ	1982	<i>dÉÀ¥ÀzÀ PÁªÀª«ÄªÀiÁÁ.É. ªÄÆqÀ® ¥ÀæPÁ±ÀÉÀ,</i>
§æªÀ¥ÀªÀ, PÀ®§ÄVð		
¥ÁÑÄ`i «í J`i	2005	<i>CqÀØªÉ.ÀqÀÄ, QÃwð ¥ÀæPÁ±ÀÉÀ. zsÁgªªÁqÀ</i>
PÀ®§ÄVð JA JA	1998	<i>PÀÉÀßqÀ ÉÁªÀª«eÁÕÉÀ, ¥Àæ,ÁgÁAUÀ,</i>
“ÉAUÀ¼ÀÆgÀÄ «. «. “ÉAUÀ¼ÀÆgÀÄ		
azÁÉAAzªªÀÆwð	1981	<i>ªÁUÁxÄð, “Á¥ÉÆi ¥ÀæPÁ±ÀÉÀ, “ÉAUÀ¼ÀÆgÀÄ</i>
dªÁgÉÄUËqÀ zÉÄ	1990	<i>ÄÜ¼ÀÉÁªª ÉÁªªªª.ÁAUÀ, ªªÁª¢æ ¥ÀæPÁ±ÀÉÀ,</i>
ªÉÄÊ.ÀÆgÀÄ		
ÉÁAiÀÄPÀgÀeÉÄzÀæ JA	1999	<i>G¥Ä“sÁµÁ«eÁÕÉÀ, PÀÉÁðIPÀ</i>
«±Àé«zÁª®AiÀÄ, zsÁgªªÁqÀ		
CAUÀr J,`i J,`i		<i>dÉÀ¥ÀzÀ Á»vÀª “sÁµÉ, «PÁ,À ¥ÀæPÁ±ÀÉÀ,</i>
ÁgÀ, Áew¥ÀªÀ, PÀ®§ÄVð		
»gÉªªÀoÀ J,`i J,`i	2003	<i>dÉÀ¥ÀzÀ PÁªÀª«ÄªÀiÁÁ.É. ªÄÆqÀ® ¥ÀæPÁ±ÀÉÀ,</i>
PÀ®§ÄVð		
®PÀi¥ÀàUËqÀ JZi eÉ	1995	<i>MUÀiAUÀ¼ÀÄ, ZÉÄvÀÉÀ §ÄPªª,`i,</i>
ªÉÄÊ.ÀÆgÀÄ		
gªªÉÄUËqÀ		<i>ÉªªÄä UÁzÉUÀ¼ÀÄ, r«PÉ ªÄÆwð ¥ÀæPÁ±ÀÉÀ,</i>
ªÉÄÊ.ÀÆgÀÄ		
ÉÀAdAiÀªª JA	2009	<i>ÄÜ¼ÀÉÁªªAUÀ¼ÀÄ, ¥Àæ,ÁgÁAUÀ, ªÉÄÊ.ÀÆgÀÄ</i>
«±Àé«zÁª®AiÀÄ		
«±ÀéÉÁxÀ	2000	<i>UÁæªªÉÁªªAUÀ¼À Ä.Á.ÀiøwPÀ ¥ÀªªÉÄ±À, zÉÄ«</i>
¥ÀæPÁ±ÀÉÀ, ªÉÄÊ.ÀÆgÀÄ		
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PÀÉÀßqÀ «. «. ªª!		
ÉÆªªªªÉÄRgÀ EªªiÁæ¥ÀªgÀ	1989	<i>dÉÀ¥ÀzÀ MUÀiAUÀ¼ÀÄ, PÀÉÁðIPÀ «.«.</i>
zsÁgªªÁqÀ		
ÁAUÀªªªª±À, ªªzÀwÜªªoÀ	1985	<i>dÉÀ¥ÀzÀ “sÁµÁ Ä«ÄªPÉë,</i>
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UÉÆÃ«AzÀgÁd VgÀrØ 1994 dÉÀ¥ÀzÀ PÁªÀª, ¥Àæ,ÁgÁAUÀ, PÀÉÁðIPÀ
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 ªÉÆUÀ½î UÀuÉÃ±ï 2014 zÀ°vÀ¥ÀzÀ PÀxÀÉÀ, ¥Àæ,ÁgÁAUÀ, PÀÉÀßqÀ
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PAPER-3 : KARNATAKA FOLK ARTS : THEORY AND PRACTICE (HARD CORE) [3:1:0]

Unit 1 : **Karnataka Folk Arts – An Introduction**

- 1.1 Karnataka Folk Arts : Meaning and Function
- 1.2 Karnataka Folk Arts : As a Ritual
- 1.3 Karnataka Folk Arts : As a Cult
- 1.4 Karnataka Folk Arts : As an entertainment

Unit 2: **Karnataka Folk Arts – its kinds**

- 2.1 Instrumental oriented
- 2.2 Dance oriented
- 2.3 Song oriented
- 2.4 Tribal Dances
- 2.5 Women dominated Arts

Unit 3 : **Contemporaneity and Folk Arts**

- 3.1 Contemporary Society and Modernity
- 3.2 Use of Mass Media and refinement of Arts
- 3.3 Use of Modern Platform and refinement of Arts
- 3.4 Safeguarding of Traditional Motifs and refinement
- 3.5 Refinement of Traditional Dance forms and Choreography : Its implications

Unit 4 : **Karnataka Folk Arts : Performance and Practice**

- 4.1 Kamsale
- 4.2 Gigi
- 4.3 Tatva Pada
- 4.4 Practice and performance

Prescribed Readings :

°ÉÆÃgÀ°AUÀAiÀÄª » a PÀÉÁðIPÀ dÉÀ¥ÀzÀ PÀ°ÉUÀ¼À PÉÆÃ±À,
 ¥Àæ,ÁgÁAUÀ, PÀÉÀßqÀ «. «. °ÀA!
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PAPER - 4 : (A) STUDY OF INDIAN FOLKLORE (SOFT CORE) [3:1:0]

Unit 1: India: Its geographical, Historical, Cultural and Linguistic Identity

Unit 2: **Indian Terms for Folklore**

Folkloristics in India
 Indian folkloristics and the contemporary world
 Recent trends in Indian Folklore

Unit 3: **Genres of Indian Folklore**

Folk Poetry, Prose Narratives
 Fixed Phrase Genres
 History of Folkloristic India

Unit 4: **Theatrical Forms**

Geographical Identity
 Historical Validity
 Socio-Cultural significance
 People, Place and Performance
 Literature, Music, costumes, Stage, Makeup, Dance
 Different approaches to Study of Indian Folklore

REFERENCES:

NBT Series on Folklore of different states. New Delhi

- | | | | |
|--------------------|------|---|--|
| Shankar sen Gupta | 1964 | : | Folklore Research in India ,
Indian Publication, Calcutta |
| Vidhyarthi L.P(ed) | 1973 | : | Essays in Indian folklore ,
Indian Publication, Culcutta |
| Durga Bhagavath | 1958 | : | An Outline of Indian Folklore ,
Popular book Depot, Bombay |

- Karunakaran & J Handoo (ed) 1991 : **Folklore of India**, CIIL, Mysore
 Claus peter & Korom Frank 1991 : **Folkloristics and Indian Folklore**, RRC, Udupi
 Blackburn Stuart H 1984 : **Oral Expression in India**, Berkely, Univ.of California
 Handoo, Jawaharalal 1989 : **Folklore: An Introduction**, CIIL, Mysore
 Charles E Gover : **Folksongs of Southern India**, Bombay
 Devendra Satyarthi : **Meet my People**, Bombay
 Vatuk Ved 1979 : **Studies in Indian Traditions**, Mohohar Delhi
 Peter J Claus, J. Handoo & 1987 : **Indian Folklore-II**, CIIL, Mysore – 6
 D.P. Pattanayak : **Dravidian Folk and Triabalore**, Dravidian University, Kuppam
 Ramakrishna Reddy B : **Dravidian Folk and Triabalore**, Dravidian University, Kuppam

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PAPER – 4 (B) : RURAL FOLK AND RURAL ECONOMY (SOFT CORE) [3:1:0]

- Unit 1 : **The Concept of Folk Economy and Folklife;**
 Characteristics of the Folk Economy-Historical perspectives
- Unit 2 : **Folk Economy of India :**
 Subsistence agriculture and the pattern of development in the Pre-British period
 Economic consequence of colonialism and its impact on the Folk Economy
 Progressive ruralisation of Indian Folk society
- Unit 3 : **The structure of Folk Economy :**
 Production, characteristics, consumption pattern and distributional network – Folk markets, its characteristics, functions and role in development of the Folk Economy
- Unit 4 : **Determinants of development**
 Socio-economic problems of Folk Economy
 Policy alternatives for the development of Folk Economy
 Strategies for the integrated development of Folk Economy

Prescribed Readings :

- I D S 1991 Dynamics of Rural Markets: A study in Karnataka
University of Mysore, Mysore
- Timmaiah G. Land Reforms and Rural Development in India
Fifty years of development, UIRD Publication
- Chakravarthy S Development planning – The Indian Experiences
- Dadabhai Navrojee Poverty and British rule in India
- Agarwal and Singh Approaches to the problem of Under development
- Brahmananda P. R. Fifty years of India's Development
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PAPER-5 : FOLK CULTURE : AN INTRODUCTION(OPEN ELECTIVE) [3:1:0]

- Unit 1 : **Patterns of peoples culture**
1.1 : Folk Culture
1.2 : Popular Culture
1.3 : Elite Culture
1.4 : Subaltern culture
1.5 : Culture and Creativity
1.6 : Culture and Globalization
1.7 : Significance of Folk Culture
- Unit 2 : **Pattern's of People's knowledge system**
2.1 : Folk speech-orality; Models-originality
2.2 : Folk Technology : Technology for living
2.3 : Dress and ornaments
2.4 : Traditional Agriculture and Seed Preservation
2.5 : Traditional food and culinary skills
2.6 : Fast food and fast life
2.7 : Folk Food and Modernity
- Unit 3 : **System of Beliefs and Rituals**
3.1 : Beliefs, rituals - its Meaning and Function
3.2 : Characteristics, Classification
3.3 : Village Gods, Fair and Festival
3.4 : Fire Ceremony and Vows

Unit 3 : Genre Theory

Context and Genre

Ethnic and Analytical category

Real and Ideal Genre

Unit 4 : Nativism

From romantic period to Post Independence period

Current trends in Folklore

Prescribed Readings :

Dorson Richard,M	1972	<i>Folklore and Folklife : An Introduction</i> Chicago, University of Chicago press
Bauman, Richard	1977	<i>Verbal Art as performance</i> , Illinois : Wavel and Press
Lord Albert Bates	1976	<i>The singer of Tales</i> , Newyork : Athemeum
Ben Amos- Dan	1976	<i>Folklore Genres</i> , Austin., University of Texas Press
Honko Lauri	1989	<i>Folkloristic Theories of Genre</i> , Helsinki, Studia Fennica
Veeranna Dande (Ed.)	1999	<i>Jaanapada Shastra Siddhantagalu</i> Nelamane Prakashana, Srirangapattana
Hiriyanna Ambalike	1992	<i>Saidhantika Jaanapada</i> , Prajwala Prakashana, Mysore
Jawaharlal Handoo	1978	Current trends in Folklore, IKS, Mysore
Peter J Class & Frank J Roran	1991	Folkloristics and Indian Folklore, RRC Udipi
Ben Amos Dan	1982	Folklore in Context Essays
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PAPER – 2 : FOLKLORE RESEARCH METHODOLOGY
(HARD CORE) [3:1:0]

Unit 1 :**Introduction to Folkloristic Research**

Nature and Scope of Research

History of field work tradition in Folklore
 Folklore as a field science
 Research Proposal, Source of Research, Research Synopsis

Unit 2 :

Different stages of folkloristic Research

Selection of Topics – Verbal and Non-verbal forms
 Selection of an informant qualities of an investigator
 Preparation of Field Work and Field trip

Unit 3 :

Basic Tools and Techniques of Data collection in Folkloristic Research –

Observation, Interview, questionnaires, case-study and life history method
 Different techniques and importance of Data collection

Unit 4 :

Analysis of Data

Classification, Categorization, Contextual, interpretations, Footnotes, Bibliography
 Writing a Research Report
 Recent studies on Folkloristics Research

Prescribed Readings :

BVB Sharma and		<i>Research Methods in Social Sciences</i>
B Ravindra Prasad		Chauncy Sanders
Richard M Dorson	1972	<i>Folklore and Folklife – An Introduction</i>
		Chicago, University of Chicago Press
Kenneth S Goldstein	1964	<i>A Guide for field workers in Folklore</i>
		Pennsylvania – The American Folklore Society
M Chidanda Murthy }		<i>Samshodhane</i>
Pai C C A }		<i>Janapada Vaignanika Kshethrakarya</i>
		Karnatak University, Dharwad
M M Kalburgi		<i>Kannada Samshodhana Shastra</i>
B V Shiruru P V Kulakarni		<i>Samshodhana Swaroopa</i>
Harikrishna Bharanya & }		<i>Samshodhana Vidana</i>
B. Sadashiva }		
H M Marulasiddaiah		<i>Samshodhaneya Yeradu Hejjegalu</i>
Hoskere Shivaswamy		<i>Samshodhana Shastra</i>
S Rajashekar		<i>Samajika Samshodhane</i>
Heranje Krishna Bhat (Ed.)		<i>Samshodhana Pragne</i>
Sangamesha Savadatti Mutt		<i>Sahitya Samshodhana Marga</i>
Antharashisthiya Samshodhana Vidhana		<i>Lochana</i> , Varshika Visheshanka
<i>Maha Marga</i> M. M. Kalburgi Abhinandana Grantha		

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 eÁ£À¥ÀzÀ «.«.²UÁÎ«

PAPER - 3 : FOLKLORE IN THE CHANGING WORLD (HARD CORE) [3:1:0]

- Unit 1: Folklore Research around the world : Popular Antiquities to Folklore
Folkloristics of the West : Germany, Finland, Russia, England and America
Folkloristics of the East : Japan, China, South East Asia, India, Bangladesh,
UNESCO recommendations
- Unit 2 : The Folklore Process
The First Life of Folklore
The Second Life of Folklore
- Unit 3 : Applied Folklore
The Political uses and Themes of Folklore
To Promote Commodities in the Market
To Promote Tourism
- Unit 4 : Karnataka Folklore in the Changing World
Factors influencing Media
Globalisation and Consumerism
Folklorism : Its Impact of Folklorism

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- Ben Amos, Dan 1984 : **The Seven Strands of Tradition : Varieties, and It's meaning in " American Folklore Studies "** Journal of Folklore Research Vol. 21, No. 2/3 PP 97-133
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- Handoo Jawaharalal 1999 : **Folklore in the Changing World** & Reimund Kvideland (eds) Zooni Publications, Mysore
- Ambalike Hiriyanna 2000 : **Janapada prakriye : Honko Drusti** Kannada University, Vidyananya, HAMPI
- Handoo Jawaharal (Ed) 1998 : **Folklore in Modern India**, CILL, Mysore
- Oinas, Felix J 1978 : The Political uses and themes of Folklore in Soviet union **in Folklore Nationalism and Politics** 'Columbas : Slavic Publisher :
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- Wilson, William A 1978 : **The Kalevala and Finnish Politics in 'Folklore Nationalism and Politics** ' Columbas : Slavic Publications
- Dorson, Richard 1973 : **Folklore Reseach around the World**, Newyork, Kennikat Press
- Dorson, Richard 1972 : **British Folkloristics**, Chicago University Press, Chicago
- Guiseppe Co-Chiara 1974 : **The History of Folklore Research in Europe**, Institute of the Study of Human issues

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PAPER – 4(A) KARNATAKA FOLK THEATRE (SOFT CORE) [3:1:0]

- Unit 1 : **Folk Theatre : An Introduction**
 1.1 Folk Theatre : Meaning and Function
 1.2 Folk Theatre : Genesis and Development
- Unit 2 : **Forms of Karnataka Theatre**
 2.1 Bayalata : Text, Texture, Context
 2.2 Yakshagana : Text, Texture, Context
 2.3 Dodddata : Text, Texture, Context
 2.4 Sannata : Text, Texture, Context
- Unit 3 : **Puppetry as a form of Folk Theatre**
 3.1 String Puppets : Text, Texture, Context
 3.2 Leather Puppets : Text, Texture, Context
- Unit : 4 Recent trends in Karnataka Folk Theatre

Prescribed Readings :

- | | | |
|--------------------|------|--|
| Ranganath H.K. | 1960 | <u>The Karnataka Theatre,</u>
Karnataka University, Dharwad |
| Basavaraj S Naikar | 1990 | <u>The Folk Theatre of North Karnataka</u>
Prasaranga, Karnataka University, Dharwad |
| Vatsayana, Kapila | 1980 | <u>Traditional Indian Theatre, NBT, New Delhi</u> |
| Vatsayana, Kapila | 1976 | <u>Traditions of Indian Folk Dance,</u>
Indian Book Co., New Delhi |
| Krishnaiah S.A. | 1985 | <u>Karnataka Puppetry,</u> RRC, Udupi |
| Usha Rani N | 1996 | <u>Folk Media for development : A study</u>
<u>Of Karnataka's traditional Media,</u> B'lore |

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PAPER – 4 : (B) GENDER AND FOLKLORE (SOFT CORE) [3:1:0]

Unit 1 : Gender : Meaning and Function

- 1.1 Gender Studies : Nature and Scope
- 1.2 Gender Theories : Its application

Unit 2 : Gender and Folklore

- 2.1 Concept of Gender in Society
- 2.2 Concept of Gender in Folklore Studies

Unit 3 : The Significance of Gender in Folklore

- 3.1 The Significance of Gender in Oral Narratives
- 3.2 The Significance of Gender in Oral Poetry
- 3.3 The Significance of Gender in Fixed phrase Genres

Unit : 4 Gender Studies in Folk Rituals

- 4.1 Kunti, Siri, and Devadasi Cult
- 4.2 Gender in Folk Art and Games

Prescribed Readings :

- | | | |
|--------------------|------|--|
| Beverly J Stoeltje | 1988 | <u>Introduction : Feminist Revision</u>
Journal of Folklore Research PP 141-154 |
| Beverly J Stoeltje | 1988 | <u>Gender Representation in Performance :</u>
<u>The Cowgirl and Hostess</u>
Journal of Folklore Research PP 219-241 |
| Simon De Beauvior | 1974 | <u>The Second Sex</u> , Vintage Books, Newyork |

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PAPER-5 : FOLKLORE : AN INTRODUCTION(OPEN ELECTIVE) [3:1:0]

Unit 1 Nature and Scope of Folklore

- 1.1 Definitions : Folk, Folklore, Folklife, Folkloristics
- 1.2 Characteristics and Function of Folklore
- 1.3 Importance of Folklore

Unit 2 Folklore Scholarship

- 2.1 Antiquarians
- 2.2 Europeans (Finland, Germany England and Other countries)
- 2.3 Americans
- 2.4 Indians
- 2.5 Karnatakas

Unit 3 Classification of Folklore

- 3.1 R.S. Boggs - Classification
- 3.2 A. H. Krappe - Classification
- 3.3 Francies Lee Attley - Classification
- 3.4 Richard M Dorson, - Classification
- 3.5 Aland Dundes - Classification

Unit 4 Folklore and Other disciplines

- 4.1 Folklore and Anthropology
- 4.2 Folklore and History
- 4.3 Folklore and Literature
- 4.4 Folklore and Linguistics
- 4.5 Folklore and Mass Media

4.6 Folklore and Science

Prescribed Readings :

- Dorson, Richards M 1972 *Folklore and Folklife*, Chicago, Chicago University Press
- Dundes, Alan (Ed.) 1965 *The Study of Folklore*, Prentice Hall
- Ben-Amos Dan (Ed.) 1976 *Folklore Genres*, Austin, University of Texas Press
- Clarke, Kenneth and Marry Clarke W 1963 *Introducing Folklore*, Newyork, Rinehart and Wiston
- Handoo Jawaharlal 1989 *Folklore-An Introduction*, C I I L, Mysore
- Handoo Jawaharlal 1998 *Folklore in Modern India*, C I I L, Mysore
- Kenneth Goldstein 1964 *Every forms of Folklife*, Pennsylvania
- Clauss Peter J & Frank J Korom 1991 *Folkloristics and Indian Folklore*, R R C Udupi
- §,ÀÁgÁd £É°è,ÀgÀ (,ÀA) 1991 eÁ£À¥ÀzÀ ªÀÄvÀÄÛ ¥ÀÆgÀPÀ
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FOURTH SEMESTER

PAPER - 1 : FOLK TECHNOLOGY (HARD CORE)**[3:1:0]****Unit 1 : The Concept of Technology**

- 1.1 Traditional
- 1.2 Capitalistic
- 1.3 Marxian and Gandhian
- 1.4 Historical Modern and Others

Unit 2 : Classification of Technology

- 2.1 Traditional
- 2.2 Modern
- 2.3 Intermediary

Unit 3 : **Types of Folk Technology**

3.1 : **Professional :**

Hunting-Fishing, Carpentry, Pottery, Leatherwork, Iron Work, Ornamenting and Transportation

3.2 : **Non Professional :**

Agricultural Tech, Seed Tech, Food Tech, Arts and Crafts, Architecture, Costume, Designing, Embroidery, Decoration, Toy making, Medicine Processing

Unit : 4 **Folk Technology and Globalization**

4.1 : Impact of Globalization on Folk technology

4.2 : Different Approaches to Study of Folk Technology

Prescribed Readings :

- | | | |
|---------------------|------|---|
| Maria Leach (Ed.) | 1972 | <u>Standard Dictionary of Folklore, Mythology & Legend</u> London, Funk and Wagnall's Publishing Company, Inc., |
| Chanda Muzaffar(Ed) | 1995 | <u>Dominance of the West over the Rest</u> , Just World Trust |
| K.T. Acharya | 1994 | <u>Indian Food : A Historical companion</u> |
| Kamaladevi | 1985 | <u>The Glory of Indian Handicrafts</u> |
| Chattopadhyaya | | Clarion Books, NewDelhi |
| Franz Boas | 1955 | <u>Primitive Art</u> , Publication Inc, New York |
| Albrow M | 1990 | <u>Globalization, Knowledge and Society</u> London, Sage |
| Arnason J P | 1990 | <u>Nationalism, Globalization and Modernity</u> Theory, Culture and Society-7(2-3) |
| Feather Stone, M | 1990 | <u>Global Culture; Nationalism Globalization and Identity</u> , London and Newbury Park, Calif:Sage |
| Karnnasagar Beehra | 1985 | <u>Folk Arts and Craft</u> , Institute of Oriental & Orissan Studies |
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PAPER - 2 : APPLIED FOLKLORE (HARD CORE) [3:1:0]

Unit 1 : **Folklore in the Changing World : Factors influencing Folklore**

- 1.1 Folklore Process
- 1.2 Folklorism : its impact

Unit 2 : **Adaptation and Interaction of Folklore**

- 2.1 Impact of Adaptation and Interaction
- 2.2 Folklore and Fakelore

Unit 3 : **Tradition and Innovation of Folklore**

- 3.1 Tradition : Genuine and Spurious
- 3.2 Seven Strands of Tradition
- 3.3 Contextualisation and recontextualisation

Unit : 4 **Applied Folklore**

- 4.1 The Political uses and themes of Folklore
- 4.2 To Promote commodities in the Market
- 4.3 To Promote Tourism

Prescribed Readings :

Lauri Honko 1993 *'Folklore Process'* A paper presented in FF Summer School, Turku, Finland

Regina Bendix 1988 *Folklorism : The Challenge of a Concept*
International Folklore Review

Vilmos Voigt 1981 *Adaptation and Interaction of Professional and Folk Literature in Adaptation and change and Decline in Oral Literature*, Lauri Honko and Vilmos Voigt (eds) Helsinki, S. K. Seura

Dundes Alan 1985 *Nationalistic inferiority complexes and the Fabrication of Fakelore* in Journal of Folklore Research' Vol 22

Dan-Ben-Amos 1984 *The Seven strands of Tradition* : Varieties in its meaning in American Folklore Studies, Journal of Folklore Research, Vol 21, Nos. 2/3

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PAPER - 3 : MINOR PROJECT WORK (HARD CORE)

[0:1:3]

The Candidates should select the topic of dissertation and get it approved by the Department during III Semester and submit before the end of the Fourth Semester under supervision of Teachers. It should not be less than 50 printed pages [A/4 size 12 points with double line spacing] and not more than 80 pages. The dissertation could be EITHER IN ENGLISH OR KANNADA. TWO Typed copies properly bounded should be submitted to the Department before the Last working day of the IV SEMESTER.

ONE Internal Viva-voce will be conducted by a Board consisting of Chairman, BOE, Director of the Institute and Guides.

**PAPER - 4 : (A) FOLKLORE ARCHIVES MUSEUM
(SOFT CORE) [3:1:0]**

Unit 1: Archives and Museums – An Introduction

- 1.1 Folklore Archives and Museums – Meaning and Function
- 1.2 Types of Archives and Museums

Unit 2 : Folklore Archives and Museums – Concept and Practice

- 2.1 Scientific categorization
- 2.2 Catalogue and Display

Unit 3 : The Relevance of Archives and Museums

- 3.1 Traditional
- 3.2 In the changing World

Unit 4 : Folklore Archives and Museum Management

- 4.1 Safety Measures
- 4.2 Maintenance and Handling Techniques
- 4.3 Management and protection of Folklore Museums under Disaster conditions

Prescribed Readings

- | | | |
|--------------------------|------|---|
| Richard M Dorson | 1972 | Folklore and Folklife , Chicago,
Chicago University Press |
| Schoemaker, George H(ed) | 1990 | The Emergence of Folklore in everyday life
Bloomington, Trickster Press |
| Wilson William A | 1986 | Documenting Folklore, Folk Groups and Folklore Genres : An Introduction
Elliot Oaring (ed), Logan : |

Utah State University Press

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PAPER - 4 : (B) TRIBALORE OF SOUTH INDIA (SOFT CORE) [3:1:0]

Unit 1 : Tribal lore : An Introduction

- 1.1 Tribal lore : Meaning and Function
- 1.2 Tribal lore of South India : Characteristic Features

Unit 2 : Tribes of South India

- 2.1 Tribal lore of Karnataka
- 2.2 Tribal lore of Andhra Pradesh

Unit 3 : Tribes of South India

- 3.1 Tribal lore of Tamilnadu
- 3.2 Tribal lore of Kerala

Unit : 4 Tribal life and culture : Compared

- 4.1 Tribal lore : In the advent of Modern Culture

Prescribed Readings :

Sreenathan M Kuppam	2008	Dravidian Tribes and Languages, Dravidian Univ.
Nirmal Kumar Bose	1971	<i>Tribal life of India</i> , NBT of India, Delhi
Ehrenfels U R	1952	<i>Kadar of Cochin</i> , Madras
Verier Elwin	1949	<i>Myths of Middle India</i> , OUP India
Verier Elwin	1955	<i>Religion of an Indian Tribe</i> , London OUP
Verier Elwin	1964	<i>Tribal world: Autobiography</i> , London OUP

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ÏÄæ, ÁgÁAUÀ PÀÉÄßqÀ «.«.

£ÁUÉÄUËqÀ JZi J i Vjd£À ÏÄæÏÄAZÀ

À«vÁ £ÁAiÀÄP i §ÄqÀPÀiÄÖ ªÄÄ»¼ÉAiÀÄ ÏÄæ, ÁzsÀ£À
PÀÉ

PAPER - 5 : KARNATAKA FOLK CULTURE : AN INTRODUCTION
(OPEN ELECTIVE) [3:1:0]

Unit : 1 **Folk Culture of Karnataka : An Introduction**

Studies related to Folk Culture of Karnataka –
Pre Independent and Post Independent Period
Geographical, Historical, Cultural and
Linguistic identity of Folk Culture of Karnataka

Unit : 2 **Reflection of Folk Culture in Folk Literature**

Songs, Ballads and Epics
Proverbs and Riddles
Folktales, legends and Myths

Unit : 3 **Perpetuality of Folk Culture in Social Folk Custom**

Birth to Death Rituals
Temple Rituals
Agricultural Rituals

Unit : 4 **Folk Culture in Folk Dances and Theatrical Art Forms**

Regional Folk Dances
Bayalata : Mudalapaya and Paduvalapaya Bayalata
Puppetry : Leather and String puppets

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^aÉÆUÀ½[†] UÀuÉÃ±À 2014 D[¢]^aÄ eÁÈÀ¥ÀzÀ, ¥ÀæUÀw UÁæ|üPïï,
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^aÀiÁzÀj ¥Àæ±Àß¥ÀwæPÉ MODEL QUESTION PAPER 2023-2024

ÁßvÀPÉÆÃvÀÛgÀ **JA.J.eÁ£À¥ÀzÀ** ZÀvÀÄªÀiÁð,À ¥ÀjÃPÉëUÀ¼ÄÄ
(¹©¹J, ï-¹Jf|)

M.A. DEGREE IN FOLKLORE SEMESTER EXAMINATIONS (CBCS-CAGP)

ÀªÄÄAiÄÄ : 3 UÀAmÉ

MIÄÖ

CAPÀUÀ¼ÄÄ : 70

Time : 3 hrs

Max Marks : 70

¥ÀwæPÉAiÄÄ ºÃ¶ðPÉ Title of the Paper

J-Áè ¥Àæ±ÉßUÀ¼ÄÆ PÀqÁØAiÄÄ (All the Questions are compulsory)

14 x 4 = 56

¥Àæw WÀIPÀ¢AzÀ®Æ ¥Àæ±ÉßUÀ¼ÄÆÄÄß PÉÃ¼Ä"ÉÃPÄÄ (Questions from

each Unit to be set)

- 1) (A) OR (B)
- 2) (A) OR (B)
- 3) (A) OR (B)
- 4) (A) OR (B)

AiÄiÁªÄÄzÁgÄÄ K¼ÄPÉì n¥ÀàtÂ sgÉ-Äj

2 x 7 = 14

WRITE SHORT NOTES ON ANY SEVEN OF THE FOLLOWING

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| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

(Dr. M. NANJIAH HONGANUR)

Professor and Chairman

B O S in Folklore (Composite)

BOS/Folk MA Syll 2023-2024