

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 2419677/2419361  
ಫ್ಯಾಕ್ಸ್ : 0821-2419363/2419301

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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005  
ದಿನಾಂಕ: 10-10-2022

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

### ಅಧಿಸೂಚನೆ

ವಿಷಯ:- 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ NEP-2020 ಅನುಸಾರ 3 & 4 ನೇ ಸೆಮಿಸ್ಟರ್ ಬಿಎ-  
ಜಾನಪದ ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 07-09-2022 ರಂದು ಜರುಗಿದ ಜಾನಪದ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ  
ಶಿಫಾರಸ್ಸು.  
2. ದಿನಾಂಕ: 08-09-2022 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
3. ದಿನಾಂಕ: 23-09-2022 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.

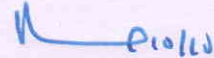
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ದಿನಾಂಕ: 07-09-2022 ರಂದು ಜರುಗಿದ ಜಾನಪದ ಅಧ್ಯಯನ ಮಂಡಳಿಯು (ಸಂಯುಕ್ತ) ಬಿ.ಎ.  
ಜಾನಪದ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ 3 ಮತ್ತು 4 ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಪಠ್ಯಕ್ರಮಗಳನ್ನು NEP-2020  
ಅನುಸಾರ ಸಿದ್ಧಪಡಿಸಿ, ಜಾರಿಗೊಳಿಸಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತಾರೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರಂತೆ ದಿನಾಂಕ 08-09-2022 ಮತ್ತು 23-09-2022 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ  
ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳಲ್ಲಿ ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು  
ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಪ್ರಕಟಿಸಲಾಗಿದೆ.

ಜಾನಪದ ಅಧ್ಯಯನ (ಸ್ನಾತಕ) ವಿಷಯದ ಪಠ್ಯಕ್ರಮಗಳನ್ನು [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ  
ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರಿಂದ ಕರಡು ಅನುಮೋದಿಸಲ್ಪಟ್ಟಿದೆ.



ಉಪಕುಲಸಚಿವರು (ಶೈಕ್ಷಣಿಕ)  
ಕಾಲ ಕುಲಸಚಿವರು. (ಶೈಕ್ಷಣಿಕ)  
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಮೈಸೂರು-570 009

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಸ್ನಾತಕ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ  
ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ನಿರ್ದೇಶಕರು, ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

  
**«ÉÄÊ, ÀÆgÄÄ» «±Äé«zÁâ®AiÄÄ  
 PÄÄ«ÉÄÏÄÄ PÄÉÄßqÄ CzsÄâAiÄÄÉÄ, ÄÄ, ÉÜ,  
 «ÄiÄÉÄ, ÀUÄAUÉÆÏwæ «ÉÄÊ, ÀÆgÄÄ-06**

**eÁÉÄÏÄÄ CzsÄâAiÄÄÉÄ «ÄÄÄqÄ½ (, ÄÄÄiÄÄÄPÄÜ) , Ä"«sÉAiÄÄ"è  
 "sÄUÄ«Ä»1zÄ , ÄÜ½ÄÄiÄÄ , ÄzÄ, ÄâgÄÄ °ÄUÄÆ, Ä"«sÉAiÄÄ"è  
 vÉÜÉzÄÄPÉÆÄqÄ «tðÄiÄÄUÄ¼ÄÄ**

PÄÄ®, ÄÄÄÄgÄÄ ÆÄvÄæ, ÄÄSÉÄ : J'6/2020-21/ øÉÄAPÄ: 19-07-2022  
 (G-ÉèÄR: ÄiÄÄÄJ2/379/2016-17 øÉÄAPÄ : 05-11-2022) ÆÄvÄæzÄ CÉÄéÄiÄÄ  
 øÉÄAPÄ : 06-09-2022gÄAzÄÄ 11:00 UÄÄmÉUÉ , ÄÜ½ÄÄiÄÄ eÁÉÄÏÄÄ  
 CzsÄâAiÄÄÉÄ «ÄÄÄqÄ½ÄiÄÄ , Ä"«sÉUÉ J-Äè UËgÄ«Ä«éVÄ , ÄzÄ, ÄâgÄÉÄÄß  
 zÄÆgÄ«ÄtÄÄiÄÄ «ÄÄÆ®PÄ D°Äé«Ä-Ä-ÄvÄÄ. PÄÄ«ÉÄÏÄÄ PÄÉÄßqÄ  
 CzsÄâAiÄÄÉÄ , ÄÄ, ÉÜÄiÄÄ"è ÉÄqÉzÄ eÁÉÄÏÄÄ CzsÄâAiÄÄÉÄ «ÄÄÄqÄ½ÄiÄÄ  
 (, ÄÄÄiÄÄÄPÄÜ) F vÄÄvÄÄð , Ä"«sÉAiÄÄ"è PÄÉÄðIPÄ gÄdâ GÉÄßvÄ ²PÄët ÆÄjµÄvÄiÜ  
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 , É«Ä, ÄÖgÄÉÄ ÆÄoÄâPÄæ«ÄÄÄÉÄÄß D«ÄÄÆ-ÄUÄæ«ÄV ZÄað¹, ÆÄjµÄl¹  
 «ÄÄÄÄøÉÄ , ÄÆPÄÜPÄæ«ÄÄPÄIV «±Äé«zÁâ®AiÄÄPÉI  
 PÄ¼ÄÄ»¹PÉÆqÄ-Ä-ÄvÄÄ. (gÄdâ «ÄÄIÖzÄ eÁÉÄÏÄÄ ÆÄoÄâPÄæ«ÄÄzÄ  
 , Ä«ÄwÄiÄÄ CzsÄâPÄëgÄÄ «ÄÄÈwÜÄiÄiÄzÄ PÄgÄt °ÉÆ, Ä CzsÄâPÄëgÄ  
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 PÄ-Ä«ÄçüÄiÄÄ"è PÄ¼ÄÄ»¹PÉÆqÄÄÄÄzÄPÉI , ÄzsÄâÄUÄ®è. JAŞ  
 «µÄÄiÄÄ«ÄÉÄÄß vÄÄÄÄ UÄÄÄÉÄPÉI vÄgÄŞÄiÄÄ, Ä-ÄUÄÄÄÄzÄÄ.)

**F , Ä"«sÉAiÄÄ"è "sÄUÄ«Ä»1zÄ PÉ¼ÄPÄÄqÄ CzsÄâAiÄÄÉÄ  
 «ÄÄÄÄqÄ½ÄiÄÄ , ÄÜ½ÄÄiÄÄ , ÄzÄ, ÄâgÄÄ**

PÄæ, ÄÄ.	, ÄzÄ, ÄâgÄ °É, ÄgÄÄ	, ÄzÄ, ÄâgÄ , Ä»
01	qÄ.JA.ÉÄÄÄÄÄÄÄ, CzsÄâPÄëgÄÄ	
02	qÄ.©.PÉ.gÄ«ÄÄzÄæÉÄxÄ, , ÄzÄ, ÄâgÄÄ	
03	ÆÉÆæ.JA.DgÄ.UÄAUÄzsÄgÄ, , ÄzÄ, ÄâgÄÄ	
04	ÆÉÆæ.ÆÄÄIÖ, Äé«Ä, , ÄzÄ, ÄâgÄÄ	
05	ÆÉÆæ.PÄÈµÄÜ°ÉÆÄ-Ä¼i, , ÄzÄ, ÄâgÄÄ	
06	ÆÉÆæ.ZÄAzÄæ«ÄiÉ½,	

	ÀzÀ, ÀågÀÄ	
07	qÁ.°ÉZi.Dgi.ZÉÃvÀ£À, ÀzÀ, ÀågÀÄ	
08	qÁ.«dAiÀÄ®Qëöä, ÀzÀ, ÀågÀÄ	
09	¥ÉÆæ.«í.J`ï.¥ÁnÃ`ï, ÀzÀ, ÀågÀÄ	

CzsÀåPÀëgÀÄ  
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ªÀÄAqÀ½ (ÀAAiÀÄÄPÀÛ)

UNIVERSITY  OF MYSORE

## NEW EDUCATION POLICY-2020

**Curriculum frame work For four years under Graduate  
programme in folklore For the year 2022-2023**

**[ I, II, III & IV Semester Syllabus]**

**kuvempu institute of kannada studies**  
**Department of Folklore**  
**university of mysore**  
**manasagangotri, mysore**

**National Educational Policy 2020:**

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

**Vision of the National Education Policy 2020**

- An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.

- Instills skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

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

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

### **Significance of Folklore Studies**

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

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

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

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

### **Programme Objectives**

The Programme helps the student to:

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

### **Programme Outcomes:**

By the end of the program the student will :

1. One can have Career as artist, musicians, folk performing art director, and cultural event organizer.
2. One can have their career in Folk Medicine, Have knowledge of Traditional practices, Folk culture, Folk Styles
3. Have career in Folk Management. Creates opportunities for individuals and communities to celebrate experience and support ethnic and traditional folk life.
4. Have Career into Rural and Tribal Management
5. Have their career into studying multi culture, multi, language, different race and caste management. Can Gain the knowledge of using language as a creativity to express one's experiences.
6. One can have career into Organizational study, behavioral study in industries.
7. One can have career into cultural studies.
8. One can have career into folk architecture concerned to present market demand
9. Evaluate and adapt current trends in Folklore teaching methodology.
10. Ability to understand and evaluate current research methodologies and how they are applied to problems in Folklore

## **PROGRAMME PEDAGOGY**

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

1. **Case Based Learning:** Practical exposure can be given to students through Case based learning/critical learning tool. It enhances skills of students in analyzing the organizational problems and learning to arrive at critical decisions. They learn to apply concepts, principles and analytical skills to solve the real situation problems.
2. **Experiential/ Live Projects/ Grass Root Projects:** To bridge the gulf between the theory and practice, the students have to be encouraged to take up experiential projects/ Live Projects/ Grass Root Projects in companies/ organizations/ home Industries/rural small Scale Industries .
3. **Team Spirit and Building:** To internalize the core curriculum, working in teams and developing team spirit is essential. Interdisciplinary learning across outside the faculty would help students in equipping with these skills.

4. **ICT teaching with global touch:** With the use of modern ICT technology students' learning in class room marches towards digitization. Getting connected to people through e-mode who are located all over the world and who bring real-time insights from their industries, their customers, happenings in their local place and environment. This sparks different ways of thinking as well as cover the conventional material.
5. **Leadership Building:** Apart from developing a strong background in the functional areas of Folk tradition and Folk literature, the Model Curriculum focuses on developing New Age Leadership capabilities among the students.
6. **Native engineering skills :** The students to acquire basic knowledge and understanding of the artifacts and cultural patterns. The Programme will further enable them to gain knowledge of Folk Science and technology of various communities, finally it will help the students to familiarize with the importance of material cultural in the region.
7. **Folk singing and dancing skills :** This programme intense to acquaint the students with concept of Ethnomusicology as a discipline. Folk music has broad appeal and extensive influence. It keep the students connected to their past and their culture. Traditional music is a symbol for a nation's culture. Traditional music can help unite people from the music's country of origin. Familiarize the students with performing art forms and also to enable them to understand and appreciate the different Performing Art trends.
8. **Folk communication integrate with Modern form of communication :** This programme will familiarize students with the similarities in people's expressive behaviors. This course aims to lead the students to the understanding of media as modern form of communication, familiarize them with the relationship Folklore share with various forms of Media Communication, enable them to learn the various forms of folklore that was used by media experts as catalyst for mass production; and help them gain insight of the operational dimension of the traditional folk media vis-avis modern media in the region.
9. Classroom teaching will be using whiteboard and marker, Powerpoint presentation information and communication technology.
10. Conceptual knowledge Lectures and demonstrations.
11. Theoretical disciplinary knowledge Lectures and demonstrations.
12. One on one interaction or with small student numbers during tutorial classes.
13. Student seminar paper presentation in each semester
14. The student will be tested for their writing abilities to answer precise and essay type of questions.
15. Project / dissertation work on a small research problem and every student will be subjected viva voce examination by internal / external examiners.

16. Invited talks from eminent scholars.

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

Total Lesson Units of Each Paper – 03 Units

(Including Preliminary Introduction, Theoretical description)

Note: Examination Marks (Theory) : 60 Marks

Internal Assessment : 40 Marks

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Maximum Marks for Each Paper : 100 Marks

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**DETAILS OF INTERNAL ASSESSMENT:**

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

Test	Duration	Marks
TEST C-1	At the end of 2 <sup>nd</sup> month of the every semester (ONE HOUR)	10
TEST C-2	At the end of 4 <sup>th</sup> Month of the every semester (ONE HOUR)	10
C-1	Continuous Assessment during the First 2 Months (Tutorial seminar Assignments )	05
C-2	Continuous Assessment during the Last 2 Months (Tutorial and Practical's )	05
C-1	Seminar	05



C-2	Assessment	05
	<b>TOTAL MARKS</b>	40
C-3	At the end of the Each Semester, Examination of 3hr duration will be conducted for 60 marks	60
	<b>TOTAL MARKS</b>	<b>100</b>

**Model Question paper pattern for Four years B.A.degree in FOLKLORE 2022**

**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. Write Short notes on any five of the following 5x2 = 10
  - a)
  - b)
  - c)
  - d)
  - e)
  - f)
  - g)

## A. Program Structure

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

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

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

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

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

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

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

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

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

#### EXIT OPTION WITH BACHELOR DEGREE

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

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

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

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

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

**Note:**

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

**Acronyms Expanded**

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

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

**FIRST SEMESTER**

**Total Contact of Hours :48**

**3 Credits**

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

**Course Outcome :**

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

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

**«ÉÆzÀ®ÉÉAiÄ ZÀvÄÄªAiÁð,À**

**«zÁåyðUÀ¼ÉÆAçVÉÀ MIÄÖ ,ÀA¶ÀPÀð UÀAmÉUÀ¼ÄÄ 48 UÀAmÉ**

**3 PÉærmï**

**PÉÆÄ,ïð 1.1 : eÁÉÀ¶AzÀ ¶ÀjZÀAiÄÄ (rJ,ï¹)**

<b>WÀIPÀ-1 : eÁÉÀ¶AzÀ ¶ÀjPÀ®àÉÉ, ,ÁégÀÆ¶ÀªÄÄvÄÄÛªÄäi:Û</b>	<b>4 UÀAmÉ UÀ¼ÄÄ</b>
CzsÁääAiÄÄ 1 : dÉA¶AzÀ-eÁÉÀ¶AzÀ,dÉA¶AzÀ fÁªÁÉA, eÁÉÀ¶AzÀ «eÁÖÉÀ CzsÁääAiÄÄ 2 : UÄÄt®PÄëtUÀ¼ÄÄ, ¶ªÄðZÀÉAUÀ¼ÄÄ CzsÁääAiÄÄ 3 :ªÄVÄðPÄgÄtzÀªÄÄ°ÄvÄé : ,ªÄÄUÄæ-ÄÆPÄëöä	
<b>WÀIPÀ-2 : eÁÉÀ¶AzÀªÄÄvÄÄÛ EvÄgÉ ¶ÀÆgÀPÀ PÉëÄvÄæUÀ¼ÄÄ</b>	<b>4 UÀAmÉ UÀ¼ÄÄ</b>
CzsÁääAiÄÄ 1 : eÁÉÀ¶AzÀªÄÄvÄÄÛ "sÁµÁ«eÁÖÉÀ Á»vÄª CzsÁääAiÄÄ 2 : eÁÉÀ¶AzÀªÄÄvÄÄÛªÄiÁÉÀªÄ±Á,ÄÛç,ªÄÄÉÉÆÄ«eÁÖÉÀ CzsÁääAiÄÄ 3 : eÁÉÀ¶AzÀªÄÄvÄÄÛ EwªÁ,À, CxÄð±Á,ÄÛç	
<b>WÀIPÀ-3 : eÁÉÀ¶AzÀ CzsÁääAiÄÄÉAzÀ ¶Àæ,ÄÄÛvÄvÉ</b>	<b>4 UÀAmÉ</b>



	<b>UÀ¼ÄÄ</b>
CzsÁââAiÄÄ 1 : ¥ÁgÁA¥ÁjPÀ £É´ É	
CzsÁââAiÄÄ 2 : DzsÄÄªPÀ £É´ É	

**Prescribed Readings:**

1. Ben-Amos Dan (Ed), **Folklore Genres**, Austin, University of Texas, Press, 1976.
2. Clarke, Kenneth and Marry Clarke W. **Introducing Folklore**, New York, Rinehart and Winston, 1963.
3. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
4. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
5. Handoo Jawaharlal, **Folklore -an Introduction**, C.I.I.L. Mysore, 1989
6. Handoo Jawaharlal, **Folklore in modern C.I.I.L. Mysore-1998**
7. CgÀ«AzÀ ªÀiÁ@UÀwÛ (¥Àæ, ÄA.), **eÁ£À¥ÄzÀ «µÀAiÄÄ «±ÀÉPÉÆÄ±À, ¥Àæ, ÁgÁAUÀ, ªÉÄÉ. «.ªÉÄÉ, ÀÆgÄÄ , 2006**
8. dªÁgÉÄUËqÀ, zÉÄ. **eÁ£À¥ÄzÀ CzsÁâAiÄÄ£Ä, r«PÉ ªÄÄÆwð ¥ÀæPÀ±À£Ä, ªÉÄÉ, ÀÆgÄÄ, 1976**
9. £ÁAiÄÄPÀ °Á.ªÀiÁ. **eÁ£À¥ÄzÀ , ÀégÀÆ¥À, n.«.ªÉÄªÉÆÄjAiÄÄ`i ¥À©èPÉÄ, À£i, ªÉÄÉ, ÀÆgÄÄ 1971**
10. ¥ÁgÀªÄª²ªAiÄÄª fÄ.±ÄA. **zÀQèt PÀ£ÁðIPÀzÀ d£À¥ÄzÀ PªªÀ¥ÄæPÁgÀUÀ¼ÄÄ, ¥Àæ, ÁgÁAUÀ, ªÉÄÉ, ÀÆgÄÄ, 1979**
11. gªªÄZÄzÉæÄUËqÀ ».².(¥Àæ, ÄA.) **eÁ£À¥ÄzÀ UÀæ»PÉ : ¥ÁjPÀ@à£É, PÀ£ÁðIPÀ eÁ£À¥ÄzÀ ªÄvÄÄÛ AiÄÄPÀèUÀ£À CPÁqÉ«Ä `ÉAUÀ¼ÄÆgÄÄ, 2004**
12. ZÀPÉìgÉ ªª±ÀAPÀgÀ, **eÁ£À¥ÄzÀ w¼ÄÄª½PÉ, , ÁUÀgÀ ¥ÀæPÀ±À£Ä, `ÉAUÀ¼ÄÆgÄÄ, 2008**

**Total Contact of Hours :48**

**3 Credits**

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

**Course Outcome :**

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

<b>Unit-1 :The Nature of the Folk literature</b>	<b>4 hrs</b>
Chapter No 1 : Meaning and Nature	
Chapter No 2 : Scope	
Chapter No 3 : Classification	

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

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### 3 PÉærmî

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

<b>WAIPA-1 : d£A¥AzÀ ,A»vÀå ,AégAÆ¥A</b>	<b>4 UÀAmÉ UÀ¼ÄÄ</b>
CzsÁååAiÄÄ 1 : CxÄð ªAAvAAÜ ,AégAÆ¥A CzsÁååAiÄÄ 2 : ªÁå!Ü CzsÁååAiÄÄ 3 : ªÄVÄðPÁgÀt	
<b>WAIPA-2 : ¥AzAå ¥AæPÁgAUA¼AA</b>	<b>4 UÀAmÉ UÀ¼ÄÄ</b>
CzsÁååAiÄÄ 1 : d£À¥ÀzÀ VÄvÉ, - ÁªAtÄ, VÄ VÄ CzsÁååAiÄÄ 1 : PÄxÄ£Ä VÄvÉ (RAqÄPÁªÄå) CzsÁååAiÄÄ 1 : ªÄÄªPÁªÄå	
<b>WAIPA-3 : UAzAå ªAAvAAU EvAgE ¥AæPÁgAUA¼AA</b>	<b>4 UÀAmÉ UÀ¼ÄÄ</b>
CzsÁååAiÄÄ 1 : d£À¥ÀzÀ PÄxÉ CzsÁååAiÄÄ 1 : LwªÄå, ¥ÄÄgÀt CzsÁååAiÄÄ 1 : UÄzÉ, MUÄIÄ, MqÀ¥ÄÄ, MqÀ§Ä, £ÄÄqÀUÄIÄÖ, "ÉÉUÄ¼ÄÄ	

#### Prescribed Readings:

1. Ambalike hiriyann, **Studies in Kannada Folklore**, Prasaraᅅga, 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, d£Ä¥ÄzÄ ªÄÄ°ÁPÁªÄâUÄ¼ÄÄ, ¥Äæ, ÁgÁAUÄ, PÄ£ÁðIPÄ «.«. zsÁgÄªÁqÄ, 1998
7. ¥ÄgÄªÄÄ²ªÄÄiÄÄâ fÃ.±ÄÄ. zÄQöt PÄ£ÁðIPÄzÄ d£Ä¥ÄzÄ PÄªÄªÄ¥ÄæPÄgÄUÄ¼ÄÄ, ÁUÄgÄ ¥ÄæPÄ±Ä£Ä, ¨ÉAUÄ¼ÄÄÆgÄÄ, 2012
8. ¥ÄgÄªÄÄ²ªÄÄiÄÄâ fÃ.±ÄÄ d£Ä¥ÄzÄ PÄªÄªÄPÄxÉUÄ¼ÄÄ, PÄ£ÄßqÄ ªÄÄvÄÄÜ, ÄÄ, Äìøw ¢zÉÄð±Ä£Ä®AiÄÄ, ¨ÉAUÄ¼ÄÄÆgÄÄ, 1990
9. gÁUË d£Ä¥ÄzÄ, Á»vÄª gÄÆ¥ÄUÄ¼ÄÄ, vÄ£ÄÄªÄÄ£Ä ¥ÄæPÄ±Ä£Ä, ²æÄgÄÄ¥ÄÄgÄ §qÄªÄuÉ, ªÉÄË, ÄÆgÄÄ, 1978
10. ±ÄÄPÄgÄ£ÄgÄAiÄÄt wÃ.£ÄÄ., ªÉAPÄmÉÄ±Ä JA.JËi. d£Ä¥ÄzÄ, Á»vÄª ¥ÄæPÄgÄUÄ¼ÄÄ, PÄ£ÁðIPÄ eÁ£Ä¥ÄzÄ ªÄÄvÄÄÜ AiÄÄPÄëUÁ£Ä CPÄqÉ«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.

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

**«zÁáyöUÀ¼ÉÆAçVÈÀ MIÄÖ ,ÀA¶ÀPÀð UÀAmÉUÀ¼ÄÄ 48 UÀAmÉ  
3 PÉærmī  
PÉÆÄ,ïð 1.3 : eÁÉÀ¶ÀzÀ ,ÀégÀÆ¶À (ME¹)**

<b>WAIPA-1 : eAÉA¶AzA ¶AjPA®àèÉ</b>	<b>4 UÀAmÉ UÀ¼ÄÄ</b>
CzsÁääAiÄÄ 1 : eÁÉÀ¶ÀzÀ CxÀð, ÀégÀÆ¶À ªÄvÄÄÜ ªÄá!Ü CzsÁääAiÄÄ 2 : ªªÄðZÀÉÀUÀ¼ÄÄ CzsÁääAiÄÄ 3 : ªÄVÄðPÀgÀt	
<b>WAIPA-2 : dÉA¶AzA ,A»vAâ</b>	<b>4 UÀAmÉ UÀ¼ÄÄ</b>
CzsÁääAiÄÄ 1 : VÄvÀ PÀxÀÉÀUÀ¼ÄÄ CzsÁääAiÄÄ 2 : UÀzÀ PÀxÀÉÀUÀ¼ÄÄ CzsÁääAiÄÄ 3 : EvÀgÉ ¶ÀæPÀgÀUÀ¼ÄÄ	
<b>WÀIPÀ-3 : dÉA¶AzÀ PÀ<sup>-</sup>ÉUÀ¼ÄÄ ªÄvÄÄÜ EvÀgÉ ¶ÀæPÀgÀUÀ¼ÄÄ</b>	<b>4 UÀAmÉ UÀ¼ÄÄ</b>
CzsÁääAiÄÄ 1 : ¶ÀæzÀ±ÀðÉAvÀäPÀ PÀ <sup>-</sup> ÉUÀ¼ÄÄ, PÀgÀPÀä±À® PÀ <sup>-</sup> ÉUÀ¼ÄÄ CzsÁääAiÄÄ 2 : gÀAUÄ <sup>-</sup> sÀÆ«Ä PÀ <sup>-</sup> ÉUÀ¼ÄÄ CzsÁääAiÄÄ 3 : dÉA¶ÀzÀ ,ÀA¶ÀæzÀAiÄÄUÀ¼ÄÄ : ÉÀA®PÉ ªÄvÄÄÜ DZÀgÀuÉUÀ¼ÄÄ	

**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 Filed 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 ªªÄ±ÀAPÀgÀ, eÁÉÀ¶ÀzÀ w¼ÄÄª¼PÉ, ,ÀUÀgÀ ¶ÀæPÀ±ÀÉÀ  
"ÉAUÀ¼ÄÆgÄÄ, 2008
9. gÀUÉ, dÉA¶ÀzÀ ,A»vAâ gÀÆ¶ÀUÀ¼ÄÄ, vÀÉÄªÄªÉÀ ¶ÀæPÀ±ÀÉÀ,  
ªæÄgÀA¶ÀgÀ §qÀªÄuÉ, ªÉÄÉ, ÀÆgÄÄ 1978
10. ÉÆÄªÄª±ÉÄRgÀ EªÄiÀæ¶ÀgÀ, eÁÉÀ¶ÀzÀ «eÁÖÉÀ, ZÉvÀÉÀ  
¶ÀæPÀ±ÀÉÀ, zsÁgÀªqÀ, 1979
11. ÉÄAiÄÄPÀ °Ä.ªÄiÄ. eÁÉÀ¶ÀzÀ ,ÀégÀÆ¶À, VÄvÀAd° ¶ÀÄ, ÀÜPÀ  
¶ÀæPÀ±ÀÉÀ, ªªÄªÉÆUÄÄ, 2015
12. ,ÀÄAzÀgÀÄ Dgī.«.J.ī., dÉA¶ÀzÀ ,A»vAâ gÀÆ¶ÀUÀ¼ÄÄ, ¶À®èµÀgīī  
r¹Öç§Æälgīī, "ÉAUÀ¼ÄÆgÄÄ

**SECOND SEMESTER**

**Total Contact of Hours :48**

**3 Credits**

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

**Course Outcome :**

- Motivating the students to study History of Folklore and enabling them to understand

Karnataka Folk Literature

- To make understand the students Foreign and Native scholars contribution in the field of Folklore
- To study the contribution of Prominent Universities and Institutions to the field of Folklore

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

**JgÀqÀÉÉAiÄ ZÀvÄÄªAiÁö,À**

«zÁÿöUÀ¼ÉÆAçVÈÀ MIÄÖ ,ÀªÀPÀð UÀAmÉUÀ¼ÄÄ 48 UÀAmÉ

3 PÉærmï

**PÉÆÄ,ïð 2.1 : PÀÉÁðIPÀ eÁÉÀªÀzÀ CzsÀªAiÄÄÉÀ EwªÁ,À (rJ,ï¹)**

<b>WÀIPÀ-1 : «zÉÄ²ªÄvÄÄÛ «zÁéA,ÀgÀ PÉÆqÄÄUÉ</b>	<b>4 UÀAmÉU À¼ÄÄ</b>
CzsÀªªAiÄÄ 1 : PÀgÀÉÄ ïªÉÄPÉÄf, eÁÉï ËÄqÀÉï, CÉÄ qÄÄÉÆÄ-Ä,ï CzsÀªªAiÄÄ 1 : ZÄ ïð E UÉÆæªªÀgï, eÁÉï Jªsói !üèÄmi, QmÉ ï CzsÀªªAiÄÄ 1 : ºÀ®,ÀAV UÉ¼ÉAiÄÄgÄÄ,ªÄwWÀIO PÀÉµÄUªÄÄÆwð, CZÄðPÀ © gÄAUÄ,Áé«Ä, ÉÀqÀPÉÄjAiÄÄqÀ aÉÀªªÀ, PÀgÀPÀÈ, J,ï.PÉ.PÀjÄASÁÉï	
<b>WÀIPÀ-2 :ªÉÈeÁÖªPÀ CzsÀªAiÄÄÉÀzÀ PÁ®WÀIO</b>	<b>4 UÀAmÉU À¼ÄÄ</b>
CzsÀªªAiÄÄ 1 : ©.J,ï.UÄzÄÝVªÄÄoÀ, ºªAiÁÉÁ CzsÀªªAiÄÄ 1 : fÄ.±ÄA.ªÀgÀªÄªªAiÄÄª, ÉÆÄªÄª±ÉÄRgÀ EªAiÁæªÄgÀ CzsÀªªAiÄÄ 1 : JZi.J ï.ÉÁUÉÄUÉqÀ, JA.J,ï.®oÉx	
<b>WÀIPÀ-3 :ªÆªªÄÄÄR «±Áé«zÁªª®AiÄÄUÀ¼ÄÄ ºÁUÀÆ ,ÀA,ÉÜUÀ¼ÄÄ</b>	<b>4 UÀAmÉU À¼ÄÄ</b>
CzsÀªªAiÄÄ 1 :ªÉÄÈ,ÀÆgÄÄ «±Áé«zÁªª®AiÄÄ, PÀÉÁðIPÀ «±Áé«zÁªª®AiÄÄ	

CzsÁááAiÄÄ 1 : PÄÉÁßqÄ «±Äé«zÄá@AiÄÄ, PÄÉÁðIPÄ eÁÉÄ¶ÄzÄ «±Äé«zÄá@AiÄÄ CzsÁááAiÄÄ 1 : PÄÉÁðIPÄ eÁÉÄ¶ÄzÄ CPÁqÉ«Ä, ¶ÄæzÉÄ²PÄ gÄAUÄPÄ-ÉUÄ¼Ä CzsÁáAiÄÄÄÄ PÉÄAzÄæ, eÁÉÄ¶ÄzÄ - ÉÉÄPÄ	
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**Prescribed Readings:**

1. Ambalike hiriyann, **Studies in Kannada Folklore**, Prasaranga, 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, Banglore-1998.
4. Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-1997
5. ,ÉÉÄÄÄ±ÉÄRgÄ EªAiÄæ¶ÄÄgÄ, £ÄªÄÄä eÁÉÄ¶ÄzÄ ,Ä«ÄÄPÉë, ZÉÄvÄÉÄ ¶ÄæPÄ±ÄÉÄ, zsÁgÄªÄqÄ, 1979
6. RAqÉÉÄÄ | PÉ (,ÄÄ), °Ä@,ÄAV UÉ¼ÉAiÄÄgÄÄ, PÄÉÁðIPÄ eÁÉÄ¶ÄzÄ ªÄÄvÄÄÜ AiÄÄPÄëUÄÉÄ CPÁqÉ«Ä, "ÉAUÄ¼ÄÄÉgÄÄ 1997
7. ZÉÄvÄÉÄ JZi.Dgî.(,ÄÄ), eÁÉÄ¶ÄzÄ "É¼î ,ÄÄ"sÄæªÄÄ, ¶Äæ,ÁgÄAUÄ, eÄÄÉ.«.«.ªÉÄÉ,ÄÉgÄÄ, 2016
8. vÄ¶Ä¹éPÄÄªAiÄgi £ÄÄ., PÄÉÁßqÄ eÁÉÄ¶ÄzÄ CzsÁáAiÄÄÉÄ ,ÄAQë¶ÄÜ EwªÄ , PÄÉÁßqÄ ,Ä»vÄª ¶ÄjµÄvÄÄÜ, "ÉAUÄ¼ÄÄÉgÄÄ 1980
9. gÄeÉÄAzÄæ, r.PÉ., (,ÄÄ) PÄÉÁßqÄ eÁÉÄ¶ÄzÄ «µÄAiÄÄ «±ÄéPÉÉÄ±Ä, eÄÄÉ.«.«.ªÉÄÉ,ÄÉgÄÄ, 2006
10. ©PÄI¶ÄàUÉqÄ JZi.eÉ. (¶Äæ,ÄÄ) eÁÉÄ¶ÄzÄ PÉÉir, PÄÉÁßqÄ ¶ÄÄ,ÄÜPÄ ¶ÄæçüPÄgÄ, "ÉAUÄ¼ÄÄÉgÄÄ, 1992
11. ,ÄÄAzÄgÄÄ Dgî.«.J,i., d£Ä¶ÄzÄ ,ÄÄ»vÄª gÄÆ¶ÄUÄ¼ÄÄ, ¶Ä©èµÄgî r¹Öç§Æälgî, "ÉAUÄ¼ÄÄÉgÄÄ

**Total Contact of Hours :48**

**3 Credits**

**COURSE 2.2 : THEORIES OF FOLKLORE-I (DSC)**

**Course Outcome :**

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

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

«zÁÿðUÀ¼ÉÆAçVÈÀ MIÄÖ ,ÀA¶ÁPÀð UÀAmÉUÀ¼ÄÄ 48 UÀAmÉ  
 3 PÉærmī  
 PÉÆÄ, ïð 2.2 : eÁÉÀ¶AzÀ 1zÁPvÀUÀ¼ÄÄ-1 (rJ, ĩ')

WÀIPÀ : 1 : eÁÉÀ¶AzÀ 1zÁPvÀUÀ¼ÄÄ GzÉYÄ±À, aÄ°AvÀé aÄvÄÄÛ ¶Äæ, ÄÛvAvÉ	4 UÀAmÉU À¼ÄÄ
WÀIPÀ-2 : KPÀaÄÄÆ® 1zÁPvÀUÀ¼ÄÄ	4 UÀAmÉU À¼ÄÄ
CzsÁâAiÄÄ 1 : ZÁjwæPÀ ¶ÄÄÆÄgĭ gÄZÄÉÁ 1zÁPvÀ, ¶ÄÄgÄt aÄÄÆ® 1zÁPvÀ CzsÁâAiÄÄ 2: "sÁgÄwÄAiÄÄ aÄÄÆ® 1zÁPvÀ CzsÁâAiÄÄ 3: ZÁjwæPÉ, "sËUÉÆÄ½PÀ «zsÁÉÄ	
WÀIPÀ-3 : §°ÄÄaÄÄÆ® 1zÁPvÀUÀ¼ÄÄ aÄvÄÄÛ ,AA, ÀìøwPÀ 1zÁPvÀUÀ¼ÄÄ	4 UÀAmÉU À¼ÄÄ
CzsÁâAiÄÄ 1: aÄiÁÉÄaÄ±Á¹ÛÄÄAiÄÄ 1zÁPvÀ CzsÁâAiÄÄ 2: aÄÄÆÉÆÄ«±ÉèÄµÄuÄvÄäPÀ 1zÁPvÀ CzsÁâAiÄÄ 3 : «PÄ, ÄaÄzÀ C¶Ä«PÄ, ÄaÄzÀ	

**Prescribed Readings:**

1. Ben-Amos, Dan, **Towards a definition of Folklore in 'Folklore in Context**, New Delhi, South Asian Publishers, 1982.
2. Ben-Amos, Dan, **Folklore Genres**, Austin: University of Texas Press, 1976
3. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 1972
4. Burns, Thomas A. 'Folkloristics: A Conception of Theory in Western Folklore, Vol. XXXVI, No. 2 PP 109-134, ??? 1977
5. Peter Clauss and Frank J Korom, 'Folkloristics and Indian Folklore' Regional Resource Center. Udipi. 1991.
6. Malinowski, 'A Scientific Theory of Culture and other Essays' University of North, California Press. 1944.
7. CA§½PÉ »jAiÄÄtÚ, , ÉÉzÁYAwPÀ eÁÉÀ¶AzÀ, ZÉÄvÀÉÄ §ÄP°Ö, ĩ, aÉÄÉ, ÄÆgÄÄ, 2001
8. «ÄgÄtÚ zÄAqÉ(, ÄA), eÁÉÀ¶AzÀ ±Á, ÄÛç 1zÁPvÀUÀ¼ÄÄ, ÉÉ-ÉaÄÆÉ ¶ÄæPÄ±ÄÉÄ, ²æÄgÄAUÄ¶ÄiÖtÚ, 1999
9. gÄAUÄgÉrØ PÉÆÄrgÄA¶ÄÄgÄ, f.Dgĭ.w¶ÉàÄ, Áé«Ä, eÁÉÀ¶AzÀ 1zÁPvÀUÀ¼ÄÄ-1, eÁÉÀ¶AzÀ 1zÁPvÀUÀ¼ÄÄ-2, PÄÉÁIPÄ eÁÉÀ¶AzÀ aÄvÄÄÛ AiÄÄPÄèUÄÉÄ CPÄqÉ«Ä, "ÉAUÀ¼ÄÄÆgÄÄ, 2003
10. gÄeÉÄzÄæ ZÉæß, zÉÄ²ÄaÄzÀ, PÄÉÁðIPÄ ,Ä»vÄä CPÄqÉ«Ä, "ÉAUÀ¼ÄÄÆgÄÄ, 1989
11. J.«.ÉÄaÄqÄ(, ÄA), PÄÉÁðIPÄ ,ÄA±ÉÆÄzsÄÉÄ eÁÉÀ¶AzÀ, PÄÉÁðIPÄ eÁÉÀ¶AzÀ «.«. 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

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

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3 PÉærmî**

**PÉÆÄ, ïð 2.3 : eÁ£À¶ÀzÀ CAVÀgî<sup>21</sup>ÜÄAiÄÄ CzsÀåAiÄÄÈÀ (ME<sup>1</sup>)**

<b>WÀIPÀ-1 : eÁ£À¶ÀzÀ aÄÄvÄÄÜ , ÄÄAiÄfPÀ «eÄÖ£ÄUÀ¼ÄÄ</b>	<b>4 UÀAmÉU À¼ÄÄ</b>
CzsÀåAiÄÄ 1: aÄiÄ£ÄaÄ±Ä, ÄÜç CzsÀåAiÄÄ 2: , ÄÄiÄd±Ä, ÄÜç CzsÀåAiÄÄ 3: Ew°Ä, Ä	
<b>WÀIPÀ-2 : eÁ£À¶ÀzÀ aÄÄvÄÄÜ aÄÄ£ÉÆÄ «eÄÖ£ÄUÀ¼ÄÄ</b>	<b>4 UÀAmÉU À¼ÄÄ</b>
CzsÀåAiÄÄ 1: aÄÄ£ÉÆÄ «eÄÖ£Ä CzsÀåAiÄÄ 2: vÄvÄÜ÷é±Ä, ÄÜç CzsÀåAiÄÄ 3: C¶ÀgÄzsÀ ±Ä, ÄÜç	
<b>WÀIPÀ-3 : eÁ£À¶ÀzÀ, £ÉÉ, ÄVðPÀ «eÄÖ£ÄUÀ¼ÄÄ °AUÀÆ EvÀgÉ «eÄÖ£ÄUÀ¼ÄÄ</b>	<b>4 UÀAmÉU</b>



		<b>Α¼ΑΑ</b>
CzsÁâAiÄÄ 1:	PAËŋ «eÁÕËÄ, dËÄÏÄzÄ D°ÁgÄ ÏÄzÄPw	
CzsÁâAiÄÄ 2:	ÏÄj, ÁgÄ «eÁÕËÄ	
CzsÁâAiÄÄ 3:	, Ä, Ä±Ä, ÄÛç, ÏÄætÄ±Ä, ÄÛç, eÉË«PÄ vÄAvÄæeÁÕËÄ	

**Prescribed Readings:**

1. Krappé, A.H. **The Science Of Folklore**, Kessinger Publishing, LLC-1930
2. ZÀPÉìgÉ 2ªÄ±ÄAPÄgÄ, **eÁËÄÏÄzÄ w¼ÄÄªÄ½PÉ**, , ÁUÄgÄ ÏÄæPÄ±ÄËÄ, "ÉAUÄ¼ÄÆgÄÄ, 2008
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4. §, ÄªÄgÄd ËÉ°è, ÄgÄ(, ÄÄ), **eÁËÄÏÄzÄ ªÄÄvÄÄÛ ÏÄÆgÄPÄ PÉëÄvÄæUÄ¼ÄÄ**, PÄËÄßqÄ CzsÁâAiÄÄËÄ «"sÁUÄ, PÄÄªÉÄÏÄÄ «±Äé«zÄªªÄiÄÄ, ©.Dgí.ÏÄæeÉPíÖ
5. ªÄ, Äª ªÄ¼Ä°, **ªÄiËTPÄ EwªÄ, Ä**, CAQvÄ ÏÄæPÄ±ÄËÄ, "ÉAUÄ¼ÄÆgÄÄ, 2004
6. «ªÄª ªÄiÄqÄÛ, **eÁËÄÏÄzÄ ªÉËeÁÕªPÄ CzsÁâAiÄÄËÄ ªÄÄvÄÄÛ , ÄAPÉÄvÄ ªÉËeÁÕªPÄ «±ÉèÄµÄuÉ** «zÄªªçü ÏÄæPÄ±ÄËÄ, UÄzÄUÄ, 1999

**Semester: III**

**Total Contact of Hours :48**

**3 Credits**

**Paper 3.1.Fundamental concept of Folklore Studies (DSC)**

**Course Outcomes:**

- It helps to understand the fundamental to the study of folklore
- Unique elementary concepts of present course.
- To understand Indian folkloristic and Indian folk in a contemporary world.
- To know the folklore studies of different dimension.

Content of Course 3	<b>3 credits</b>
<b>Unit-1 : History of Folklore studies</b>	<b>4hrs/wk</b>
Chapter No 1. International studies Chapter No 2. National studies Chapter No 3. Studies in Karnataka	
<b>Unit-2 : Genres of Folklore</b>	<b>4hrs/wk</b>
Chapter No 1: Oral Folklore Chapter No 2: Social Folk customs Chapter No 3: Material culture Chapter No 4: Folk arts	
<b>Unit-3 :Functions of Folklore</b>	<b>4hrs/wk</b>
Chapter No 1: Cultural Functions Chapter No 2: Academic Functions (Educational Functions) Chapter No 3: Social Functions	

**ಇವುಗಳಲ್ಲಿ 3**

«ಇವುಗಳಲ್ಲಿ 48 ಒಂದು

3 ಒಂದು

**ಒಂದು 3.1: ಒಂದು (DSC)**

	<b>3 credits</b>
<b>Unit 1: ಒಂದು</b>	<b>4hrs/wk</b>
Chapter No 1: ಒಂದು Chapter No 2: ಒಂದು Chapter No 3: ಒಂದು	
<b>Unit-2: ಒಂದು</b>	<b>4hrs/wk</b>
Chapter No 1: ಒಂದು Chapter No 2: ಒಂದು Chapter No 3: ಒಂದು Chapter No 4: ಒಂದು	
<b>Unit-3: ಒಂದು</b>	<b>4hrs/wk</b>
Chapter No 1: ಒಂದು Chapter No 2: ಒಂದು Chapter No 3: ಒಂದು	

**Prescribed Readings:**

1. Ben-Amos, Dan, **Towards a definition of Folklore in 'Folklore in Context**, New Delhi, South Asian Publishers, 1982.
2. Nalluru Prasad (Ed), **Janapada Karnataka**, Karnataka jaanpada and Yakshagana Academy, Bangalore , 1976.
3. Dundes Alan. **The Study of Folklore**, Prentice Hali, N.J.U.S.A 1965.
4. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
5. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
6. Handoo Jawaharlal, **Folklore an Introduction**, C.I.I.L. Mysore, 1989
7. Handoo Jawaharlal, **Folklore in modern C.I.I.L.** Mysore-1998
8. **ÀÄAzÀgÀÀ Dgĩ.«.J.ĩ., dÉÀ¶ÀzÀ Á»vÀâ ¢ÄÄÆ®vÀvÀéUÀ¼ÄÄ, CPÁgÀªAw ¶ÀæPÀ±ÀÉÀ, ¢ÉÄË, ÀÆgÀÄ-1976.**
9. **¶ÀgÀªÄÄªÄÄiÀÄÄ f.±ÀÄ, eÁÉÀ¶ÀzÀ PÉ®ªÄÄ ¢ÄÄÄRUÀ¼ÄÄ, ¢T-ĩ læAlgĩ, ¢ÉÄË, ÀÆgÀÄ-1996.**
10. **vÀ¶À¹éÄPÀÄªÄiÀgÀ ÉÄÄ., eÁÉÀ¶ÀzÀ CzsÀªÄiÀÄÉÄzÀ , ÄAQë¶ÀÜ EwªÄ, ZÉÄvÀÉÄ §ÄPĩ°Ë, ÒÉAUÀ¼ÄÆgÀÄ**
11. **gÀªÄZÄAzÉæÄÜEgÀ ».².(¶Àæ. ÄÄ), eÁÉÀ¶ÀzÀ UÄæ»PÉ: ¶ÀjPÀ®àÉÉ, PÀÉÄDIPÀ eÁÉÀ¶ÀzÀ ¢ÄÄvÀÄÜ ÄiÄÄPÀèUÀÉÄ CPÁqÉ«Ä, ÒÉAUÀ¼ÄÆgÀÄ,-**
12. **ZÄPÉÏgÉ ¢ÄÄ±ÄÄPÀgÀ, eÁÉÀ¶ÀzÀ w¼ÄÄª½PÉ, ,ÁUÀgÀ ¶ÀæPÀ±ÀÉÄ, ÒÉAUÀ¼ÄÆgÀÄ, 2008.**
13. **CA§½PÉ »jÄiÄÄtÜ, eÁÉÀ¶ÀzÀ ,ÄªÄiÀUÄªÄÄ, ¹gÀ ¶À®è¶AUĩ °Ë, ¢ÉÄË, ÀÆgÀÄ, 2008**

**Total Contact of Hours :48**

**3 Credits**

**Paper 3.2. Folk Communication and Mass Media (DSC)**

**Course Outcomes:**

- To equip the students to the concept of folk and communication to knowing the types and techniques of form.
- To know the unique elementary of folk media case studies
- To motivate to the student to modern methods to developing the folk media.
- To help concept rich heritage tradition and wisdom of folk culture.

Content of Course 3	3 credits
<b>Unit-1 : Concept of Communication</b>	<b>4hrs/wk</b>
Chapter No 1. Meaning, Nature and scope Chapter No 2. Importance of communication Chapter No 3. Types of communication	
<b>Unit-2 : Traditional Folk Communication</b>	<b>4hrs/wk</b>
Chapter No 1: Meaning and nature Chapter No 2: Purpose and Techniques Chapter No 3: Performer and Audience	
	<b>4hrs/wk</b>

<b>Unit-3 : Folk Communication and Mass Media</b>	
Chapter No 1: Relationship between Folk Communication and Mass Communication	
Chapter No 2: Folk Communication and Social changes	
Chapter No 3: Folk Communication and Development	

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3 PÉærmï

¥ÀwæPÉ: 3.2: d£Ä¥ÄzÄ ,AAªÀ°À£ÄªÄÄvÄÄÜ ,ÀªÄÄÆ°ÀªÄiÄzsÄªªÄÄ

	<b>3 credits</b>
<b>Unit 1: ,AAªÀ°À£ÄªÄÄ ¥ÄjPÀ®à£É</b>	<b>4hrs/wk</b>
Chapter No 1: ,AAªÀ°À£ÄzÄ CxÄð, ,ÁégÄÆ¥ÄªÄÄvÄÄÜ®PÄëtUÀ¼ÄÄ	
Chapter No 2: ,AAªÀ°À£ÄzÄªÄÄvÄÄé	
Chapter No 3: ,AAªÀ°À£ÄzÄ ¥ÄæPÄgÄUÀ¼ÄÄ	
<b>Unit-2: ,AA¥ÄæzÄ-ÄPÄ eÄ£Ä¥ÄzÄªÄiÄzsÄªªÄÄ</b>	<b>4hrs/wk</b>
Chapter No 1: d£Ä¥ÄzÄ ,AAªÀ°À£ÄzÄ CxÄðªÄÄvÄÄÜ ,ÁégÄÆ¥ÄªÄÄvÄÄæUÀ¼ÄÄ	
Chapter No 2: d£Ä¥ÄzÄ ,AAªÀ°À£ÄzÄ GzÉÝÄ±ªÄÄvÄÄÜ	
Chapter No 3: ¥ÄæzÄ±ÄðPÄªÄÄvÄÄÜ ¥ÉæÄPÄëPÄ	
<b>Unit-3: d£Ä¥ÄzÄ ,AAªÀ°À£ÄªÄÄvÄÄÜ DzsÄÄªPÄ ,AAªÀ°À£ÄªÄiÄzsÄªªÄÄ</b>	<b>4hrs/wk</b>
Chapter No 1: d£Ä¥ÄzÄ ,AAªÀ°À£ÄªÄÄvÄÄÜ ,ÀªÄÄÆ°ÀªÄiÄzsÄªªÄÄUÀ¼ÄÄ ,AA§zÄ	
Chapter No 2: d£Ä¥ÄzÄ ,AAªÀ°À£ÄªÄÄvÄÄÜ ,ÀªÄiÄfPÄ§zÄ-ÁªÄuÉ	
Chapter No 3: d£Ä¥ÄzÄ ,AAªÀ°À£ÄªÄÄvÄÄÜ C©üªÄÈçP	

**Prescribed Readings:**

- Merrit B Jones ,**Speak, Listen, Communicate**, D, Van Nostrand, Newyork
- Argyle, M. (1969) **Social Interaction**, New York, Atherton Press
- Kanapp Mark L (1992) **Nonverbal Communication in Human Interaction**, Holt,
- Rinehart and Winston Inc, NewYork
- Sathish Kumar, (2013) **Role of Traditional Folk Arts as Media of Mass Communication**, Lambetr, Academic Publishing, Kolkata
- Ranghavendra Mishra, (2016) **Traditional Folk Media in India**, Bharathi prakashan, Varanasi
- Handoo Jawaharlal, **Folklore in modern**, C.I.I.L. Mysore-1998
- ªÄÄ°ÉÄ±ÁégÄAiÄÄª, °ÉZi. JA, eÄ£Ä¥ÄzÄ ,AAªÀ°À£Äª, ,À»VÄ¥ÄæPÄ±Ä£Ä, PÄ£ÄðIPÄ «±Äé«zÄªªÄiÄÄ, zsÄgÄªÄqÄ, 1990
- ÉÆÄªÄÄ±ÉÄRgï EªÄiÄæ¥ÄÄgÄ (,AA), ,ÀªÄÄÆ°ÀªÄiÄzsÄªªÄÄUÀ¼ÄÄªÄÄvÄÄÜ eÄ£Ä¥ÄzÄ, PÄ£ÄðIPÄ eÄ£Ä¥ÄzÄªÄÄvÄÄÜ AiÄÄPÄëUÄ£Ä CPÄqÉ«Ä, "ÉAUÀ¼ÄÆgÄÄ.

10.  $\xi\acute{\alpha}\iota\acute{\alpha}\pi\acute{\alpha}$  r.©,  $\acute{\alpha}\acute{\alpha}\acute{\alpha}\epsilon^{\circ}\acute{\alpha}$   $\alpha\acute{\iota}\acute{\alpha}\zeta\acute{\sigma}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}$   $\alpha\acute{\alpha}\acute{\nu}\acute{\alpha}\acute{\alpha}\acute{\alpha}$   $\acute{\alpha}\acute{\alpha}\acute{\iota}\acute{\alpha}\acute{\delta}$ ,  $\xi\acute{\alpha}\epsilon\acute{\gamma}\acute{\alpha}$   $\neq\acute{\alpha}\pi\acute{\alpha}\pm\acute{\alpha}\xi\acute{\alpha}$ ,  $\acute{\alpha}\acute{\alpha}\textcircled{\xi}\acute{\alpha}\acute{\alpha}\delta$ . 2003
11.  $\gamma\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\gamma}\epsilon\acute{\rho}$   $\rho\acute{\epsilon}\epsilon\acute{\alpha}\acute{\gamma}\acute{\alpha}\neq\acute{\alpha}\acute{\alpha}\acute{\gamma}\acute{\alpha}$ ,  $\epsilon\acute{\alpha}\xi\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}$   $1\zeta\acute{\alpha}\rho\acute{\alpha}\nu\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}$ ,  $\rho\acute{\alpha}\xi\acute{\alpha}\delta\iota\pi\acute{\alpha}$   $\epsilon\acute{\alpha}\xi\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}$   $\alpha\acute{\alpha}\acute{\nu}\acute{\alpha}\acute{\alpha}\acute{\alpha}$   $\alpha\iota\acute{\alpha}\pi\acute{\alpha}\epsilon\acute{\alpha}\xi\acute{\alpha}$   $\text{CP}\acute{\alpha}\text{q}\acute{\epsilon}$  « $\acute{\alpha}$ ,  $\rho\acute{\alpha}\xi\acute{\alpha}\beta\text{q}\acute{\alpha}$  "s $\acute{\alpha}\acute{\alpha}\xi\acute{\alpha}$ , "ÉAU $\frac{1}{4}$ ÀÆg $\acute{\alpha}\acute{\alpha}$ , 2003
12.  $\zeta\acute{\alpha}\rho\acute{\epsilon}\iota\gamma\acute{\epsilon}$   $2\acute{\alpha}\pm\acute{\alpha}\rho\acute{\alpha}\acute{\gamma}\acute{\alpha}$ ,  $\epsilon\acute{\alpha}\xi\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}$   $w\frac{1}{4}\acute{\alpha}\acute{\alpha}\alpha\frac{1}{2}\rho\acute{\epsilon}$ ,  $\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\gamma}\acute{\alpha}$   $\neq\acute{\alpha}\pi\acute{\alpha}\pm\acute{\alpha}\xi\acute{\alpha}$ , "ÉAU $\frac{1}{4}$ ÀÆg $\acute{\alpha}\acute{\alpha}$ , 2008.
13.  $\alpha\acute{\epsilon}\epsilon\acute{\alpha}^{\circ}\acute{\alpha}\xi\acute{\alpha}\acute{\gamma}\acute{\alpha}$ , J $\acute{\iota}$ , J $\acute{\iota}$ .  $\epsilon\acute{\alpha}\xi\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}$   $\alpha\acute{\alpha}\acute{\nu}\acute{\alpha}\acute{\alpha}\acute{\alpha}$   $\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}\epsilon^{\circ}\acute{\alpha}$   $\alpha\acute{\iota}\acute{\alpha}\zeta\acute{\sigma}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}$ , "ÉAU $\frac{1}{4}$ ÀÆg $\acute{\alpha}\acute{\alpha}$  « $\acute{\alpha}$ , "ÉAU $\frac{1}{4}$ ÀÆg $\acute{\alpha}\acute{\alpha}$

Total Contact of Hours :48

3 Credits

### Paper 3.3. Introduction to Folk Culture (O.E.C)

#### Course Outcomes:

- The main outcome of this course is to provide the information of different types of culture.
- This course basically other programme students. It also helps to understand the indigenous knowledge and their importance
- To motivate the students towards native cultural processing.

Content of Course 3	3 credits
<b>Unit-1 : The concept of culture</b>	4hrs/wk
Chapter No 1. Definition, Nature and Scope of Culture Chapter No 2. Folk culture and Elite culture Chapter No 3. Relationship of Culture and Folklore	
<b>Unit-2 : Social organization and social Customs</b>	4hrs/wk
Chapter No 1: Marriage, Family and Kinship Chapter No 2: Customs, Rituals and Rites Chapter No 3: Religion, Magic and Taboos	
<b>Unit-3 : Socio economic activities</b>	4hrs/wk
Chapter No 1: Hunting and Food gathering Chapter No 2: Pastoralism and Nomadicism Chapter No 3: Agriculture and Horticulture	

« $\zeta\acute{\alpha}\acute{\alpha}\delta\acute{\alpha}\acute{\alpha}\acute{\alpha}\epsilon\epsilon\text{V}\epsilon\acute{\alpha}$   $\mu\iota\acute{\alpha}\delta$   $\acute{\alpha}\alpha\neq\acute{\alpha}\rho\acute{\alpha}\delta$   $\acute{\alpha}\acute{\alpha}\mu\acute{\epsilon}\acute{\alpha}\acute{\alpha}\acute{\alpha}$  48  $\acute{\alpha}\acute{\alpha}\mu\acute{\epsilon}$

3 PÉærmī

$\neq\acute{\alpha}w\acute{\alpha}\rho\acute{\epsilon}$ : 3.3:  $d\xi\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}$   $\acute{\alpha}\acute{\alpha}$   $\acute{\alpha}\iota\delta w$   $\neq\acute{\alpha}\zeta\acute{\alpha}\acute{\alpha}\acute{\alpha}$  (N.E.1)

	3 credits
<b>Unit 1: <math>d\xi\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}</math> <math>\acute{\alpha}\acute{\alpha}</math> <math>\acute{\alpha}\iota\delta w</math> <math>\neq\acute{\alpha}\zeta\acute{\alpha}\acute{\alpha}\acute{\alpha}</math></b>	4hrs/wk
Chapter No 1: $d\xi\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}$ $\acute{\alpha}\acute{\alpha}$ $\acute{\alpha}\iota\delta w\acute{\alpha}\acute{\alpha}\acute{\alpha}$ $Cx\acute{\alpha}\delta$ , $\acute{\alpha}\epsilon\gamma\acute{\alpha}\epsilon\neq\acute{\alpha}$ $\alpha\acute{\alpha}\acute{\nu}\acute{\alpha}\acute{\alpha}\acute{\alpha}$ $\alpha\acute{\alpha}\acute{\sigma}\acute{\alpha}\acute{\alpha}\xi\acute{\alpha}$ Chapter No 2: $d\xi\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}$ $\acute{\alpha}\acute{\alpha}$ $\acute{\alpha}\iota\delta w$ $\alpha\acute{\alpha}\acute{\nu}\acute{\alpha}\acute{\alpha}\acute{\alpha}$ $2\mu\acute{\alpha}x$ $\acute{\alpha}\acute{\alpha}$ $\acute{\alpha}\iota\delta w$ Chapter No 3: $\acute{\alpha}\acute{\alpha}$ $\acute{\alpha}\iota\delta w$ $\alpha\acute{\alpha}\acute{\nu}\acute{\alpha}\acute{\alpha}\acute{\alpha}$ $\epsilon\acute{\alpha}\xi\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}$ $\acute{\alpha}\acute{\alpha}\xi\acute{\alpha}\zeta\acute{\sigma}\acute{\alpha}$	
Unit-2: $\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\iota}\acute{\alpha}\text{f}\rho\acute{\alpha}$ $\acute{\alpha}\acute{\alpha}$ $\acute{\epsilon}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}$ $\alpha\acute{\alpha}\acute{\nu}\acute{\alpha}\acute{\alpha}\acute{\alpha}$ $\acute{\alpha}\acute{\alpha}\neq\acute{\alpha}\zeta\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}\acute{\alpha}$	4hrs/wk

Chapter No 1: « <sup>á</sup> Á <sup>o</sup> Á, PÁÁiÁÁŞ <sup>á</sup> ÁÁvÁÁÛ ŞAzÁÁvÁé	
Chapter No 2: ,ÁAŞÁæzÁÁiÁÁUÁ¼ÁÄ, DZÀgÀuÉUÁ¼ÁÄ, «çÜUÁ¼ÁÄ	
Chapter No 3: zSÁ <sup>á</sup> ÁÄð, <sup>á</sup> ÁiÁAwæPÁ «zÉå, µÉÉzSÁUÁ¼ÁÄ	
<b>Unit-3: ,<sup>á</sup>ÁÁiÁeÉÆÁ DyöPÁ ZAIÁ<sup>á</sup>ÁnPEUÁ¼ÁÄ</b>	<b>4hrs/wk</b>
Chapter No 1: "ÉÁmÉ <sup>á</sup> ÁÁvÁÁÛ D <sup>o</sup> ÁgÁ ,ÁAUÁæ <sup>o</sup> ÁuÉ	
Chapter No 2: ŞÁ±ÁÁŞÁ©ÉÉ <sup>á</sup> ÁÁvÁÁÛ Ç É <sup>á</sup> ÁiÁjvÁÉÁ	
Chapter No 3: <sup>á</sup> Áå <sup>á</sup> Á, ÁÁiÁÄ <sup>á</sup> ÁÁvÁÁÛ vÉÆÏUÁjPÉ	

**Prescribed Readings:**

01. Khare R.S, **Cultural Anthropology**, IBH Publishing, Calicut.
02. Chandra Bipin. (1984) **Communalism in Modern India**, Vikas, New Delhi
03. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
04. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
05. Handoo Jawaharlal, **Folklore-anIntroduction**, C.I.I.L. Mysore, 1989
06. Claus Peter j and Frank j Korom, **Folkloristics and Indian Folklore**, Regional Resources Center, Udupi, 1991
07. Ben-Amos, Dan, **Towards a definition of Folklore in 'Folklore in Context**, New Delhi, South Asian Publishers, 1982.
08. Malinowski, 'A Scientific Theory of Culture and other Essays' University of North, California Press.1944.
09. ».<sup>2</sup> gÁ<sup>á</sup>ÁÄZÁAzÉæUËqÁ, (2009), dÉÁŞÁzÁ ,ÁA,Àìøw, PÁÉÁðIPÁ eÁÉÁŞÁzÁ ŞÁjÁµÁvÁÄÛ, "ÉAUÁ¼ÁÆgÁÄ
10. µAUÁtÚ a.<sup>1</sup>, ,ÁA,Àìøw <sup>á</sup>ÁÁvÁÁÛ eÁÉÁŞÁzÁ, <sup>1</sup>zÁP<sup>o</sup>AUÉÄ±ÁégÁ ŞÁæPÁ±ÁÉÁ, PÁ©ŞÁVð-1976.
11. vÁŞÁ<sup>1</sup>éPÁ<sup>á</sup>ÁiÁgÁ JËi, ,ÁA,Àìøw «PÁ,Á, <sup>á</sup>ÉÄË,ÁÆgÁÄ
12. <sup>á</sup>ÁÁAdÁÉÁxÁ "ÉÄ«ÉÁPÁnÖ, dÉÁŞÁzÁ ÉÁA©PEUÁ¼ÁÄ, ŞÁæ,ÁgÁAUÁ, PÁÉÁßqÁ «±Áé«zÁå©ÁiÁÄ, °ÁA!
13. UÁÁgÁÄ<sup>á</sup>ÁÆwð PÉ.f, dÉÁŞÁzÁ ,Á<sup>á</sup>ÁiÁd <sup>á</sup>ÁÁvÁÁÛ ,ÁA,Àìøw: PÁÉÁðIPÁ «±Áé«zÁå©ÁiÁÄ, zSÁgÁ<sup>á</sup>ÁqÁ
14. <sup>á</sup>ÁÁ<sup>o</sup>èÉÁxÁÁiÁÄå r.JZi, ,ÁA,ÀìøwPÁ <sup>á</sup>ÁiÁÉÁ<sup>á</sup>±Á,ÁÛç, PÁÉÁßqÁ CzsÁåÁiÁÄÉÁ ,ÁA,ÉÜ, <sup>á</sup>ÉÄË,ÁÆgÁÄ «,«
15. ».<sup>2</sup> gÁ<sup>á</sup>ÁÄZÁAzÉæUËqÁ, eÁÉÁŞÁzÁ ,ÁA,ÀìøwPÁ DAIÁiÁ<sup>á</sup>ÁÄUÁ¼ÁÄ, PÁÉÁßqÁ ŞÁÄ,ÁÛPÁ ŞÁæçÜPÁgÁ, "ÉAUÁ¼ÁÆgÁÄ

## Semester: IV

Total Contact of Hours :48

3 Credits

### Paper 4.1. Introduction to Performing Folk Arts (DSC)

#### Course Outcomes:

- To make understand student importance 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

Content of Course 4	3 credits
<b>Unit-1 : Concept of Folk Arts</b>	4hrs/wk
Chapter No 1. Meaning, Nature and scope of Art Chapter No 2. Introduction to performing Folk Art Chapter No 3. Folk and Elite Performing Arts	
<b>Unit-2 : Classification of performing Folk Arts</b>	4hrs/wk
Chapter No 1: Folk Dance Chapter No 2: Folk Theater Chapter No 3: Folk Charmers	
<b>Unit-3 : Performing Folk Arts and Contemporary Issues</b>	4hrs/wk
Chapter No 1: Local Identity Chapter No 2: Contemporary issues of performing Folk Arts Chapter No 3: Revival of Performing Folk Arts	

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3 PÉærmî

¥ÀwæPÉ: 4.1: dÈÀ¥ÀzÀ ¥ÀæzÀ±ÀðÈÀ PÀ<sup>-</sup> ÉUÀ¼À ¥ÀjZÀAiÄÄ

	3 credits
<b>Unit 1: ದಲಾಫಾಝಾ ಪಾ಼ ಂುಾ¼ಾ ಫಾಞಪಾಠಾಲೆುಾ¼ಾ</b>	4hrs/wk
Chapter No 1: ಪಾ಼ ಂಿಾ಼ಾ CxÀð, ÀégÀÆಫÀ àÀÀvÀÀÛ àÀÀiÛ Chapter No 2: ದಲಾಫಾಝಾ ಪಾ಼ ಂುಾ¼ಾ ಫಾಞಪಾಠಾಲೆುಾ¼ಾ Chapter No 3: ದಲಾಫಾಝಾ àÀÀvÀÀÛ ²μÀx ಫಾಞಝಾ±ÀðಲÀ ಪಾ಼ ಂುಾ¼ಾ	
<b>Unit-2: ದಲಾಫಾಝಾ ಫಾಞಝಾ±ÀðಲÀ ಪಾ಼ ಂುಾ¼ಾ àÀvðÀpÀgÀt</b>	4hrs/wk
Chapter No 1: ದಲಾಫಾಝಾ gÀAUÀ"sÀÆ«À Chapter No 2: ದಲಾಫಾಝಾ ಪಾಠÀÀvÀUÀ¼ಾ Chapter No 3: ದಲಾಫಾಝಾ àÀÀಲÀgÀAdPÀgÀÀ	
<b>Unit-3: ದಲಾಫಾಝಾ ಫಾಞಝಾ±ÀðಲÀ ಪಾ಼ ಂುಾ¼ಾ àÀÀvÀÀÛ àÀÀpÀ°ÀಲÀvÉ</b>	4hrs/wk
Chapter No 1: àÀ¼ÀÀiÀÀ CಲÀಲÀÀvÉ Chapter No 2: ದಲಾಫಾಝಾ ಫಾಞಝಾ±ÀðಲÀ ಪಾ಼ ಂುಾ¼ಾ àÀÀpÀ°ÀಲÀvÉ Chapter No 3: ದಲಾಫಾಝಾ ಫಾಞಝಾ±ÀðಲÀ ಪಾ಼ ಂುಾ¼ಾ ಫಾಞಲÀ±ÉÀÀvÀಲÀÀ, ÀzsÀÀvÉUÀ¼ಾ	

**Prescribed Readings:**

- Nalluru Prasad (Ed), **Janapada Karnataka**, Karnataka jaanpada and Yakshagana Academy, Bangalore , 1976.
- Ambalike Hiriyann, **Studies in Kannada Folklore**, Prasaranga, Mysore, University, Mysore.
- Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
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- Ramakrishna H.A, Nagegwoda H.L, **Essentials of Karnataka Folklore A: Compendium**, Karnataka JanapadaParishat, Banglore-1998.
- Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-19
- Handoo Jawaharlal, **Folklore an Introduction**, C.I.I.L. Mysore, 1989
- "ÉÆÀgÀ°AUÀÀiÀÀ, **ಪÀಲÀðIPÀ ದಲಾಫಾಝಾ ಪಾ಼ ಂುಾ¼ಾ ಪÉÆÀ±À, ಫಾಞÀgÀAUÀ, ಪÀಲÀðqÀ «±Àé«zÀàÀÀiÀÀ, °ÀÀ!**
- ZÀAzÀæ±ÉÀrgÀ PÀÀ"ÀgÀ., GvÀÚgÀ ಪÀಲÀðIPÀ ದಲಾಫಾಝಾ gÀAUÀ"sÀÆ«À, àÀÀಲÀéAvÀgÀ ಫಾಞಪಾಠಾಲೆÀ, zsÀgÀÀÀqÀ**
- ZÀPÉìgÉ àÀÀÀAPÀgÀ, ದಲಾಫಾಝಾ ಪಾ಼ À ಫಾಞàÉÀ±À, àÀÀgÀ ಫಾಞಪಾಠಾಲೆÀ, "ÉAUÀ¼ÀÆgÀÀ**
- ಫಾಞàÀÀÀàÀÀiÀÀ fÀ.±ÀÀ., zÀQèt ಪÀಲÀðIPÀ ದಲಾಫಾಝಾ PÀàÀÀÀÀpÀgÀUÀ¼ÀÀ, ಫಾಞÀgÀAUÀ, àÉÀÈ, ÀÆgÀÀ**
- «±Àé«zÀàÀÀiÀÀ, àÉÀÈ, ÀÆgÀÀ- 1979**
- »jÀiÀÀtÚ CA§¼PÉ, **ದಲಾಫಾಝಾ ಪಾ಼ ಂುಾ¼ಾ CÀ-ÉÆÀPÀಲÀ, ಪÀಲÀðIPÀ eÀಲÀಫಾಝಾ CPÀqÉ«À, "ÉAUÀ¼ÀÆgÀÀ.**
- ಫಾಞàÀÀÀàÀÀiÀÀ f.±ÀÀ, ದಲಾಫಾಝಾ ಪಾಠÀÀ PÀxÉUÀ¼ÀÀ àÀÀvÀÀÛ VÀvÀàÉÀÀ¼ÀUÀ¼ÀÀ, àÀÀgÀ ಫಾಞಪಾಠಾಲೆÀ, "ÉAUÀ¼ÀÆgÀÀ.**

Total Contact of Hours :48

3 Credits



## Paper 4.2. Applied Folklore (DSC)

### Course Outcomes:

- To know the various elementary concept of Applied Folklore
- Make understand the importance of current trend of folk in commercial manner
- To equip the student adaption and in integration of folklore.

Content of Course 4	3 credits
<b>Unit-1 : Concept of Applied Folklore</b>	4hrs/wk
Chapter No 1. Meaning, Nature and scope Chapter No 2. Importance of Applied Folklore Chapter No 3. Folklore Process and change	
<b>Unit-2 : Folklore Adjustment and Interaction</b>	4hrs/wk
Chapter No 1: Fakelore and Metafolklore Chapter No 2: Worldview and Cultural Identity Chapter No 3: Nativism and Folklorism	
<b>Unit-3 : Functions of Applied Folklore</b>	4hrs/wk
Chapter No 1: Perception related to the use of Folklore in Politics Chapter No 2: Use of Folklore with respect to goods and trades in Market Chapter No 3: Museum and Tourism	

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3 PÉærmî

### ÏAwæPÉ: 4.2: DÆÀé-ÄPÀ eÁÆÀÏÄZÀ

	3 credits
<b>Unit 1: DÆÀé-ÄPÀvÉAiÄÄ ÏÄjPÀ@àÆÉ</b>	4hrs/wk
Chapter No 1: DÆÀé-ÄPÀvÉAiÄÄ CxÄð, ,ÁégÄÆÏÄ ÄÄvÄÄÜ ÄÄ!Ü Chapter No 2: eÁÆÀÏÄZÀ DÆÀé-ÄPÀ ÄÄ°ÄvÄé Chapter No 3: eÁÆÀÏÄZÀ ÏÄæQæAiÉÄ ÄÄvÄÄÜ §zÄ- ÁÄuÉ	
<b>Unit-2: ÉÆAzÄtÄPÉ ÄÄvÄÄÜ ÄÄÄSÄÄÄÄT eÁÆÀÏÄZÀ</b>	4hrs/wk
Chapter No 1: SÉÆÄmÄ eÁÆÀÏÄZÄ ÄÄvÄÄÜ Cç eÁÆÀÏÄZÄ Chapter No 2: ÉÆÄPÄzÄÈ¶Ö ÄÄvÄÄÜ ,ÄÄ,ÄìøwPÄ CÆÄÄÄvÉ Chapter No 3: zÉÄ¹ÄAiÄÄvÉ ÄÄvÄÄÜ eÁÆÀÏÄZÄÄÄZÄ	
<b>Unit-3: DÆÀé-ÄPÀ eÁÆÀÏÄZÄZÄ PÄAiÄÄøUÀ¼ÄÄ</b>	4hrs/wk
Chapter No 1: gÄdQÄAiÄÄzÄ°è eÁÆÀÏÄZÄ §¼ÄPÉAiÄÄ ÏÄjPÀ@àÆÉ Chapter No 2: ÄÄÄgÄÄPÄmÉÖAiÄÄ ,ÄgÄPÄÄUÄ½UÄV eÁÆÀÏÄZÄ §¼ÄPÉ Chapter No 3: ÄÄ,ÄÄÜ,ÄAUÄæ°Ä@AiÄÄ ÄÄvÄÄÜ ÏÄæÄÄ,ÉÆÄzÄÄÄÄ	

**Prescribed Readings:**

1. Kenneth S Goldstein, **A Guide for Filed Workers in Folklore**, American Folklore Society, 1964.
2. Nallur Prasad, **Janapada Karnataka**, Karnataka JanapadaYakshagana Academy, B.lore
3. American Folklor Centerer, **Folklife Fildwork**, American Folklore Society-2016
4. Shekhar F. Pujar: **Sosial work in Kannada Folk Songs**, UNESCO club, Naganur
5. Chenna Reddy, Sharat Babu M, **Folklore Studies in the current Globalization**, B.R Publishing Corporation-2018.
6. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
7. Handoo Jawaharlal, **Folklore-anIntroduction**, C.I.I.L. Mysore, 1989
8. Handoo Jawaharlal, **Folklore in modern** C.I.I.L. Mysore-1998
9. gÀAUÁgÉrØ PÉÆÃrgÁA¥ÀÄgÀ, w¥ÈàÄ,Áé«Ä, f. Dgï, (¥Àæ.ÄA) eÁ£À¥ÀzÀ D£Áé-ÀPÀvÉ, PÀ£ÁðIPÀ eÁ£À¥ÀzÀ aÄÄvÄÄÜ AiÄÄPÀëUÁ£À CPÁqÉ«Ä, "ÉAUÀ¼ÄÆgÄÄ.  
10. «ªÉÄPÀ gÉÊ, D£Áé-ÀPÀ eÁ£À¥ÀzÀ, PÀ£ÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæøüPÁgÀ, "ÉAUÀ¼ÄÆgÄÄ  
11. ¥ÄÄgÄÄµÉÆÄvÄÜªÄÄ ©½ªÄÄ-É, PÀgÁªÄ½ eÁ£À¥ÀzÀ, aÄÄAUÀ¼Ä UÀAUÉÆÄwæ, aÄÄAUÀ¼ÄÆgÄÄ.  
12. §,ªÄgÁd £É°è,ÀgÀ, eÁ£À¥ÀzÀ ¥ÄÆgÀPÀPÉëÄvÄæUÀ¼ÄÄ, PÀ£ÁðIPÀ eÁ£À¥ÀzÀ AiÄÄPÀëUÁ£À CPÁqÉ«Ä, "ÉAUÀ¼ÄÆgÄÄ  
13. gÁªÄÄZÀAzÉæÄUËqÀ »².(¥Àæ.ÄA), eÁ£À¥ÀzÀ UÀæ»PÉ: ¥ÄjPÀ®à£É, PÀ£ÁðIPÀ eÁ£À¥ÀzÀ aÄÄvÄÄÜ AiÄÄPÀëUÁ£À CPÁqÉ«Ä, "ÉAUÀ¼ÄÆgÄÄ  
14. gÁeÉÄAzÀæ r.PÉ, PÀ£ÀßqÀ eÁ£À¥ÀzÀ «±ÀéPÉÆÄ±À, aÉÄË,ÀÆgÄÄ ««, aÉÄË,ÀÆgÄÄ

Total Contact of Hours :48

3 Credits

**Paper 4.3. Karnataka Folk Epics (OEC)**

**Course Outcomes:**

- 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.

Content of Course 4	3 credits
<b>Unit-1 : Concept of Folk Epics</b>	<b>4hrs/wk</b>
Chapter No 1. Meaning, Nature and scope of Folk Epics	
Chapter No 2. Cultural importance of Folk Epics	
Chapter No 3. Folk Ministers	
<b>Unit-2 : Karnataka Folk Epics</b>	<b>4hrs/wk</b>

Chapter No 1: Introduction to Karnataka Folk epics Chapter No 2: Text, Co-Text, Context Chapter No 3: Context, Performance of Folk epics	
<b>Unit-3 : Karnataka Folk Epics-Case study</b>	<b>4hrs/wk</b>
Chapter No 1: Manteswamy- With special reference to DR. Hi. Chi Boralingaiha Chapter No 2: Mailaralinga- With special reference to Dr. Manjuntha Bevinakatti Chapter No 3: Siri- With special reference to Dr. A.V Navada	

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3 PÉærmï

**¥ÀwæPÉ: 4.3: PÀÉÁðIPÀ dÉÀ¥ÀzÀ ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ (N.E.1)**

	<b>3 credits</b>
<b>Unit 1: dÉÀ¥ÀzÀ ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ ¥ÀjPÀ®àÉÉ</b>	<b>4hrs/wk</b>
Chapter No 1: dÉÀ¥ÀzÀ ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ CxÄð, ,ÁégÀÆ¥ÀªÄÄvÄÄÛªÄÄSÁâÉÀ Chapter No 2: dÉÀ¥ÀzÀ ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ ,ÁA,ÀìøwPÀ ªÄÄ°ÀvÀé Chapter No 3: dÉÀ¥ÀzÀ ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ ¥ÀÈwÛUÁAiÄÄPÀgÄÄ	
<b>Unit-2: PÀÉÁðIPÀ dÉÀ¥ÀzÀ ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ</b>	<b>4hrs/wk</b>
Chapter No 1: PÀÉÁðIPÀ dÉÀ¥ÀzÀ ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ ¥ÀjZAAiÄÄ Chapter No 2: ¥ÀoÀâ, À°¥ÀoÀâ, ÀAzsÀ"sÄð Chapter No 3: dÉÀ¥ÀzÀ ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ ¥ÀæzÀ±ÀðÉÀ ,ÀAzÀ"sÄð	
<b>Unit-3: PÀÉÁðIPÀ dÉÀ¥ÀzÀ ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ- PÉÄ, j, ÄÖr</b>	<b>4hrs/wk</b>
Chapter No 1: ªÄÄAmÉÄ, Áé«Ä-».a "ÉÆÄgÀ°AUÁAiÄÄªÄÄ Chapter No 2: ªÄÄÉÄ- ÁgÀ°AUÀ-qÁ. ªÄÄAdÄÉÁxÀ "ÉÄ«ÉÀPÀnÖ Chapter No 3: ¹j-qÁ. J.« ÉÁªÄqï	

**Prescribed Readings:**

- Honko Lauri (Ed), **Textualising siri epic**, Helsinki FFC, 1998.
- Oinas Felix. (Ed) **Heroic Epic and saga**, Boomigton, Indian University Press.
- Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
- Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
- Handoo Jawaharlal, **Folklore-anIntroduction**, C.I.I.L. Mysore, 1989
- Handoo Jawaharlal, **Folklore in modern** C.I.I.L. Mysore-1998
- ZÀPÉìgÉ ªÄÄ±ÀAPÀgÀ, ªÄÄ°ÁPÁªÄáUÀ¼ÄÄ- ÉÄRÉÀUÀ¼ÄÄ, 1997, PÀ- ÁátÄ ¥ÀæPÀ±ÀÉÀ, "ÉAUÀ¼ÄÄÆgÄÄ,
- ÄÄgÉÄ±i ÉÁUÀ®ªÄÄrPÉ, °ÁqÄÄPÀ°¹zÀ °ÀgÀ-, ÀA, Àìøw ,ÀAPÀxÀÉÀ, ÉÀªAPÀÉÁðIPÀ ¥À©èÄPÉÄµÄÉii, "ÉAUÀ¼ÄÄÆgÄÄ- 2020.

09. "ÉÆÃgÀ°AUÀiÀÄå ».a, PÀÉÁðIPÀ dÉÀ¶ÄzÀ  
 ¢ÄÄ°ÁPÁªÄå-«ÄÃªÀiÁÄ,É ¢ÄÄvÄÄÛ vÁwéPÀvÉ, 2018,  
 ¶Àæ,ÁgÁAUÀ, PÀÉÀßqÀ «±Àé«zÁå®AiÄÄ, °ÀAi.
10. gÁªÄÄZÄAzÀæ£i 1.J£i., °ÉÆ,ªÄÄÄrAiÄÄ ¢ÉÄÄ-É  
 ZÄzÄÄgÁAUÀ-«±ÀézÀ 25 ¶ÀæªÄÄÄR ¢AiËTPÀ  
 ¢ÄÄ°ÁPÁªÄåUÀ¼Ä CzsÄåAiÄÄ£Ä, «±Àé«zÁå®AiÄÄ,  
 ¢ÉÄË,ÀÆgÄÄ- 1979
11. ¶ÀgÁªÄÄªÄÄAiÄÄå f.±ÄÄ. PÀÉÀßqÀ ¢ÄÈwÛUÁAiÄÄPÀ  
 PÁªÄåUÀ¼ÄÄ, PÀÉÀßqÀ ,Á»vÄå ¶ÀjÃµÄvï, "ÉAUÀ¼ÄÆgÄÄ,-  
 1982
12. ±ÄAPÀgÀ£ÁgÁAiÄÄt w.£ÄÄ, dÉÀ¶ÄzÀ ¢ÄÄ°ÁPÁªÄå,  
 PÀÉÁðIPÀ ,ÄAWÀ, ¶ÄÄvÄÆÛgÄÄ, 1996.

(DR.M.NANJIAH)  
 CHAIRMAN  
 BOS IN FOLKLORE (COMPOSITE)