

**NEW EDUCATION POLICY INITIATIVES**  
**A REPORT on**  
**CURRICULUM FRAMEWORK FOR FOUR-YEAR UNDER GRADUATE**  
**PROGRAM IN FOLKLORE**  
**{COMMON FRAMEWORK FOR ALL B.A./ B.Sc/B.COM./BBA AND BCACOURSES}**

**BY**  
**EXPERT COMMITTEE of FOLKLORE**

- |    |  |                 |
|----|--|-----------------|
| 1. | Dr. C T Guruprasad (87626 00898) Registrar, Karnataka Folklore University, Gotagodi.                 | Chairman        |
| 2. | Dr. M. Nanjaiah (99007 85982), Professor, University of Mysore, Mysore.                              | Member          |
| 3. | Dr. V.L. Patil (6360055327), Professor, Karnataka University, Dharwad                                | Member          |
| 4. | Dr. Manjunatha Bevinakatti, (9449220870) Professor, Kannada University, Hampi.                       | Member          |
| 5. | Dr. H. R. Chethana, (9611130450) Assoc. Professor, Maharaja's College, Mysore.                       | Member          |
| 6. | Dr. Tejaswini B. Yakkundimath (9980033578) Special Officer, Karnataka State Higher Education Council | Member Convener |



**KARNATAKA STATE HIGHER EDUCATION COUNCIL**  
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### **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 The advent of industry 4.0 scenario has led our current system of education outdated.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 tall.
- 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.

## COMPOSITION OF CURRICULUM DRAFT COMMITTEE FOR FOLKORE

Sl. No.	Names	Position	Signature
1.	Dr. C T Guruprasad (87626 00898) Registrar, Karnataka Folklore University, Gotagodi	Chairman	
2.	Dr. M. Nanjiah (99007 85982) Professor, University of Mysore, Mysuru.	Member	
3.	Dr. V.L. Patil (6360055327) Professor, Karnatak University, Dharwad	Member	
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5.	Dr. H. R. Chethana, (9611130450) Assoc. Professor, Maharaja's College, Mysuru.	Member	
6.	Dr. Tejaswini B. Yakkundimath (9980033578) Special Officer, Karnataka State Higher Education Council	Member Convener	

### ACKNOWLEDGEMENT

The Members of the Curriculum Development Committee are grateful to our Dr. C.N. Ashwathanarayan, Hon'ble Minister for Higher Education, Hon'ble Minister for Science and Technology, Hon'ble Minister for IT and BT, Hon'ble Minister for Skill Development and Livelihood, Government of Karnataka for offering an opportunity to deliberate such vital issue of state importance in the area of Folklore Education and to develop model curriculum.

The Chairman and Members of the Curriculum Committee are also thankful to Prof. Thimme Gowda, Chairman, Task Force Sub-Committee on Curricular Reforms in Higher Education, Prof. Gopala Krishna Joshi, Executive Director, Prof. D.B. Naik Thelanguage Committee Chairman and Vice- Chancellor Karnataka Janapada University, Dr. Dr. Tejaswini B. Yakkundimath Convener, KSHEC, Government of Karnataka, Bengaluru, Karnataka for incessant support during the preparation and development of New Curriculum Framework.

## **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, principle esan danalyticalskillsto 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. **Emphasis on Indian Business Models:** Over the past two decades, several Indian Business domains and organizations have made remarkable contribution in developing innovative models by occupying a space in the global scenario. The academia can make use of such examples in the pedagogy.

## **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**

<b>Test</b>	<b>Duration</b>	<b>Marks</b>
TEST C-1	At the end of 2 <sup>nd</sup> month of thievery semester (ONE HOUR)	05
TEST C-2	At the end of 4 <sup>nd</sup> Month of thievery semester (ONE HOUR)	05
C-1	Continuous Assessment during the First 2 Months (Tutorial seminar Assignments )	10
C-2	Continuous Assessment during the Last 2 Months (Tutorial and Practical's )	10
C-1	Seminar	05
C-2	Assessment	05
	<b>TOTAL MARKS</b>	<b>40</b>
C-3	At the end of the Each Semester, Examination of 3hr duration will be conducted for 70 marks	60
	<b>TOTAL MARKS</b>	<b>100</b>

**Model Question paper pattern for all papers in BA./B.Sc/ B.COM./ BBA AND BCA**

**Model Question Paper**

**Max Marks: 60**

**Max Time: 2 hrs**

1. Answer any three questions. All questions carry equal marks.  $10 \times 3 = 30$

- a)
- b)
- c)
- d)
- e)

2. Answer any four questions. All questions carry equal marks.  $4 \times 5 = 20$

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

3. Answer any five questions. All questions carry equal marks.  $5 \times 2 = 10$

- a)
- b)
- c)
- d)
- e)
- f)
- g)

## A. Program Structure

### Proposed Scheme of Teaching & Evaluation for BA./B.Sc/ B.COM./ BBA ANDBCA with 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	Credits
1	Lang.1.1	Language – I	AECC	3+1+0	60	40	100	3
2	Lang.1.2	Language – II	AECC	3+1+0	60	40	100	3
3	BA. 1.1	Introduction to Folklore	DSC	3+2+0	60	40	100	3
4	BA. 1.2	Genres of Folk Literature	DSC	3+2+0	60	40	100	3
5	BA. .1.3	Nature of Folklore	OEC	3+2+0	60	40	100	3
Sub –Total (A)					300	200	500	15

Semester II								
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L + T + P)	SEE	CIE	Total Marks	Credits
6	Lang.2.1	Language – I	AECC	3+1+0	60	40	100	3
7	Lang.2.2	Language – II	AECC	3+1+0	60	40	100	3
8	BA.2.1	History of Karnataka Folklore Studies	DSC	3+2+0	60	40	100	3
9	BA. 2.2	Theories of Folklore- 1	DSC	3+2+0	60	40	100	3
10	BA. 2.3	Interdisciplinary in Folklore	OEC	3+2+0	60	40	100	3
Sub –Total (B)					300	200	500	15

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

Semester III								
Sl. No.	CourseCode	Title of the Course	Category of Courses	Teaching Hours per Week (L + T + P)	SEE	CIE	Total Marks	Credits
11	Lang.3.1	Language – I	AECC	3+1+0	60	40	100	3
12	Lang.3.2	Language – II	AECC	3+1+0	60	40	100	3
13	BA. 3.1	Fundamental concepts of Folklore Studies	DSC	3+2+0	60	40	100	3
14	BA. 3.2	Folk Communication & Mass Media	DSC	3+2+0	60	40	100	3
15	BA. 3.3	Introduction of Folk Culture	OEC	3+2+0	60	40	100	3
Sub –Total (C)					300	200	500	15

Semester IV								
Sl. No.	CourseCode	Title of the Course	Category of Courses	Teaching Hours per Week (L + T + P)	SEE	CIE	Total Marks	Credits
16	Lang.4.1	Language – I	AECC	3+1+0	60	40	100	3
17	Lang.4.2	Language – II	AECC	3+1+0	60	40	100	3
18	BA. 4.1	Introduction to Performing Art's	DSC	3+2+0	60	40	100	3
19	BA. 4.2	Applied Folklore	DSC	3+2+0	60	40	100	3
20	BA. 4.3	Karnataka Folk Epics	OEC	3+2+0	60	40	100	3
Sub –Total (D)					300	200	500	15

**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	Credits
21	BA.5.1	History of Indian Folklore Studies	DSC	4+2+0	60	40	100	4
22	BA.5.2	Introduction to Folk Linguistics	DSC	4+2+0	60	40	100	4
23	BA.5.3	Folk Poetic Metaphysics ( <i>Janapada Kavya Mimamshe</i> )	DSC	4+2+0	60	40	100	4
24	BA.5.4 Elective	Kannada Folk Literature	DSE – 1	3+2+0	60	40	100	3
25	BA.5.6 Elective	Folk Performing Arts & Editing Techniques of Social Media	Vocational – 1	3+2+1	60	40	100	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	Credits
26	BA.6.1	Introduction to World Folklore	DSC	4+2+0	60	40	100	4
27	BA.6.2	Introduction to Folkloristics	DSC	4+2+0	60	40	100	4
28	BA.6.3 Elective	Selected Folk Text	DSE – 2	4+2+0	60	40	100	4
29	BA.6.4 Elective	Traditional Agriculture and Allied Knowledge Systems	Vocational-2	3+2+0	60	40	100	3
30	BA.6.5 Elective	Folk Events, Marketing & Advertisements	SEC – SB	3+2+1	60	40	100	3
Sub –Total (F)					300	200	500	18
Grand Total – Degree					1800	1200	3000	96

**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	Credits
31	BA.7.1	Theories of Folklores-2	DSC	3+2+0	60	40	100	4
32	BA.7.2	Tribal Lore of Karnataka	DSC	3+2+0	60	40	100	4
33	BA.7.3	Current Trends in Folklore	DSE -3	3+0+0	60	40	100	3
34	BA.7.4	Folklore & Feminism	DSE -4	3+0+0	60	40	100	3
35	BA.7.5	Folk Medicinal Tourism	Vocational-3	3+1+0	60	40	100	3
36	BA.7.6	Research Methodology	-	3+1+0	60	40	100	3
Sub -Total (G)					300	200	500	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	Credits
37	BA.8.1	Folklore & Modern Approaches	DSC	3+2+0	60	40	100	4
38	BA.8.2	Folklore Museum And Archives	DSC	3+2+0	60	40	100	4
39	BA.8.3	Popular Crafts & Architecture	DSC	3+0+1	60	40	100	3
40	BA.8.4	Folk Fashion Designing & Aesthetic	DSC	3+0+1	60	40	100	3
41	BA.8.5	Research Projects/Internship with Viva - voce	-	-	60	40	100	6
		OR	DSE-5	3+1+0	60*	40*	100*	3*
		Two Courses from the Selected Elective Group 8.5 (A) & 8.5(B)	DSE-6	3+1+0	60*	40*	100*	3*
Sub -Total (H)					300	200/	500/	20/
					360*	240*	600*	26*
Grand Total - Honors					2400/	1600/	4000/	136/
					2460*	1640*	4100*	142*

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

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

Notes:

- 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 2 Hours of Teaching.**

**Curriculum Structure for the Undergraduate Degree Program  
B.A/ B.Sc./ B.Com/ B.B.A/ B.C.A**

Total Credits for the Program: 03 Starting year of implementation: 2021-22

Name of the Degree Program: B.A/ B.Sc./ B.Com/ B.B.A/ B.C.A and other faculties

Discipline/Subject: **Folklore**

**B.A/ B.Sc./ B.Com/ B.B.A/ B.C.A**

**Semester 1**

Title of the Course: **Folklore**

<b>Course 1</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours / semester</b>
<b>3</b>	<b>56</b>

**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.

**Course Objectives**

The Course 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.

**Course Outcomes:** By the end of the program the student will:

1. One can have Career as artist, musicians, folk performing art director, 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.

## ಚಾತುರ್ಮಾಸ: 1

### ಪತ್ರಿಕೆ: 1.1: ಜಾನಪದ ಪರಿಚಯ

#### Course Outcome

1. The helps to understand the fundamental introduction to the study of Folklore.
2. Unique elementary concept of the present course.
3. To enrich the Knowledge of students pertaining the various kinds and divination.

	<b>3 credits</b>
<b>Unit 1: ಜಾನಪದ ಪರಿಕಲ್ಪನೆ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪಿ</b>	<b>3hrs</b>
Chapter No 1: ಜನಪದ-ಜಾನಪದ, ಜನಪದ ಜೀವನ, ಜಾನಪದ ವಿಜ್ಞಾನ Chapter No 2: ಗುಣಲಕ್ಷಣಗಳು, ನಿರ್ವಚನಗಳು Chapter No 3: ವರ್ಗೀಕರಣದ ಮಹತ್ವ, ಸ್ಥೂಲ, ಸೂಕ್ಷ್ಮ	
<b>Unit-2: ಜಾನಪದ ಮತ್ತು ಇತರೆ ಪೂರಕ ಕ್ಷೇತ್ರಗಳು</b>	<b>3hrs</b>
Chapter No 1: ಜಾನಪದ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ, ಸಾಹಿತ್ಯ Chapter No 2: ಜಾನಪದ ಮತ್ತು ಮಾನವಶಾಸ್ತ್ರ, ಮನೋವಿಜ್ಞಾನ Chapter No 3: ಜಾನಪದ ಮತ್ತು ಇತಿಹಾಸ, ಅರ್ಥಶಾಸ್ತ್ರ	
<b>Unit-3: ಜಾನಪದ ಅಧ್ಯಯನದ ಪ್ರಸ್ತುತತೆ</b>	<b>3hrs</b>
Chapter No 1: ಪಾರಂಪರಿಕ ನೆಲೆ Chapter No 2: ಆಧುನಿಕ ನೆಲೆ	

#### ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು:

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

## Semester: I

### Paper-1.1: Introduction to Folklore

#### Course Outcome

1. The helps to understand the fundamental introduction to the study of Folklore.
2. Unique elementary concept of the present course
3. To enrich the Knowledge of students pertaining the various kinds and divination

Content of Course 2	3 credits
<b>Unit-1: The concept to Folklore</b>	<b>3hrs/wk</b>
Chapter No 1: Folk- Folklore, Meaning, nature and scope, Folkloristics Chapter No 2: Characteristics and Definations Chapter No 3: Importance of Classification : Macro-Micro	
<b>Unit-2: Folklore and other disciplines</b>	<b>3hrs/wk</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>3hrs/wk</b>
Chapter No 1: Traditional Approaches Chapter No 2: Modern Approaches	

#### 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.
2. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
2. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
5. Handoo Jawaharlal, **Folklore-an Introduction**, C.I.I.L. Mysore, 1989
6. HandooJawaharlal, **Folklore in modern C.I.I.L. Mysore-1998.**
7. ಅರವಿಂದ ಮಾಲಗತ್ತಿ (ಪ್ರ.ಸಂ), **ಜಾನಪದ ವಿಷಯ ವಿಶ್ವಕೋಶ**, ಪ್ರಸಾರಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, 2006.
8. ಜವರೇಗೌಡದೇ., **ಜಾನಪದ ಅಧ್ಯಯನ**, ಡಿವಿಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು-1976.
9. ನಾಯಕ ಹಾ.ಮಾ, **ಜಾನಪದ ಸ್ವರೂಪ**, ಟಿ.ವಿ ಮೆಮೋರಿಯಲ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು-1971.
10. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ., **ದಕ್ಷಿಣ ಕರ್ನಾಟಕ ಜನಪದ ಕಾವ್ಯಪ್ರಕಾರಗಳು**, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು- 1979
11. ರಾಮಚಂದ್ರೇಗೌಡ ಹಿ.ಶಿ.(ಪ್ರ ಸಂ), **ಜಾನಪದಗ್ರಹಿಕೆ: ಪರಿಕಲ್ಪನೆ**, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು,-2004.
12. ಚಕ್ರೇ ಶಿವಶಂಕರ, **ಜಾನಪದ ತಿಳುವಳಿಕೆ**, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008.

ಚಾತುರ್ಮಾಸ : 1

ಪತ್ರಿಕೆ:1.2- ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು

Course Outcome

1. Understanding the roots and nature of classical literature though Folk literature
2. To equip the student learn the Folk Literature and its analogical methods
3. To reveal and exploring the oral Literature
4. To know an outline of Folk Literature and different approaches

	<b>3 credits</b>
<b>Unit 1 : ಜನಪದ ಸಾಹಿತ್ಯದ ಸ್ವರೂಪ</b>	<b>3hrs/wk</b>
Chapter No 1: ಅರ್ಥ ಮತ್ತು ಸ್ವರೂಪ	
Chapter No 2: ವ್ಯಾಪ್ತಿ	
Chapter No 3: ವರ್ಗೀಕರಣ	
<b>Unit-2 : ಗೀತೆ ಪ್ರಕಾರಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ಗೀತೆ, ಲಾವಣಿ, ಗೀಗೀ	
Chapter No 2: ಗದ್ಯಕಥನಗಳು	
Chapter No 3: ಜನಪದ ಮಹಾಕಾವ್ಯ	
<b>Unit-3 : ಗದ್ಯಕಥನಗಳು ಮತ್ತು ಇತರೆ ಪ್ರಕಾರಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ಜನಪದ ಕಥೆ	
Chapter No 2: ಐತಿಹ್ಯ ಮತ್ತು ಪುರಾಣ	
Chapter No 3: ಗಾಡೆ, ಒಗಟು, ಒಡಪು, ಒಡಬು, ಭಾಷಾ ವೈಶಿಷ್ಟ್ಯತೆಗಳು, ಬೈಗುಳು	

ಪಠ್ಯಮಾಲಿಕೆ ಗ್ರಂಥಗಳು :

1. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ, ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ-1998
2. ಜಿ. ಶಂ. ಪರಮಶಿವಯ್ಯ, ದಕ್ಷಿಣ ಕರ್ನಾಟಕ ಕಾವ್ಯಪ್ರಕಾರಗಳು, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2012.
3. ಜಿ.ಶಂ ಪರಮಶಿವಯ್ಯ, ಜನಪದ ಕಾವ್ಯ ಕಥೆಗಳು, ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು-1990.
4. ರಾಗೌ. ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಕಗಳು, ತನುಮನ ಪ್ರಕಾಶನ, ಶ್ರೀರಾಂಪುರ ಬಡಾವಣೆ, ಮೈಸೂರು-1978
5. ಶಂಕರನಾರಾಯಣ ತೀ.ನಂ. ಕರ್ನಾಟಕ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು, ಕರ್ನಾಟಕ ಜನಪದ ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-1998.
6. ಶಂಕರನಾರಾಯಣ ತೀ.ನಂ., ವೆಂಕಟೇಶ್, ಎಂ.ಎನ್. ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು, ಕರ್ನಾಟಕ ಜನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು. -2004
7. Ambalike Hiriyann, **Studies in Kannada Folklore**, Prasaranga, Mysore, University, Mysore.
8. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 197
9. Peter Clauss and Frank J Korom, '**Folkloristics and Indian Folklore**' Regional Resource Centre. Udupi. 1991.
10. Ramakrishna H.A, Nagegwoda H.L, **Essentials of Karnataka Folklore A: Compendium**, Karnataka Janapada Parishat, Bangalore-1998.
11. Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-1997

## Semester: I

### Paper 1.2. Genres of Folk Literature

#### Course Outcome

1. Understanding the roots and nature of classical literature though Folk literature
2. To equip the student learn the Folk Literature and its analogical methods
3. To reveal and exploring the oral Literature
4. To know an outline of Folk Literature and different approaches

Content of Course 2	3 credits
<b>Unit-1 :The Nature of the Folk literature</b>	<b>3hrs/wk</b>
Chapter No 1 :Meaning and Nature Chapter No 2 : Scope Chapter No 3 :Classification	
<b>Unit-2 : Poetry Forms</b>	<b>3hrs/wk</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>3hrs/wk</b>
Chapter No 1: Folk tale Chapter No 2: Legend and Myth Chapter No 3: Proverbs, Riddles, Odapu, Odabu, Idioms, Abuses	

#### Prescribed Readings:

1. Ambalike Hiriyann, **Studies in Kannada Folklore**, Prasaranga, Mysore, University, Mysore.
2. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 197
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**, Karnataka Janapada Parishat, Bangalore-1998.
5. Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-1997
6. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ, ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ-1998
7. ಜಿ. ಶಂ. ಪರಮಶಿವಯ್ಯ, **ದಕ್ಷಿಣಕರ್ನಾಟಕ ಕಾವ್ಯಪ್ರಕಾರಗಳು**, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2012.
8. ಜಿ.ಶಂ ಪರಮಶಿವಯ್ಯ, **ಜನಪದ ಕಾವ್ಯಕಥೆಗಳು**, ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು-1990.
9. ರಾಗೌ. **ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಕಗಳು**, ತನುಮನ ಪ್ರಕಾಶನ, ಶ್ರೀರಾಂಪುರ ಬಡಾವಣೆ, ಮೈಸೂರು-1978
10. ಶಂಕರನಾರಾಯಣ ತಿ.ನಂ. **ಕರ್ನಾಟಕ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು**, ಕರ್ನಾಟಕ ಜನಪದ ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-1998.
11. ಶಂಕರನಾರಾಯಣ ತಿ.ನಂ., ವೆಂಕಟೇಶ್, ಎಂ.ಎನ್. **ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು**, ಕರ್ನಾಟಕ ಜನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-2004



ಪತ್ರಿಕೆ: 1.3 ಜಾನಪದ ಸ್ವರೂಪ (ಓ.ಇ.ಸಿ)

**Course Outcome**

1. It helps to understanding to fundamental introduction to the study of Folklore
2. Understanding the meaning, nature, scope and signification of Folklore.
3. To know an outline of Folk Poetry, Folk Arts, Social Folk Customs and Different approaches

	<b>3 credits</b>
<b>Unit 1 :ಜಾನಪದ ಪರಿಕಲ್ಪನೆ</b>	<b>3hrs/wk</b>
Chapter No1: ಜಾನಪದ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪ್ತಿ Chapter No2: ನಿರ್ವಚನಗಳು Chapter No 3: ವರ್ಗೀಕರಣ	
<b>Unit-2 :ಜನಪದ ಸಾಹಿತ್ಯ</b>	<b>3hrs/wk</b>
Chapter No1: ಗೀತಕಥನಗಳು Chapter No2: ಗದ್ಯಕಥನಗಳು Chapter No 3: ಇತರೆ ಪ್ರಕಾರಗಳು	
<b>Unit-3 :ಜನಪದಕಲೆ ಮತ್ತು ಇತರೆ ಪ್ರಕಾರಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ಪ್ರದಶನಾತ್ಮಕ ಕಲೆಗಳು, ಕರಕುಶಲ ಕಲೆಗಳು Chapter No 2: ರಂಗಭೂಮಿ ಕಲೆಗಳು Chapter No 3: ಜನಪದ ಸಂಪ್ರದಾಯಗಳು: ನಂಬಿಕೆ ಮತ್ತು ಆಚರಣೆಗಳು	

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :**

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

**Semester: I**

**Paper 1.3 (O.E.C) Nature of Folklore**

Content of Course 2	3 credits
<b>Unit-1 : Concept of Folklore</b> Chapter No: 1 Folklore Meaning, nature and Scope Chapter No: 2 Definitions Chapter No: 3 Classification	<b>3hrs/wk</b>
<b>Unit-2 :Folk Poetry literature</b> Chapter No 1: Poetry Songs Chapter No 2: Prose Narratives Chapter No 3: Other Forms	<b>3hrs/wk</b>
<b>Unit-3 :Folk Arts and Social Folk customs</b> Chapter No 1: Performing Arts, Handicrafts Chapter No 2: Folk Theatres Chapter No 3: Folk Customs : Beliefs and Rituals	<b>3hrs/wk</b>

**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 JanapadaYakshagana Academy, B.lore
7. American Folklore Center, **Folklife Fieldwork**, American Folklore Society-2016
8. ಚಕ್ಕೇರಿ ಶಿವಶಂಕರ, **ಜಾನಪದ ತಿಳುವಳಿಕೆ**, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008.
9. ರಾಗೌ. **ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಕಗಳು**, ತನುಮನ ಪ್ರಕಾಶನ, ಶ್ರೀರಾಂಪುರ ಬಡಾವಣೆ, ಮೈಸೂರು-1978.
10. ಸೋಮಸೇಖರ್ ಇಮ್ಮಾಪುರ, **ಜಾನಪದ ವಿಜ್ಞಾನ**, ಚೇತನಾ ಪ್ರಕಾಶನ, ಧಾರವಾಡ-1979
11. ಹಾ.ಮಾ ನಾಯಕ, **ಜಾನಪದ ಸ್ವರೂಪ**, ಗೀತಾಂಜಲಿ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ-2015
12. ಸುಂದರಂಜರ್.ವಿ.ಎಸ್., **ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಕಗಳು**, ಪಬ್ಲಿಷರ್, ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್, ಬೆಂಗಳೂರು.

## ಚಾತುರ್ಮಾರ್ಗ: 2

### ಪತ್ರಿಕೆ :2.1 ಕರ್ನಾಟಕ ಜಾನಪದ ಅಧ್ಯಯನ ಇತಿಹಾಸ (ಡಿಎಸ್‌ಸಿ)

#### 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>3 credits</b>
<b>Unit 1 :ವಿದೇಶಿ ಮತ್ತು ದೇಸಿ ವಿದ್ಯಾಂಸರ ಕೊಡುಗೆ</b>	<b>3hrs/wk</b>
Chapter No 1: ಕರ್ನಾಟಕ ಮೆಕೆಂಜಿ, ಜಾನ್ ಲೇಡನ್, ಅಂಬೆ ಡುಬೋಯ್ Chapter No 2: ಚಾರ್ಲ್ಸ್ ಇ. ಗ್ರೋವರ್, ಜಾನ್ ಪ್ಲೀಟ್, ಕಿಟೆಲ್, ಜಾನ್ ಪ್ಲೀಟ್, ಕಿಟೆಲ್ Chapter No 3: ಹಲಸಂಗಿ ಗೆಳೆಯರು, ಮತಿಘಟ್ಟಕೃಷ್ಣಮೂರ್ತಿ, ಅರ್ಚಕ ಬಿ. ರಂಗಸ್ವಾಮಿ, ನಡಕೇರಿಯಂಡಿ ಚಿನ್ನಪ್ಪ, ಕರಾಕೃ, ಎಸ್.ಕೆ. ಕರೀಂಖಾನ್	
<b>Unit-2 : ವೈಜ್ಞಾನಿಕ ಅಧ್ಯಯನ ಕಾಲಘಟ್ಟ</b>	<b>3hrs/wk</b>
Chapter No 1: ಬಿ.ಎಸ್. ಗದ್ದಗಿಮಠ, ಹಾ.ಮಾ.ನಾ Chapter No 2: ಜಿ.ಶಂ.ಪರಮಶಿವಯ್ಯ, ಸೋಮಶೇಖರ ಹಿಮ್ರಾಪೂರ Chapter No 3: ಹೆಚ್.ಎಲ್.ನಾಗೇಗೌಡ, ಎಂ ಎಸ್ ಲಕ್ಷ್ಮಿ.	
<b>Unit-3: ಪ್ರಮುಖ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ಹಾಗೂ ಪ್ರಮುಖ ಸಂಸ್ಥೆಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1 :ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ Chapter No2: ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕರ್ನಾಟಕ ಜಾನಪದ ವಿಶ್ವವಿದ್ಯಾಲಯ, ChapterNo 3: ಕರ್ನಾಟಕ ಜಾನಪದ ಅಕಾಡೆಮಿ, ಪ್ರಾದೇಶಿಕ ರಂಗಕಲೆಗಳ ಅಧ್ಯಯನಕೇಂದ್ರ, ಜಾನಪದ ಯೋಜನೆ.	

#### ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

1. ಇಮ್ರಾಪುರ ಸೋಮಶೇಖರ, ನಮ್ಮ ಜಾನಪದ ಸಮೀಕ್ಷೆ, ಚೇತನ ಪ್ರಕಾಶನ, ಧಾರವಾಡ -1979
2. ಚೇತನಾ ಹೆಚ್.ಆರ್. (ಸಂ), ಜಾನಪದ ಬೆಳ್ಳಿಸಂಭ್ರಮ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, -2016
3. ತಪಸ್ವಿಕುಮಾರ ನಂ., ಕನ್ನಡ ಜಾನಪದ ಅಧ್ಯಯನ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ, ಕನ್ನಡ ಸಾಹಿತ್ಯಪರಿಷತ್ತು, ಬೆಂಗಳೂರು-1980
4. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ. ಕರ್ನಾಟಕ ಜಾನಪದ ಸಮೀಕ್ಷೆ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು -1992.
5. ರಾಜೇಂದ್ರಡಿ. ಕೆ (ಸಂ), ಕನ್ನಡ ಜಾನಪದ ವಿಷಯ ವಿಶ್ವಕೋಶ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು-2006
6. ಲಕ್ಷ್ಮಣಗೌಡ ಎಚ್.ಜಿ. (ಪ್ರ.ಸಂ), ಜಾನಪದ ಕೈಪಿಡಿ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು -1992
7. ಸುಂದರಂ ಆರ್.ವಿ.ಎಸ್., ಜಾನಪದ ಸಾಹಿತ್ಯ ರೂಪಕಗಳು, ಪಬ್ಲಿಷರ್, ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್, ಬೆಂಗಳೂರು.
8. Ambalike Hiriyann, **Studies in Kannada Folklore**, Prasaraanga, Mysore, University, Mysore.
9. Krappe, A.H. **The Science Of Folklore**, Kissinger Publishing,LLC-1930
10. Ramakrishna H.A, Nagegwoda H.L, **Essentials of Karnataka Folklore A: Compendium**, Karnataka Janapada Parishat, Bangalore-1998.
11. Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-1997.
12. Chenna Reddy, Sharat Babu M, Folklore Studies in the current Globalization, B.R Publishing Corporation-2018.

## Semester: II

### Paper 2.1. History of Karnataka Folklore Studies

#### 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

Content of Course 2	3 credits
<b>Unit-1 :Contribution of Foreign and Native Scholars</b>	<b>3hrs/wk</b>
Chapter No 1: Karnal Mecnje, John Laden, Abbe Duboies, Chapter No 2: Charles E. Gover, John F Pleat, Kittle Chapter No 3: Halasngi Geleyaru, Matighatta Krishnamurthi, Archaka B Rangaswamy, Nadakeriyanda Chinnappa, Ka.ra.kru and S.K KareemKhan	
<b>Unit-3 :Period of Scientific Studies</b>	<b>3hrs/wk</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-4: Prominent Universities &amp;Prominent Institutions</b>	<b>3hrs/wk</b>
Chapter No 1: Mysore University, Karnataka University, ChapterNo2: Kannada University, Karnataka Jaanapada University. ChapterNo3: Karnataka Jaanapada Academy, R.R.C.,Jaanapada Loka,	

#### Prescribed Readings:

1. Ambalike Hiriyann, **Studies in Kannada Folklore**, Prasaranga, Mysore, University, Mysore.
2. Krappe, A.H. **The Science Of Folklore**, Kissinger 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. ಇಮ್ಮೂಪುರ ಸೋಮಶೇಖರ, **ನಮ್ಮ ಜಾನಪದ ಸಮೀಕ್ಷೆ**, ಚೇತನ ಪ್ರಕಾಶನ, ಧಾರವಾಡ -1979
6. ಖಂಡೋಬಾ ಪಿ.ಕೆ, (ಸಂ), ಹಲಸಂಗಿ ಗೆಳೆಯರು, ಕರ್ನಾಟಕಜಾನಪದ ಮತ್ತುಯಕ್ಷಗಾನಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-1997.
7. ಚೇತನಾ ಹೆಚ್.ಆರ್. (ಸಂ), **ಜಾನಪದ ಬೆಳ್ಳಿಸಂಭ್ರಮ**, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, -2016
8. ತಪಸ್ವಿಕುಮಾರ ನಂ., **ಕನ್ನಡ ಜಾನಪದ ಅಧ್ಯಯನ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ**, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು-1980
9. ರಾಜೇಂದ್ರಡಿ. ಕೆ (ಸಂ), **ಕನ್ನಡ ಜಾನಪದ ವಿಷಯ ವಿಶ್ಲೇಷಣೆ**, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು-2006
10. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ. **ಕರ್ನಾಟಕ ಜಾನಪದ ಸಮೀಕ್ಷೆ**, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು -1992
11. ಲಕ್ಷ್ಮಣಗೌಡ ಎಚ್.ಜಿ. (ಪ್ರ.ಸಂ), **ಜಾನಪದ ಕೈಪಿಡಿ**, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು -1992
12. ಸುಂದರಂ ಆರ್.ವಿ.ಎಸ್., ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಕಗಳು, ಪಬ್ಲಿಷರ್, ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್, ಬೆಂಗಳೂರು.

ಚಾತುರ್ಮಾರ್ಗ :2

ಪತ್ರಿಕೆ :2.2 ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು-1 (ಡಿಎಸ್‌ಸಿ)

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>3 credits</b>
<b>Unit 1 :ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳ ಉದ್ದೇಶ ಮತ್ತು ಮಹತ್ವ</b>	<b>3hrs/wk</b>
<b>Unit-2 :ಏಕಮೂಲ ಸಿದ್ಧಾಂತಗಳು.</b>	<b>3hrs/wk</b>
Chapter No1: ಚಾರಿತ್ರಿಕ ಪುನರ್‌ರಚನಾ ಸಿದ್ಧಾಂತ, ಪುರಾಣ ಮೂಲ ಸಿದ್ಧಾಂತ Chapter No2: ಭಾರತೀಯ ಮೂಲ ಸಿದ್ಧಾಂತ, Chapter No 3: ಚಾರಿತ್ರಿಕ ಭೌಗೋಳಿಕ ವಿಧಾನ	
<b>Unit-3 :ಬಹುಮೂಲ ಸಿದ್ಧಾಂತಗಳು ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಸಿದ್ಧಾಂತಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ಮಾನವಶಾಸ್ತ್ರೀಯ ಸಿದ್ಧಾಂತ Chapter No 2: ಮನೋವಿಶ್ಲೇಷಣಾತ್ಮಕ ಸಿದ್ಧಾಂತ. Chapter No 1: ವಿಕಾಸವಾದ, ಅಪವಿಕಾಸವಾದ	

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ, **ಸೈದ್ಧಾಂತಿಕ ಜಾನಪದ**, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು-2001.
2. ದಂಡೆ ವೀರಣ್ಣ. (ಸಂ), **ಜಾನಪದಶಾಸ್ತ್ರ ಸಿದ್ಧಾಂತಗಳು**, ನೆಲೆಮನೆ ಪ್ರಕಾಶನ, ಶ್ರೀರಂಗಪಟ್ಟಣ-1999.
3. ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರ, ಜಿ.ಆರ್. ತಿಪ್ಪೇಸ್ವಾಮಿ, **ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು-1, ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು-2**, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಕನ್ನಡ ಭವನ, ಜೆ.ಸಿ ರಸ್ತೆ, ಬೆಂಗಳೂರು-2003
4. ರಾಜೇಂದ್ರಚೆನ್ನಿ **ದೇಶೀವಾದ**, ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-1989
5. ಅರವಿಂದ ಮಾಲಗತ್ತಿ,
6. Ben-Amos, Dan, **Towards a definition of Folklore in 'Folklore in Context**, New Delhi, South Asian Publishers, 1982.
7. Ben-Amos, Dan, **Folklore Genres**, Austin: University of Texas Press, 1976
8. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 1972
9. Burns, Thomas A. **'Folkloristics: A Conception of Theory in Western Folklore**, Vol. XXXVI, No.2PP109-134, ???1977
10. Peter Clauss and Frank J Korom, **'Folkloristics and Indian Folklore'** Regional Resource Center. Udupi. 1991.
11. Malinowski, **'A Scientific Theory of Culture and other Essays'** University of North, California Press.1944.

## Semester: II

### Paper 2.2. Theories of Folklore-1

#### 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

Content of Course 2	3 credits
<b>Unit-1 :Purpose and importance of Folklore theories</b>	<b>3hrs/wk</b>
<b>Unit-2 : Monogenesis Theories</b>	<b>3hrs/wk</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 Theories and Cultural Theories</b>	<b>3hrs/wk</b>
Chapter No 1: Anthropological Theory Chapter No 2: Psychoanalytical Theory Chapter No 1: Evolutionism, De-Evolutionism	

#### 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.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, California Press.1944.
7. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ, **ಸೈದ್ಧಾಂತಿಕ ಜಾನಪದ**, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು-2001.
8. ದಂಡೆ ವೀರಣ್ಣ. (ಸಂ), **ಜಾನಪದಶಾಸ್ತ್ರ ಸಿದ್ಧಾಂತಗಳು**, ನೆಲೆಮನೆ ಪ್ರಕಾಶನ, ಶ್ರೀರಂಗಪಟ್ಟಣ-1999.
9. ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರ, ಜಿ.ಆರ್. ತಿಪ್ಪೇಸ್ವಾಮಿ, **ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು-1, ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು-2, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ**, ಕನ್ನಡ ಭವನ, ಜೆ.ಸಿ ರಸ್ತೆ, ಬೆಂಗಳೂರು-2003
10. ರಾಜೇಂದ್ರಚೆನ್ನಿ **ದೇಶೀವಾದ**, ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-1989
11. ಕರ್ನಾಟಕ ಸಂಶೋಧನಾ ಜಾನಪದ, ಎ.ವಿ ನಾವಡ (ಸಂ), **ವಿಸ್ತರಣೆ ಹಾಗೂ ಸಲಹಾಕೇಂದ್ರ**, ಕರ್ನಾಟಕ ಜಾನಪದ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಗೊಟಗೋಡಿ

ಚಾತುರ್ಮಾಸ :2

ಪತ್ರಿಕೆ : 2.3 ಜಾನಪದ ಅಂತರ್ದಿಸ್ತೀಯ ಅಧ್ಯಯನ (ಒ.ಇ.ಸಿ)

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 :ಜಾನಪದ ಮತ್ತು ಸಮಾಜಿಕ ವಿಜ್ಞಾನಗಳು</b>	<b>3 credits</b>
Chapter No1 : ಮಾನವಶಾಸ್ತ್ರ Chapter No2 :ಸಮಾಜಶಾಸ್ತ್ರ Chapter No3 :ಇತಿಹಾಸ	<b>3hrs/wk</b>
<b>Unit-2 :ಜಾನಪದ ಮತ್ತು ಮನೋವಿಜ್ಞಾನಗಳು</b>	<b>3hrs/wk</b>
Chapter No1: ಮನೋವಿಜ್ಞಾನ Chapter No 2: ತತ್ವಶಾಸ್ತ್ರ Chapter No3 :ಅಪರಾಧಶಾಸ್ತ್ರ	
<b>Unit-3 :ಜಾನಪದ, ನೈಸರ್ಗಿಕ ವಿಜ್ಞಾನಗಳು ಹಾಗೂ ಇತರೆ ವಿಜ್ಞಾನಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ಕೃಷಿ ವಿಜ್ಞಾನ, ಜನಪದ ಅಹಾರ ಪದ್ಧತಿ Chapter No 2: ಪರಿಸರ ವಿಜ್ಞಾನ Chapter No3 : ಸಸ್ಯಶಾಸ್ತ್ರ, ಪ್ರಾಣಿಶಾಸ್ತ್ರ, ಜೈವಿಕ ತಂತ್ರಜ್ಞಾನ	

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- 1 ಚಕ್ರೆ ಶಿವಶಂಕರ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008.
- 2 ಜವರೇಗೌಡದೇ, ಜಾನಪದ ಅಧ್ಯಯನ, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ, ಮೈಸೂರು, ಮೈಸೂರು-1976.
- 3 ಬಸವರಾಜ ನೆಲ್ಲಿಸರ್ (ಸಂ),ಜಾನಪದ ಮತ್ತು ಪೂರಕ ಕ್ಷೇತ್ರಗಳು,ಕನ್ನಡ ಅಧ್ಯಯನ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬಿ.ಆರ್. ಪ್ರಾಜೆಕ್ಟ್ 15.
- 4 ವಸು ಮಳಲಿ. ಮೌಖಿಕ ಇತಿಹಾಸ, ಅಂಕಿತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2004.
- 5 ವಿಲ್ಯಂಮಾಡ್, ಜಾನಪದ ವೈಜ್ಞಾನಿಕ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಕೇತ ವೈಜ್ಞಾನಿಕ ವಿಶ್ಲೇಷಣೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ-1999.
- 6 Krappe, A.H. The Science Of Folklore, Kessinger Publishing, LLC-1930

## Semester: II

### Paper 2.3. Inter-Disciplinary 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

Content of Course 2	3 credits
<b>Unit-1 :Folklore and Social science</b>	<b>3hrs/wk</b>
Chapter No 1: Anthropology Chapter No 2: Sociology Chapter No 3: History	
<b>Unit-2 :Folklore and Psychosocial science</b>	<b>3hrs/wk</b>
Chapter No 1: Psychology Chapter No 2: Philosophy Chapter No 3: Criminology	
<b>Unit-3 :Folklore and Nature Science and Science</b>	<b>3hrs/wk</b>
Chapter No 1: Agriculture science, Folk food system Chapter No 2: Environmental Science Chapter No 3: Botany, Zoology, Bio- Technology	

#### Prescribed Readings:

- 1 Krappé, A.H. **The Science Of Folklore**, Kessinger Publishing, LLC-1930
- 2 ಚಕ್ಕೇರಿ ಶಿವಶಂಕರ, **ಜಾನಪದ ತಿಳುವಳಿಕೆ**, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008.
- 3 ಜವರೇಗೌಡದೇ, **ಜಾನಪದ ಅಧ್ಯಯನ**, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ, ಮೈಸೂರು, ಮೈಸೂರು-1976.
- 4 ಬಸವರಾಜ ನೆಲ್ಲಿಸರ್ (ಸಂ), **ಜಾನಪದ ಮತ್ತು ಪೂರಕ ಕ್ಷೇತ್ರಗಳು**, ಕನ್ನಡ ಅಧ್ಯಯನ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬಿ.ಆರ್. ಪ್ರಾಜೆಕ್ಟ್ 15.
- 5 ವಸು ಮಳಲಿ. **ಮೌಖಿಕ ಇತಿಹಾಸ**, ಅಂಕಿತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2004.
- 6 ವಿಲ್ಯಂ ಮಾಡ್ಡ, **ಜಾನಪದ ವೈಜ್ಞಾನಿಕ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಕೇತ ವೈಜ್ಞಾನಿಕ ವಿಶ್ಲೇಷಣೆ**, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ-1999.



### ಚಾತುರ್ಮಾಸ: 3

#### ಪತ್ರಿಕೆ: 3.1: ಜಾನಪದದ ಮೂಲಭೂತ ಪರಿಕಲ್ಪನೆಗಳು

#### 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.

	3 credits
<b>Unit 1: ಜಾನಪದ ಅಧ್ಯಯನದ ಇತಿಹಾಸ</b>	<b>3hrs/wk</b>
Chapter No 1: ಅಂತರರಾಷ್ಟ್ರೀಯ ಮಟ್ಟದಲ್ಲಿ ನಡೆದ ಅಧ್ಯಯನ Chapter No 2: ರಾಷ್ಟ್ರೀಯ ಮಟ್ಟದಲ್ಲಿ ನಡೆದ ಅಧ್ಯಯನ Chapter No 3: ಕರ್ನಾಟಕ ಮಟ್ಟದಲ್ಲಿ ನಡೆದ ಅಧ್ಯಯನ	
<b>Unit-2: ಜಾನಪದ ವರ್ಗೀಕರಣ</b>	<b>3hrs/wk</b>
Chapter No 1: ಮೌಖಿಕ ಜಾನಪದ Chapter No 2: ಜನಪದ ಸಾಮಾಜಿಕ ಪದ್ಧತಿಗಳು Chapter No 3: ವಸ್ತು ಸಂಸ್ಕೃತಿ Chapter No 4: ಜನಪದ ಕಲೆಗಳು	
<b>Unit-3: ಜಾನಪದದ ಕಾರ್ಯಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯಗಳು Chapter No 2: ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಗಳು Chapter No 3: ಸಾಮಾಜಿಕ ಕಾರ್ಯಗಳು	

#### ಪಠ್ಯಪುಸ್ತಕ ಗ್ರಂಥಗಳು:

1. ಸುಂದರಂ ಆರ್.ವಿ.ಎಸ್., ಜನಪದ ಸಾಹಿತ್ಯ ಮೂಲತತ್ವಗಳು, ಅಕಾರವತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು-1976.
2. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ, ಜಾನಪದ ಕೆಲವು ಮುಖಗಳು, ನಿಖಿಲ್ ಪ್ರಿಂಟರ್ಸ್, ಮೈಸೂರು-1996.
4. ತಪಸ್ವೀಕುಮಾರ ನಂ., ಜಾನಪದ ಅಧ್ಯಯನದ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ, ಚೇತನ ಬುಕ್‌ಹೌಸ್, ಬೆಂಗಳೂರು
5. ರಾಮಚಂದ್ರೇಗೌಡ ಹಿ.ಶಿ. (ಪ್ರ.ಸಂ), ಜಾನಪದ ಗ್ರಹಿಕೆ: ಪರಿಕಲ್ಪನೆ, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು,-
6. ಚಕ್ರೇ ಶಿವಶಂಕರ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008.
7. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ, ಜಾನಪದ ಸಮಗಮ, ಸಿರಾ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಮೈಸೂರು, 2008.
7. Nalluru Prasad (Ed), **Janapada Karnataka**, Karnataka janpada and Yakshagana Academy, Bangalore , 1976.
8. Dundes Alan. **The Study of Folklore**, Prentice Hali, N.J.U.S.A 1965.
9. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
10. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
11. Handoo Jawaharlal, **Folklore an Introduction**, C.I.I.L. Mysore, 1989
12. Handoo Jawaharlal, **Folklore in modern C.I.I.L.** Mysore-1998

### Semester: III

#### Paper 3.1.Fundamental concept of Folklore Studies

##### 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	3 credits
<b>Unit-1 : History of Folklore studies</b>	<b>3hrs/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>3hrs/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>3hrs/wk</b>
Chapter No 1: Cultural Functions Chapter No 2: Academic Functions (Educational Functions) Chapter No 3: Social Functions	

##### 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. ಸುಂದರಂ ಆರ್.ವಿ.ಎಸ್., **ಜನಪದ ಸಾಹಿತ್ಯ ಮೂಲತತ್ವಗಳು**, ಅಕಾರವತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು-1976.
9. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ, **ಜಾನಪದ ಕೆಲವು ಮುಖಗಳು**, ನಿಖಿಲ್ ಪ್ರಿಂಟರ್ಸ್, ಮೈಸೂರು-1996.
10. ತಪಸ್ವೀಕುಮಾರ ನಂ., **ಜಾನಪದ ಅಧ್ಯಯನದ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ**, ಚೇತನ ಬುಕ್‌ಹೌಸ್, ಬೆಂಗಳೂರು
11. ರಾಮಚಂದ್ರೇಗೌಡ ಹಿ.ಶಿ.(ಪ್ರ.ಸಂ), **ಜಾನಪದ ಗ್ರಹಿಕೆ: ಪರಿಕಲ್ಪನೆ**, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು,-
12. ಚಕ್ರೇ ಶಿವಶಂಕರ, **ಜಾನಪದ ತಿಳುವಳಿಕೆ**, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008.
13. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ, **ಜಾನಪದ ಸಮಾಗಮ**, ಸಿರಾ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಮೈಸೂರು, 2008

### ಚಾತುರ್ಮಾಸ: 3

ಪತ್ರಿಕೆ: 3.2: ಜನಪದ ಸಂವಹನ ಮತ್ತು ಸಮೂಹ ಮಾಧ್ಯಮ

#### 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.

	3 credits
<b>Unit 1: ಸಂವಹನ ಪರಿಕಲ್ಪನೆ</b>	<b>3hrs/wk</b>
Chapter No 1: ಸಂವಹನದ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ಲಕ್ಷಣಗಳು Chapter No 2: ಸಂವಹನದ ಮಹತ್ವ Chapter No 3: ಸಂವಹನದ ಪ್ರಕಾರಗಳು	
<b>Unit-2: ಸಾಂಪ್ರದಾಯಿಕ ಜಾನಪದ ಮಾಧ್ಯಮ</b>	<b>3hrs/wk</b>
Chapter No 1: ಜನಪದ ಸಂವಹನದ ಅರ್ಥ ಮತ್ತು ಸ್ವರೂಪ Chapter No 2: ಜನಪದ ಸಂವಹನದ ಉದ್ದೇಶ ಮತ್ತು ತಂತ್ರಗಳು Chapter No 3: ಪ್ರದರ್ಶಕ ಮತ್ತು ಪ್ರೇಕ್ಷಕ	
<b>Unit-3: ಜನಪದ ಸಂವಹನ ಮತ್ತು ಆಧುನಿಕ ಸಂವಹನ ಮಾಧ್ಯಮ</b>	<b>3hrs/wk</b>
Chapter No 1: ಜನಪದ ಸಂವಹನ ಮತ್ತು ಸಮೂಹ ಮಾಧ್ಯಮಗಳ ಸಂಬಂಧ Chapter No 2: ಜನಪದ ಸಂವಹನ ಮತ್ತು ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ Chapter No 3: ಜನಪದ ಸಂವಹನ ಮತ್ತು ಅಭಿವೃದ್ಧಿ	

#### ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು:

1. ಮಹೇಶ್ವರಯ್ಯ, ಹೆಚ್. ಎಂ, ಜಾನಪದ ಸಂವಹನ, ಸಹಿತಾ ಪ್ರಕಾಶನ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ, 1990
2. ಸೋಮಶೇಖರ್ ಇಮ್ರಾಪುರ (ಸಂ)., ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಮತ್ತು ಜಾನಪದ, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
3. ನಾಯಕ ಡಿ.ಬಿ, ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಮತ್ತು ಸಮಾಜ, ಬಂಜಾರಾ ಪ್ರಕಾಶನ, ಗುಲಬರ್ಗಾ. 2003
4. ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರ, ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಕನ್ನಡ ಭವನ, ಬೆಂಗಳೂರು, 2003
5. ಚಕ್ರೆ ಶಿವಶಂಕರ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008.
6. ಮೋಹನರಾಂ, ಎಸ್, ಎಸ್. ಜಾನಪದ ಮತ್ತು ಸಮೂಹ ಮಾಧ್ಯಮಗಳು, ಬೆಂಗಳೂರು ವಿವಿ, ಬೆಂಗಳೂರು
7. Merrit B Jones ,**Speak, Listen, Communicate**, D, Van Nostrand, Newyork
8. Argyle, M. (1969) **Social Interaction**, New York, Atherton Press
9. Kanapp Mark L (1992) **Nonverbal Communication in Human Interaction**, Holt, Rinehart and Winston Inc, NewYork
10. Sathish Kumar, (2013) **Role of Traditional Folk Arts as Media of Mass Communication**, Lambetr, Academic Publishing, Kolkata
11. Ranghavendra Mishra, (2016) **Traditional Folk Media in India**, Bharathi prakashan, Varanasi
12. Handoo Jawaharlal, **Folklore in modern C.I.I.L.** Mysore-1998

**Semester: III**

**Paper 3.2. Folk Communication and Mass Media**

**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	<b>3 credits</b>
<b>Unit-1 : Concept of Communication</b>	<b>3hrs/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>3hrs/wk</b>
Chapter No 1: Meaning and nature Chapter No 2: Purpose and Techniques Chapter No 3: Performer and Audience	
<b>Unit-3 : Folk Communication and Mass Media</b>	<b>3hrs/wk</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	

**Prescribed Readings:**

01. Merrit B Jones ,**Speak, Listen, Communicate**, D, Van Nostrand, Newyork
02. Argyle, M. (1969) **Social Interaction**, New York, Atherton Press
03. Kanapp Mark L (1992) **Nonverbal Communication in Human Interaction**, Holt,
04. Rinehart and Winston Inc, NewYork
05. Sathish Kumar, (2013) **Role of Traditional Folk Arts as Media of Mass Communication**, Lambetr, Academic Publishing, Kolkata
06. Ranghavendra Mishra, (2016) **Traditional Folk Media in India**, Bharathi prakashan, Varanasi
07. Handoo Jawaharlal, **Folklore in modern**, C.I.I.L. Mysore-1998
08. ಮಹೇಶ್ವರಯ್ಯ, ಹೆಚ್. ಎಂ, **ಜಾನಪದ ಸಂವಹನ**, ಸಹಿತಾ ಪ್ರಕಾಶನ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಧಾರವಾಡ, 1990
09. ಸೋಮಶೇಖರ್ ಇಮ್ಮಾಪುರ (ಸಂ)., **ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಮತ್ತು ಜಾನಪದ**, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
10. ನಾಯಕ ಡಿ.ಬಿ, **ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಮತ್ತು ಸಮಾಜ**, ಬಂಜಾರಾ ಪ್ರಕಾಶನ, ಗುಲಬರ್ಗಾ. 2003
11. ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರ, **ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು**, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಕನ್ನಡ ಭವನ, ಬೆಂಗಳೂರು, 2003
12. ಚಕ್ರೆರಿ ಶಿವಶಂಕರ, **ಜಾನಪದ ತಿಳುವಳಿಕೆ**, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2008.
13. ಮೋಹನರಾಂ, ಎಸ್, ಎಸ್. **ಜಾನಪದ ಮತ್ತು ಸಮೂಹ ಮಾಧ್ಯಮಗಳು**, ಬೆಂಗಳೂರು ವಿವಿ, ಬೆಂಗಳೂರು

**ಪತ್ರಿಕೆ: 3.3: ಜನಪದ ಸಂಸ್ಕೃತಿ ಪರಿಚಯ (ಓ.ಇ.ಸಿ)**

**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.

	<b>3 credits</b>
<b>Unit 1: ಜನಪದ ಸಂಸ್ಕೃತಿ ಪರಿಚಯ</b>	<b>3hrs/wk</b>
Chapter No 1: ಜನಪದ ಸಂಸ್ಕೃತಿಯ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಖ್ಯಾನ Chapter No 2: ಜನಪದ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಶಿಷ್ಟ ಸಂಸ್ಕೃತಿ Chapter No 3: ಸಂಸ್ಕೃತಿ ಮತ್ತು ಜಾನಪದ ಸಂಬಂಧ	
<b>Unit-2: ಸಾಮಾಜಿಕ ಸಂಸ್ಥೆಗಳು ಮತ್ತು ಸಂಪ್ರದಾಯಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ವಿವಾಹ, ಕುಟುಂಬ ಮತ್ತು ಬಂದುತ್ವ Chapter No 2: ಸಂಪ್ರದಾಯಗಳು, ಆಚರಣೆಗಳು, ವಿಧಿಗಳು Chapter No 3: ಧರ್ಮ, ಮಾಂತ್ರಿಕ ವಿದ್ಯೆ, ನಿಷೇಧಗಳು	
<b>Unit-3: ಸಾಮಾಜಿಕ ಆರ್ಥಿಕ ಚಟುವಟಿಕೆಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ಬೇಟೆ ಮತ್ತು ಆಹಾರ ಸಂಗ್ರಹಣೆ Chapter No 2: ಪಶುಪಾಲನೆ ಮತ್ತು ಅಲೆಮಾರಿತನ Chapter No 3: ವ್ಯವಸಾಯ ಮತ್ತು ತೋಟಗಾರಿಕೆ	

**ಪಠ್ಯಪುಸ್ತಕ ಗ್ರಂಥಗಳು:**

1. ಹಿ.ಶಿ ರಾಮಚಂದ್ರಗೌಡ, (2009), ಜನಪದ ಸಂಸ್ಕೃತಿ, ಕರ್ನಾಟಕ ಜಾನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು
2. ನಿಂಗಣ್ಣ ಚಿ.ಸಿ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಜಾನಪದ, ಸಿದ್ದಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಕಲಬುರ್ಗಿ-1976.
3. ತಪಸ್ವಿಕಮಾರ ಎನ್, ಸಂಸ್ಕೃತಿ ವಿಕಾಸ, ಮೈಸೂರು
4. ಮಂಜುನಾಥ ಬೇವಿನಕಟ್ಟಿ, ಜನಪದ ನಂಬಿಕೆಗಳು, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
5. ಗುರುಮೂರ್ತಿ ಕೆ.ಜಿ, ಜನಪದ ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ: ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
6. ಮಲ್ಲಿನಾಥಯ್ಯ ಡಿ.ಎಚ್, ಸಾಂಸ್ಕೃತಿಕ ಮಾನವಶಾಸ್ತ್ರ ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿ.ವಿ
7. ಹಿ.ಶಿ ರಾಮಚಂದ್ರಗೌಡ, ಜಾನಪದ ಸಾಂಸ್ಕೃತಿಕ ಆಯಾಮಗಳು, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
7. Khare R.S, **Cultural Anthropology**, IBH Publishing, Calicut.
8. Chandra Bipin. (1984) **Communalism in Modern India**, Vikas, New Delhi
9. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
10. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
11. Handoo Jawaharlal, **Folklore-an Introduction**, C.I.I.L. Mysore, 1989
12. Claus Peter j and Frank j Korom, **Folkloristics and Indian Folklore**, Regional Resources Center, Udupi

### Semester: III

#### 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>	<b>3hrs/wk</b>
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>	<b>3hrs/wk</b>
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>	<b>3hrs/wk</b>
Chapter No 1: Hunting and Food gathering Chapter No 2: Pastoralism and Nomadicism Chapter No 3: Agriculture and Horticulture	

##### 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. ಹಿ.ಶಿ ರಾಮಚಂದ್ರಗೌಡ, (2009), **ಜನಪದ ಸಂಸ್ಕೃತಿ, ಕರ್ನಾಟಕ ಜನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು**
10. ನಿಂಗಣ್ಣ ಚಿ.ಸಿ, **ಸಂಸ್ಕೃತಿ ಮತ್ತು ಜನಪದ**, ಸಿದ್ದಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಕಲಬುರ್ಗಿ-1976.
11. ತಪಸ್ವಿಕಮಾರ ಎನ್, **ಸಂಸ್ಕೃತಿ ವಿಕಾಸ**, ಮೈಸೂರು
12. ಮಂಜುನಾಥ ಬೇವಿನಕಟ್ಟೆ, **ಜನಪದ ನಂಬಿಕೆಗಳು**, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ
13. ಗುರುಮೂರ್ತಿ ಕೆ.ಜಿ, **ಜನಪದ ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ**: ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
14. ಮಲ್ಲಿನಾಥಯ್ಯ ಡಿ.ಎಚ್, **ಸಾಂಸ್ಕೃತಿಕ ಮಾನವಶಾಸ್ತ್ರ**, ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿ.ವಿ
15. ಹಿ.ಶಿ ರಾಮಚಂದ್ರಗೌಡ, **ಜನಪದ ಸಾಂಸ್ಕೃತಿಕ ಆಯಾಮಗಳು**, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

## ಚಾತುರ್ಮಾಸ:4

**ಪತ್ರಿಕೆ: 4.1: ಜನಪದ ಪ್ರದರ್ಶನ ಕಲೆಗಳ ಪರಿಚಯ**

### 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

	<b>3 credits</b>
<b>Unit 1: ಜನಪದ ಕಲೆಗಳ ಪರಿಕಲ್ಪನೆಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ಕಲೆಯ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪ್ತಿ Chapter No 2: ಜನಪದ ಕಲೆಗಳ ಪರಿಕಲ್ಪನೆಗಳು Chapter No 3: ಜನಪದ ಮತ್ತು ಶಿಷ್ಟ ಪ್ರದರ್ಶನ ಕಲೆಗಳು	
<b>Unit-2: ಜನಪದ ಪ್ರದರ್ಶನ ಕಲೆಗಳ ವರ್ಗೀಕರಣ</b>	<b>3hrs/wk</b>
Chapter No 1: ಜನಪದ ರಂಗಭೂಮಿ Chapter No 2: ಜನಪದ ಕುಣಿತಗಳು Chapter No 3: ಜನಪದ ಮನರಂಜಕರು	
<b>Unit-3: ಜನಪದ ಪ್ರದರ್ಶನ ಕಲೆಗಳು ಮತ್ತು ಸಮಕಾಲೀನತೆ</b>	<b>3hrs/wk</b>
Chapter No 1: ಸ್ಥಳೀಯ ಅನನ್ಯತೆ Chapter No 2: ಜನಪದ ಪ್ರದರ್ಶನ ಕಲೆಗಳ ಸಮಕಾಲೀನತೆ Chapter No 3: ಜನಪದ ಪ್ರದರ್ಶನ ಕಲೆಗಳ ಪುನಶ್ಚೇತನದ ಸಾಧ್ಯತೆಗಳು	

### ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು:

1. ಬೋರಲಿಂಗಯ್ಯ ಹಿ.ಚಿ, ಕರ್ನಾಟಕ ಜನಪದ ಕಲೆಗಳ ಕೋಶ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
2. ಚಂದ್ರಶೇಖರ ಕಂಬಾರ., ಉತ್ತರ ಕರ್ನಾಟಕ ಜನಪದ ರಂಗಭೂಮಿ, ಮನ್ವಂತರ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
3. ಚಕ್ರೇ ಶಿವಶಂಕರ, ಜನಪದ ಕಲಾ ಪ್ರವೇಶ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
4. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ., ದಕ್ಷಿಣ ಕರ್ನಾಟಕ ಜನಪದ ಕಾವ್ಯಪ್ರಕಾರಗಳು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು- 1979
5. ಹಿರಿಯಣ್ಣ ಅಂಬಳಿಕೆ, ಜನಪದ ಕಲೆಗಳ ಅವಲೋಕನ, ಕರ್ನಾಟಕ ಜನಪದ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
6. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ, ಜನಪದ ಕಾವ್ಯ ಕಥೆಗಳು ಮತ್ತು ಗೀತಮೇಳಗಳು, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
7. Nalluru Prasad (Ed), **Janapada Karnataka**, Karnataka jaanpada and Yakshagana Academy, Bangalore , 1976.
8. Ambalike Hiriyann, **Studies in Kannada Folklore**, Prasaranga, Mysore, University, Mysore.
9. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
10. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
11. Ramakrishna H.A, Nagegwoda H.L, **Essentials of Karnataka Folklore A: Compendium**, Karnataka JanapadaParishat, Banglore-1998.
12. Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-19
13. Handoo Jawaharlal, **Folklore an Introduction**, C.I.I.L. Mysore, 1989

## Semester: IV

### Paper 4.1. Introduction to Performing Folk Arts

#### 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>	<b>3hrs/wk</b>
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>	<b>3hrs/wk</b>
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>	<b>3hrs/wk</b>
Chapter No 1: Local Identity Chapter No 2: Contemporary issues of performing Folk Arts Chapter No 3: Revival of Performing Folk Arts	

#### Prescribed Readings:

01. Nalluru Prasad (Ed), **Janapada Karnataka**, Karnataka jaanpada and Yakshagana Academy, Bangalore , 1976.
02. Ambalike Hiriyann, **Studies in Kannada Folklore**, Prasaranga, Mysore, University, Mysore.
03. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
04. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
05. Ramakrishna H.A, Nagegwoda H.L, **Essentials of Karnataka Folklore A: Compendium**, Karnataka JanapadaParishat, Banglore-1998.
06. Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-19
07. Handoo Jawaharlal, **Folklore an Introduction**, C.I.I.L. Mysore, 1989
08. ಬೋರಲಿಂಗಯ್ಯ, ಕರ್ನಾಟಕ ಜನಪದ ಕಲೆಗಳ ಕೋಶ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
09. ಚಂದ್ರಶೇಖರ ಕಂಬಾರ., ಉತ್ತರ ಕರ್ನಾಟಕ ಜನಪದ ರಂಗಭೂಮಿ, ಮನ್ವಂತರ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
10. ಚಕ್ಕಿರೆ ಶಿವಶಂಕರ, ಜನಪದ ಕಲಾ ಪ್ರವೇಶ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
11. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ., ದಕ್ಷಿಣ ಕರ್ನಾಟಕ ಜನಪದ ಕಾವ್ಯಪ್ರಕಾರಗಳು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು
12. ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು- 1979
13. ಹಿರಿಯಣ್ಣ ಅಂಬಳಿಕೆ, ಜನಪದ ಕಲೆಗಳ ಅವಲೋಕನ, ಕರ್ನಾಟಕ ಜಾನಪದ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
14. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ, ಜನಪದ ಕಾವ್ಯ ಕಥೆಗಳು ಮತ್ತು ಗೀತಮೇಳಗಳು, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.



## ಚಾತುರ್ಮಾಸ: 4

### ಪತ್ರಿಕೆ: 4.2: ಅನ್ವಯಿಕ ಜಾನಪದ

#### 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.

	<b>3 credits</b>
<b>Unit 1: ಅನ್ವಯಿಕತೆಯ ಪರಿಕಲ್ಪನೆ</b>	<b>3hrs/wk</b>
Chapter No 1: ಅನ್ವಯಿಕತೆಯ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪ್ತಿ Chapter No 2: ಜಾನಪದ ಅನ್ವಯಿಕ ಮಹತ್ವ Chapter No 3: ಜಾನಪದ ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಬದಲಾವಣೆ	
<b>Unit-2: ಹೊಂದಾಣಿಕೆ ಮತ್ತು ಮುಖಾಮುಖಿ ಜಾನಪದ</b>	<b>3hrs/wk</b>
Chapter No 1: ಖೋಟಾ ಜಾನಪದ ಮತ್ತು ಅದಿ ಜಾನಪದ Chapter No 2: ಲೋಕದೃಷ್ಟಿ ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಅನನ್ಯತೆ Chapter No 3: ದೇಸಿಯತೆ ಮತ್ತು ಜಾನಪದವಾದ	
<b>Unit-3: ಅನ್ವಯಿಕ ಜಾನಪದದ ಕಾರ್ಯಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ರಾಜಕೀಯದಲ್ಲಿ ಜಾನಪದ ಬಳಕೆಯ ಪರಿಕಲ್ಪನೆ Chapter No 2: ಮಾರುಕಟ್ಟೆಯ ಸರಕುಗಳಿಗಾಗಿ ಜಾನಪದ ಬಳಕೆ Chapter No 3: ವಸ್ತುಸಂಗ್ರಹಾಲಯ ಮತ್ತು ಪ್ರವಾಸೋದ್ಯಮ	

#### ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು:

1. ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರ, ತಿಪ್ಪೇಸ್ವಾಮಿ, ಜಿ. ಆರ್, (ಪ್ರ.ಸಂ) **ಜಾನಪದ ಅನ್ವಯಿಕತೆ**, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
2. ವಿವೇಕ ರೈ, **ಅನ್ವಯಿಕ ಜಾನಪದ**, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
3. ಪುರುಷೋತ್ತಮ ಬಿಳಿಮಲೆ, **ಕರಾವಳಿ ಜಾನಪದ**, ಮಂಗಳ ಗಂಗೋತ್ರಿ, ಮಂಗಳೂರು.
4. ಬಸವರಾಜ ನೆಲ್ಲಿಸರ, **ಜಾನಪದ ಪೂರಕಕ್ಷೇತ್ರಗಳು**, ಕರ್ನಾಟಕ ಜಾನಪದ ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು
5. ರಾಮಚಂದ್ರೇಗೌಡ ಹಿ.ಶಿ.(ಪ್ರ.ಸಂ), ಜಾನಪದ ಗ್ರಹಿಕೆ: ಪರಿಕಲ್ಪನೆ, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು,-
6. ರಾಜೇಂದ್ರ ಡಿ.ಕೆ, **ಕನ್ನಡ ಜಾನಪದ ವಿಶ್ವಕೋಶ**, ಮೈಸೂರು ವಿವಿ, ಮೈಸೂರು
7. Kenneth S Goldstein, **A Guide for Filed Workers in Folklore**, American Folklore Society, 1964.
8. Nallur Prasad, **Janapada Karnataka**, Karnataka JanapadaYakshagana Academy, B.loré
9. American Folklor Centerer, **Folklife Fildwork**, American Folklore Society-2016
10. Shekhar F. Pujar: **Sosial work in Kannada Folk Songs**, UNESCO club, Naganur
11. Chenna Reddy, Sharat Babu M, **Folklore Studies in the current Globalization**, B.R Publishing Corporation-2018.
12. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
13. Handoo Jawaharlal, **Folklore-anIntroduction**, C.I.I.L. Mysore, 1989
14. Handoo Jawaharlal, **Folklore in modern C.I.I.L.** Mysore-1998

**Semester: IV**

**Paper 4.2. Applied Folklore**

**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	<b>3 credits</b>
<b>Unit-1 : Concept of Applied Folklore</b>	<b>3hrs/wk</b>
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>	<b>3hrs/wk</b>
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>	<b>3hrs/wk</b>
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	

**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.lor
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. ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರ, ತಿಪ್ಪೇಸ್ವಾಮಿ, ಜಿ. ಆರ್, (ಪ್ರ.ಸಂ) **ಜಾನಪದ ಅನ್ವಯಿಕತೆ**, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
10. ವಿವೇಕ ರೈ, **ಅನ್ವಯಿಕ ಜಾನಪದ**, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
11. ಪುರುಷೋತ್ತಮ ಬಿಳಿಮಲೆ, **ಕರಾವಳಿ ಜಾನಪದ**, ಮಂಗಳ ಗಂಗೋತ್ರಿ, ಮಂಗಳೂರು.
12. ಬಸವರಾಜ ನೆಲ್ಲಿಸರ, **ಜಾನಪದ ಪೂರಕಕ್ಷೇತ್ರಗಳು**, ಕರ್ನಾಟಕ ಜಾನಪದ ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ,ಬೆಂಗಳೂರು
13. ರಾಮಚಂದ್ರೇಗೌಡ ಹಿ.ಶಿ.(ಪ್ರ.ಸಂ), **ಜಾನಪದ ಗ್ರಹಿಕೆ: ಪರಿಕಲ್ಪನೆ**, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು
14. ರಾಜೇಂದ್ರ ಡಿ.ಕೆ, **ಕನ್ನಡ ಜಾನಪದ ವಿಶ್ವಕೋಶ**, ಮೈಸೂರು ವಿವಿ, ಮೈಸೂರು

ಚಾತುರ್ಮಾಸ: 4

ಪತ್ರಿಕೆ: 4.3: ಕರ್ನಾಟಕ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು (ಓ.ಇ.ಸಿ)

**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.

	<b>3 credits</b>
<b>Unit 1: ಜನಪದ ಮಹಾಕಾವ್ಯದ ಪರಿಕಲ್ಪನೆ</b>	<b>3hrs/wk</b>
Chapter No 1: ಜನಪದ ಮಹಾಕಾವ್ಯದ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಖ್ಯಾನ Chapter No 2: ಜನಪದ ಮಹಾಕಾವ್ಯಗಳ ಸಾಂಸ್ಕೃತಿಕ ಮಹತ್ವ Chapter No 3: ಜನಪದ ವೃತ್ತಿಗಾಯಕರು	
<b>Unit-2: ಕರ್ನಾಟಕ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು</b>	<b>3hrs/wk</b>
Chapter No 1: ಕರ್ನಾಟಕ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳ ಪರಿಚಯ Chapter No 2: ಪಠ್ಯ, ಸಹಪಠ್ಯ, ಸಂಧರ್ಭ Chapter No 3: ಜನಪದ ಮಹಾಕಾವ್ಯಗಳ ಪ್ರದರ್ಶನ ಸಂದರ್ಭ	
<b>Unit-3: ಕರ್ನಾಟಕ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳ-ಕೇಸ್‌ಸ್ಟಡಿ</b>	<b>3hrs/wk</b>
Chapter No 1: ಮಂಟೇಸ್ಸಾಪ್ಪಿ-ಹಿ.ಚಿ ಬೋರಲಿಂಗಯ್ಯ Chapter No 2: ಮೈಲಾರಲಿಂಗ-ಡಾ. ಮಂಜುನಾಥ ಬೇವಿನಕಟ್ಟೆ Chapter No 3: ಸಿರಿ-ಡಾ. ಎ.ವಿ ನಾವಡ್	

**ಪಠ್ಯಪುಸ್ತಕ ಗ್ರಂಥಗಳು:**

1. ಚಕ್ರೆ ಶಿವಶಂಕರ, ಮಹಾಕಾವ್ಯ-ಲೇಖನಗಳು, 1997, ಕಲ್ಯಾಣಿ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು,
2. ಸುರೇಶ್ ನಾಗಲಮಡಿಕೆ, ಹಾಡುಕಲಿಸಿದ ಹರ-ಸಂಸ್ಕೃತಿ ಸಂಕಥನ, ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಬೆಂಗಳೂರು-2020.
3. ಬೋರಲಿಂಗಯ್ಯ ಹಿ.ಚಿ, ಕರ್ನಾಟಕ ಜನಪದ ಮಹಾಕಾವ್ಯ-ಮೀಮಾಂಸೆ ಮತ್ತು ತಾತ್ವಿಕತೆ, 2018, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
4. ರಾಮಚಂದ್ರನ್ ಸಿ.ಎನ್., ಹೊಸಮುಡಿಯ ಮೇಲೆ ಚದುರಂಗ-ವಿಶ್ವದ 25 ಪ್ರಮುಖ ಮೌಖಿಕ ಮಹಾಕಾವ್ಯಗಳ ಅಧ್ಯಯನ, ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು- 1979
5. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ. ಕನ್ನಡ ವೃತ್ತಿಗಾಯಕ ಕಾವ್ಯಗಳು, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್, ಬೆಂಗಳೂರು,-1982
6. ಶಂಕರನಾರಾಯಣ ತಿ.ನಂ, ಜನಪದ ಮಹಾಕಾವ್ಯ, ಕರ್ನಾಟಕ ಸಂಘ, ಪುತ್ತೂರು, 1996.
7. Honko Lauri (Ed), **Textualising siri epic**, Helsinki FFC, 1998.
8. Oinas Felix. (Ed) **Heroic Epic and saga**, Boomigton, Indian University Press.
9. Dorson, Richard. M, **Folklore and Folklife**, Chicago, Chicago, University press, 1972.
10. Dundas, Aian (Ed), **The Study of Folklore**, PRENTICE Hall, 1965.
11. Handoo Jawaharlal, **Folklore-anIntroduction**, C.I.I.L. Mysore, 1989
12. Handoo Jawaharlal, **Folklore in modern C.I.I.L.** Mysore-1998

**Semester: IV**

**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	<b>3 credits</b>
<b>Unit-1 : Concept of Folk Epics</b>	<b>3hrs/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>3hrs/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>3hrs/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	

**Prescribed Readings:**

01. Honko Lauri (Ed), **Textualising siri epic**, Helsinki FFC, 1998.
02. Oinas Felix. (Ed) **Heroic Epic and saga**, Boomigton, Indian University Press.
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. Handoo Jawaharlal, **Folklore in modern C.I.I.L.** Mysore-1998
07. ಚಕ್ಕಿರೆ ಶಿವಶಂಕರ, **ಮಹಾಕಾವ್ಯ-ಲೇಖನಗಳು**, 1997, ಕಲ್ಯಾಣಿ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು,
08. ಸುರೇಶ್ ನಾಗಲಮಡಿಕೆ, **ಹಾಡುಕಲಿಸಿದ ಹರ-ಸಂಸ್ಕೃತಿ ಸಂಕಥನ**, ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಬೆಂಗಳೂರು-2020.
09. ಬೋರಲಿಂಗಯ್ಯ ಹಿ.ಚಿ, **ಕರ್ನಾಟಕ ಜನಪದ ಮಹಾಕಾವ್ಯ-ಮೀಮಾಂಸೆ ಮತ್ತು ತಾತ್ವಿಕತೆ**, 2018, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
10. ರಾಮಚಂದ್ರನ್ ಸಿ.ಎನ್., **ಹೊಸಮುಡಿಯ ಮೇಲೆ ಚದುರಂಗ-ವಿಶ್ವದ 25 ಪ್ರಮುಖ ಮೌಖಿಕ ಮಹಾಕಾವ್ಯಗಳ ಅಧ್ಯಯನ**, ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು- 1979
11. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ. **ಕನ್ನಡ ವೃತ್ತಿಗಾಯಕ ಕಾವ್ಯಗಳು**, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್, ಬೆಂಗಳೂರು,-1982
12. ಶಂಕರನಾರಾಯಣ ತಿ.ನಂ, **ಜನಪದ ಮಹಾಕಾವ್ಯ**, ಕರ್ನಾಟಕ ಸಂಘ, ಪುತ್ತೂರು, 1996.

## 1. List of Courses (Only Indicative) for Curriculum Framework of 1 –4 Years UG Program

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

<b>II. Skill Enhancement Courses</b>	
<b>Sl.No.</b>	<b>Name of the Courses</b>
1.	Rural and Tribal Community Project Reports & Viva Voce
2.	Rural Traditional Knowledge System Analysis and Reports
3.	Internship in Rural and Tribal People
4.	Home Industry Analysis and Reports
5.	Digitalization of Indigenous Knowledge System
6.	Training & Development in Indigenous Knowledge System Documentation
7.	Communication & Documentation
8.	New Venture Planning Indigenous Knowledge System and its Development
9.	Community Leadership & Community Development
10.	Folk Event Management
11.	Advertisement & Personal Selling (with the help of Folk Art's)
12.	Managing Digital Platforms for popularization of Folk performing Art's and Indigenous Knowledge System
	Others (if any)

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

## **2. Choice Based Credit System (CBCS) Structure**

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

The choice based credit system has been adopted to make undergraduate education 'studentcentric' rather than 'systemcentric' or 'teachercentric'. 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 the inter-discipline and also the are as 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 weight age of a course and are a function of

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

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

- i). The **Choice Based Credit System (CBCS)** shall be followed in all the Universities/ Institutions and the stakeholders follow common minimum curriculum and syllabi of the core papers as suggested by the GEC/ NHERC. The allowed deviation from the syllabi shall be as stipulated by these agencies and SHERC.
- ii). The universities are allowed to design their own syllabi for the core and elective papers subject to point no. 1. The GEC/ NHERC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the need, expertise and the facilities available.
- iii). Number of Core papers for all Universities has to be same for both UG and PG courses to enable credits transfer and mobility.
- iv). Credit score earned by a student for any course shall be included in the student's overall score tally irrespective of whether the course is offered by the parent university (degree awarding university/institute) or not.
- v). Ability Enhancement (AE) Courses be divided into two categories:
  - a) AE Compulsory Courses (AEC): The universities may have common curriculum for these papers. There may be one paper each at least in the 1<sup>st</sup>two semesters viz. (i) English/ Communication, (ii) Environmental Science;
  - b) Skill Enhancement Courses (SEC): The universities may offer from a common pool of papers listed by GEC/ NHERC or the universities may frame some papers, in addition to the list suggested by GEC/NHERC.
- vi). An undergraduate degree with Honors in a discipline may be awarded if a student completes 14 Core Courses in that Discipline, a minimum of 10 courses under the category of Discipline Specific Electives, Generic Electives, Minor Discipline and Vocational Courses, 2 Language Courses, 2 Ability Enhancement Courses (AEC), a minimum of 2 Skill Enhancement Courses (SEC) and 2 Extra Curricular Activities (ECA), ensuring that the total credits earned is not less than 184credits.
- 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.
2	Foundation Courses/ Ability Enhancement Courses (AECC)	Foundation Courses enable students to develop a deeper sense of commitment to oneself and to the society and nation largely. These courses will supplement in better understanding of how to integrate knowledge to application into a society. Ability enhancement courses are the generic skill courses which are basic and needed to all to pursue any career. These courses ensure progression across all careers.
3	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 employability/ 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 candidates 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)	<p>Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/subject/domain or which nurtures the candidate's proficiency/skill.</p> <p>Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself or within a component of the 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</p>
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.
8	Generic Elective Courses (GEC)	<p>Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective Courses.</p> <p>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.</p>
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 facet so personality development and the outcome so these activities.

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

- a) The program shall be structured in a semester mode with multiple exit options with Certification, Diploma and Basic Bachelor Degree at the completion of first, second and third years, respectively. The candidate who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelor's degree with Honours.
- b) The four year undergraduate Honors 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 Honors 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, sportsetc.
- h) The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real world application through practical laboratory work, field work, internships, workshops and research projects.
- i) A few courses are common to all students which contribute to the breadth of study and two areas of specialization in disciplinary areas provides for depth of study.
- j) The areas of specialization which the Students are required to choose are

either one or two disciplines/subjects or a ‘major’ (e.g. History or Economics or Philosophy or Physics or Mathematics) and an area of additional discipline called ‘minor’ (e.g. Music or Sports or Geography). Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the area of additional study (minor) that they choose. Students can choose subject combinations across ‘streams’(e.g. a student can choose a ‘major’ in physics and combine it with a ‘minor’ in history or Music or Sports). One of the disciplines can also be a vocational subject or Teacher Education.

- k) The students may study two disciplines at the same level or breadth up to the sixth semester and choose one of them for study in the fourth year to obtain the Honors 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 morebroad 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)
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.

**6. Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honors provided at the end of each year of Exit of the Four years Undergraduate Programme**

Exit with	Credits Requirement*
<b>Certificate</b> at the Successful Completion of First Year (Two Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	44 - 48
<b>A Diploma</b> at the Successful Completion of the Second Year (Four Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	88 - 96
<b>Basic Bachelor Degree</b> at the Successful Completion of the Third Year (Six Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	132 - 144
<b>Bachelor Degree with Honours</b> in a <b>Discipline</b> at the Successful Completion of the Four Years (Eight Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	176 - 192

**7. Proposed Curriculum Framework for Four Years Multidisciplinary Undergraduate Programme**

Year	Objective	Nature of Courses	Outcome	No. of courses
1st year – 1st & 2 <sup>nd</sup> Semesters	Understandin g and Exploration	1. Major Core Courses	Understanding of	1+1
		2. Minor/Related Discipline	Disciplines	1+1
		3. Languages,	Language Competency	2+2
		4. Ability Enhancement Compulsory Courses	Gaining perspective of context/Generic skills	1+1
		5. Skill Enhancement/ Development Courses	Basic skills sets to pursue any vocation	1+1
Exit option with Certification				
2 <sup>nd</sup> Year - 3 <sup>rd</sup> & 4 <sup>th</sup> Semest ers	Focus and Immersion	1. Major Core Courses	Understanding of	2+2
		2. Minor/ Related Discipline	Disciplines	1+1
		3. Ability Enhancement courses	Gaining Perspective of context	1+1
		4. Skill based Vocation course	Skill sets to pursue vocation	1+1

		5. Extra Curricular Activities	Facilitate development Of various domains of mind and personality	1+1
Exit Option with Diploma				
3 <sup>rd</sup> Year - 5 <sup>th</sup> & 6 <sup>th</sup> Semesters	Real time Learning	1. Major Discipline Core and Elective Courses 2.Minor Discipline/ Generic or Vocational Electives /Field based Learning/ Research Project	In depth learning of major and minor disciplines, Skill sets for employability. Exposure to discipline beyond the chosen Experiential learning/ Research Orientation	2+2 1+1 1+1
Exit option with Bachelor Degree				
4 <sup>th</sup> Year - 7 <sup>th</sup> & 8 <sup>th</sup> Semesters	Deeper Concentration	Major Discipline Core and Elective courses Research/Project Work with Dissertation	Deeper and Advanced Learning of the Major Discipline. Foundation to pursue Doctoral Studies and Developing Research competencies	4+4
Bachelor Degree with Honors				

### Conclusion:

The Course creates self-confidence among the neglected, rural and tribal communities by bringing them into the mainstream of society through modern education. The study heritage of the indigenous/traditional knowledge with the awareness that “Indigenous culture is not monolithic but redemptively pluralistic”.

It is proposed to prepare the students in folklore as a subject of study. This will entail, primarily, a study of the different theories of folklore. Folklore itself will include folktales, fairytales, folk music, folk dance, folk theatre, spectacles, traditional and sometimes modern festivals. Students will also be given a broad-based study of disciplines such as Anthropology, Psychology, Linguistics, Literature, History, Sociology, Semiotics, Performing, and Visual Arts. They will also be expected to recognize, identify and analyze urban folklore and folklorismus. Students will also be trained in the collection of folklore material in the field using the latest audiovisual gadgets. They will then be taught how to collect, store, categorize and classify the material using digitized methods. The course will prove that folklore is not only about the bucolic and the fanciful but is a discourse that is tuned to the now. The course is designed to make the students understand the dynamism of folklore and its adaptability to contemporary times.

**Chairperson of Subject Committee**