


UNIVERSITY OF MYSORE
Estd. 1916

Vishwavidyanilaya Karyasoudha
Crawford Hall, Mysuru- 570 005

No.AC6/303/2022-23

Dated: 01-09-2023

Notification

Sub:- Syllabus and Scheme of Examination of Folklore programme
(V & VI Semester) with effect from the Academic year 2023-24.

Ref:- 1. This office circular No: AC2(S)/151/2020-21 dated 08-08-2023.
2. Decision of BOS in Folklore (Composite) meeting held on 25-08-2023.

The Board of Studies in Folklore which met on 25-08-2023 has resolved to recommended and approved the syllabus and scheme of Examinations of Folklore programme (V & VI semester) with effect from the academic year 2023-24.

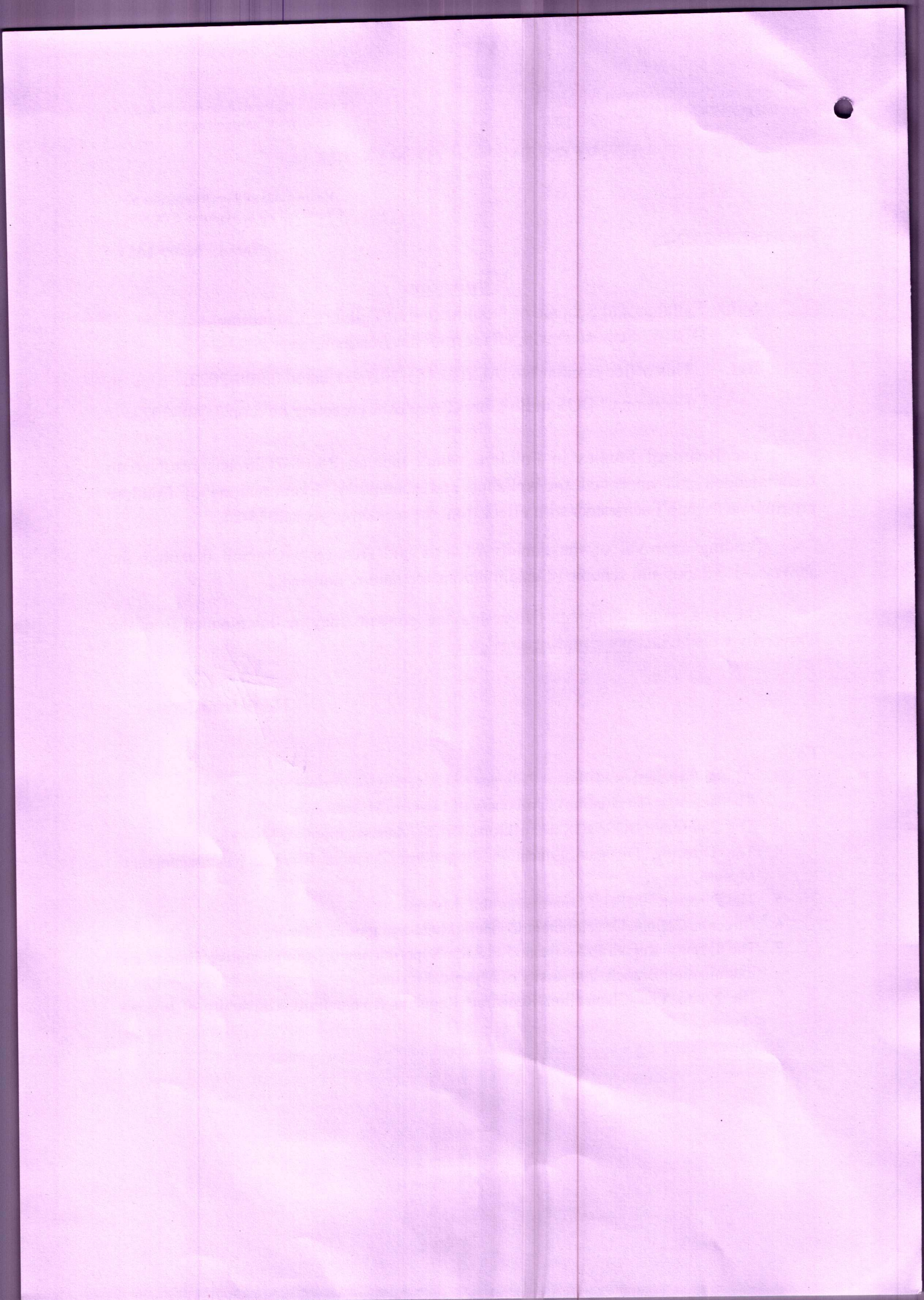
Pending approval of the Faculty of Arts and Academic Council meetings the above said syllabus and scheme of examinations are hereby notified.

The syllabus and Scheme of Examinations contents may be downloaded from the University website i.e., www.uni-mysore.ac.in


Registrar

To;

1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS in Folklore, KIKS, Manasagangothri, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council, Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.



UNIVERSITY  OF MYSORE

NEW EDUCATION POLICY-2020

**Curriculum Frame Work for Four Years Under Graduate Programme In
Folklore For The Year 2023-2024
[V & VI Semester Syllabus]**

Kuvempu Institute of Kannada Studies Department of Folklore

**University Of Mysore
Manasagangothri, Mysore – 570 006**

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 The advent of industry 4.0 scenario has led our current system of education outdated.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 up gradation of institutions to offer multidisciplinary education. Multidisciplinary education system within built 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 NEP2020, 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.
- In stills 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.

CURRICULUM STRUCTURE FOR UNDER GRADUATE 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, belief sand 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 Out comes:

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 been courage 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, Power point 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 : 40Marks

 Maximum Marks for Each Paper : 100Marks

DETAILS OF INTERNAL ASSESSMENT:

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

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

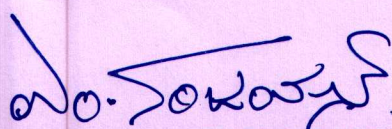
Model Question paper pattern for Four years B.A. degree in FOLKLORE 2023-24

Model Question Paper

Max Time: 3 hrs

Max Marks: 60

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


(Dr. M. NANJALIAH HONGANUR)

Chairman

BOS in Folklore (Composite)

BOS in Folklore (Composite)

University of Mysore

Kuvempu Institute of Kannada Studies
Manasagangothri, MYSORE-570006

A. Program Structure

Proposed Scheme of Teaching & Evaluation FOLKLORE as Core Subject

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

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

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

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

Semester IV									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
10.	BA.4.1	Introduction to Performing 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
Sub-Total(D)					180	120	300		9

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

Semester V									
Sl. No.	Category of Courses	Course Code	Title of the Course	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
13.	DSC	BA.5.1	History of Indian Folklore Studies	4+0+0	60	40	100	3	4
14.	DSC	BA.5.2	Theories of Folklore - II	4+0+0	60	40	100	3	4
15.	DSC	BA.5.3	Tribal Folklore	3+0+0	60	40	100	3	4
16.	Others Subject								4
17.									4
18.									4
19.	SEC-4		Study of Traditional Profession and its report	3+0+0	60	40	100	3	3
Sub-Total(E)									27

Semester VI									
Sl. No.	Category of Courses	Course Code	Title of the Course	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
20.	DSC	BA.6.1	World Folklore	4+0+0	60	40	100	3	4
21.	DSC	BA.6.2	Introduction to Folkloristics	4+0+0	60	40	100	3	4
22.	DSC	BA.6.3	Folk Medicine	4+0+0	60	40	100	3	4
23.	Others Subject								4
24.									4
25.									4
26.	Internship		Learning of Folk Arts and Other Forms (With Report)	2+0+0	60	40	100	3	2
Sub-Total(F)									26

EXIT OPTION WITH BACHELOR DEGREE - Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them.

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

Semester VIII									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
29	BA.8.1	Folklore & Modern Approaches	DSC	3+2+0	60	40	100	3	4
30	BA.8.2	Folklore Museum 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	-	-	50	50	100	3	6
		Projects/Internship with Viva-voce OR	DSE-5	3+1+0	60*	40*	100*	3	3*
		Two Courses from the Selected Elective Group 8.5(A) & 8.5(B)	DSE-6	3+1+0	60*	40*	100*	3	3*
Sub-Total(H)					290/120*	210/80*	500/200*		20/06*
Grand Total-Degree									

* 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 work place 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 1Credit (Except Languages).
- Two Hours of Practical is equal to 1Credit

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) 2Hours of Practical Classis equalto1Hoursof Teaching.

FIFTH SEMESTER

COURSE 5.1. HISTORY OF INDIAN FOLKLORE STUDIES (DSC)

(04 Credits; 100 Marks; C1 20, C2 20)

Course Outcome:

After learning this paper, students will be able to:

- Perceive the origin and development to Indian Folklore.
- Understand the fundamental ideologies of the Indian Folklore concepts.
- Grasp the folklore from the multiple dimensions.
- Know the maturation of folklore over different periods.

	Total Hours 56
Unit-1. Tradition of Folklore in India	14 hours
Chapter 1. Brief History and development Chapter 2. Socio – Cultural diversity Chapter 3. Folklore as a field work of study in India Chapter 4. Brief South Indian folklore	
Unit- 2. Studies in Indian folklore	14 hours
Chapter 1. Missionary period Chapter 2. Nationalistic period Chapter 3. Academic period Chapter 4. Analytical period	
Unit -3. Indian folklore and the contemporary world	14 hours
Chapter 1. Current trends in Indian Folklore Chapter 2. Folklore in Indian Universities Chapter 3. Folklore Associations in India Chapter 4. Indian Folklore and UNESCO Recommendations	
Unit- 4. Contribution to Indian folklore	14 hours
Chapter 1. Thurston, R.D. Temple, Verrier Elvin, Abe Dubais Chapter 2. Kunja Biharidas, G. Baruva, Devendra Satyarthi, Archaka B. Rangaswamy Chapter 3. Prapuldatt Goswami, A.K Ramanujan, G.S. Paramashivaiah, B.S.Gaddagimath Chapter 4. Nayana Krishnakumari, Jawahar Lal Handu, Peter J claus, Stuart H. Blackburn	

ಕೋರ್ಸ್ 5.1, ಭಾರತ ಜಾನಪದ ಅಧ್ಯಯನ ಇತಿಹಾಸ (DSC)

(04 Credits; 100 Marks; C1 20, C2 20)

	Total Hours 56
ಘಟಕ 1, ಭಾರತದಲ್ಲಿ ಜಾನಪದ ಪರಂಪರೆ	14 hours
ಅಧ್ಯಾಯ 1: ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ ಮತ್ತು ಬೆಳವಣಿಗೆ ಅಧ್ಯಾಯ 2: ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ ವೈವಿಧ್ಯತೆ ಅಧ್ಯಾಯ 3: ಭಾರತದಲ್ಲಿ ಕ್ಷೇತ್ರಕಾರ್ಯ ಅಧ್ಯಯನವಾಗಿ ಜಾನಪದ ಅಧ್ಯಾಯ 4: ಸಂಕ್ಷಿಪ್ತವಾಗಿ ದಕ್ಷಿಣ ಭಾರತದ ಜಾನಪದ	

ಘಟಕ 2, ಭಾರತ ಜಾನಪದ ಅಧ್ಯಯನ	14 hours
ಅಧ್ಯಾಯ 1: ಮಿಷನರಿ ಕಾಲ ಅಧ್ಯಾಯ 2: ರಾಷ್ಟ್ರೀಯತೆಯ ಕಾಲ ಅಧ್ಯಾಯ 3: ಶೈಕ್ಷಣಿಕ ಕಾಲ ಅಧ್ಯಾಯ 4: ವಿಶ್ವೇಷಣಾತ್ಮಕ ಕಾಲ	
ಘಟಕ 3, ಭಾರತ ಜಾನಪದ ಮತ್ತು ಸಮಕಾಲೀನ ಪ್ರಪಂಚ	14 hours
ಅಧ್ಯಾಯ 1: ಭಾರತ ಜಾನಪದದ ಇತ್ತೀಚಿನ ಪ್ರವೃತ್ತಿಗಳು ಅಧ್ಯಾಯ 2: ಭಾರತದ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳಲ್ಲಿ ಜಾನಪದ ಅಧ್ಯಾಯ 3: ಭಾರತದ ಜಾನಪದ ಸಂಘ ಸಂಸ್ಥೆಗಳು ಅಧ್ಯಾಯ 4: ಭಾರತ ಜಾನಪದ ಮತ್ತು ಯುನೆಸ್ಕೋ ಶಿಫಾರಸ್ಸುಗಳು	
ಘಟಕ 4, ಭಾರತದ ಜಾನಪದಕ್ಕೆ ಕೊಡುಗೆ	14 hours
ಅಧ್ಯಾಯ 1: ಎಡ್ವರ್ಡ್ ಥರ್ಸ್ಟನ್, ಆರ್.ಡಿ. ಟೆಂಪಲ್, ವೆರಿಯರ್ ಎಲ್ವಿನ್, ಅಬೆ ದುಬೋಯಿಸ್ ಅಧ್ಯಾಯ 2: ಕುಂಜ ಬಿಹಾರಿದಾಸ್, ಜಿ. ಬರುವ, ದೇವೇಂದ್ರ ಸತ್ಯಾಧಿ, ಅರ್ಚಕ ಬಿ. ರಂಗಸ್ವಾಮಿ ಅಧ್ಯಾಯ 3: ಪ್ರಪುಲ್ಲ ದತ್ತ, ಎ.ಕೆ. ರಾಮಾನುಜನ್, ಜಿ.ಶಂ. ಪರಮಶಿವಯ್ಯ, ಬಿ.ಎಸ್. ಗದ್ದಗೀಮಠ ಅಧ್ಯಾಯ 4: ನಯನ ಕೃಷ್ಣಕುಮಾರಿ, ಜವಹರ್‌ಲಾಲ್ ಹಂಡೂ, ಪೀಟರ್ ಜೆ. ಕ್ಲಾಸ್, ಸ್ಪೂವರ್ಡ್ ಹೆಚ್ ಬ್ಲಾಕ್ ಬರ್ನ್	

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- 1) Shankar Sen Gupta 1964 Folklore Research in India, Indian Publication, Calcutta
- 2) Vidhyarthi L.P.(ed) 1973 Essays in Indian folklore, Indian Publication, Culcutta
- 3) Durga Bhagavath 1958 An Outline of Indian Folklore, Popular Book Depot, Bombay
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- 7) Handoo, Jawaharalal 1989 Folklore: An Introduction, CIIL, Mysore
- 8) Charles E.Gover Folksongs of Southern India, BombayMeet my People, Bombay
- 9) Devendra Satyarthi
- 10)Vatuk Ved 1979 Studies in Indian Traditions, Mohohar, Delhi
- 11) Peter J. Claus, J. Handoo & D.P. Pattanayak, Ramakrishna Reddy B. 1987 Indian Folklore-II, CIIL, Mysore - 6 Dravidian Folk and Triballore Dravidian University, Kuppam
- 12) ಮರಳುಸಿದ್ದಪ್ಪ ಕೆ (ಅನು) ಭಾರತೀಯ ಜಾನಪದ ಸಮೀಕ್ಷೆ, ಪ್ರಸಾರಾಂಗ, ಬೆಂಗಳೂರು ವಿ.ವಿ.
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- 14) ಕರ್ನಾಟಕ ಜಾನಪದ ವಿಷಯ ವಿಶ್ವಕೋಶ ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
- 15) ಎಂ. ನಂಜಯ್ಯ ಹೊಂಗನೂರು (ಸಂ.) ಭಾರತೀಯ ಜಾನಪದ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿ.ವಿ., ಮೈಸೂರು

COURSE 5.2. THEORIES OF FOLKLORE –II (DSC)
(04 Credits; 100 Marks; C1 20, C2 20)

Course Outcome:

After learning this paper, students will be able to:

- Understand the purpose and aims of folklore theories.
- Explain the scattering of folk ideas and application and limitation of theories.
- Discuss the mythology of folklore and their importance.
- Examine the schools of folklore.

	Total Hours
	56
Unit 1. Current Theories in Folklore	14 hours
Chapter 1. Necessity of theories in Folklore Chapter 2. Relevance of theories in Folklore Chapter 3. Diachronic and Synchronic theories Chapter 4. Parachronic theories	
Unit 2. Structural Theory	14 hours
Chapter 1. Propian Model Chapter 2. Levistraussian Model Chapter 3. Alan Dundes and Maranda Model Chapter 4. Application and Limitations of Structural Models	
Unit 3. Contextual and Performance Theories	14 hours
Chapter 1. The Performer & Audience Chapter 2. Context and Text Chapter 3. Applications and Limitation of Contextual Theory Chapter 4. Applications and Limitation of performance theory	
Unit 4. Genre Theory	14 hours
Chapter 1. Cultural Genres Chapter 2. Analytical Genres Chapter 3. Application & Limitations of Genre Theory Chapter 4. Importance of theories	

ಕೋರ್ಸ್ 5.2, ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು (DSC)
(04 Credits; 100 Marks; C1 20, C2 20)

	Total Hours
	56
ಘಟಕ 1, ಜಾನಪದದಲ್ಲಿ ಪ್ರಸ್ತುತ ಸಿದ್ಧಾಂತಗಳು	14 hours
ಅಧ್ಯಾಯ 1: ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳ ಅವಶ್ಯಕತೆ ಅಧ್ಯಾಯ 2: ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳ ಪ್ರಸ್ತುತತೆ ಅಧ್ಯಾಯ 3: ವಿಭಿನ್ನಕಾಲಿಕ ಮತ್ತು ಸಮಕಾಲಿಕ ಸಿದ್ಧಾಂತಗಳು ಅಧ್ಯಾಯ 4: ಸಾರ್ವಕಾಲಿಕ ಸಿದ್ಧಾಂತ	

ಘಟಕ 2, ರಚನಾತ್ಮಕ ಸಿದ್ಧಾಂತ	14 hours
ಅಧ್ಯಾಯ 1: ಪ್ರಾಪ್ ಮಾದರಿ ಅಧ್ಯಾಯ 2: ಲೆವಿಸ್ಟಾಸ್ ಮಾದರಿ ಅಧ್ಯಾಯ 3: ಅಲನ್ ಡಂಡಸ್ ಮತ್ತು ಮರಾಂಡ ಮಾದರಿ ಅಧ್ಯಾಯ 4: ರಾಚಿನಿಕ ಮಾದರಿಯ ಅನ್ವಯಿಕತೆ ಮತ್ತು ಮಿತಿಗಳು	
ಘಟಕ 3, ಸಾಂದರ್ಭಿಕ ಸಿದ್ಧಾಂತ ಮತ್ತು ಪ್ರದರ್ಶನ ಸಿದ್ಧಾಂತ	14 hours
ಅಧ್ಯಾಯ 1: ಪ್ರದರ್ಶಕ ಮತ್ತು ಪ್ರೇಕ್ಷಕ ಅಧ್ಯಾಯ 2: ಸಂದರ್ಭ ಮತ್ತು ಪಠ್ಯ ಅಧ್ಯಾಯ 3: ಸಾಂದರ್ಭಿಕ ಸಿದ್ಧಾಂತದ ಅನ್ವಯಿಕತೆ ಮತ್ತು ಮಿತಿಗಳು ಅಧ್ಯಾಯ 4: ಪ್ರದರ್ಶನ ಸಿದ್ಧಾಂತದ ಅನ್ವಯಿಕತೆ ಮತ್ತು ಮಿತಿಗಳು	
ಘಟಕ 4, ಪ್ರಕಾರ ಸಿದ್ಧಾಂತ	14 hours
ಅಧ್ಯಾಯ 1: ಸಾಂಸ್ಕೃತಿಕ ಪ್ರಕಾರಗಳು ಅಧ್ಯಾಯ 2: ವಿಶ್ಲೇಷಣಾತ್ಮಕ ಬಗೆಗಳು ಅಧ್ಯಾಯ 3: ಪ್ರಕಾರ ಸಿದ್ಧಾಂತದ ಅನ್ವಯಿಕತೆ ಮತ್ತು ಮಿತಿಗಳು ಅಧ್ಯಾಯ 4: ಸಿದ್ಧಾಂತಗಳು ಪ್ರಾಮುಖ್ಯತೆ	

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- 6) Malinowski, 1944,A Scientific Theory of Culture and other Essays California, University of North CaliforniaPressStith Thampson ,1977 The Folktale, Berkeley, University of California Press
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- 11) Mysore Veeranna Dande (Ed) 1999 Jaanapada Shaastra Siddhantagalu, Nelamane Prakashana,Shrirangapatna

COURSE 5.3. TRIBAL FOLKLORE (DSC)
(04 Credits; 100 Marks; C1 20, C2 20)

Course Outcome:

After learning this paper, students will be able to:

- analyse the customs and sayings preserved orally among tribal people
- explain the great epics tale and song of tribal world
- discuss the manifestation of traditional knowledge of tribes
- grasp the common folklore genres and Tribal folk Medicine.

	Total Hours
	56
Unit 1. Tribal History	14 hours
Chapter 1. Concept of Tribal Chapter 2. Origin & Meaning Chapter 3. Primitive Traits	
Unit 2. Tribal Society	14 hours
Chapter 1 Culture of Tribes Chapter 2. Agriculture, Food, Dress and etc.. Chapter 3. Belief, Custom, Art, Game etc..	
Unit 3. Tribal and Modernity	14 hours
Chapter 1. Influence of Modernity on Tribal Life Chapter 2. Identity of Elements Chapter 3. Developmental thoughts.	
Unit 4. Tribal Art and Literature	14 hours
Chapter 1. Type of Arts and Artists Chapter 2. Oral Poetry, Song, Balled and Epics Chapter 3. Prose Narratives, Tale, Myth and Legend	

ಕೋರ್ಸ್ 5.3, ಬುಡಕಟ್ಟು ಜಾನಪದ (DSC)
(04 Credits; 100 Marks; C1 20, C2 20)

	Total Hours
	56
ಘಟಕ 1, ಬುಡಕಟ್ಟು ಇತಿಹಾಸ	14 hours
ಅಧ್ಯಾಯ 1: ಬುಡಕಟ್ಟು ಪರಿಕಲ್ಪನೆ ಅಧ್ಯಾಯ 2: ಮೂಲ ಮತ್ತು ಅರ್ಥ ಅಧ್ಯಾಯ 3: ಅದಿಮ ಬುಡಕಟ್ಟುಗಳು	
ಘಟಕ 2, ಬುಡಕಟ್ಟು ಸಮಾಜ	14 hours
ಅಧ್ಯಾಯ 1: ಬುಡಕಟ್ಟು ಸಂಸ್ಕೃತಿ ಅಧ್ಯಾಯ 2: ಕೃಷಿ, ಆಹಾರ, ಉಡುಗೆ-ತೊಡುಗೆ, ಇತ್ಯಾದಿ ಅಧ್ಯಾಯ 3: ನಂಬಿಕೆ, ಆಚರಣೆ, ಕಲೆ, ಕ್ರೀಡೆ, ಇತ್ಯಾದಿ	
ಘಟಕ 3, ಬುಡಕಟ್ಟು ಮತ್ತು ಆಧುನಿಕತೆ	14 hours
ಅಧ್ಯಾಯ 1: ಬುಡಕಟ್ಟು ಜೀವನದ ಮೇಲೆ ಆಧುನಿಕತೆ ಪ್ರಭಾವ ಅಧ್ಯಾಯ 2: ಅನನ್ಯತೆಯ ಅಂಶಗಳು ಅಧ್ಯಾಯ 3: ಅಭಿವೃದ್ಧಿ ಚಿಂತನೆಗಳು	

ಘಟಕ 4, ಬುಡಕಟ್ಟು ಕಲೆ ಮತ್ತು ಸಾಹಿತ್ಯ	14 hours
ಅಧ್ಯಾಯ 1: ಜನಪದ ಕಲೆಗಳ ವಿಧಗಳು ಮತ್ತು ಕಲಾವಿದರು ಅಧ್ಯಾಯ 2: ಜನಪದ ಕಾವ್ಯ, ಗೀತೆ, ಲಾವಣಿ ಮತ್ತು ಮಹಾಕಾವ್ಯಗಳು ಅಧ್ಯಾಯ 3: ಜನಪದ ಗದ್ಯ ಕಥನಗಳು, ಜನಪದ ಕಥೆ, ಪುರಾಣ ಮತ್ತು ಐತಿಹ್ಯಗಳು	

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3. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್. 1979, ವೆರಿಯರ್ ಎಲ್ವಿನ್ (ಅನು), ಗಿರಿಜನ ಪ್ರಪಂಚ, ಬೆಂಗಳೂರು
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6. ಬೋರಲಿಂಗಯ್ಯ ಹಿ.ಚಿ. 2000, ಕರ್ನಾಟಕ ಬುಡಕಟ್ಟುಗಳು ಭಾಗ-2, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು
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8. ಮೈತ್ರಿ ಕೆ.ಎಂ. ಬುಡಕಟ್ಟು ಕುಲಕಸುಬುಗಳು, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿ.ವಿ., ಹಂಪಿ
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COURSE 5.4. Study Of A Traditional Profession and Its Report
Skill Enhancement Course (SEC) 4
(03 Credits; 100 Marks; C1 20, C2 20)

Course Outcome:

At the end of the course students will be able to:

- Take up a traditional profession and acquire proficiency or expertise.
- Will come to know about the various kinds of forming and other subsidiary occupations.
- Understanding the importance of land related profession and its relevance.
- Understand that self reliance is possible by self employment.

	Total Hours
	42
Unit 1. Traditional Agriculture and its subsidiary profession. Traditional Agriculture and marketing Fishing	14 hours
Unit 2. Dairy forming – Breeding and rearing. Sheep farming – Foultry farming Bee keeping	14 hours
Unit 3. Weaving Embroidery Bamboo work	14 hours

ಕೋರ್ಸ್ 5.4, ಪಾರಂಪರಿಕ ವೃತ್ತಿಯೊಂದರ ಅಧ್ಯಯನ ಮತ್ತು ವರದಿ
Skill Enhancement Course (SEC) 4
(03 Credits; 100 Marks; C1 20, C2 20)

	Total Hours
	42
ಘಟಕ 1 ಪಾರಂಪರಿಕ ಕೃಷಿ ಮತ್ತು ಅದರ ಉಪಕಸುಬುಗಳು ಪಾರಂಪರಿಕ ಕೃಷಿ ಮತ್ತು ಮಾರುಕಟ್ಟೆ ಮೀನುಗಾರಿಕೆ	14 hours
ಘಟಕ 2 ಹೈನುಗಾರಿಕೆ – ತಳಿ ಮತ್ತು ಪಾಲನೆ ಕುರಿ ಸಾಕಾಣಿಕೆ – ಕೋಳಿ ಸಾಕಾಣಿಕೆ ಜೇನು ಸಾಕಾಣಿಕೆ	14 hours
ಘಟಕ 3 ನೇಯ್ಗೆ ಕಸೂತಿ ಬಿದಿರು ಕೆಲಸ	14 hours

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SIXTH SEMESTER

COURSE 6.1 WORLD FOLKLORE (DSC) **(04 Credits; 100 Marks; C1 20, C2 20)**

Course Outcome:

After learning this paper, students will be able to:

- examine the folklore from around the globe
- focus on the importance of folklore studies in different countries
- explain the verbal folklore at length
- understand the values and human path

	Total Hours
	56
Unit 1. The world folklore process	14 hours
Chapter 1. First Sign of folklore Chapter 2. Subsequent life of folklore Chapter 3. Ethnic Folklore Chapter 4. Tradition and World culture	
Unit 2. History of world Folklore	14 hours
Chapter 1. European Chapter 2. American Chapter 3. Africans Chapter 4. India and other Asian countries	
Unit 3. World public Folklore	14 hours
Chapter 1. Tourism - Concepts and Ideas Chapter 2. Museum - Concepts and Ideas Chapter 3. Archives - Concepts and Ideas Chapter 4. Entertainment - Concepts and Ideas	
Unit 4. World Folklore in a changing scenario	14 hours
Chapter 1. Recent scholarship in a changing scenario Chapter 2. Impact of Folklorisms Chapter 3. Impact of women Folklore Chapter 4. UNESCO and Folklore	

ಕೋರ್ಸ್ 6.1, ಜಾಗತಿಕ ಜಾನಪದ (DSC) **(04 Credits; 100 Marks; C1 20, C2 20)**

	Total Hours
	56
ಘಟಕ 1, ಜಾಗತಿಕ ಜಾನಪದ ಪ್ರಕ್ರಿಯೆ	14 hours
ಅಧ್ಯಾಯ 1: ಮೊದಲನೇ ತಲೆಮಾರು ಅಧ್ಯಾಯ 2: ಎರಡನೇ ತಲೆಮಾರು ಅಧ್ಯಾಯ 3: ಜನಾಂಗೀಯ ಜಾನಪದ ಅಧ್ಯಾಯ 4: ಪರಂಪರೆ ಮತ್ತು ವಿಶ್ವ ಸಂಸ್ಕೃತಿ	

ಘಟಕ 2, ಜಾಗತಿಕ ಜಾನಪದ ಇತಿಹಾಸ	14 hours
ಅಧ್ಯಾಯ 1: ಯುರೋಪ್ ಅಧ್ಯಾಯ 2: ಅಮೆರಿಕಾ ಅಧ್ಯಾಯ 3: ಆಫ್ರಿಕಾ ಅಧ್ಯಾಯ 4: ಭಾರತ ಮತ್ತು ಇತರ ದೇಶಗಳು	
ಘಟಕ 3, ಜಾಗತಿಕ ಸಾರ್ವಜನಿಕ ಜಾನಪದ	14 hours
ಅಧ್ಯಾಯ 1: ಪ್ರವಾಸೋದ್ಯಮ - ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಉದ್ದೇಶ ಅಧ್ಯಾಯ 2: ವಸ್ತು ಸಂಗ್ರಹಾಲಯ - ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಉದ್ದೇಶ ಅಧ್ಯಾಯ 3: ದಾಖಲಾತಿ ಬಂಡಾರಗಳು - ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಉದ್ದೇಶ ಅಧ್ಯಾಯ 4: ಮನರಂಜನೆ - ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಕಲ್ಪನೆಗಳು	
ಘಟಕ 4, ಬದಲಾಗುತ್ತಿರುವ ಸನ್ನಿವೇಶದಲ್ಲಿ ಇತ್ತೀಚಿನ ಜಾನಪದ	14 hours
ಅಧ್ಯಾಯ 1: ಬದಲಾಗುತ್ತಿರುವ ಸನ್ನಿವೇಶದಲ್ಲಿ ಇತ್ತೀಚಿನ ಅಧ್ಯಯನ ಅಧ್ಯಾಯ 2: ಫೋಕ್ಲೋರಿಸ್ಟ್‌ನ ಪ್ರಭಾವ ಅಧ್ಯಾಯ 3: ಮಹಿಳಾ ಜಾನಪದದ ಪ್ರಭಾವ ಅಧ್ಯಾಯ 4: ಯುನೆಸ್ಕೋ ಮತ್ತು ಜಾನಪದ	

Prescribes Readings:

1. Benttmore Dan – 1984, The Seven Of Tradition, Varieties And Its Meaning In “American Folklore Studies” Journal Of Folklore Research Vol.
2. Bendix Regina – 1988, Folklorism: The Challenge Of A Concept International Folklore Review – 6pp. 5-15
3. Handoo Jawaharlal – 1999, Folklore In The Changing World Reimund Kvideland (Eds) Zooni Publication, Mysore
4. Handoo Jawaharlal – 1998, Folklore In Modern India, CILL, Mysore
5. Dorson M. Richard – 1973, Folklore Research Around The World, New York, Kennikat Press
6. Crviseppe Co-Chiara – 1974, The History Of Folklore Research In Europe, Institute Of The Study Of Human Issues

COURSE 6.2 INTRODUCTIONS TO FOLKLORISTICS (DSC)
(04 Credits; 100 Marks; C1 20, C2 20)

Course Outcome:

After learning this paper, students will be able to:

- understand the different types of Folkloristic approach
- comprehend the expressions of world culture mainly
- explain the practices and outcomes of a global society
- understand the current trends in folkloristics

	Total Hours
	56
Unit 1. Introduction to Folkloristics	14 hours
Chapter 1. Folkloristic nature and scope Chapter 2. Adoption and Effect Chapter 3. Tradition and innovation Chapter 4. Early folklore scholarship	
Unit 2. Folkloristic around the world	14 hours
Chapter 1. Antiquarians Chapter 2. Europeans Chapter 3. Americans Chapter 4. Asians, Indians	
Unit 3. Current trends in Folkloristic	14 hours
Chapter 1. Concept of Applied folklore & ideas Chapter 2. Concept of Nativism Chapter 3. World view Chapter 4. Feminism	
Unit 4. Folkloristic in the changing scenario /world	14 hours
Chapter 1. Adoption & Folklore Chapter 2. Tradition & innovation Chapter 3. Impact of Globalization Chapter 4. Folklore in new setting and changing cultures	

ಕೋರ್ಸ್ 6.2, ಜಾನಪದ ವಿಜ್ಞಾನ ಪರಿಚಯ (DSC)
(04 Credits; 100 Marks; C1 20, C2 20)

	Total Hours
	56
ಘಟಕ 1, ಜಾನಪದ ವಿಜ್ಞಾನ ಪರಿಚಯ	14 hours
ಅಧ್ಯಾಯ 1: ಜಾನಪದ ವಿಜ್ಞಾನ ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪ್ತಿ ಅಧ್ಯಾಯ 2: ಅಳವಡಿಕೆ ಮತ್ತು ಪರಿಣಾಮ ಅಧ್ಯಾಯ 3: ಸಾಂಪ್ರದಾಯಿಕ ಮತ್ತು ಅವಿಷ್ಕರಣಾತ್ಮಕ ಅಧ್ಯಾಯ 4: ಇತ್ತೀಚಿನ ಜಾನಪದ ವಿದ್ವತ್ತು	

ಘಟಕ 2, ಜಗತ್ತಿನ ಸುತ್ತ ಜಾನಪದ	14 hours
ಅಧ್ಯಾಯ 1: ಆಂಟಿಕ್ವಿಯನ್ಸ್ (ಪಳಿಯುಳಿಕೆ ವಾದಿಗಳು) ಅಧ್ಯಾಯ 2: ಯುರೋಪಿಯನ್ಸ್ ಅಧ್ಯಾಯ 3: ಅಮೇರಿಕನ್ಸ್ ಅಧ್ಯಾಯ 4: ಭಾರತ ಮತ್ತು ಇನ್ನಿತರ ದೇಶಗಳು	
ಘಟಕ 3, ಜಾನಪದ ವಿಜ್ಞಾನದಲ್ಲಿ ಇತ್ತೀಚಿನ ಪ್ರವೃತ್ತಿಗಳು	14 hours
ಅಧ್ಯಾಯ 1: ಅನ್ವಯಿಕ ಜಾನಪದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಒಳವುಗಳು ಅಧ್ಯಾಯ 2: ದೇಸಿವಾದದ ಪರಿಕಲ್ಪನೆ ಅಧ್ಯಾಯ 3: ಲೋಕದೃಷ್ಟಿ ಅಧ್ಯಾಯ 4: ಸ್ತ್ರೀವಾದ	
ಘಟಕ 4, ಬದಲಾಗುತ್ತಿರುವ ಸನ್ನಿವೇಶದಲ್ಲಿ ಜಾನಪದ ವಿಜ್ಞಾನ	14 hours
ಅಧ್ಯಾಯ 1: ಅಳವಡಿಕೆ ಮತ್ತು ಜಾನಪದ ಅಧ್ಯಾಯ 2: ಸಂಪ್ರದಾಯಿಕ ಮತ್ತು ಆವಿಷ್ಕಾರ ಅಧ್ಯಾಯ 3: ಜಾಗತೀಕರಣದ ಪ್ರಭಾವ ಅಧ್ಯಾಯ 4: ಜಾನಪದ ವಿಜ್ಞಾನದ ಹೊಸ ನಿಲವು	

Reference:

1. Lauri Honko, 1993, 'Folklore process' A paper presented in FF Summer School, Turku, Finland
2. Regina Bendix, 1988, Folkorism: The challenge of concept International folklore review.
3. ತಿಪ್ಪೇಸ್ವಾಮಿ ಜಿ.ಆರ್ ಮತ್ತು ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರ: (ಸಂ) ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು 1-2 ಮತ್ತು ಜಾನಪದ ಅನ್ವಯಿಕತೆ ಕರ್ನಾಟಕ ಜಾನಪದ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು
4. ವಿವೇಕ ರೈ ಬಿ.ಎ. ಅನ್ವಯಿಕ ಜಾನಪದ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

COURSE 6.3 FOLK MEDICINE (DSC)
(04 Credits; 100 Marks; C1 20, C2 20)

Course Outcome:

After learning this paper, students will be able to:

- explain the importance of flora
- discuss the traditional knowledge in traditional medicine
- understand the differences between folk medicines and modern medicines
- grasp the concept of Ayurveda

	Total Hours
	56
Unit 1. Folk Medicine	14 hours
Chapter 1. Nature and Scope Chapter 2. Local Knowledge about health and care Chapter 3. Kinds of Folk Medicine	
Unit 2. Folk Doctors	14 hours
Chapter 1. Witch Doctors Chapter 2. Medicine men and Priests Chapter 3. Pharmacists	
Unit 3. Awareness about cures	14 hours
Chapter 1. Causing and avoiding illness Chapter 2. Remedies: Plants, Animals Chapter 3. Curing techniques	
Unit 4. Folk medicine and other System of Medicine	14 hours
Chapter 1. Ayurveda Chapter 2. Allopathy Chapter 3. Homeopathy Chapter 4. Naturopathy	

ಕೋರ್ಸ್ 6.3, ಜನಪದ ವೈದ್ಯ (DSC)
(04 Credits; 100 Marks; C1 20, C2 20)

	Total Hours
	56
ಘಟಕ 1, ಜನಪದ ವೈದ್ಯ	14 hours
ಅಧ್ಯಾಯ 1: ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪ್ತಿ ಅಧ್ಯಾಯ 2: ಆರೋಗ್ಯ ಮತ್ತು ಚಿಕಿತ್ಸೆಯ ಸ್ಥಳೀಯ ಜ್ಞಾನ ಅಧ್ಯಾಯ 3: ಜನಪದ ವೈದ್ಯ ವಿಧಗಳು	
ಘಟಕ 2, ಜನಪದ ವೈದ್ಯರು	14 hours
ಅಧ್ಯಾಯ 1: ಮಾಟಗಾತಿ / ಮಂತ್ರವಾದಿಗಳು ಅಧ್ಯಾಯ 2: ಪವಾಡ ಪುರುಷ ಮತ್ತು ಪೂಜಾರಿ ಅಧ್ಯಾಯ 3: ಔಷಧಿಕಾರ	

ಘಟಕ 3, ಚಿಕಿತ್ಸೆಯ ಬಗೆಗಿನ ಅರಿವು	14 hours
ಅಧ್ಯಾಯ 1: ಖಾಯಿಲೆಗೆ ಕಾರಣ ಮತ್ತು ತಪ್ಪಿಸುವುದು ಅಧ್ಯಾಯ 2: ಪರಿಹಾರಗಳು: ಸಸ್ಯ, ಪ್ರಾಣಿ ಅಧ್ಯಾಯ 3: ಗುಣಪಡಿಸುವ ತಂತ್ರಗಳು	
ಘಟಕ 4, ಜನಪದ ವೈದ್ಯ ಮತ್ತು ಇತರೆ ವೈದ್ಯ ವ್ಯವಸ್ಥೆ	14 hours
ಅಧ್ಯಾಯ 1: ಆಯುರ್ವೇದ ಅಧ್ಯಾಯ 2: ಅಲೋಪತಿ ಅಧ್ಯಾಯ 3: ಹೋಮಿಯೋಪತಿ ಅಧ್ಯಾಯ 4: ಪ್ರಕೃತಿ ಚಿಕಿತ್ಸೆ	

Referance:

1. ಫ್ಲಿಎಲ್. ಪಾಟೀಲ್ (ಸಂ) 2009 – ಜನಪದ ವೈದ್ಯ, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
2. ಮಳಲಿ ವಸಂತಕುಮಾರ – ಕರ್ನಾಟಕ ಜನಪದ ವೈದ್ಯ
3. ಎಂ. ನಂಜಯ್ಯ ಹೊಂಗನೂರು – ಜಾನಪದಸಿರಿ, ಪ್ರಸನ್ನ ಪ್ರಕಾಶನ, ಹೊಂಗನೂರು
4. ಶ್ರೀಪಾದಭಟ್ಟ – ಸಸ್ಯ ಜಾನಪದ
5. ಬಿ. ಶಿವರಾಮಶೆಟ್ಟಿ – ಸಸ್ಯ ಜಾನಪದ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿ.ವಿ., ಹಂಪಿ
6. ಅರವಿಂದ ಮಾಲಗತ್ತಿ (ಪ್ರ.ಸಂ.) – ಜಾನಪದ ವಿಷಯ ವಿಶ್ವಕೋಶ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿ.ವಿ.

**COURSE 6.4 Learning of Folk Arts and other Forms (With Report)
(Internship)**

(02 Credits; 100 Marks; C1 20, C2 20)

1. Dollu kunita	9. Shahanayi vaadana
2. Halage baditha	10. Sobane padagalu
3. Lavani	11. Alaavi kunita
4. Kolata	12. Kamsale
5. Nandikolu kunita	13. Bedara kuita
6. Goravara kunita	14. Hagalu vasha
7. Veeragase	15. Folk Songs
8. Tamate	16. Kombu Kahale Vadana

ಕೋರ್ಸ್ 6.4, ಜನಪದ ಕಲೆಗಳು ಮತ್ತು ಇನ್ನಿತರ ಕಲಾ ಪ್ರಕಾರಗಳ ಕಲಿಕೆ (ವರದಿಯೊಡನೆ)

(Internship)

(02 Credits; 100 Marks; C1 20, C2 20)

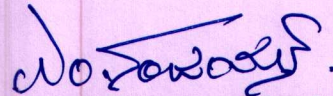
1. ಡೊಳ್ಳು ಕುಣಿತ	9. ಶಹನಾಯಿ ವಾದನ
2. ಹಲಗೆ ಬಡಿತ	10. ಸೋಬಾನೆ ಪದಗಳು
3. ಲಾವಣಿ	11. ಅಲಾವಿ ಕುಣಿತ
4. ಕೋಲಾಟ	12. ಕಂಸಾಳೆ
5. ನಂದಿಕೋಲು ಕುಣಿತ	13. ಬೇಡರ ಕುಣಿತ
6. ಗೊರವರ ಕುಣಿತ	14. ಹಗಲುವೇಷ
7. ವೀರಗಾಸೆ	15. ಜನಪದ ಗೀತೆಗಳು
8. ತಮಟೆ	16. ಕೊಂಬು ಕಹಳೆ ವಾದನ

1. ಈ ಮೇಲಿನ ಕಲೆಗಳಲ್ಲಿ ಒಂದು ಕಲೆಯನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು ಕಲಿಯಬೇಕು.

2. ಕಲಿತ ಕಲೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಹಾಗೆ ವರದಿ ತಯಾರಿಸುವುದು.

3. ಕಲಿಕಾ ವಿಧಾನಗಳಲ್ಲಿ ಎರಡು ವಿಧಗಳಿವೆ:

- ಒಂದು ಗುಂಪು ಕೇಂದ್ರಿತ ಕಲೆಯನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು ಕಲಿಯಬಹುದು.
- ಎರಡು ವ್ಯಕ್ತಿ ಕೇಂದ್ರಿತ ಕಲೆಯನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು ಕಲಿಯಬಹುದು



(Dr. M. NANJIAH HONGANUR)

Chairman

BOS in Folklore (Composite)

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