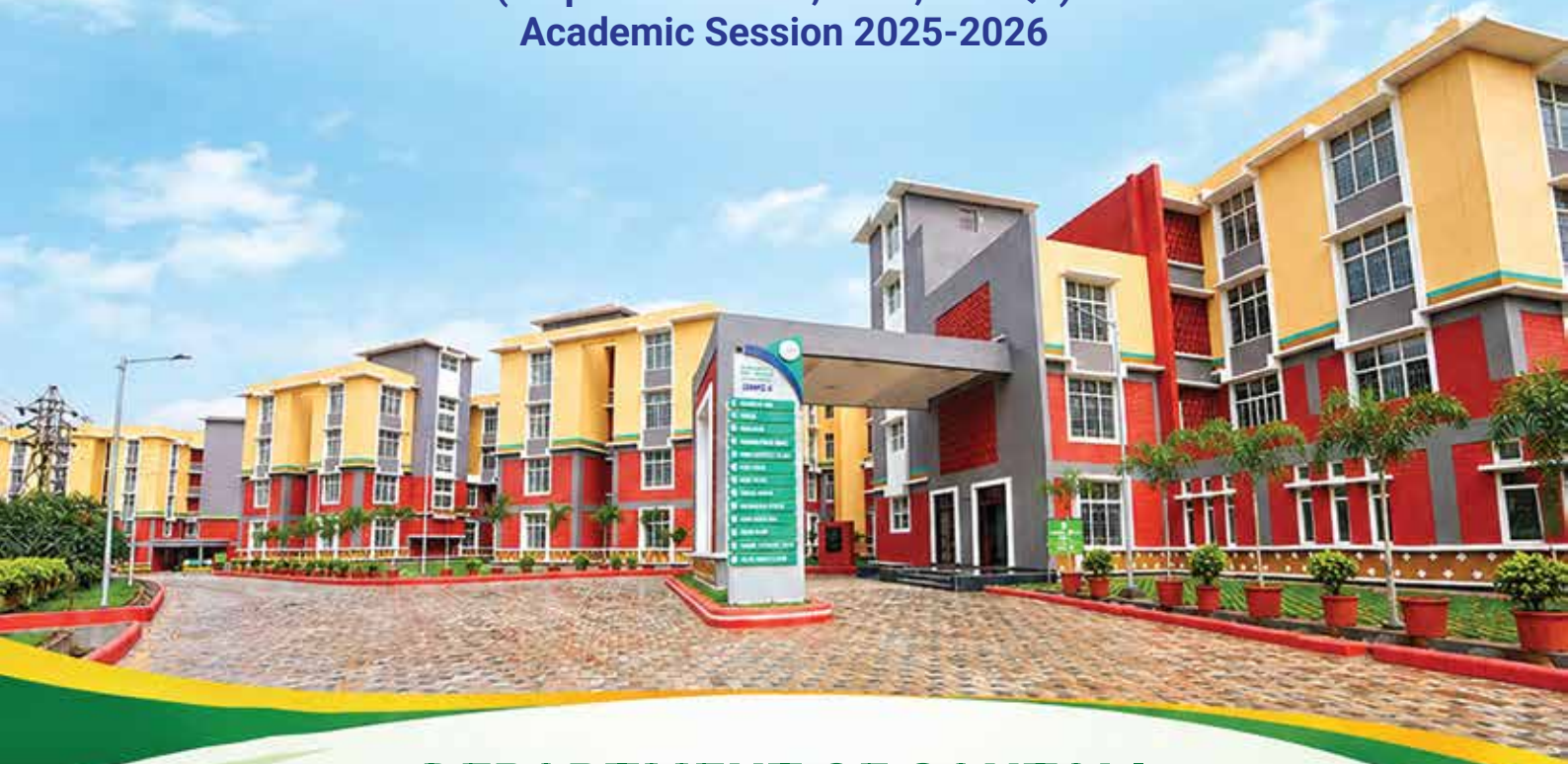
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

MASTER OF ARTS IN SANTALI

(As per NEP-2020, NCrF, NHEQF)
Academic Session 2025-2026



DEPARTMENT OF SANTALI

SCHOOL OF COMPARATIVE TRIBAL LANGUAGES AND LITERATURES

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
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SEMESTER-I

ST40001 Santali Folk Literature
ST40003 History of Santali Literature
ST40005 Linguistic
ST40007 Santali Novel and Story
ST40009 Santali Grammar
TL40051 Key Sociolinguistic Concepts for Tribal Literary and Language Studies

SEMESTER-II

ST40002 Santali Poetry

ST40004 Elements of Santali Literature and Criticism

ST40032 Santali Drama and Its Elements

SP40032 Santali Poems-I

ST40034 Santali Drama: One Act Play

SP40034 Santali Poems-II

TL40052 Fiction on the Issues of Land, Environment and Justice

ST40006 Application of Artificial Intelligence in Literary Studies (Santali)

SEMESTER-III

ST50001 Research Methods and Techniques in Santali

RE50003 Research and Publication Ethics

CA50005 Computer Application and Data Analysis

ST50031 Santali Drama and Dramatist

SP50031 Songs and Poems of Koyel Panchanon Marndi

ST50033 Santali Short Drama

SP50033 Santali Short Poem

TL50051 Theme Based Movies and Tribal Museum Visit

SEMESTER-IV

FD50082 Fieldwork and Dissertation

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
Deemed to be University, Bhubaneswar, Odisha (India)
M.A. Santali Syllabus (Academic Session: 2026-27)

P.G. Santali Syllabus Based on NEP 2020

About the School and Department

About the School

The School of comparative languages and literatures, KISS Deemed to be University, established in 2017, addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary programmes. The School strives to meet local, regional, national, and global standards while advancing tribal resource management, indigenous knowledge systems, and sustainable development.

About the Department

The Department of Santali, under the School, KISS Deemed to be University, established in 2022. The Department of Santali offers Bachelor of Arts (B.A.) in Santali, Master of Arts (M.A.) in Santali and Ph.D. in Santali language and literature. The Department also offers a Certificate Programme in Santali. The B.A in Santali is a four-year programme and M.A in Santali is a two-year programme, both focusing on Santali Language Literature and Culture.

Since inception, students of Santali department, under the School of Comparative Tribal Languages and Literatures have been trained in fieldwork and research methodology, enabling them to undertake research work independently. The Department of Santali aims at grooming students to cope up with the new and broad emerging academic environment where alternative viewpoints and new knowledge is required and appreciated for policy research, and development both at National and International levels. Students from this Department are absorbed in Central and State Institutes and International Institutes of similar backgrounds. They are well equipped for empirical research and research related to policy making. Students interested in administrative services are also benefitted from the courses offered in this programme.

Vision & Mission of the School

Vision

To promote excellence in Language and Literature Studies by integrating tribal and mainstream literary and cultural traditions through a comparative perspective, thereby preserving and promoting tribal linguistic and literary heritage. Through this approach, the

Programme enhances critical thinking, inclusive scholarship, intercultural competence, and respect for cultural diversity and human values.

Mission

To impart critically informed language and literature education by integrating tribal, subaltern and indigenous perspectives with global literary and cultural discourses.
To promote research, innovation, and community engagement that preserve tribal knowledge systems while connecting local literary traditions with indigenous cultures worldwide.

Programme Overview

Programme Title: M.A. in Santali

Programme Type: Postgraduate

Programme Description

A brief description of the programme, its interdisciplinary nature, relevance to tribal communities, integration of SDGs, and alignment with NEP-2020.

Process of Curriculum Development

All Schools shall follow the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Definitions of Components

a) Ability Enhancement Courses (AEC): It refers to the courses enhancing competency in a Modern Indian Language (MIL) and in the Santali language with special emphasis on language and communication skills not literature, prose, poetry and novel etc.

b) Academic Bank of Credits (ABC): The ABC has been envisaged by the UGC to facilitate the academic mobility of students with the freedom to study across the HEIs in the country with an appropriate 'credit transfer' mechanism from one programme to another, leading to attain a Degree/Diploma/Certificate, etc.

c) Academic Year: Two consecutive semesters constitute one academic year.

d) Choice Based: The students select courses from the prescribed courses i.e., Major, Minor, Multidisciplinary, Ability Enhancement Course (AEC), Skill Enhancement Course (SEC), Value Added Course (VAC), Summer Internship/ Lab/Research.

e) Major is the subject of main focus.

f) Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree/diploma/Certificate is prescribed in terms of number of credits to be earned.

g) Credit: A unit by which the course work is measured. One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.

h) Minor Course helps a student to gain a broader understanding beyond the major discipline. The subjects mentioned in the minor (in the course structure table) will be offered only if a minimum of 10 students opt for that particular subject.

i) Multidisciplinary: It refers to the courses that a student can opt from other disciplines in order to broaden the intellectual experience.

j) Skills Enhancement Courses (SEC): It refers to the courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

k) Summer Internship/Apprenticeship/Summer Project: It refers to experiential exposure of a student. Summer Internship of 6-8 weeks duration after the completion of the fourth semester, followed by a project report and viva-voce examination during the fifth semester has been made compulsory to enable the students to have hands on experience of real-life business situations.

l) Research has been provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues related to a real-life situation.

m) Value Added Courses: It refers to the courses enabling the students to acquire and demonstrate the knowledge and understanding of contemporary society.

NCrF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)

"1 Credit = 30 Notional Learning Hours."

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

Examination Pattern

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Santali language be written in Olchiki script. Sanskrit may be written in Odia script but language has to be Sanskrit.

Duration of the Examinations-Mid Semester & End Semester

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance to** take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practical there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of result for reference.

e) A student has to appear the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the ***candidates who represent the University or State for Inter- University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).***

Distribution of Marks in End Semester and Continuous Evaluation:

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**
Only Practical	**100**	**------**	**-------**	**-------**	**60**	**40**

Distribution of Sessional Marks

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	**40**	**20**	**Above 95%- 5 Marks 85%-94%- 4 Marks 75%-84%- 3 Marks**	**10**	**05**
With Practical	**30**	(Theory 10 + Practical 10)=20		**05**	**Nil**
Only Practical	**40**	Practical 30		**5**	

Examination Question Pattern of End Term Examination

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		With Practical	Without Practical
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x5=5**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 3 out of 5 questions (with practical) and Answer any 5 out of 7 question (without practical)**	**2x3=6**	**2x5=10**
Part-III- Short Type	**Answer within 250 words Answer any 3 out of 5 questions (with**	**5x3=15**	**5x4=20**

	practical) and Answer any 4 out of 6 question (without practical)		
Part-IV- Long Type	Answer within 800 words. Answer any 3 out of 5 Questions	8x3=24	8x3=24
Total		50	60
For Practical Paper		One Major Experiment-10 Record-05 Viva voce-05	---------

Examination Question Pattern of Mid Semester Examination

Question Pattern		With Practical	Without Practical
Part-I –Objective	Answer in MCQ/ in one word/in one sentence as directed	1x3=3	1x6=6
Part-II- Very Short Type	Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)	2x1=2	2x2=4
Part-III- Short Type	Answer within 250 words Answer any 1 out of 2 questions(with practical) and Answer any 2 out of 3 question (without practical)	5x1=5	5x2=10
Total		10	20
For Practical Paper		One Major Experiment-5 Record-02 Viva voce-03	----------

18. a) **Grading System:**

Grade System in each paper (MID+END Sem Exam) in a Semester

GRADING SYSTEM

Qualification	Grade	Mark	Grade Point
Outstanding	'O'	**100-95**	**10**
Excellent	'A+'	**90-94**	**9**
Very Good	'A'	**80-89**	**8**
Good	'B+'	**70-79**	**7**
Above Average	'B'	**60-69**	**6**
Fair	'C'	**50-59**	**5**
Pass	'D'	**40-49**	**4**
Fail	'F'	**Below 40**	**0**
Absent	'ABS'	**00**	**0**
Malpractice	**'M'**	**00**	**0**

For Converting to marks in percentage- CGPA x 10

The following procedure is to be adopted for computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

i. The **Semester Grade Point Average (SGPA)** is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

SGPA (Si) = ∑(Ci x Gi) / ∑Ci

Where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

ii. The **Cumulative Grade Point Average (CGPA)** is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA = ∑ (Ci x Si) / ∑ Ci

Where, Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

19. HARD CASE RULE

Maximum of 5 (five) marks shall be given to pass in a semester as grace mark. This shall be applicable in each semester.

Award of Degree

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration and Types of Courses and Process of Multiple Entry and Exit

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Insert the following table:

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII) **Year 1(Sem I-II)**	UG Honours / Honours with Research Post-Graduate Diploma	Level 6.0	~160

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
Year 2(Sem III-V)	Master's degree (e.g. M.A., M.Com., M.Sc., etc.)	Level 6.5	80 Credits
	Doctoral Degree	Level 8.0	Credits for coursework and, a thesis and published work

Programme Educational Objectives (PEO)

PEO1: Enable students to build successful careers in public/private sectors, entrepreneurship, or community development.

PEO2: Promote interdisciplinary and multidisciplinary learning and research.

PEO3: Develop entrepreneurial, analytical, and problem-solving skills.

PEO4: Prepare students for higher education, professional certifications, and research.

PEO5: Foster lifelong learning, ethical conduct, and social responsibility.

NHEQF-Aligned Programme Educational Objectives (PEOs)

*PEOs must describe achievements expected **5–6 years after graduation**, aligned to:*

- *Employability*
- *Entrepreneurship*
- *Research readiness*
- *Social responsibility*
- *Indigenous knowledge integration*

Programme Outcomes (PO)

PO1. Moral and Ethical Awareness: The text introduced in the syllabus are pregnant with moral and ethical values. The students will not only get degrees by reading the syllabus but also the text will inculcate in them the values of life.

PO2. Disciplinary Knowledge: To cultivate the ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture. Understanding the history of the medieval and modern Literature in English, Hindi, Odia, Sanskrit and Santali.

PO3. Communication Skills: Students will learn to create knowledge and communicate it to others both orally and in writing.

PO4. Critical Thinking: To demonstrate a critical aptitude and reflexive thinking to systematically analyses the existing scholarship and expand critical questions and the knowledge base in the field of studying Santali literary texts using digital resources.

PO5. Problem Solving and Analytical Reading: The students will learn the problem-solving mechanism and equip themselves to overcome any adverse situation in life. The programme will also develop the analytical ability of the students to a greater degree.

PO6. Research Related Skill: The programme will certainly enhance the skill level of the student researchers. The research methodology course will educate the students to write dissertation, research papers, articles and other research related activities.

PO7. Co-operation/Team Work: The pedagogy is such that the students will learn art of team work and co-operation. The literary text also teaches students the magic of team work which will give them dividend even after their studies.

PO8. Digital Literacy: The Students through AI Course are given digital literacy. Internet surfing, using power point for presentation, accessing website, collecting materials, searching source engine which are included in the curriculum make our students digitally literate.

PO9. Experiential and Lifelong Learning: The Student will set their own learning goals, search appropriate resources, decide on which learning method to used and evaluate their progress. They will take responsibility for their education and attainment of knowledge.

PO10. Leadership Quality: The literary texts will help nurturing the leadership qualities and characters introduced in the texts are inspirational and they too create impact on the students and encourage them to display their leadership qualities.

PO11. Professional and Decision-making Skill: The course inculcates the professional values and exhibit the decision-making skills for our students. The literary texts will make students decisive and formal. It also provides scope for introspecting and thereby develop professionalism. The sensible literary pieces too provide decision making skills that help them in life.

PO12. Environmental Awareness and Sustainability: The objective of designing the syllabus is to make students aware about environment nature and their sustainability. Study of the text in an eco-critical perspective will certainly make them understand their environment.

Programme Specific Outcomes (PSO)

PSO1. To Emphasize and Promote Santali Language, Literature and Culture.

PSO2. To Document and Preserve the Folklore and oral Literature of Indigenous groups of different parts of the World.

PSO3. To Encourage and Promote Research in the field of undiscovered areas of Literature as well as Culture in a Comparative Perspective.

PSO4. To Organize National Seminar/Workshop/Symposium and to Enrich the Departmental Research and Teaching and To Study various aspects of rich Tribal Culture, Language and Literature.

PSO5. Students will write an Original Research Paper that locates and synthesizes relevant Primary and Secondary Sources and have clear, coherent and plausible argument, logical structure, correct grammar and proper references (Footnotes and Bibliography).

Master of Arts in Santali

Structure: 2025-26

SEMESTER - I

Core Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
ST40001	Santali Folk Literature ᱠᱚᱢᱟᱞᱤ ᱡᱚᱞ ᱠᱚᱢᱚᱡᱤᱠ	100	3	1	0	4
ST40003	History of Santali Literature ᱠᱚᱢᱟᱞᱤ ᱠᱚᱢᱚᱡᱤᱠ ᱯᱟᱢᱚᱞ ᱢᱚᱞᱚᱞ	100	3	1	0	4
ST40005	Linguistics ᱫᱚ.ᱯᱠᱤ ᱠᱚᱢᱟᱠᱤ	100	3	1	0	4
ST40007	Santali Novel and Story ᱠᱚᱢᱟᱞᱤ ᱮᱚᱞᱚᱞ ᱚᱯ ᱠᱚ.ᱡᱟᱤ	100	3	1	0	4
ST40009	Santali Grammar ᱠᱚᱢᱟᱞᱤ ᱯᱚᱢᱟᱞ	100	3	1	0	4
TL40051	Key Sociolinguistic Concepts for Tribal Literary and Language Studies	100	3	1	0	4
Total						**24**

SEMESTER-II

Core Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
ST40002	Santali Poetry ᱪᱟᱢᱠᱟᱫᱤ ᱠᱟᱢᱤᱛᱚ	100	3	1	0	4
ST40004	Elements of Santali Literature and Criticism ᱪᱟᱢᱠᱟᱫᱤ ᱪᱟᱲᱤᱪᱚ ᱯᱮᱨᱟᱜ ᱠᱮᱨᱟᱜ ᱠᱮᱨᱟᱜ ᱟᱯ ᱟᱠᱚᱛᱚᱞᱚᱟ	100	3	1	0	4
	Discipline Specific Electives/Core Specialization (Choose Any One)					
ST40032	Santali Drama and Its Elements ᱪᱟᱢᱠᱟᱫᱤ ᱜᱟᱨᱟᱢᱠ ᱟᱯ ᱠᱚᱞᱟᱟ ᱯᱮᱨᱟᱜ ᱠᱮᱨᱟᱜᱠᱚ	100	3	1	0	4
SP40032	Santali Poems – I ᱪᱟᱢᱠᱟᱫᱤ ᱚᱠᱚᱛᱤᱪᱮ – I					
	Discipline Specific Electives/Core Specialization (Choose Any One)					
ST40034	Santali Drama: One Act Play ᱪᱟᱢᱠᱟᱫᱤ ᱢᱤᱞ ᱠᱤᱠᱟᱟ. ᱜᱟᱨᱟᱢᱠ	100	3	1	0	4
SP40034	Santali Poems – II ᱪᱟᱢᱠᱟᱫᱤ ᱚᱠᱚᱛᱤᱪᱮ – II					
TL40052	Fiction on the Issues of Land, Environment and Justice	100	3	1	0	4
	Application of Artificial Intelligence in Literary Studies (Santali) ᱪᱟᱲᱤᱪᱚ ᱫᱚᱫᱤᱚᱛᱚᱠ ᱯᱮ Artificial Intelligence ᱯᱮᱨᱟᱜ ᱢᱮᱨᱢᱟᱟᱯ (ᱪᱟᱢᱠᱟᱫᱤ)	100	3	0	1	4
Total						**24**

N.B – Students who exit at the end of 1st year shall be Awarded a Post Graduation Diploma.

SEMESTER - III

Core Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
ST50001	Research Methods and Techniques in Santali ᱚᱨᱮᱚᱢᱟᱱ ᱚᱠ ᱵᱟᱹᱞᱤᱜᱤᱫ ᱢᱮ.ᱫᱤ.ᱚᱨ ᱢᱚ ᱵᱤ.ᱞᱤᱴᱤ.ᱵᱤ	100	3	1	0	4
RE50003	Research and Publication Ethics	100	2	0	0	2
CA50005	Computer Application and Data Analysis	100	3	0	2	4
	Discipline Specific Electives/Core Specialization (Choose Any One)					
ST50031	Santali Drama and Dramatist ᱚᱨᱮᱚᱢᱟᱱ ᱜᱟᱨᱛᱤᱫ ᱢᱚ ᱜᱟᱨᱛᱮᱢᱟᱹᱥᱚ	100	3	1	0	4
SP50031	Songs and Poems of Koyel Panchanon Marndi ᱵᱟᱨᱛᱤᱯ ᱚᱫᱮᱞᱟᱢᱮᱫᱮ ᱠᱷᱚ.ᱚᱱᱟᱨᱮᱢᱮᱜ ᱠᱩᱭᱮᱞ ᱢᱚ ᱫᱮᱢᱢᱩᱮᱵᱚᱫ					
	Discipline Specific Electives/Core Specialization (Choose Any One)					
ST50033	Santali Short Drama ᱚᱨᱮᱚᱢᱟᱱ ᱵᱟᱹᱢᱚᱱᱚ ᱜᱟᱨᱛᱤᱫ	100	3	1	0	4
SP50033	Santali Short Poems ᱚᱨᱮᱚᱢᱟᱱ ᱵᱟᱹᱢᱚᱱᱚ ᱫᱮᱢᱢᱩᱮᱨ					
TL50051	Theme based Movies and Tribal Museum Visit	100	3	0	1	4
Total						**22**

SEMESTER-IV

Core Code	Course Title/ Paper	Marks	Credits

FD50082	Fieldwork and Dissertation	500	20
Total			**20**

Field Work- 6 Credits, Data Collection/Material collection- 4 Credits, Dissertation Writing– 6 Credits, Presentation and Viva Voce- 4 Credits.

SEMESTER - I

Code	Course Title	Credit	L-T-P
ST40001	Santali Folk Literature ᱢᱚᱞᱚᱛᱚᱨᱟᱨ ᱜᱚᱞᱛᱟᱹᱨᱤᱠ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ	4	3-1-0

Course Objectives

ᱢᱚᱞᱚᱢ ᱢᱚᱠᱚᱢᱩ ᱫᱚᱫᱚᱞᱟᱜᱚᱢᱮ ᱠᱚᱢᱯᱚᱠᱚᱵ ᱫᱚᱢ.ᱢᱷᱚᱞᱚᱢ.ᱪᱚ ᱜᱚᱞ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ ᱛᱚᱞᱚᱛᱚ ᱞᱚᱢ.ᱜᱩᱨᱩ ᱠᱵ ᱛᱚᱢᱜᱚᱢᱨ ᱚᱞᱚ ᱪᱚᱞᱚᱢ। ᱜᱚᱞ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ ᱩᱵᱨᱚᱢᱞ ᱫᱚᱢ.ᱮᱚᱢ.ᱩᱢᱨ, ᱚᱞᱚᱮᱚᱞ, ᱜᱚᱢᱮᱚᱩᱚᱢ, ᱜᱚᱞ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ ᱫᱚᱫᱚᱞᱟᱜᱚᱢᱮ ᱩᱵᱨᱚᱢᱞ ᱯᱚᱢ.ᱪᱠᱨ ᱢᱩ ᱨᱚᱜᱚᱠᱚ ᱪᱚ ᱛᱚᱢᱜᱚᱢᱨ ᱚᱞᱚ ᱪᱚᱞᱚᱢ।

Course Outcomes

CO1. ᱜᱚᱞ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ ᱢᱚᱠᱚᱢᱩ ᱫᱚᱫᱚᱞᱟᱜᱚᱢᱮ ᱠᱚᱢᱯᱚᱠᱚᱵ ᱫᱚᱢ.ᱢᱷᱚᱪᱚᱢ.ᱪᱚ ᱜᱚᱞ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ ᱩᱵᱮᱚᱢᱨ ᱮᱚᱢᱞᱚᱢᱨᱪᱚ ᱛᱚᱢᱜᱚᱢᱨ ᱜᱚᱢᱞᱟᱹᱨᱢᱚᱢᱞ-ᱚᱢ।

CO2. ᱜᱚᱞ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ ᱠᱚᱢᱯᱚᱢᱠᱚᱵ ᱢᱚᱪᱚᱛᱚᱢᱞ ᱮᱚᱢᱞᱚᱢ, ᱯᱚᱢᱪᱷᱚᱢᱩ, ᱚᱢ.ᱩᱨᱷᱚᱢ.ᱯᱨᱤ, ᱛᱨᱮᱠᱨᱤ, ᱛᱚᱢᱪᱷᱟᱨᱭ, ᱛᱚ̇ᱞᱚᱢᱛᱚᱩᱩᱪ, ᱜᱷᱚᱛᱩᱩᱪ ᱪᱚᱢᱠᱷᱚᱢᱪᱚ ᱛᱚᱢᱜᱚᱢᱨ ᱣᱚᱢᱨ ᱜᱚᱢᱞᱟᱹᱨᱢᱚᱢᱞ-ᱚᱢ।

CO3. ᱜᱨᱤᱮᱚᱨ ᱩᱨᱮ ᱚᱩ ᱡᱚᱢ.ᱠᱚᱢᱞ ᱜᱚᱞ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ ᱢᱚᱞᱛᱚᱪ ᱠᱩᱯᱚᱢ.ᱡᱚᱪᱷᱚᱢ ᱜᱚᱢᱞᱟᱹᱨᱢᱚᱢᱞ-ᱚᱢ।

CO4. ᱫᱚᱢᱷᱚᱩᱚᱢ.ᱪᱚ ᱮᱚᱢᱜᱚᱢᱞ ᱡᱩᱞᱞᱷ ᱩᱨ ᱜᱚᱞ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ ᱩᱵᱨᱚᱢᱞ ᱯᱚᱢ.ᱪᱠᱨᱪᱚ ᱛᱚᱢᱜᱚᱢᱨ ᱣᱚᱢᱨ ᱜᱚᱢᱞᱟᱹᱨᱢᱚᱢᱞ-ᱚᱢ।

CO5. ᱫᱚᱢ.ᱢᱷᱚᱩᱚᱢ.ᱪᱚ ᱡᱨᱞᱨᱟᱹᱨ ᱩᱨ ᱜᱚᱞ ᱢᱚᱞᱛᱟᱹᱨᱤᱠ ᱩᱵᱨᱚᱢᱞ ᱚᱩᱮᱚᱞᱚᱫ ᱪᱚ ᱛᱚᱢᱜᱚᱢᱨ ᱜᱚᱢᱞᱟᱹᱨᱢᱚᱢᱞ-ᱚᱢ।

CO-PO-PSO Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

COs ↓ / POs →	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	1	–	3	1	1	2	1	1	2	3	3	3	2	2
CO2	3	3	3	3	2	3	3	2	3	2	3	2	3	3	3	3	2
CO3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	2	2	2	2	2	3	3	3	3	3	3
CO5	3	3	2	2	2	3	2	3	3	2	3	2	3	3	3	3	3

Course Contents

Unit - 1. ωϑϡ ϗϡϑωϠϩ: ΠϡΠ.ΕϡΠ.ϡϗϡ, ϑϢϑΕϑϢ, ωϡΠΕϡϡΠ ।

Unit - 2. ωϑϡ ϗϡϑωϠϩ ϡϠϱϡΠϬ ϬϷΕ Πϡϡ ϢϑωϑΟϷϑ ।

Unit - 3. ωϑϡ ϗϡϑωϠϩ ϡϠϱϡΠϬ ωΠ.ΠϡϠϙ:

(i). ωϑϡ ϗϠϡϠϙ, ωϑϡ ϷΠ.ωΕϡ, ϺϡΕΟϡ, ϢϠΕϷΠΟϢΠ, ϺϢϠΕΟΠ ϷΠΟϢΠ, Ϸϑϩϑ।

(ii). ωϑϡ ϗϠϡϠϙ ϡϠ ΠΠϡϡΠϺϤ-ΠϷΕΠ.ϱ Πϡϡ Ϻϑ·ϬΠ-ϺϷϡϷ ϗΠϑ ϗΠ.ϬΠ.ϱ।

Unit - 4. ΕΠωΠΠϬ ϗϡϑωϠϩ ϡϠ ωϑϡ ϗϡϑωϠϩ ϡϠϱϡΠϬ ϹΕϠϢ ।

Reference Books

1. ϗϡΕΟΠϡϡϡ ϗϡϑωϠϩ ϡϠΕϡΠϬ ϑϢϑΕϑϢ Πϡϡ ωΠϡϡΠ- ϺϡϢ. ϷϠ. ϗϡ. ΠϷϺϷ
2. ϗϡϑωϠϩ ϗΠ.ϡϡϢ- ϗϱΠϺϢ ϗϡ. ΠϷϺϷ
3. ϗϡΕΟΠϡϡϡ ωϑϡϗϠϡϠϙ ϡϠ ϗϡϑωϠϩ Πϡϡ ϷϠϬϤϑΠϡϡ- ϺϡϢ. ϡϑΟϑΕ ωϠϢϺϤϡϑϢ
4. ΠϱΕΕϑϢ ϷΠϢϡϑϷ (ϩΠ·ϗΠ·ϱΕϠϡϠϙ)- ϺϡϢ. ϬϷϢϩΠ. ϢΠ.ϡϺϡϡ
5. ϺΠωΠΠ ϗϠϡϠϙ - ϺϑϷϑϷ ϡΠϢ ΠϷϺϷ
6. ϗϡΕΟΠϡϡϡ ϗϡϑωϠϩ ϡϠϱϡΠϬ ΕΠϬΠϢ- ϺϡϢ. ϩϑϢϑϱϑΕΟϡϡ ϺϠΕϡΠ
7. ϢϠΕ ϷΠΟϢΠ: ϺϢϠΕΟΠ ϷΠΟϢΠ- ϗϡϡϑΕ ϢϷϡϢϷ
8. ϷϷϩϷϢ- ϺϡϢ. ϩϢϡϡϠΕϩϡϑ ΕΠΟϢ ϺΠωΕϷϠ
9. ωϑϡ ϗϠϡϠϙ- ΠϑΠ ϡΠ.ϬϢϷΕΠΟϢ ϢϷϡϢϷ

10. ᱜᱚᱛ ᱨᱦᱚᱜᱚᱨᱩᱲ- ᱛᱟ. ᱝᱦᱟᱨᱛᱤ ᱩᱵᱝᱩᱵ
11. ᱛᱦᱟᱜᱦᱟᱝ ᱨᱪᱝᱪᱩ- ᱛᱚᱮᱜᱦ ᱛᱟᱨᱨᱮᱦᱟᱠᱚᱲ ᱢᱵᱛᱵ
12. Hor Kahniko (Santai Folk Tales) – Rev P.O. Bodding
13. लोक साहित्य की भूमिका- डॉ. कृष्णदेव उपाध्याय
14. संताली लोककथा एक अध्ययन - डॉ. धनेश्वर मांझी

SDGs Mapping of Santali Folk Literature

SDG No.	SDG Title	Nature of Contribution through Santali Folk Literature
SDG 1	**No Poverty**	Folk traditions preserve indigenous livelihood knowledge, community cooperation, and sustainable resource use that support rural resilience and economic survival.
SDG 2	**Zero Hunger**	Agricultural songs, seasonal rituals, and oral traditions promote indigenous farming practices, food security, and sustainable cultivation methods.
SDG 3	**Good Health and Well-Being**	Folk healing practices, medicinal plant knowledge, and community rituals contribute to mental, physical, and social well-being.
SDG 4	**Quality Education**	Oral traditions serve as informal education systems transmitting language, ethics, history, ecological knowledge, and cultural identity across generations.
SDG 5	**Gender Equality**	Folk narratives and songs provide insights into women's roles, gender relations, and evolving perspectives on equality and participation in society.
SDG 6	**Clean Water and Sanitation**	Traditional beliefs and practices encourage respect for rivers, ponds, and natural water resources essential for community life.
SDG 7	**Affordable and Clean Energy**	Indigenous lifestyles reflected in folk culture encourage sustainable and nature-based living practices with minimal ecological exploitation.
SDG 8	**Decent Work and Economic Growth**	Folk art, music, dance, and cultural heritage create opportunities for cultural tourism, handicrafts, and preservation-based livelihoods.
SDG 9	**Industry, Innovation and Infrastructure**	Preservation and documentation of Santali oral literature encourage cultural innovation, digital archiving, and indigenous knowledge systems.
SDG 10	**Reduced Inequalities**	Promotes recognition of indigenous identity, social inclusion, cultural rights, and respect for marginalized tribal communities.
SDG 11	**Sustainable Cities and Communities**	Strengthens cultural heritage preservation, traditional community structures, and sustainable social practices.
SDG 12	**Responsible Consumption and Production**	Encourages eco-friendly lifestyles, responsible use of natural resources, and respect for nature through traditional customs and beliefs.

SDG 13	**Climate Action**	Indigenous ecological wisdom in folk literature highlights environmental protection, biodiversity conservation, and climate-sensitive lifestyles.
SDG 14	**Life Below Water**	Folk beliefs connected to rivers and aquatic ecosystems encourage conservation and sustainable use of water bodies.
SDG 15	**Life on Land**	Forest-centered traditions, sacred groves, and respect for flora and fauna promote biodiversity conservation and sustainable interaction with land ecosystems.
SDG 16	**Peace, Justice and Strong Institutions**	Folk traditions promote social harmony, customary justice systems, conflict resolution, and collective decision-making within communities.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among communities, researchers, educational institutions, and cultural organizations for preservation of indigenous heritage.

Code	Course Title	Credit	L-T-P
ST40003	**History of Santali Literature** **ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱱᱡᱩᱜᱩᱫ ᱱᱩᱨᱩᱢᱤᱫ ᱚᱨᱚᱜ**	**4**	**3-1-0**

Course Objectives

ᱫᱚᱡᱚᱢ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱢᱯᱚᱨᱚᱭ ᱡᱚᱢ.ᱢᱟᱭᱡᱚᱢ.ᱠᱚ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱱᱡᱩᱜᱩᱫ ᱱᱩᱨᱩᱢᱤᱫ ᱡᱚᱛᱚᱜ ᱥᱚᱨᱠᱟᱨ ᱫᱚᱜᱮᱫ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱠᱚᱢᱚᱱᱢᱟᱱᱠᱚ ᱣᱟᱹᱢᱟᱹᱱ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱠᱚᱢᱚᱱᱢᱟᱱᱠᱚ ᱣᱟᱹᱢᱟᱹᱱ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱠᱚᱢᱚᱱᱢᱟᱱᱠᱚ ᱣᱟᱹᱢᱟᱹᱱ ᱫᱚᱜᱮᱫ ᱠᱚᱢᱚᱱᱢᱟᱱᱠᱚ ᱣᱟᱹᱢᱟᱹᱱ ᱚᱱᱚᱠᱚᱢᱟᱱ

CO–PO–PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO2	3	3	3	3	2	3	2	2	3	2	3	1	3	2	3	3	2
CO3	3	3	3	3	3	3	2	2	3	2	3	2	3	3	3	3	3
CO4	2	3	2	3	2	3	2	2	2	2	2	2	3	3	3	3	2
CO5	2	3	3	3	2	3	2	3	3	2	3	2	3	3	3	3	3

Course Contents

Unit – 1. ᱚᱢᱫᱚᱢᱟᱱ ᱚᱢᱩᱜᱩᱞᱤ ᱱᱟᱹᱠᱚᱢ ᱫᱚᱢᱜᱚᱞ
ᱵᱫᱵᱟᱵᱩ, ᱤᱢ.ᱫᱚᱢ.ᱱᱚᱨᱟ, ᱩᱫᱫᱩ

Unit – 2. Ancient oral literature (Before 1854)
ᱢ.ᱪᱭᱫᱚᱜ ᱱᱟᱹᱠᱚᱢ ᱡᱚᱰ ᱚᱢᱩᱜᱩᱞᱤ

Unit – 3. Medieval literature 1854-1946
ᱚᱢᱯᱚ ᱫᱚᱜ ᱱᱟᱹᱠᱚᱢ ᱚᱢᱩᱜᱩᱞᱤᱠᱚ

Unit – 4. Modern literature from 1947 to till date
ᱫᱚᱡᱚᱢ ᱫᱚᱜ ᱱᱟᱹᱠᱚᱢ ᱚᱢᱩᱜᱩᱞᱤᱠᱚ

Reference Books

1. ᱚᱢᱫᱚᱢᱟᱱ ᱚᱢᱩᱜᱩᱞᱤ ᱱᱟᱹᱠᱚᱢ ᱡᱩᱡᱫᱤᱩ ᱢᱟ ᱡᱚᱢᱟᱚ- ᱣᱚ. ᱠᱷ. ᱚᱨ. ᱚᱵᱣᱵ
2. ᱚᱢᱫᱚᱢᱟᱱ ᱚᱫᱚᱲ ᱱᱟᱹᱠᱚᱢ ᱫᱚᱢᱜᱚᱞ- ᱠᱚᱲᱤᱫᱩᱞᱟᱚ ᱫᱚᱢᱚᱡ ᱡᱚᱢᱫᱣᱨ
3. ᱚᱢᱩᱜᱩᱞᱤ ᱢ.ᱟᱨ- ᱤᱟ. ᱚᱡᱩᱣᱡᱵᱫᱚᱢᱚᱡ ᱚᱰᱟᱨᱫ
4. ᱚᱢᱫᱚᱢᱟᱱ ᱢᱣᱡᱢᱟᱫ: ᱚᱣᱡᱨ- ᱪᱵᱟᱜᱢ. ᱥᱚᱟᱚᱫ ᱡᱵᱟᱡᱵ
5. ᱡᱚᱰ ᱤᱢ.ᱟᱨᱞ ᱢᱟ ᱚᱢᱩᱜᱩᱞᱤ ᱱᱟᱹᱠᱚᱢ ᱫᱚᱢᱜᱚᱞ- ᱠᱵ᱾ᱣᱡᱚᱪᱚᱢᱞ ᱡᱵᱟᱡᱵ

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution through the History of Santali Literature
SDG 1	**No Poverty**	Santali literary narratives reflect indigenous livelihood systems, rural resilience, and collective social support mechanisms.
SDG 2	**Zero Hunger**	Agricultural traditions, seasonal songs, and folk practices preserve indigenous farming knowledge and food sustainability.
SDG 3	**Good Health and Well-Being**	Traditional healing practices, cultural rituals, and community solidarity reflected in literature contribute to social well-being.

SDG No.	SDG Title	Nature of Contribution through the History of Santali Literature
SDG 4	**Quality Education**	Promotes inclusive education, preservation of indigenous language and literature, critical thinking, and cultural learning.
SDG 5	**Gender Equality**	Highlights women's contributions, gender roles, and evolving awareness of equality in Santali society and literature.
SDG 6	**Clean Water and Sanitation**	Literary and folk traditions emphasize respect for rivers, ponds, forests, and natural resources essential for life.
SDG 7	**Affordable and Clean Energy**	Indigenous eco-friendly lifestyles reflected in literature encourage sustainable and low-resource living practices.
SDG 8	**Decent Work and Economic Growth**	Santali literature supports cultural industries, folk arts, publishing, translation, and heritage-based employment opportunities.
SDG 9	**Industry, Innovation and Infrastructure**	Promotion of Ol Chiki script, literary publications, digital archives, and research initiatives strengthen cultural innovation.
SDG 10	**Reduced Inequalities**	Encourages recognition of tribal identity, social inclusion, linguistic rights, and empowerment of marginalized communities.
SDG 11	**Sustainable Cities and Communities**	Preserves indigenous cultural heritage, oral traditions, festivals, and sustainable community life.
SDG 12	**Responsible Consumption and Production**	Literary traditions encourage balanced use of natural resources and sustainable social practices.
SDG 13	**Climate Action**	Ecological themes and environmental awareness in Santali literature inspire protection of nature and climate-sensitive lifestyles.
SDG 14	**Life Below Water**	Traditional beliefs regarding rivers and water ecosystems support conservation awareness.
SDG 15	**Life on Land**	Sacred groves, biodiversity, forest traditions, and nature worship in Santali literature promote land and ecosystem conservation.
SDG 16	**Peace, Justice and Strong Institutions**	Literary works encourage justice, collective harmony, indigenous governance systems, and peaceful coexistence.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among scholars, cultural organizations, educational institutions, and tribal communities for preservation and promotion of Santali literature.

Code	Course Title	Credit	L-T-P
ST40005	**Linguistics** **ꯂꯥ.ꯅꯤꯡ ꯀꯥꯃꯒꯤꯟ**	**4**	**3-1-0**

Course Objectives

ꯇꯧꯕꯥ ꯀꯥꯑꯦꯜ ꯂꯧꯁꯤꯡꯊꯣꯀꯄꯥ ꯑꯃꯁꯥꯑꯣ ꯂꯥ.ꯃꯊꯧꯕ.ꯅꯧ ꯂꯥ.ꯅꯤꯡ ꯀꯥꯃꯒꯤꯟ ꯇꯥ.ꯑꯣꯏꯕ ꯑꯣ ꯑꯦꯛꯐꯤꯡ ꯑꯁꯤꯡꯅꯕꯥ ꯂꯥ.ꯅꯤꯡ ꯅꯥꯟꯊꯣꯀꯄꯥ ꯑꯦꯛꯐꯤꯡ ꯑꯦꯛꯁꯤꯒꯤꯗꯃꯛ ꯑꯃ ꯑꯥ.ꯃꯤꯁꯛꯅꯧ ꯅꯥꯟꯊꯣꯀꯄꯥ ꯑꯦꯛꯐꯤꯡ ꯑꯦꯛꯁꯤꯒꯤꯁꯦꯡꯂꯗꯥ ꯀꯔꯤꯒꯨꯝꯕꯥ ꯑꯣꯏꯅꯥ ꯇꯧꯕꯥ ꯉꯝꯅꯕꯥ꠆

Course Outcomes

CO1. ꯂꯥ.ꯅꯤꯡ ꯀꯥꯃꯒꯤꯟ ꯀꯥꯑꯦꯜ ꯂꯧꯁꯤꯡꯊꯣꯀꯄꯥ ꯑꯦꯛꯐꯤꯡ ꯂꯥ.ꯃꯊꯧꯕ.ꯅꯧ ꯂꯥ.ꯅꯤꯡ, ꯂꯥ.ꯅꯤꯡ ꯑꯦꯛꯐꯤꯡ ꯂꯥ.ꯑꯦ.ꯅꯤꯡ, ꯂꯥ.ꯅꯤꯡ ꯇꯊꯤꯅꯤ.ꯏꯊ ꯑꯃ ꯄꯑꯦ ꯑꯦꯛꯐꯤꯡ ꯑꯦꯛꯁꯤꯒꯤꯑꯦꯛꯐꯤꯡ ꯑꯦꯛꯐꯤꯡ ꯇꯥ.ꯑꯣꯏ ꯇꯦꯛꯐꯤꯡ ꯅꯧ ꯊꯥꯑꯣ꠆

CO2. ꯂꯥ.ꯅꯤꯡ ꯀꯥꯃꯒꯤꯟ ꯑꯦꯛꯐꯤꯡ ꯂꯥ.ꯑꯦ.ꯅꯤꯡ꠆

CO3. ꯂꯥ.ꯅꯤꯡ ꯀꯥꯃꯒꯤꯟ ꯑꯦꯛꯐꯤꯡ ꯏꯄꯊꯣ ꯏꯥ.ꯃꯤꯊ ꯅꯧ ꯑꯥꯑꯣꯑꯦꯛ ꯊꯥꯑꯣ꠆

CO4. ꯂꯥ.ꯃꯊꯧꯕ.ꯅꯧ ꯂꯥ.ꯅꯤꯡ ꯀꯥꯃꯒꯤꯟ ꯇꯧꯂꯧꯁꯤꯡꯊꯣꯀꯄꯥ ꯑꯦꯛꯐꯤꯡ ꯀꯥꯑꯦꯑꯣꯑꯦꯜ ꯂꯥ.ꯅꯤꯡ ꯑꯃ ꯐꯤꯑꯦꯛ ꯂꯥ.ꯅꯤꯡ ꯀꯥꯏ ꯀꯥ.ꯇꯥ.ꯊ ꯅꯧ ꯑꯥꯑꯣꯑꯦꯛ ꯊꯥꯑꯣ꠆

CO5. ꯂꯥ.ꯃꯊꯧꯕ.ꯅꯧ ꯂꯥ.ꯅꯤꯡ ꯀꯥꯃꯒꯤꯟ ꯑꯦꯛꯐꯤꯡ ꯄꯥ.ꯅꯑꯤ ꯅꯧ ꯑꯥꯑꯣꯑꯦꯛ ꯊꯥꯑꯣ ।

CO-PO-PSO Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

(CO) ↓ / (PO) →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO10**	**PO11**	**PO12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO1	2	3	2	2	2	2	1	2	2	1	2	_	3	2	2	2	1
CO2	2	3	3	3	2	3	2	2	2	2	3	_	3	2	3	2	2
CO3	2	3	3	3	3	3	2	3	3	2	3	1	3	3	3	3	3
CO4	2	3	3	3	3	3	2	2	3	2	3	1	3	3	3	3	3
CO5	2	3	3	3	2	3	2	3	3	2	3	1	3	3	3	3	3

Course Contents

Unit - 1. ꯂꯥ.ꯅꯤꯡ ꯑꯦꯛꯐꯤꯡ ꯂꯥ.ꯑꯦ.ꯅꯤꯡ, ꯋꯥꯑꯦꯒꯣ, ꯑ.ꯖꯑ., ꯀꯑꯀꯊꯣꯑ꠆

Unit – 2. ꯂꯥ.ꯅꯤꯡ ꯀꯥꯃꯒꯤꯟ ꯑꯦꯛꯐꯤꯡ ꯑꯉꯑꯦꯑꯉ ꯑꯃ ꯑꯣꯑꯦꯠꯊꯣꯡ/ꯑꯥꯋꯥꯡ: ꯑꯥꯑꯊꯣꯑꯔꯥꯑꯦ ꯑꯣꯡꯔꯥꯐꯣꯡꯅꯥ, ꯑꯒꯣꯡꯥꯏꯋꯦꯀ ꯑꯣꯡꯔꯥꯐꯣꯡꯅꯥ, ꯅꯠꯀ ꯑꯣꯡꯔꯥꯐꯣꯡꯅꯥ, ꯠꯣꯦꯀꯟꯀꯠ ꯑꯣꯡꯔꯥꯐꯣꯡꯅꯥ, ꯏꯔꯀꯏꯑꯣꯄꯔꯠ ꯑꯣꯡꯔꯥꯐꯣꯡꯅꯥ꠆

Unit - 3. ᱚᱨ.ᱥᱟᱱ ᱨᱮᱥ ᱚᱨ.ᱥᱟᱱ ᱠᱷᱚᱨᱴᱟ ᱠᱷᱚᱡ ᱠᱷ.ᱜᱷ.ᱧ :
ᱠᱷᱮᱞᱚᱛᱟᱱ ᱚᱨ.ᱥᱟᱱ ᱨᱮᱥ ᱣᱮᱵ-ᱣᱧᱪᱥᱟᱱᱚᱣᱧᱮᱞ ᱚᱨ.ᱥᱟᱱ,
ᱠᱷᱮᱞᱚᱛᱟᱱ ᱚᱨ.ᱥᱟᱱ ᱨᱮᱥ ᱣᱟᱧᱜᱩᱵ ᱠᱷ᱾ᱠᱵᱥᱟᱣᱚ,
Unit – 4. ᱚᱨ.ᱥᱟᱱ ᱠᱷᱚᱨᱴᱟ ᱥᱟᱧᱜᱮ ᱡᱷ.ᱢᱣᱫ:
I. ᱨᱟᱱᱮ ᱠᱷᱚᱨᱴᱟ, ᱨ.ᱟᱨ. ᱠᱷᱚᱨᱴᱟ, ᱡᱟᱫᱟᱣ ᱠᱷᱚᱨᱴᱟ, ᱥᱵᱚ ᱠᱷᱚᱨᱴᱟ ᱨᱮᱥ ᱨ.ᱧᱨ.ᱣ ᱠᱷᱚᱨᱴᱟ ,
II. ᱠᱷᱮᱞᱚᱛᱟᱱ ᱥᱵᱚ ᱠᱷᱚᱨᱴᱟ ᱨ.ᱥᱟ ᱯᱟᱵᱨᱚᱣᱟ ᱨᱩᱨᱮᱨᱩ –
(i). ᱠᱷᱮᱞᱚᱛᱟᱱ ᱨᱮᱥ ᱡᱟᱮᱨᱟ ᱥᱵᱚᱠᱷᱚᱨᱴᱟ,
(ii) ᱠᱷᱮᱞᱚᱛᱟᱱ ᱨᱮᱥ ᱠᱷᱚ.ᱠᱵᱥᱟᱣᱚ ᱥᱵᱚᱠᱷᱚᱨᱴᱟ,
(iii) ᱠᱷᱮᱞᱚᱛᱟᱱ ᱥᱵᱚ ᱠᱷᱚᱨᱴᱟ ᱥᱟᱧᱜᱮ ᱡᱟᱠᱷᱚ.ᱣ ᱮᱟᱵᱚ.ᱭ,
III. ᱠᱷᱮᱞᱚᱛᱟᱱ ᱚᱨ.ᱥᱟᱱ ᱣᱚᱨᱮᱨᱩᱨᱯᱚᱨᱮ ᱥᱟᱨᱮᱚᱜ ᱨᱟᱡᱤ,

Reference Books

1. ᱚᱨ.ᱥᱟᱱ ᱠᱷᱚᱨᱴᱟ- ᱠᱧᱚᱣ ᱠᱟ. ᱢᱵᱚᱵ

2. ᱚᱨ.ᱥᱟᱱ ᱠᱷᱚᱨᱴᱟ- ᱠᱷ.ᱯᱟᱣ ᱩᱨ᱾ᱨᱩᱥᱩ ᱠᱩᱥᱟᱨᱮ

3. ᱥᱩᱫᱤ ᱠᱷᱚᱨᱴᱟ- ᱛᱷ. ᱨᱩᱣᱩᱧᱧᱩᱨᱚᱟ ᱣᱟᱨᱠᱥᱩ

4. ᱣᱩᱧᱢᱠᱩ ᱣᱟᱜᱩᱧᱧᱩᱨᱮ- ᱛᱷ. ᱣᱩᱧᱩᱯᱩᱨᱩᱢᱚᱩ ᱚᱟᱭᱩᱥᱟᱨᱟ

5. ᱠᱷᱮᱞᱚᱛᱟᱫ ᱥᱩᱫᱤ- ᱠᱷ.ᱯᱵᱩᱵ ᱡᱵᱥᱡᱵ᱾

6. ᱡᱟᱮᱨᱟ ᱶᱥ ᱠᱷᱮᱞᱚᱛᱟᱯᱟ: ᱚᱵᱯᱮᱩᱚᱡᱵ ᱩᱧᱩᱧᱟᱨᱨᱮ- ᱛᱩᱡᱥᱩᱮ ᱠᱷᱩᱚᱵ ‘ᱠᱥᱟᱥ’

7. ᱠᱷᱮᱞᱚᱛᱟᱯᱟ ᱡᱩᱥᱤᱩᱥᱩᱯᱩᱜᱟ- ᱛᱷ. ᱩᱥᱵᱮ ᱜᱩᱩᱮ

8. ᱠᱵᱥᱵᱤ ᱚᱩᱡᱩᱥ ᱠᱷᱚᱨᱴᱟ- ᱡᱩᱮᱨᱠᱟᱜ ᱡᱵᱥᱡᱵ

9. ᱠᱷᱮᱞᱚᱛᱟᱯᱟ ᱣᱩᱧᱢᱠᱩ ᱩᱥᱩᱩᱥᱩ ᱶ ᱣᱟᱵᱩᱢᱠᱵᱮ ᱣᱚᱟᱡᱩᱢᱠᱮ- ᱚᱩᱥᱟᱨᱡᱩᱯ ᱡᱵᱡᱛᱩᱥᱩᱯᱩᱡ

10. ᱚᱨ.ᱥᱟᱱ ᱠᱷᱚᱨᱴᱟ- ᱛᱷ. ᱨ.ᱡᱚᱨ. ᱡᱨ.ᱥᱛᱟ

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution through Santali Linguistics
SDG 1	**No Poverty**	Language preservation supports cultural identity, educational inclusion, and access to socio-economic opportunities for indigenous communities.
SDG 2	**Zero Hunger**	Indigenous linguistic knowledge preserves traditional agricultural vocabulary, farming practices, and food-related cultural systems.
SDG 3	**Good Health and Well-Being**	Indigenous language communication supports mental well-being, cultural confidence, and transmission of traditional medicinal knowledge.

SDG No.	SDG Title	Nature of Contribution through Santali Linguistics
SDG 4	**Quality Education**	Promotes multilingual education, preservation of Santali language, critical linguistic understanding, and inclusive learning opportunities.
SDG 5	**Gender Equality**	Linguistic analysis encourages understanding of gender representation, women's voices, and inclusive communication practices.
SDG 6	**Clean Water and Sanitation**	Traditional ecological vocabulary and oral knowledge systems encourage awareness regarding natural resource conservation.
SDG 7	**Affordable and Clean Energy**	Indigenous linguistic traditions reflect sustainable lifestyles and environmentally conscious living practices.
SDG 8	**Decent Work and Economic Growth**	Santali language studies create opportunities in teaching, translation, publishing, media, cultural tourism, and research sectors.
SDG 9	**Industry, Innovation and Infrastructure**	Development of Olchiki digital tools, linguistic software, online dictionaries, and digital archives promotes innovation in language technology.
SDG 10	**Reduced Inequalities**	Promotes linguistic rights, cultural inclusion, tribal identity, and empowerment of marginalized indigenous communities.
SDG 11	**Sustainable Cities and Communities**	Preserves linguistic heritage, oral traditions, folklore, and community identity for sustainable cultural development.
SDG 12	**Responsible Consumption and Production**	Indigenous linguistic traditions encourage sustainable lifestyles and responsible use of natural resources.
SDG 13	**Climate Action**	Ecological terminology and traditional environmental knowledge in Santali language promote environmental awareness and climate responsibility.
SDG 14	**Life Below Water**	Indigenous oral traditions and linguistic expressions associated with rivers and aquatic ecosystems encourage conservation awareness.

SDG No.	SDG Title	Nature of Contribution through Santali Linguistics
SDG 15	**Life on Land**	Forest-related vocabulary, biodiversity knowledge, and nature-centered expressions support ecosystem conservation and environmental sustainability.
SDG 16	**Peace, Justice and Strong Institutions**	Linguistic inclusion, cultural rights, and preservation of indigenous identity promote social justice, equality, and peaceful coexistence.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among linguistic researchers, educational institutions, tribal communities, and cultural organizations for preservation and promotion of Santali language.

Code	Course Title	Credit	L-T-P
ST40007	Santali Novel and Story ᱚᱱᱚᱠᱷᱟᱱ ᱜᱚᱞᱚᱯ ᱟᱨ ᱠᱷᱚ.ᱜᱚᱨᱚ	4	3-1-0

Course Objectives

ᱚᱫᱚᱞ ᱚᱱᱚᱦᱟ ᱩᱫᱩᱫᱰᱟᱜᱚᱫ ᱚᱱᱯᱟᱹᱣᱚᱨ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱠᱫ ᱚᱱᱚᱛᱟᱨ ᱜᱚᱞᱚᱯ ᱟᱨ ᱠᱷᱚ.ᱜᱚᱨᱚ ᱣᱟᱱᱣᱟᱠᱚ ᱜᱚ.ᱜᱟᱨ ᱜᱮᱨᱮᱱᱮ ᱚᱱᱟᱮᱯᱟᱱᱮᱨᱟᱹᱨ ᱮᱞᱟᱱ ᱠᱫᱟᱣᱟᱱ᱾ ᱚᱱᱚᱛᱟᱨ ᱚᱱᱡᱟᱨᱛ ᱯᱚ.ᱜᱮᱨᱛ ᱜᱚᱞᱚᱯ ᱟᱨ ᱠᱷᱚ.ᱜᱚᱨᱚ ᱩᱫᱚᱫᱣᱠᱫ ᱠᱫ ᱜᱫᱰᱟᱜᱚᱫ ᱠᱮᱨᱮᱱ ᱾

Course Outcomes

CO1. ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱠᱫ ᱚᱱᱚᱛᱟᱨ ᱜᱚᱞᱚᱯ ᱟᱨ ᱠᱷᱚ.ᱜᱚᱨᱚ ᱚᱱᱡᱟᱨᱛ ᱭᱮᱨᱮᱱᱜ ᱜᱚ.ᱜᱟᱨ ᱜᱮᱨᱮᱱᱮ ᱠᱫ ᱳᱱᱟᱹ᱾

CO2. ᱚᱱᱚᱛᱟᱨ ᱜᱚᱞᱚᱯ ᱟᱨ ᱠᱷᱚ.ᱜᱚᱨᱚ ᱭᱮᱨᱮᱱᱜ ᱩᱠᱢᱟᱣᱱ.ᱮ, ᱩᱮᱮᱮᱳ, ᱩᱱ.ᱮᱱ.ᱭᱮᱨ, ᱳᱮᱳᱮᱛ ᱟᱨ ᱣᱟᱨᱮᱮᱨᱳᱱ ᱠᱫ ᱣᱟᱱᱣᱟᱱᱨ ᱳᱱᱟᱹ᱾

CO3. ᱚᱱᱚᱛᱟᱨ ᱜᱚᱞᱚᱯ ᱟᱨ ᱠᱷᱚ.ᱜᱚᱨᱚ ᱩᱫᱩᱫᱰᱟᱜᱚᱫ ᱠᱟᱱᱳᱮ ᱣᱟᱣᱟᱱ.ᱜᱟ ᱮᱮᱨᱛᱮ ᱟᱨ ᱱᱩᱱᱟ-ᱣᱮᱣᱟᱣᱟᱱᱟ ᱠᱫ ᱩᱮᱛᱟᱱ᱾

CO4. ᱚᱱᱚᱛᱟᱨ ᱜᱚᱞᱚᱯ ᱟᱨ ᱠᱷᱚ.ᱜᱚᱨᱚ ᱭᱮᱨᱮᱱᱜ ᱩᱫᱩᱫᱰᱟᱜᱚᱫ ᱚᱱᱯᱟᱹᱣᱚᱨ ᱩᱱ.ᱢᱟᱣᱟᱱ. ᱠᱫᱣᱟᱱᱜ ᱵᱨᱮᱣᱟ.ᱭ ᱛᱟᱱᱭᱟᱱᱜ-ᱟᱱ, ᱮᱱᱣᱟᱱ ᱱᱟᱨᱮᱨᱮ ᱠᱫ ᱩᱮᱛᱟᱱ, ᱮᱱᱣᱟᱱ ᱮᱱᱣᱟᱱ ᱵᱨᱮᱣᱟ.ᱭ ᱣᱩᱭᱟᱱᱣᱭᱮᱱ ᱩᱫᱜᱫᱣᱭᱷ ᱭᱮ ᱣᱟᱱᱣᱵᱜ ᱚᱱᱠᱫᱣᱟᱱ ᱟᱨ ᱭᱟᱱ.ᱨᱠᱟᱱ. ᱣᱫ᱾ᱠᱫ ᱣᱵᱱᱣᱩᱟᱱ.ᱣᱟᱱ᱾

CO5. ᱮᱣᱟᱣ ᱩᱫᱩᱫᱰᱟᱜᱚᱫ ᱚᱱᱯᱟᱹᱣᱚᱨ ᱩᱱ.ᱢᱩᱵᱣᱟᱣ. ᱠᱫ ᱮᱱᱚᱛᱟᱨ ᱜᱚᱞᱚᱯ ᱟᱨ ᱠᱷᱚ.ᱜᱚᱨᱚ ᱱᱠ ᱚᱱᱠ ᱠᱷᱚ.ᱡᱟ ᱭᱮ ᱵᱩᱣᱜᱟᱱ.ᱣᱠᱫ ᱳᱱᱟᱹ, ᱜᱚᱞᱚᱯ ᱟᱨ ᱠᱷᱚ.ᱜᱚᱨᱚ ᱩᱫᱚᱫᱣ ᱠᱫ ᱠᱫ ᱜᱫᱰᱟᱜᱚᱫᱮᱱ ᱟᱨ ᱮᱱᱡᱟᱨᱛ ᱠᱫ ᱣᱟᱱᱭᱟᱱᱣᱵᱣᱵᱨᱮᱱ᱾

CO-PO-PSO Mapping

Rate Correlations:

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COs) ↓ / (POs) →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	2	1	1	2	1	2	1	3	2	2	2	1
CO2	3	3	3	3	2	3	2	2	3	2	3	2	3	2	3	3	2
CO3	3	3	3	3	3	3	2	2	3	2	3	3	3	3	3	3	3

COs) ↓ / (POs) →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO4	2	3	3	3	2	3	2	2	3	2	3	2	3	3	3	3	3
CO5	2	3	3	3	2	3	2	3	3	2	3	2	3	3	3	3	3

Course Contents:

ଓଡ଼ିଆ

Unit-1. I. ଏଡ଼ିଆ ଭାଷା ର.ଦତ୍ତ ଓ II. ଗଦ.ଲକ୍ଷ ଗଦ୍ୟ

Unit-2. I. ଚାଷର ଓଡ଼ିଆ ଏକାଙ୍କିକା ଓ II. ଯା.ଦେ ଯାତ୍ରୀ

ବ୍ୟ.ଏଦ୍ୟ

Unit-3. I. ଯାତ୍ରାନାଟ୍ୟ II. ର.ଲଦ୍ୟ III. ଫ୍ର.ଯାଦେ IV. ବ୍ୟ.ଏଦ୍ୟ ଯାତ୍ରା

Unit-4. I. ଦୁଇଅଙ୍କ II. ଓଲ୍ଲାବ.ୱ III. ସଦଠ ଓ ଯାଲ୍ଲାଦୁଃଖ IV. ଫ୍ରାତ୍ର.ଗ ଖାଦେଲ୍ଲ.

Reference Books

1. ଏଡ଼ିଆଭାଷା.ଠଦ- ଓଲ. ଓଲ.ବାଦୁବଦ ଲଓଘଓୱ
2. ଗଦ.ଲଦଗଚଡଭ- ଗଲଡଓଖୱଠ ଯଦଲଯ 'ଡଲଡଓବଦଲ'
3. ଚାଷର ଓଡ଼ିଆ ଏକାଙ୍କିକା ଲଚ- ଦଡଠଲଡଓଦଚାଡ଼ଭ.ବ ଯଦଲଯ
4. ଯା.ଦେ ଯା.ଠାଚ- ଖଖ.ଫଲଖ ଯାଖଏଖଦ ଏଡ.ଦଫଡଓ
5. ଯାତ୍ରାନାଟ୍ୟ- ଠଲ. ଗଖଯାଖଦ ଦଡଏଯ 'ଦଯାଚଲ'
6. ଓ.ଲଦଚ- ବାଚଦଦଫଖଲଖଦଡଠଲ ଯା.ଦଠାଚ
7. ଫ୍ର.ଯାଦେ- ଦଚଡ଼ଭଯ ଗଚଦଲଓ 'ଏଚଖଚଲଓଡଚଚଏ'
8. ବ୍ୟ.ଏଦ୍ୟ ଯାତ୍ରା- ଦଡଏଚାଠଡ଼ଖ ଓବଡଫଡଓଯାଚ
9. ଦୁଇଅଙ୍କ- ଠଲ. ବଚ ଦଚ. ଠବଠବ
10. ଓଲ୍ଲାବ.ୱ- ଠଲ. ବଚ. ଦଚ. ଠବଠବ
11. ସଦଠ ଓ ଯାଲ୍ଲାଦୁଃଖ- ଓଫଚାଠଡ଼ଓ ଯାଠାଲ୍ଲଓ 'ଦଡଖଠାଓଚାଚ'
12. ଫ୍ରାତ୍ର.ଗ ଖାଦେଲ୍ଲ.- ଦବଖବାଚଡଓ ଏଚଯଠଖଲ୍ଲଖଯ

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution through Santali Novel and Story
SDG 1	**No Poverty**	Santali fiction portrays rural life, poverty, labour struggles, and community resilience, creating awareness about socio-economic challenges.
SDG 2	**Zero Hunger**	Literary depictions of agriculture, food practices, and seasonal life preserve indigenous knowledge related to food sustainability.
SDG 3	**Good Health and Well-Being**	Narratives addressing emotional life, social harmony, folk healing, and community solidarity contribute to awareness of well-being.
SDG 4	**Quality Education**	Encourages critical thinking, literary understanding, cultural awareness, language development, and inclusive learning practices.
SDG 5	**Gender Equality**	Santali novels and stories discuss women's roles, gender discrimination, empowerment, and changing social relations.
SDG 6	**Clean Water and Sanitation**	Literary descriptions of rivers, ponds, and natural resources emphasize the importance of water conservation and environmental care.
SDG 7	**Affordable and Clean Energy**	Indigenous lifestyles reflected in fiction promote sustainable and eco-friendly living practices.
SDG 8	**Decent Work and Economic Growth**	Literary representation of labour, handicrafts, agriculture, and indigenous economy promotes awareness of livelihood and economic dignity.
SDG 9	**Industry, Innovation and Infrastructure**	Translation, publication, digitization, and literary research in Santali fiction support cultural innovation and knowledge infrastructure.
SDG 10	**Reduced Inequalities**	Santali fiction highlights issues of marginalization, tribal identity, caste, class, and social justice, promoting inclusion and equality.
SDG 11	**Sustainable Cities and Communities**	Preserves indigenous traditions, oral culture, community values, and cultural heritage through literary expression.
SDG 12	**Responsible Consumption and Production**	Literary themes encourage balanced use of natural resources and sustainable social practices rooted in indigenous traditions.

SDG No.	SDG Title	Nature of Contribution through Santali Novel and Story
SDG 13	**Climate Action**	Ecological awareness and environmental ethics in Santali fiction inspire respect for nature and climate-sensitive lifestyles.
SDG 14	**Life Below Water**	Cultural narratives associated with rivers and aquatic ecosystems encourage conservation awareness and ecological responsibility.
SDG 15	**Life on Land**	Forest-cantered narratives, biodiversity awareness, and respect for land ecosystems promote environmental conservation.
SDG 16	**Peace, Justice and Strong Institutions**	Santali novels and stories promote justice, social harmony, indigenous governance traditions, and peaceful coexistence.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among writers, scholars, translators, educational institutions, and cultural organizations for literary preservation and promotion.

Code	Course Title	Credit	L-T-P
ST40009	Santali Grammar ᱚᱱᱚᱠᱚᱛᱟ ᱵᱟᱹᱞᱟᱣ	4	3-1-0

Course Objectives

ᱫᱚᱣᱟ ᱚᱱᱚᱜᱩ ᱚᱢᱯᱢᱚᱛ ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱚᱱᱚᱠᱚᱛᱟ ᱵᱟᱹᱞᱟᱣ ᱵᱟᱨᱦᱮᱜ ᱜᱢ.ᱟᱨᱵ ᱩᱵᱩᱵᱟᱣᱟᱫ ᱱᱩᱵᱩᱱᱟᱹᱣ᱾

Course Outcomes

CO1. ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱵᱟᱹᱞᱟᱣ ᱵᱟᱨᱦᱮᱜ ᱫᱮᱢᱜᱮᱢᱩ ᱵᱚ ᱛᱮᱢᱛᱮᱢᱨᱮ ᱯᱮᱢᱟᱨᱨᱮᱢᱜ-ᱢ᱾

CO2. ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱵᱟᱹᱞᱟᱣ ᱵᱟᱨᱦᱮᱜ ᱣᱚᱟᱩᱚ ᱣᱢ.ᱢᱟᱨᱣ ᱵᱚ ᱛᱮᱢᱛᱮᱢᱨᱮ ᱯᱮᱢᱟᱨᱨᱮᱢᱜ-ᱢ᱾

CO3. ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱵᱟᱹᱞᱟᱣ ᱵᱟᱨᱦᱮᱜ ᱩᱢ.ᱫᱮᱢ.ᱚᱞᱟ ᱢᱚ ᱣᱢ.ᱢᱟᱨᱣ ᱵᱚ ᱛᱮᱢᱛᱮᱢᱨᱮ ᱯᱮᱢᱟᱨᱨᱮᱢᱜ-ᱢ᱾

CO4. ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱚᱱᱚᱠᱚᱛᱟ ᱵᱟᱹᱞᱟᱣ ᱚᱱᱩ ᱥᱤᱢᱜ ᱩᱢ.ᱚᱞᱟ ᱵᱟᱹᱞᱟᱣ ᱚᱱᱩ ᱵᱚ ᱚᱵᱯᱢ. ᱩᱢ.ᱨᱯᱢ. ᱯᱮᱢᱟᱨᱨᱮᱢᱜ-ᱢ᱾

CO5. ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱫᱮᱣᱟᱢ ᱚᱱᱚᱠᱚᱛᱟ ᱩᱵᱩᱵᱟᱣᱟᱫ ᱵᱚ ᱚᱱ.ᱚ ᱯᱷᱵᱟᱣᱟᱢᱮ ᱚᱱᱚᱠᱚᱛᱟ ᱩᱢ.ᱚᱞᱟ ᱢᱚ ᱚᱱᱩᱡᱟᱨᱯ ᱚᱨ ᱵᱟᱹᱞᱟᱣ ᱵᱟᱨᱦᱮᱜ ᱯᱢ.ᱵᱚᱟ ᱢᱚ ᱡᱟᱣᱟᱚ ᱵᱚ ᱛᱮᱢᱛᱮᱢᱨᱮ ᱣᱟᱦᱟ ᱯᱮᱢᱟᱨᱨᱮᱢᱜ-ᱢ᱾

Course Contents

Unit-1. ᱵᱟᱹᱞᱟᱣ ᱵᱟᱨᱦᱮᱜ ᱦᱩᱦᱩᱵᱟᱦᱩ, ᱩᱢ.ᱫᱮᱢ.ᱚᱞᱟ ᱢᱚ ᱣᱢ.ᱢᱟᱨᱣ ᱾

Unit-2. ᱥᱟᱵᱟ ᱛᱟᱥᱤᱢ.ᱚ, ᱢ.ᱡᱢ. ᱛᱟᱥᱤᱢᱚ, ᱢ.ᱨᱢ.ᱛ ᱛᱟᱥᱤᱢ.ᱚ ᱾

Unit-3. ᱢ.ᱡᱢ.ᱵᱚ ᱵᱟᱨᱦᱮᱜ ᱩᱢ.ᱚᱟᱞ, ᱣᱦᱫᱦᱩ ᱵᱟᱨᱦᱮᱜ ᱛᱚᱣᱟᱢᱮ, ᱦᱩᱣᱟᱢᱮ, ᱜᱚᱢᱚᱢᱮ, ᱡᱚᱢᱮᱢᱥ, ᱡᱚᱛᱚᱞ, ᱥᱟᱢ, ᱥᱟᱮᱜᱮᱢ.ᱵᱚ, ᱵᱚᱢᱮᱣᱟᱢ ᱵᱟᱨᱦᱮᱜ ᱛᱚᱣᱟᱢᱮ

Unit-4. ᱮᱢᱥ, ᱡᱟᱣᱟᱨᱦᱮᱢᱮ, ᱛᱚᱥᱡᱟᱣᱟᱨᱦᱮᱢᱮ, ᱦᱵᱢᱚ. ᱡᱮᱮᱛᱚ ᱢ.ᱡᱢ., ᱛᱚᱚᱢᱚᱛᱚᱢ.ᱚᱟ ᱢ.ᱡᱢ., ᱡᱚᱫ ᱚᱫᱡ ᱢ.ᱡᱢ.ᱵᱚ, ᱰᱚᱥᱜᱮᱡ ᱢ.ᱡᱢ. ᱵᱟᱨᱦᱮᱜ ᱡᱟᱨᱯ ᱢ.ᱡᱢ. ᱾

CO-PO-PSO Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

(COs) ↓ / (POs) →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	2	1	1	2	1	2	_	3	2	2	2	1
CO2	2	3	3	3	2	3	2	2	2	2	3	_	3	2	3	2	2
CO3	3	3	3	3	2	3	2	2	3	2	3	_	3	2	3	2	2

(COs) ↓ / (POs) →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO4	2	3	2	3	3	3	2	2	3	2	3	1	3	3	3	3	3
CO5	2	3	3	3	2	3	2	3	3	2	3	1	3	3	3	3	3

Course Contents

Unit-1. ᱱᱚᱴᱚᱡ ᱱᱟᱨᱮᱢᱜ ᱵᱤᱪᱟᱨᱣᱟ, ᱤᱢ.ᱮᱢ.ᱱᱮᱞ ᱢᱱ ᱜᱢ.ᱢᱟᱩ ।

Unit-2. ᱥᱟᱹᱠᱟ ᱛᱟᱥᱤᱢ.ᱱ, ᱢ.ᱡᱢ. ᱛᱟᱥᱤᱢᱱ, ᱢ.ᱨᱢ.ᱝ ᱛᱟᱥᱤᱢ.ᱱ ।

Unit-3. ᱢ.ᱡᱢ.ᱠᱤ ᱱᱟᱨᱮᱢᱜ ᱤᱢ.ᱱᱟᱮ, ᱣᱵᱮᱪᱣ ᱱᱟᱨᱮᱢᱜ ᱝᱤᱱᱢᱮ, ᱵᱣᱪᱣ ᱱᱟᱨᱮᱢᱜ ᱝᱤᱱᱢᱮ, ᱜᱤᱱᱚᱮ, ᱜᱤᱢᱝᱮ, ᱱᱤᱝᱮᱢᱜ, ᱱᱤᱝᱚᱤᱮ, ᱤᱣᱢ, ᱥᱟᱮᱡᱢ.ᱠᱤ, ᱠᱢᱮᱡᱢ ᱱᱟᱨᱮᱢᱜ ᱝᱤᱱᱢᱮ

Unit-4. ᱮᱢᱜ, ᱱᱟᱡᱟᱨᱮᱢᱮ, ᱣᱢᱜᱱᱟᱡᱟᱨᱮᱢᱮ, ᱵᱠᱢ. ᱡᱟᱨᱮᱝᱚ ᱢ.ᱡᱢ., ᱣᱢᱱᱢᱣᱢ.ᱱᱟ ᱢ.ᱡᱢ., ᱱᱤᱡ ᱱᱤᱡ ᱢ.ᱡᱢ.ᱠᱤ, ᱱᱢᱜᱜᱮᱴ ᱢ.ᱡᱢ. ᱱᱟᱨᱮᱢᱜ ᱡᱟᱱ ᱢ.ᱡᱢ. ।

Reference Books

1. ᱱᱚᱴᱚᱡ- ᱤᱚ᱾ ᱱᱢ.ᱜᱱᱵᱮᱢᱝᱱ ᱡᱵᱱᱡᱵ
2. ᱱᱚᱴᱚᱡ – CIIL, Mysore
3. ᱮᱢᱣᱢᱜ ᱯᱢᱮᱝᱢᱡᱟ ᱱᱚᱴᱚᱡ- ᱯᱢᱰᱱᱚᱮ ᱠᱵᱡᱢᱱ ᱡᱢᱮᱝᱟ
4. ᱯᱢᱮᱝᱢᱡᱟ ᱤᱢ.ᱱᱮᱟ ᱵᱮᱵᱱᱵᱡ-ᱣᱱᱯᱮᱨᱮᱢ ᱜᱢ᱾ᱰᱢᱜ ‘ᱱᱢᱯᱢ’
5. संताली भाषा का वैज्ञानिक अध्ययन – डॉ. के. सी. टुडू
6. ᱜᱚᱡ ᱱᱚᱴ ᱱᱟᱨᱮᱢᱜ ᱣᱟᱨᱮᱢᱠᱚᱱᱚᱮ- ᱱ. ᱱᱚᱯᱮᱵᱠᱵᱮᱣ

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution through Santali Grammar
SDG 1	**No Poverty**	Preservation of language supports educational inclusion, cultural empowerment, and socio-economic opportunities for indigenous communities.
SDG 2	**Zero Hunger**	Indigenous grammatical expressions preserve agricultural knowledge, food culture, and traditional livelihood practices.
SDG 3	**Good Health and Well-Being**	Mother tongue learning strengthens cultural confidence, mental well-being, and effective communication within communities.
SDG 4	**Quality Education**	Promotes linguistic competence, multilingual education, critical thinking, language preservation, and inclusive learning opportunities.

SDG No.	SDG Title	Nature of Contribution through Santali Grammar
SDG 5	**Gender Equality**	Encourages awareness of inclusive language practices and gender-sensitive communication within literary and social contexts.
SDG 6	**Clean Water and Sanitation**	Traditional vocabulary and linguistic expressions associated with water resources encourage awareness of conservation practices.
SDG 7	**Affordable and Clean Energy**	Indigenous linguistic traditions reflect eco-friendly lifestyles and sustainable living practices.
SDG 8	**Decent Work and Economic Growth**	Santali grammar studies support careers in teaching, translation, publishing, media, language technology, and cultural research.
SDG 9	**Industry, Innovation and Infrastructure**	Development of Olchiki digital applications, grammar tools, online dictionaries, and language archives promotes innovation and infrastructure in indigenous language studies.
SDG 10	**Reduced Inequalities**	Promotes linguistic rights, cultural inclusion, educational access, and empowerment of marginalized tribal communities.
SDG 11	**Sustainable Cities and Communities**	Helps preserve linguistic heritage, oral traditions, and cultural identity for sustainable community development.
SDG 12	**Responsible Consumption and Production**	Indigenous language practices encourage sustainable lifestyles and responsible use of natural resources.
SDG 13	**Climate Action**	Ecological vocabulary and environmental expressions in Santali grammar strengthen awareness regarding climate and environmental sustainability.
SDG 14	**Life Below Water**	Traditional linguistic expressions related to rivers and aquatic life encourage conservation awareness and ecological responsibility.
SDG 15	**Life on Land**	Forest-related vocabulary, biodiversity terminology, and ecological expressions support conservation of land ecosystems and natural heritage.
SDG 16	**Peace, Justice and Strong Institutions**	Linguistic preservation promotes cultural rights, social harmony, justice, and inclusive participation in society.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among scholars, institutions, language activists, and indigenous communities for preservation and promotion of Santali grammar and language.

Tribal Studies: Paper- I

Code	Course Title	Credit	L-T-P
TL40051	**Key Sociolinguistic Concepts for Tribal Literary and Language Studies**	4	3-1-0

Course Objective- This Course offers basic analytic concepts of Socio-Linguistics.

Upon successful completion of this course, students will be able to:

CO 1 (Knowledge/Remember): Explain the fundamental concepts of sociolinguistics and the Indian Knowledge System in relation to tribal languages. Understand their role in shaping indigenous linguistic and cultural practices.

CO 2 (Understanding): Analyze the significance of tribal languages in preserving cultural identity, oral traditions, and indigenous knowledge. Examine the relationship between language, society, and culture.

CO 3 (Application): Evaluate issues related to multilingualism, language endangerment, and language preservation in tribal communities. Assess strategies for safeguarding linguistic and cultural heritage.

CO 4 (Analysis): Apply sociolinguistic principles to tribal language studies, digital documentation, and sustainable cultural development. Demonstrate research and analytical skills in indigenous language preservation.

CO-PO-PSO Mapping

(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).

COs \ POs/PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	**3**	**3**	**2**	**2**	**2**	**2**	**–**	**2**	**–**	**3**	**–**	**2**	**3**	**3**	**2**	**2**	**2**

CO2	**3**	**2**	**2**	**2**	**–**	**3**	**–**	**3**	**–**	**2**	**–**	**2**	**3**	**2**	**2**	**3**	**1**
CO3	**3**	**3**	**3**	**2**	**2**	**2**	**–**	**2**	**–**	**3**	**–**	**3**	**3**	**3**	**2**	**2**	**2**
CO4	**3**	**3**	**2**	**3**	**–**	**3**	**1**	**2**	**–**	**2**	**–**	**2**	**3**	**3**	**3**	**3**	**–**
CO5	**3**	**3**	**2**	**3**	**2**	**3**	**3**	**3**	**1**	**3**	**–**	**3**	**3**	**3**	**3**	**3**	**2**

(When structuring non-theory modules like Internships, Fieldwork, or Dissertations, substitute these text units with designated research milestones, tracking parameters, field safety/logistics, and project logbook criteria).

Unit I: Foundations of Sociolinguistics and Indian Knowledge Systems

Components

- Introduction to Sociolinguistics: Nature, Scope, and Importance
- Language, Society, and Culture
- Speech Community and Linguistic Identity
- Language and Indian Knowledge Systems
- Indigenous Knowledge and Oral Epistemology

Unit II: Tribal Languages, Identity, and Cultural Expressions

Components

- Tribal Languages of India: Classification and Characteristics
- Language, Ethnicity, and Cultural Identity
- Oral Literature: Myths, Folktales, Proverbs, Songs, and Ritual Narratives
- Language, Customs, and Indigenous Worldviews
- Language as a Medium of Knowledge Transmission

Unit III: Language Variation, Multilingualism, and Language Preservation

Components

- Multilingualism and Language Contact
- Dialects, Code-switching, and Code-mixing
- Language Endangerment and Revitalization
- Documentation and Preservation of Tribal Languages
- Government Policies and Constitutional Provisions for Tribal Languages

Unit IV: Contemporary Perspectives on Tribal Language Studies

Components

- Digital Documentation and AI in Tribal Language Preservation
- Translation, Education, and Language Planning
- Indigenous Ecological Knowledge through Language
- Tribal Literature in Contemporary Scholarship
- Sustainable Development and Linguistic Diversity in the Context of IKS

Recommended Learning Resources

Hymes, Dell. *Foundations in Sociolinguistics: An Ethnographic Approach*. New Jersey: University of Pennsylvania Inc., 1980.

- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. Penguin, 2001.
- Hudson, R.A. *Sociolinguistics*. 2nd ed. Cambridge University Press, 1996.
- Wardhaugh, Ronald, and Janet Fuller. *An Introduction to Sociolinguistics*. Wiley-Blackwell, 8th ed., 2021.
- Fishman, Joshua A. *The Sociology of Language: An Interdisciplinary Social Science Approach to Language in Society*. Newbury House, 1972.
- Holmes, Janet. *An Introduction to Sociolinguistics*. Routledge, 2013.
- Mesthrie, Rajend, Joan Swann, Ana Deumert, and William L. Leap. *Introducing Sociolinguistics*. Edinburgh University Press, 2009.
- Saville-Troike, Muriel. *The Ethnography of Communication: An Introduction*. Wiley-Blackwell, 3rd ed., 2008.
- Fasold, Ralph. *The Sociolinguistics of Society*. Wiley-Blackwell, 1984.
- Project Gutenberg (https://www.gutenberg.org/) – for classical linguistic texts.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Linguistic knowledge
SDG 5	Gender Equlity	
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Tribal inclusion
SDG 11	Sustainable Cities and Communities	Cultural preservation
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Linguistic rights
SDG 17	Partnerships for the Goals	

SEMESTER – II

Code	Course Title	Credit	L-T-P
ST40002	**Santali Poetry** **ᱥᱟᱱᱛᱟᱞᱤ ᱯᱚᱮᱛᱨᱤ**	**4**	**3-1-0**

Course Objectives

꣘ꣁ꣔꣄ ꣘꣄꣑꣄꣇ ꣔ꣁ꣔ꣁꣂ꣇ꣁ꣘ ꣑꣄꣐꣄꣑ꣂ ꣔꣄.꣄꣇꣔꣄꣄. ꣁꣁ ꣘꣄꣘꣑꣄꣇꣇ ꣁ꣄꣄꣑ꣂꣁ ꣘꣄꣘꣘ꣂꣁ ꣘꣄꣔꣄꣄ꣂ ꣇ꣁ꣄ ꣁꣁ꣔꣄.

Course Outcomes

CO1. ꣔꣄.꣄꣇꣔꣄.ꣁꣁ ꣘ꣁ꣔꣄ ꣘꣄꣑꣄꣇ ꣔ꣁ꣔ꣁꣂ꣇ꣁ꣘ ꣁꣁ ꣘꣄.꣑ ꣐꣘ꣁ꣇꣄꣘ ꣘꣄꣘꣑꣄꣇꣇ ꣁ꣄꣄꣑ꣂꣁ ꣘꣄꣘꣘ꣂꣁ ꣘꣄꣔꣄꣄ꣂ ꣇ꣁ꣄ ꣑꣄꣄꣇꣄.

CO2. ꣘ꣁ꣔꣄ ꣘꣄꣑꣄꣇ ꣔ꣁ꣔ꣁꣂ꣇ꣁ꣘ ꣑꣄꣐꣄꣑ꣂ ꣔꣄.꣄꣔꣇꣄꣄. ꣁꣁ ꣘꣄꣘꣑꣄꣇꣇ ꣁ꣄꣄꣑ꣂꣁ ꣘꣄꣘꣘ꣂꣁ ꣘꣄꣔꣄꣄ꣂ ꣘꣄꣘꣄꣄꣇ ꣁꣁ ꣁ꣘꣄꣄꣑꣄꣑꣄ ꣑꣄꣄꣇꣄.

CO3. ꣘ꣁ꣔꣄ ꣘꣄꣑꣄꣇ ꣔ꣁ꣔ꣁꣂ꣇ꣁ꣘ ꣑꣄꣐꣄꣑ꣂ ꣔꣄.꣄꣔꣇꣄꣄. ꣁꣁ ꣁ꣄꣄꣑ꣂꣁ ꣘꣄꣘꣘ꣂꣁ ꣔꣄꣄꣇꣄꣄ꣁ ꣔꣄.꣄꣇꣑ꣁ ꣁꣁ ꣑꣄꣄꣑꣄꣑꣄ ꣑꣄꣄꣇꣄.

CO4. ꣘ꣁ꣔꣄ ꣘꣄꣑꣄꣇ ꣔ꣁ꣔ꣁꣂ꣇ꣁ꣘ ꣑꣄꣐꣄꣑ꣂ ꣔꣄.꣄꣔꣇꣄꣄. ꣁꣁ ꣘꣄꣘꣑꣄꣇꣇ ꣁ꣄꣄꣑ꣂꣁ ꣘꣄꣘꣘ꣂꣁ ꣐꣑꣄꣄. ꣄ꣁ꣄꣑꣐ ꣔꣑꣐꣄꣄.꣐ ꣄꣄ꣁ ꣑꣑꣄꣔ꣁ꣄꣄ ꣁꣁ ꣔ꣁ꣔ꣁꣂ꣇ꣁ꣘ꣁ꣘꣄.

CO5. ꣘꣄꣘꣑꣄꣇꣇ ꣁ꣄꣄꣑ꣂꣁ ꣘꣄꣘꣘ꣂꣁ ꣔꣄꣄ꣁ꣄꣄ ꣑꣑꣄ꣁꣁ ꣁ꣄ ꣇꣘꣇꣇ ꣁꣁ ꣇꣇ꣁ.

CO-PO-PSO Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

(COs) ↓ / (POs) →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	2	1	1	2	1	2	2	3	2	2	2	1
CO2	3	3	3	3	2	3	2	2	3	2	3	2	3	2	3	3	2
CO3	3	3	3	3	3	3	2	2	3	2	3	3	3	3	3	3	3
CO4	2	3	3	3	2	3	2	2	3	2	3	2	3	3	3	3	3
CO5	2	3	3	3	2	3	2	3	3	2	3	2	3	3	3	3	3

Course Contents

Unit-1. ꣘꣄꣘꣑꣄꣇꣇ ꣁ꣄꣄꣑ꣂꣁ ꣁꣁ꣔꣄꣄ ꣘꣄ꣁꣁ ꣑꣄꣐꣄꣑ꣂ ꣁꣁ꣔꣄꣄ ꣘꣄꣘꣘ꣂꣁ ꣘꣄꣔꣄꣄ꣂ ꣇ꣁ꣄ ꣑꣄꣄꣇꣄꣄ꣁ ꣘꣄꣘꣘ꣂꣁ.

Unit-2. ꣘ꣁ꣔꣄꣄.꣐

- ꣘꣄꣘꣑꣄꣇ ꣘꣄꣘꣘ꣂꣁ ꣘꣄꣔꣄꣄ꣂ ꣇ꣁ꣄ ꣑꣄꣄꣇꣄꣄ꣁ
- ꣄꣄ꣁ ꣘꣄꣘꣘ꣂꣁ ꣘꣄꣔꣄꣄ꣂ ꣇ꣁ꣄ ꣑꣄꣄꣇꣄꣄ꣁ

- ᱚᱟᱨᱮᱱᱤᱭ ᱜᱤᱛ.ᱢᱟᱞ

Unit-3. ᱯᱟᱹᱨᱥᱤ. ᱫᱚᱲᱚᱱ

Unit-4. ᱛᱟᱲᱟᱣᱤ.ᱭ

- ᱚᱤ.ᱜᱟᱯ ᱜᱤᱛ.ᱢᱟᱞ
- ᱥᱚᱠᱟᱣ ᱜᱤᱛ.ᱢᱟᱞ
- ᱝᱟᱠᱟᱣ ᱜᱤᱛ.ᱢᱟᱞ
- ᱚᱵᱟᱜ ᱜᱤᱛ.ᱢᱟᱞ
- ᱦᱚᱢᱟᱨᱮᱱᱜ ᱜᱤᱛ.ᱢᱟᱞ

Reference Books

1. ᱜᱟᱝᱤ.ᱯ- ᱚᱚ᱾ᱛᱟᱝ ᱣᱤ.ᱜᱣᱵᱟᱟᱤᱚᱣ ᱦᱵᱣᱦ
2. ᱯᱟᱹᱨᱥᱤ. ᱫᱚᱲᱚᱱ- ᱴᱤ.ᱥᱣᱵ ᱣᱤᱦᱣᱤ᱾ᱥᱥ ᱦᱵᱣᱦ
3. ᱛᱟᱲᱟᱣᱤ.ᱭ- ᱛᱤᱴᱠᱥᱥᱟᱛᱣ ᱛᱟᱴᱟᱣᱤ

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution through Santali Poetry
SDG 1	**No Poverty**	Santali poetry portrays rural struggles, labor, social inequality, and resilience, creating awareness about poverty and human dignity.
SDG 2	**Zero Hunger**	Agricultural songs and poetic depictions of farming traditions preserve indigenous knowledge related to food security and sustainable agriculture.
SDG 3	**Good Health and Well-Being**	Poetic expressions of emotional life, harmony, spirituality, and cultural identity contribute to psychological and social well-being.
SDG 4	**Quality Education**	Enhances literary understanding, creativity, communication skills, cultural awareness, and inclusive educational learning.
SDG 5	**Gender Equality**	Santali poetry raises awareness regarding women's voices, gender equality, empowerment, and social justice.

SDG No.	SDG Title	Nature of Contribution through Santali Poetry
SDG 6	**Clean Water and Sanitation**	Poems centered on rivers, rain, forests, and nature encourage respect for water resources and environmental conservation.
SDG 7	**Affordable and Clean Energy**	Indigenous eco-friendly lifestyles reflected in poetry promote sustainable and environmentally conscious living.
SDG 8	**Decent Work and Economic Growth**	Santali poetry contributes to cultural industries, publishing, folk performance, literary events, and heritage-based livelihoods.
SDG 9	**Industry, Innovation and Infrastructure**	Translation, digital archiving, publication, and preservation of Santali poetry support literary innovation and cultural infrastructure.
SDG 10	**Reduced Inequalities**	Poetic themes address tribal identity, social exclusion, cultural rights, equality, and empowerment of marginalized communities.
SDG 11	**Sustainable Cities and Communities**	Preserves oral traditions, cultural heritage, indigenous identity, and community values for sustainable cultural development.
SDG 12	**Responsible Consumption and Production**	Santali poetry encourages balanced lifestyles, ecological ethics, and responsible use of natural resources.
SDG 13	**Climate Action**	Ecological imagery and environmental consciousness in poetry inspire awareness regarding climate protection and sustainable living.
SDG 14	**Life Below Water**	Poetic depictions of rivers and aquatic ecosystems encourage ecological awareness and conservation responsibility.
SDG 15	**Life on Land**	Forest-centered imagery, biodiversity awareness, and respect for nature promote conservation of land ecosystems and wildlife.

SDG No.	SDG Title	Nature of Contribution through Santali Poetry
SDG 16	**Peace, Justice and Strong Institutions**	Santali poetry promotes peace, justice, social harmony, collective identity, and ethical social values.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among poets, scholars, cultural organizations, educational institutions, and tribal communities for preservation and promotion of Santali poetry.

Code	Course Title	Credit	L-T-P
ST40004	**Elements of Santali Literature and Criticism** ᱦᱚᱨᱟᱹᱱᱟᱹᱜᱟᱱ ᱦᱚᱲᱟᱣᱟᱛ ᱚᱞᱮᱪᱚᱜ ᱚᱞᱚᱞᱛ ᱚᱱᱚ ᱚᱯᱚᱥᱟᱹᱫᱮᱱ	4	3-1-0

Course Objectives

ᱩᱱ.ᱢᱟᱹᱵᱩᱱ.ᱠᱚ ᱮᱚᱩᱱ ᱦᱚᱱᱚᱱᱤ ᱩᱚᱩᱚᱟᱣᱚᱮ ᱚᱱᱯᱚᱱᱚᱞ ᱦᱚᱲᱟᱣᱟᱛ ᱭᱟᱨᱮᱜ ᱜᱚᱱ.ᱣᱟᱭ ᱜᱟᱨᱮᱜᱮ ᱠᱚ ᱳᱚᱱᱤ, ᱣᱤᱛᱜᱭᱟᱨᱣᱟᱨ, ᱦᱚᱛᱦᱚᱭᱟᱣ, ᱣᱚᱤᱯᱚᱱ, ᱦᱚᱨᱟᱹᱱᱟᱹᱜᱟᱱ ᱭᱟᱨᱮᱜᱮ ᱦᱚᱲᱟᱣᱟᱛ ᱚᱱᱚ ᱚᱢᱣᱭᱭᱚᱮ ᱩᱚᱞᱩᱜᱣᱟᱨ ᱚᱞᱚᱞᱛ ᱚᱱᱚ ᱚᱯᱚᱥᱟᱹᱫᱮᱱ ᱯᱟᱠᱚᱱᱚᱟ᱾

Course Outcomes

CO1. ᱩᱱ.ᱢᱟᱹᱵᱩᱱ. ᱠᱚ ᱮᱚᱩᱱ ᱦᱚᱱᱚᱱᱤ ᱩᱚᱩᱚᱟᱣᱚᱮ ᱚᱱᱯᱚᱱᱚᱞ ᱦᱚᱨᱟᱹᱱᱟᱹᱜᱟᱱ ᱦᱚᱲᱟᱣᱟᱛ ᱭᱟᱨᱮᱜᱮ ᱚᱞᱚᱞᱛ ᱚᱱᱚ ᱚᱯᱚᱥᱟᱹᱫᱮᱱ ᱣᱚᱱᱚ ᱠᱚ ᱣᱚᱤᱯᱚᱱᱚᱨ ᱳᱚᱱᱤ᱾

CO2. ᱩᱱ.ᱢᱟᱹᱵᱩᱱ. ᱠᱚ ᱮᱚᱩᱱ ᱦᱚᱱᱚᱱᱤ ᱩᱚᱩᱚᱟᱣᱚᱮ ᱚᱱᱯᱚᱱᱚᱞ ᱚᱯᱚᱥᱟᱹᱫᱮᱱ ᱚᱞᱚᱞᱛ ᱭᱟᱨᱮᱜᱮ ᱣᱚᱱᱭᱚᱱᱣᱭᱟᱵ ᱚᱱᱚ ᱦᱚᱨᱟᱹᱱᱟᱹᱜᱟᱱ ᱦᱚᱲᱟᱣᱟᱛ ᱭᱟᱨᱮᱜᱮ ᱭᱟ ᱮᱮᱱ ᱭᱟᱨᱮᱜᱮ ᱱᱭᱮᱫᱮ ᱣᱟᱨᱣᱟᱵᱚᱞ ᱦᱚᱱᱤᱨᱯᱚᱨ ᱜᱟᱨᱮᱜᱮ ᱠᱚ ᱳᱚᱱᱤ᱾

CO3. ᱚᱯᱚᱥᱟᱹᱫᱮᱱ ᱠᱚ.ᱡᱟ ᱣᱚᱱᱭᱚᱱ ᱠᱚ ᱣᱚᱤᱯᱚᱱᱚᱨ ᱳᱚᱱᱤ᱾

CO4. ᱚᱯᱚᱥᱟᱹᱫᱮᱱ ᱚᱞᱚᱞᱛ ᱠᱚ ᱠᱚ ᱣᱚᱤᱯᱚᱱᱚᱨ ᱳᱚᱱᱤ᱾

CO5. ᱦᱚᱲᱟᱣᱟᱛ ᱚᱯᱚᱥᱟᱹᱫᱮᱱ ᱭᱟᱨᱮᱜᱮ ᱯᱚ.ᱠᱚᱡ ᱠᱚ ᱣᱚᱤᱯᱚᱱᱚᱨ ᱳᱚᱱᱤ᱾

CO-PO-PSO Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	1	_	_	2	_	1	1	3	2	1	1	_
CO2	2	3	2	3	2	2	1	1	2	_	2	1	3	2	2	1	2
CO3	2	2	3	3	1	2	2	2	2	2	3	_	2	1	2	2	2
CO4	3	2	2	2	3	1	1	_	2	1	2	3	3	3	2	2	_
CO5	2	2	2	3	1	3	2	3	3	2	3	1	2	2	3	2	3

Course Contents

Unit-1. ᱦᱚᱨᱟᱹᱱᱟᱹᱜᱟᱱ ᱦᱚᱲᱟᱣᱟᱛ ᱦᱚᱨ ᱵᱩᱵᱟᱵᱩ:

ᱩᱱ.ᱮᱱ.ᱚᱮᱟ, ᱡᱚᱮ ᱚᱱᱚ ᱯᱚ.ᱠᱚᱟ, ᱯᱚᱨᱚ, ᱜᱵᱮᱜ᱾

Unit-2. ᱦᱚᱲᱟᱣᱟᱛ ᱚᱱᱚᱜ ᱚᱨᱯᱚᱛ :

ᱵᱮᱱᱟᱨᱟᱹᱡᱤ, ᱚᱰᱤᱥᱤᱞᱟᱹᱡᱤ, ᱮᱱᱰᱷᱨᱚᱯᱟᱞᱟᱹᱡᱤ, ᱨᱟᱣᱚᱛᱚᱯᱟᱞᱟᱹᱡᱤ, ᱣᱩᱰᱤᱡᱮᱨᱟᱹᱡᱤ, ᱨᱚᱡᱮᱱᱯᱟᱞᱟᱹᱡᱤ, ᱨᱮᱢᱟᱱᱵᱩᱫᱩᱱᱯᱟᱞᱟᱹᱡᱤ, ᱠᱚᱞᱚᱱ-ᱨᱮᱢᱟᱱᱵᱩᱫᱩᱱᱯᱟᱞᱟᱹᱡᱤ ।

Unit-3. ᱨᱮᱵᱩᱣᱟᱛᱚ ᱡᱟᱛᱮᱜ ᱣᱮ.ᱢᱟᱹᱣ :

ᱚᱮᱚᱣᱟᱛ᱾, ᱵᱚᱜᱢᱮᱜ ᱚᱮᱚᱣᱟᱛ᱾, ᱜᱮᱛᱮᱢᱮ, ᱩᱟᱛᱵᱟᱚᱮ. ᱜᱮᱛᱮᱢᱮ, ᱜᱮᱩᱮᱢᱩ, ᱚᱮᱚᱯ, ᱡᱟᱛᱮᱢᱮ ᱵᱮᱣᱚᱜᱮ ᱚᱮᱚᱯ, ᱮᱢᱛᱟᱛᱮᱢᱮᱜ ᱡᱟᱛᱮᱢᱮ ᱵᱮᱣᱚᱜᱮ ᱚᱮᱚᱯ, ᱨᱮᱢ᱾ᱜᱚᱜᱮᱱ ᱚᱮᱚᱯ, ᱜᱟᱛᱚᱜᱮᱱ. ᱨᱮᱵᱩᱣᱟᱛᱚ ।

Unit-4. ᱮᱢᱚᱜᱚᱱᱮ ᱮᱱ ᱜᱚᱜ᱾ᱚᱜ ᱨᱮᱢᱨᱚᱚᱜᱚ ।

ᱛᱮᱱᱮᱜ.ᱚᱨᱟ, ᱩᱟᱮᱟᱚ ᱮᱱ ᱣᱮ.ᱢᱟᱹᱣ, ᱨᱮᱵᱩᱣᱟᱛᱚ ᱚᱟᱚᱟᱛᱚ ᱮᱱ ᱮᱢᱚᱜᱚᱜᱮᱛᱮ

Reference Books

1. ᱵᱮᱱᱩᱨᱮᱱᱢᱮᱢᱩᱱ ᱮᱱᱟᱨᱨᱮᱱᱮᱢᱮᱯᱟᱛ- ᱨᱣᱟᱨᱨᱣᱟᱚ ᱵᱟᱩᱮᱱ ᱳᱮᱨ

2. ᱨᱮᱢᱣᱟᱢᱨᱮᱢ- ᱚᱮᱢᱩᱟᱨᱮᱩᱚᱮᱱᱮᱢᱮᱢᱩ ᱣᱮᱜᱮᱚᱚᱟᱛ

3. ᱨᱮᱵᱩᱣᱟᱛᱚ- ᱩᱮᱢᱩᱵᱮᱯᱮᱯ ᱩᱟᱚᱟᱩ ‘ᱮᱳᱟᱩᱮᱢᱨᱟ’

4. ᱨᱮᱢᱣᱟᱢᱨᱮᱚ-ᱨᱮᱢᱮᱩᱮᱢᱚᱟᱨᱣᱮᱢᱮᱛ- ᱨᱚᱛᱛᱨᱣᱟᱜᱣᱮᱛᱮᱩᱚᱮᱱ ᱳᱮᱨ

5. ᱮᱢᱯᱮᱛᱮᱵᱮᱱ ᱣᱵᱢᱮᱢᱚᱡᱮᱯᱟ- ᱳᱛᱩᱛᱮᱩᱚᱮᱱ ᱾ᱮᱢᱢᱣ ᱨᱣᱮᱢᱚᱟᱩᱮᱢ

5. ᱩᱮᱢᱮᱜᱮᱯᱮᱢ ᱜᱣᱟᱮᱢᱮᱩᱛᱨᱚ ᱡᱟᱡᱮᱢᱚᱢᱮᱢᱮᱛ- ᱳᱚ. ᱨᱵᱣᱚᱟᱣᱛ ᱵᱵᱟᱮᱱ ᱩᱣᱚᱡᱩᱟᱣᱵ

7. ᱷᱛᱚᱷᱵᱮᱱ- ᱨᱚᱩᱚᱮᱱᱮᱢᱮᱣᱚ ᱩᱛᱨᱟᱚᱮᱱ

8. ᱨᱮᱵᱩᱣᱟᱛᱚ ᱚᱮᱮᱢᱜ ᱣᱵᱮᱢ.ᱚ ᱣᱛᱣᱛᱚ- ᱚᱮᱡᱚᱮ ᱵᱚᱚᱟᱚᱵᱮᱢᱚ

9. ᱚᱮᱚᱣᱟᱛ᱾ᱵᱢ.ᱚᱨ- ᱚᱢᱡᱚ ᱵᱟᱩᱮᱱ ᱩᱵᱚᱟᱵ

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution through Santali Literature and Criticism
SDG 1	No Poverty	Literary criticism highlights issues of poverty, marginalization, labour struggles, and socio-economic realities of tribal communities.
SDG 2	Zero Hunger	Literary depictions of agriculture, food culture, and rural livelihood systems preserve indigenous knowledge of sustainable living.
SDG 3	Good Health and Well-Being	Literary and critical studies explore emotional well-being, cultural identity, social harmony, and collective consciousness.
SDG 4	Quality Education	Encourages critical thinking, literary analysis, research aptitude, creativity, and inclusive interdisciplinary learning.
SDG 5	Gender Equality	Critical approaches examine women's representation, gender discrimination, and feminist perspectives in Santali literature.

SDG No.	SDG Title	Nature of Contribution through Santali Literature and Criticism
SDG 6	Clean Water and Sanitation	Eco-critical literary analysis promotes awareness regarding rivers, forests, and sustainable management of natural resources.
SDG 7	Affordable and Clean Energy	Indigenous cultural values reflected in literature encourage environmentally sustainable and low-resource lifestyles.
SDG 8	Decent Work and Economic Growth	Literary studies support careers in education, criticism, translation, publishing, cultural journalism, and research.
SDG 9	Industry, Innovation and Infrastructure	Digitization of Santali literary texts, online criticism, and literary research infrastructure encourage innovation in humanities studies.
SDG 10	Reduced Inequalities	Santali literary criticism promotes social inclusion, tribal identity, cultural rights, and understanding of marginalized voices.
SDG 11	Sustainable Cities and Communities	Preserves indigenous literary heritage, oral traditions, and community values for sustainable cultural development.
SDG 12	Responsible Consumption and Production	Literary themes encourage responsible lifestyles, ecological ethics, and balanced use of natural resources.
SDG 13	Climate Action	Eco-critical literary perspectives raise awareness about climate change, environmental protection, and sustainable coexistence with nature.
SDG 14	Life Below Water	Literary representations of rivers and aquatic ecosystems foster ecological sensitivity and conservation awareness.
SDG 15	Life on Land	Forest-cantered literature, biodiversity themes, and indigenous ecological traditions promote conservation of land ecosystems.
SDG 16	Peace, Justice and Strong Institutions	Literary criticism encourages social justice, ethical reasoning, democratic values, and peaceful coexistence within society.
SDG 17	Partnerships for the Goals	Encourages collaboration among scholars, writers, educational institutions, cultural organizations, and tribal communities for preservation and promotion of Santali literature.

Code	Course Title	Credit	L-T-P
ST40032	**Santali Drama and Its Elements ᱞᱟᱨᱤᱚᱱᱟᱞ ᱫᱨᱟᱢᱟᱨᱮ ᱚᱨ ᱮᱞᱮᱢᱮᱱᱴ ᱵᱟᱨᱭᱟᱜ ᱚᱰᱚᱰᱤᱵᱚ**	**4**	**3-1-0**

Course Objectives

ᱥᱱ.ᱢᱟᱞᱮᱭᱟᱢ.ᱵᱚ ᱮᱞᱮᱭᱟᱢ ᱞᱟᱨᱤᱚᱱᱟᱞ ᱥᱚᱵᱚᱫᱟᱣᱟᱭᱮ ᱚᱱᱟᱹᱢᱱᱚᱰ ᱞᱟᱨᱤᱚᱱᱟᱞ ᱫᱨᱟᱢᱟᱨᱮ ᱵᱟᱨᱭᱟᱜ ᱞᱟᱹᱠᱷᱟᱨᱢᱟᱨ ᱚᱰ ᱫᱤᱨᱤᱢᱮᱱᱴ ᱯᱩᱞᱤᱭᱟ᱾ ᱫᱨᱟᱢᱟᱨᱮ ᱟᱹᱯ ᱚᱞᱟᱹ ᱵᱟᱨ ᱩᱫᱚᱜ ᱯᱩᱞᱤᱭᱟ ᱥᱟᱦᱤᱛᱭ ᱟᱨ ᱫᱨᱟᱢᱟᱨᱮ ᱵᱟᱨᱮᱱᱟᱜ ᱩᱪᱤ ᱫᱚ ᱢᱟᱱᱩᱥᱟᱨᱮ ᱥᱩᱵᱤᱫᱷᱟᱨᱟᱭᱟᱱ᱾

Course Outcomes

CO1. ᱥᱱ.ᱢᱟᱞᱮᱭᱟᱢ.ᱵᱚ ᱮᱞᱮᱭᱟᱢ ᱞᱟᱨᱤᱚᱱᱟᱞ ᱥᱚᱵᱚᱫᱟᱣᱟᱭᱮ ᱚᱱᱟᱹᱢᱱᱚᱰ ᱞᱟᱨᱮᱚᱱᱟᱞ ᱫᱨᱟᱢᱟᱨᱮ ᱞᱟᱨᱮᱣᱟᱰᱩ ᱟᱨ ᱮᱞᱮᱭᱟᱢ ᱵᱟᱨᱭᱟᱜ ᱚᱰᱚᱰᱩ ᱵᱚ ᱵᱟᱱᱩᱥᱟᱨᱮ ᱩᱫᱟᱦᱟᱨᱚᱱ ᱯᱟᱦᱟᱸ᱾

CO2. ᱥᱱ.ᱢᱟᱞᱮᱭᱟᱢ.ᱵᱚ ᱮᱞᱮᱭᱟᱢ ᱞᱟᱨᱤᱚᱱᱟᱞ ᱥᱚᱵᱚᱫᱟᱣᱟᱭᱮ ᱵᱚ ᱞᱟᱹ.ᱚ ᱯᱟᱵᱩᱞᱟᱨᱮ ᱮᱡᱟᱚᱮᱱᱴ ᱵᱟᱨᱭᱟᱜ ᱞᱟᱨᱮᱚᱱᱟᱞ ᱫᱨᱟᱢᱟᱨᱮ ᱟᱹᱯ ᱚᱞᱟᱹ ᱵᱟᱨᱮᱱᱟᱜ ᱩᱪᱤ ᱫᱚ ᱢᱟᱱᱩᱥᱟᱨᱮ ᱯᱟᱦᱟᱸ ᱟᱨ ᱵᱟᱱᱩᱥᱟᱨᱮ ᱵᱟᱱᱚᱣᱟᱱ ᱞᱟᱹᱠᱷᱟᱨᱢᱟᱨᱮ ᱵᱟᱨᱮᱱᱟᱜ ᱟᱹᱯ ᱚᱞᱟᱹ ᱵᱟ.ᱩᱨ ᱡᱟᱵᱩᱞᱟᱨᱮ ᱵᱟᱱᱚᱣᱟᱱ ᱞᱟᱹᱠᱷᱟᱨᱢᱟᱨᱮ ᱵᱟᱨᱮᱱᱟᱜ ᱟᱹᱯ ᱚᱞᱟᱹ ᱵᱟ.ᱩᱨ ᱡᱟᱵᱩᱞᱟᱨᱮ ᱵᱟᱱᱚᱣᱟᱱ ᱞᱟᱹᱠᱷᱟᱨᱢᱟᱨᱮ ᱵᱟᱨᱮᱱᱟᱜ ᱟᱹᱯ ᱚᱞᱟᱹ ᱵᱟ.ᱩᱨ ᱜᱟᱡᱟᱱ ᱵᱚ ᱜᱟᱡᱟᱱᱟᱹᱣᱞᱮᱨᱮᱱ ᱾

CO3. ᱥᱱ.ᱢᱟᱞᱮᱭᱟᱢ.ᱵᱚ ᱜᱟᱱᱟᱨᱮᱱᱴ ᱞᱟᱹᱠᱷᱟᱨᱢᱟᱨᱮ ᱵᱟᱨᱮᱱᱟᱜ ᱮᱱᱜᱟᱜᱩ ᱵᱚ ᱵᱟᱱᱩᱥᱟᱨᱮ ᱯᱟᱦᱟᱸ᱾

CO4. ᱥᱱ.ᱢᱟᱞᱮᱭᱟᱢ.ᱵᱚ ᱜᱟᱱᱟᱨᱮᱱᱴ ᱞᱟᱹᱠᱷᱟᱨᱢᱟᱨᱮ ᱵᱟᱨᱮᱱᱟᱜ ᱩᱫᱩᱜᱩᱚ ᱵᱚ ᱵᱟᱱᱩᱥᱟᱨᱮ ᱯᱟᱦᱟᱸ᱾

CO5. ᱥᱱ.ᱢᱟᱞᱮᱭᱟᱢ.ᱵᱚ ᱜᱟᱱᱟᱨᱮᱱᱴ ᱟᱨ ᱜᱟᱱᱟᱨᱮᱴᱟᱱᱩᱜᱟᱱᱵᱚ ᱵᱚ ᱵᱟᱱᱩᱥᱟᱨᱮ ᱵᱚᱭᱟᱜ᱾CO-PO-**PSO**

Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	1	1	_	2	_	1	1	3	2	1	2	_
CO2	2	3	2	3	2	2	1	1	2	1	2	1	3	2	2	2	2
CO3	2	2	3	3	1	2	3	2	2	3	3	_	2	1	2	3	2
CO4	3	2	2	2	3	1	2	_	2	2	2	3	3	3	2	3	_
CO5	2	2	2	3	1	3	2	3	3	2	3	1	2	2	3	2	3

Course Contents

Unit-. ᱞᱟᱨᱤᱚᱱᱟᱞ ᱜᱟᱱᱟᱨᱮᱱᱴ ᱟᱨ ᱥᱚᱵᱚᱫᱟᱣ ᱵᱩᱡᱷᱟᱣᱟᱹᱣ:

ᱩᱱᱮᱱ.ᱟᱞᱟ, ᱡᱚᱜᱟᱱ, ᱯᱱ.ᱵᱚᱟ, ᱩᱫᱩᱜᱩᱚ, ᱡᱟᱞᱩᱱ.ᱟ, ᱡᱱ.ᱢᱟᱣᱩ ᱟᱨ ᱮᱱᱜᱟᱜᱩ ᱾

Unit-2. ᱜᱟᱱᱟᱨᱮᱱᱴ ᱟᱨᱮᱱᱟᱜ ᱚᱰᱚᱰᱩ ᱟᱨ ᱜᱟᱱᱟᱨᱮᱱᱴ ᱟᱨᱮᱱᱟᱜ ᱩᱫᱩᱜᱩᱚᱵᱚ᱾

ᱜᱚᱨᱚᱦᱚᱞ ᱯᱟᱨᱚᱜ ᱞᱚᱠᱩᱱᱚ ᱯᱟᱨ ᱚᱯᱟᱞᱚᱜ᱾

Unit-3. ᱜᱚᱨᱚᱦᱚᱞ: ᱞᱚᱜᱞᱚᱱ ᱩᱯᱟᱭ᱾ᱨᱩ

Unit-4. ᱜᱚᱨᱚᱦᱚᱞ: ᱨᱚᱚᱯᱟᱨᱜᱟ ᱨᱩᱯᱚᱞ

Reference Books

1. ᱞᱚᱜᱞᱚᱱ ᱩᱯᱟᱭ᱾ᱨᱩ- ᱞᱚ.ᱨᱩᱯᱩ ᱯᱚᱦᱚᱱᱚᱨ᱾ᱨᱩ ᱡᱩᱡᱩᱡ
2. ᱨᱚᱚᱯᱟᱨ ᱜᱟ ᱨᱩᱯᱚᱞ- ᱩᱚ᱾ ᱯᱚ.ᱜᱩᱡᱩᱞᱚᱚᱩ ᱡᱩᱡᱩᱡ

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution through Santali Drama and its Elements
SDG 1	**No Poverty**	Santali drama highlights issues of poverty, labour struggles, social exclusion, and community resilience among tribal societies.
SDG 2	**Zero Hunger**	Dramatic depictions of agriculture, seasonal festivals, and rural livelihoods preserve indigenous food culture and farming traditions.
SDG 3	**Good Health and Well-Being**	Dramatic performances encourage emotional expression, social awareness, mental well-being, and cultural solidarity.
SDG 4	**Quality Education**	Enhances creativity, communication skills, critical thinking, performance-based learning, and inclusive literary education.
SDG 5	**Gender Equality**	Santali drama addresses women's empowerment, gender discrimination, social roles, and equality through theatrical representation.
SDG 6	**Clean Water and Sanitation**	Dramas reflecting rivers, forests, and natural resources create awareness regarding ecological conservation and sustainable living.
SDG 7	**Affordable and Clean Energy**	Indigenous lifestyles and eco-conscious values reflected in dramatic works encourage sustainable practices.
SDG 8	**Decent Work and Economic Growth**	Santali drama supports cultural industries, theatre performance, folk art, media, and creative employment opportunities.

SDG No.	SDG Title	Nature of Contribution through Santali Drama and its Elements
SDG 9	**Industry, Innovation and Infrastructure**	Digitization, theatre documentation, stage technology, and online cultural dissemination contribute to innovation in literary and performing arts.
SDG 10	**Reduced Inequalities**	Dramatic narratives address tribal identity, marginalization, social discrimination, and cultural rights, promoting equality and inclusion.
SDG 11	**Sustainable Cities and Communities**	Preserves indigenous theatre traditions, oral culture, festivals, and community-cantered artistic heritage.
SDG 12	**Responsible Consumption and Production**	Dramatic themes promote balanced lifestyles, ecological ethics, and sustainable use of natural resources.
SDG 13	**Climate Action**	Environmental themes in Santali drama encourage climate awareness, ecological protection, and sustainable coexistence with nature.
SDG 14	**Life Below Water**	Dramatization of river-based life and aquatic ecosystems encourages conservation awareness and ecological responsibility.
SDG 15	**Life on Land**	Forest-cantered dramatic themes, biodiversity awareness, and indigenous ecological traditions support conservation of land ecosystems.
SDG 16	**Peace, Justice and Strong Institutions**	Santali drama promotes peace, justice, ethical values, indigenous governance traditions, and social harmony.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among dramatists, performers, educational institutions, cultural organizations, and tribal communities for preservation and promotion of Santali theatre traditions.

Code	Course Title	Credit	L-T-P
SP40032	Santali Poems-I ᱚᱱᱚᱞᱚᱢᱟᱱ ᱫᱚᱲᱢᱟᱣᱟᱱ– I	4	3-1-0

Course Objectives

ᱩᱱᱤ.ᱱᱟᱣᱮᱱᱤ.ᱠᱚ ᱫᱚᱣᱟ ᱚᱱᱚᱢᱟ ᱩᱫᱩᱠᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨ ᱚᱱᱚᱞᱚᱢᱟᱱ ᱫᱚᱲᱢᱟᱣᱟᱱ· ᱣᱟᱨᱛᱚᱜ ᱵᱩᱣᱵᱩ ᱥᱩᱧ ᱠᱚᱣᱟ ᱢᱚᱣᱟ ᱱᱚ ᱫᱚᱣ ᱣᱟ ᱩᱫᱮ ᱯᱚᱜᱚᱱᱤᱭ ᱥᱩᱞᱩᱨ ᱚᱢᱵᱚᱣᱟᱱ।

Course Outcomes

CO1. ᱩᱱᱤ.ᱱᱟᱣᱮᱱᱤ.ᱠᱚ ᱫᱚᱣᱟ ᱚᱱᱚᱢᱟ ᱩᱫᱩᱠᱟᱣᱟᱫᱮ ᱠᱚ ᱚᱱ.ᱚ ᱠᱚᱢᱚᱲ ᱚᱱᱚᱞᱚᱢᱟᱱ ᱫᱚᱲᱢᱟᱣᱟᱱ· ᱣᱟᱨᱛᱚᱜ ᱚᱲᱚᱲᱥ ᱠᱚ ᱠᱚ ᱡᱚᱢᱚᱢᱚᱨ ᱯᱟᱢᱟᱱ ᱱᱚ ᱚᱱᱚᱞᱚᱢᱟᱱ ᱫᱚᱲᱢᱟᱣᱟᱱ· ᱣᱟᱨᱛᱚᱜ ᱚᱠᱟᱣᱟᱱ ᱠᱚ ᱠᱚᱡᱚᱢᱚᱢᱚᱨ ᱯᱟᱢᱟᱱ।

CO2. ᱩᱱᱤ.ᱱᱟᱣᱮᱱᱤ.ᱠᱚ ᱫᱚᱲᱢᱟᱣᱟᱱ· ᱚᱯ ᱚᱫᱚᱯ ᱠᱚ.ᱩᱨ ᱣᱟᱨᱛᱚᱜ ᱦᱚᱲᱩᱜᱚ.ᱭ ᱠᱚ ᱯᱟᱢᱟᱱ ᱱᱚ ᱫᱚᱲᱢᱟᱣᱟᱱ· ᱦᱚᱲᱩᱣᱟᱨᱮᱛ ᱡᱚᱱᱟᱣ ᱡᱚᱢᱚᱢᱚᱨ ᱣᱟᱨᱛᱚᱜ ᱵᱟᱹᱞᱟᱲ ᱣᱟᱨᱛᱚᱜ ᱠᱚ ᱥᱮᱞᱮᱩ ᱠᱚ ᱥᱮᱞᱮᱜ।

CO3. ᱩᱱᱤ.ᱱᱟᱣᱮᱱᱤ.ᱠᱚ ᱫᱚᱲᱢᱟᱣᱟᱱ· ᱣᱟᱨᱛᱚᱜ ᱜᱟᱣᱜᱤᱭᱮᱫ ᱠᱚᱠᱚ ᱡᱚᱢᱚᱢᱚᱨ ᱯᱟᱢᱟᱱ।

CO4. ᱩᱱᱤ.ᱱᱟᱣᱮᱱᱤ.ᱠᱚ ᱫᱚᱲᱮᱛᱟᱣᱟᱫᱮ· ᱣᱟᱨᱛᱚᱜ ᱡᱚᱱᱮ ᱠᱚ ᱡᱚᱢᱚᱢᱚᱨ ᱯᱟᱢᱟᱱ।

CO5. ᱩᱱᱤ.ᱱᱟᱣᱮᱱᱤ.ᱠᱚ ᱫᱚᱲᱢᱟᱣᱟᱱ· ᱣᱟᱨᱛᱚᱜ ᱡᱟᱜᱤᱡᱟᱜ ᱠᱚᱠᱚ ᱡᱚᱢᱚᱢᱚᱨ ᱯᱟᱢᱟᱱ।

CO-PO-PSO Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	1	1	_	2	_	1	1	3	2	1	2	_
CO2	2	3	2	3	2	2	1	1	2	1	2	1	3	2	2	2	2
CO3	2	2	3	3	1	2	3	2	2	3	3	_	2	1	2	3	2
CO4	3	2	2	2	3	1	2	_	2	2	2	3	3	3	2	3	_
CO5	2	2	2	3	1	3	2	3	3	2	3	1	2	2	3	2	3

Course Contents

Unit-1. ᱫᱚᱲᱢᱟᱣᱟᱱ· ᱣᱟᱨᱛᱚᱜ ᱩᱡᱮᱞᱚ, ᱩᱱᱤ.ᱮᱱ.ᱣᱮᱨ. ᱣᱱ.ᱱᱟᱹᱨ, ᱩᱫᱣᱟᱫᱚ ᱱᱚ ᱚᱠᱚᱲᱥ।

Unit-2. (i). ᱫᱚᱲᱢᱟᱣᱟᱱ· ᱚᱱᱣᱟᱱ ᱚᱱ.ᱯᱟᱱᱜ. ᱱᱚ **(ii).** ᱚᱨᱣᱟᱨᱛ ᱚᱠᱚᱱᱛ

Unit-3. (i). ᱱᱮᱞᱟᱛ ᱚᱨᱮᱚᱨ ᱱᱚ **(ii).** ᱚᱜᱣᱟᱹᱵᱟᱱ. ᱡᱩᱨᱡᱯ

Unit-4. (i). ᱵᱟᱲᱟᱛ ᱣᱟᱣ ᱱᱚ **(ii).** ᱜᱟᱵᱮ ᱚᱱᱣᱟᱱ

Reference Books

1. ᱚᱞᱚᱢᱟᱸ᱾ ᱛᱚᱞᱟᱹ ᱛᱚ.ᱯᱩᱹ.ᱜ- ᱩᱚᱨᱩᱯ ᱱᱩᱞᱩᱹᱚ.ᱯᱟᱞᱟᱹᱨᱤ
2. ᱚᱨᱟᱹᱛᱚᱨᱚᱚᱚᱹᱜ - ᱡᱚ.ᱯᱨᱡᱟ ᱡᱚ᱾ᱞᱣᱚ
3. ᱚᱞᱟᱹᱣᱛᱟᱤᱚᱨᱟ- ᱣᱚᱯᱚᱚᱛᱚᱤ ᱞᱚᱯᱟᱤ ‘ᱚᱛᱣᱤ ᱞᱩᱚᱚ.ᱩ’
4. ᱛᱩᱯᱯᱩᱢᱚ. ᱨᱩᱩᱨᱮ- ᱞᱚᱯᱯᱚᱜ ᱩᱛᱯᱯᱞᱚᱜ ᱢᱨᱞᱢᱩ
5. ᱢᱚᱨᱚᱜᱡᱚᱯ- ᱛᱚᱛᱩᱢᱮᱚᱮ ᱡᱩᱯᱯᱡᱩ ‘ᱚᱜᱨᱛᱚ.ᱞᱨ’
6. ᱜᱚᱞᱚᱛᱚᱡᱚ- ᱚᱜᱨᱚᱚᱨᱡᱨᱚᱯ ‘ᱞᱚᱤᱚᱚᱚᱮᱨ’

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution through Santali Poem–I
SDG 1	**No Poverty**	Santali poems portray rural struggles, labour, inequality, and resilience, creating awareness about poverty and social dignity.
SDG 2	**Zero Hunger**	Agricultural songs and poetic depictions of farming traditions preserve indigenous food culture and sustainable agricultural knowledge.
SDG 3	**Good Health and Well-Being**	Poetic expressions promote emotional balance, cultural belongingness, spirituality, and social harmony contributing to well-being.
SDG 4	**Quality Education**	Encourages literary appreciation, creativity, communication skills, critical thinking, and inclusive learning.
SDG 5	**Gender Equality**	Santali poetry raises awareness regarding women's rights, gender equality, empowerment, and social justice.
SDG 6	**Clean Water and Sanitation**	Poems focusing on rivers, rain, forests, and natural resources encourage ecological consciousness and water conservation.
SDG 7	**Affordable and Clean Energy**	Indigenous eco-friendly lifestyles reflected in poetic traditions support awareness of sustainable living practices.
SDG 8	**Decent Work and Economic Growth**	Santali poetry contributes to cultural industries, literary activities, folk performances, and heritage-based livelihoods.
SDG 9	**Industry, Innovation and Infrastructure**	Translation, digitization, publication, and archiving of Santali poetry support literary innovation and cultural infrastructure.
SDG 10	**Reduced Inequalities**	Poetic themes address tribal identity, social exclusion, equality, and empowerment of marginalized communities.

SDG No.	SDG Title	Nature of Contribution through Santali Poem–I
SDG 11	**Sustainable Cities and Communities**	Preserves oral traditions, indigenous heritage, folk culture, and community values for sustainable cultural development.
SDG 12	**Responsible Consumption and Production**	Santali poetry promotes balanced lifestyles, ecological ethics, and responsible utilization of natural resources.
SDG 13	**Climate Action**	Ecological imagery and environmental themes encourage awareness regarding climate protection and environmental sustainability.
SDG 14	**Life Below Water**	Poetic depictions of rivers and aquatic ecosystems inspire conservation awareness and ecological responsibility.
SDG 15	**Life on Land**	Forest imagery, biodiversity awareness, and indigenous ecological traditions promote conservation of land ecosystems and wildlife.
SDG 16	**Peace, Justice and Strong Institutions**	Santali poetry promotes peace, justice, social harmony, ethical consciousness, and collective cultural identity.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among poets, scholars, educational institutions, translators, and cultural organizations for preservation and promotion of Santali poetry.

Code	Course Title	Credit	L-T-P
ST40034	Santali Drama: One Act Play ᱞᱟᱹᱠᱚᱱᱟᱲᱤ ᱩᱱᱩ ᱦᱟᱹᱲᱟᱢ. ᱜᱮᱢᱮᱞ	4	3-1-0

Course Objectives

ᱩᱱᱤ.ᱦᱟᱹᱵᱩᱱᱤ.ᱦᱮ ᱮᱰᱩᱱᱤ ᱞᱮᱱᱚᱢᱩ ᱩᱮᱩᱮᱰᱟᱣᱮᱞ ᱚᱢᱯᱢᱚᱱ ᱞᱮᱱᱮᱚᱢᱟᱲ ᱩᱱᱩ ᱦᱟᱹᱲᱟᱢ. ᱜᱮᱢᱮᱞ ᱭᱮᱞᱮᱢᱜ ᱜᱮᱞᱮᱢᱮᱞ ᱞᱮᱱᱩᱮᱯᱢᱮᱞᱚᱱ ᱯᱢ.ᱞ ᱣᱦᱮᱰᱤᱱ, ᱩᱱᱩ ᱦᱟᱹᱲᱟᱢ. ᱜᱮᱢᱮᱞ ᱡᱯ ᱚᱡᱯ ᱭᱱ ᱩᱮᱰᱮ ᱯᱢᱜᱮᱢᱤ ᱡᱩᱮ ᱢᱭ ᱜᱮᱢᱮᱞ ᱭᱮᱮᱢᱜ ᱩᱵᱮ ᱜᱮᱮ ᱵᱤ ᱣᱢᱣᱢᱮᱞ ᱡᱩᱮ ᱵᱡᱤᱱ.

Course Outcomes

CO1. ᱩᱱᱤ.ᱦᱟᱹᱵᱩᱱᱤ.ᱦᱮ ᱮᱰᱩᱱᱤ ᱞᱮᱱᱚᱢᱩ ᱩᱮᱩᱮᱰᱟᱣᱮᱞ ᱚᱢᱯᱢᱚᱱ ᱞᱮᱱᱮᱚᱢᱟᱲ ᱩᱱᱩ ᱦᱟᱹᱲᱟᱢ. ᱜᱮᱢᱮᱞ ᱭᱱ ᱮᱰᱩᱱᱤ ᱭᱮᱞᱮᱢᱜ ᱚᱰᱚᱰᱡ ᱵᱤ ᱣᱢᱣᱢᱮᱞ ᱳᱢᱩᱱ.

CO2. ᱩᱱᱤ.ᱦᱟᱹᱵᱩᱱᱤ. ᱵᱤ ᱮᱰᱩᱱᱤ ᱞᱮᱱᱚᱢᱩ ᱩᱮᱩᱮᱰᱟᱣᱮᱞ ᱵᱤ ᱞᱮᱢ.ᱚ ᱯᱷᱵᱟᱣᱢᱮᱞ ᱮᱢᱣᱢᱜ ᱮᱢᱜ ᱭᱮ ᱞᱮᱱᱮᱚᱢᱟᱲ ᱩᱱᱩ ᱦᱟᱹᱲᱟᱢ. ᱜᱮᱢᱮᱞ ᱡᱯ ᱚᱡᱯ ᱭᱮᱞᱮᱢᱜ ᱩᱮᱩᱮ ᱵᱤ ᱵᱤ ᱣᱢᱣᱢᱮᱞ ᱳᱢᱩᱱ ᱭᱱ ᱡᱯ ᱚᱡᱯ ᱵᱢ.ᱩᱨ ᱣᱡᱭᱢ ᱵᱤ ᱣᱢᱭᱢ ᱣᱵᱭᱵᱮᱢ.

CO3. ᱩᱱᱤ.ᱦᱟᱹᱵᱩᱱᱤ. ᱵᱤ ᱩᱱᱩ ᱦᱟᱹᱲᱟᱢ. ᱜᱮᱢᱮᱞ ᱭᱮᱞᱮᱢᱜ ᱣᱢ.ᱦᱨᱳ ᱵᱤ ᱣᱢᱣᱢᱮᱞ ᱳᱢᱩᱱ.

CO4. ᱩᱱᱤ.ᱦᱟᱹᱵᱩᱱᱤ. ᱵᱤ ᱩᱱᱩ ᱦᱟᱹᱲᱟᱢ. ᱜᱮᱢᱮᱞ ᱭᱮᱞᱮᱢᱜ ᱩᱱᱤ.ᱮᱢ.ᱭᱮᱨ ᱭᱱ ᱩᱮᱮᱮᱚ ᱵᱤ ᱣᱢᱣᱢᱮᱞ ᱳᱢᱩᱱ.

CO5. ᱩᱱᱤ.ᱦᱟᱹᱵᱩᱱᱤ. ᱵᱤ ᱩᱱᱩᱦᱟᱹᱲᱟᱢ. ᱜᱮᱢᱮᱞ ᱭᱱ ᱜᱮᱢᱮᱞ ᱚᱢᱯᱢᱭᱮ ᱩᱜᱵᱭᱵᱦ ᱵᱤ ᱣᱢᱣᱢᱮᱞ ᱳᱢᱩᱱ.

CO-PO-PSO Mapping
Rate Correlations:
1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)
3 = Strongly Mapped (High), "–" = There is No correlation

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	1	1	_	2	_	1	1	3	2	1	2	_
CO2	2	3	2	3	2	2	1	1	2	1	2	1	3	2	2	2	2
CO3	2	2	3	3	1	2	3	2	2	3	3	_	2	1	2	3	2
CO4	3	2	2	2	3	1	2	_	2	2	2	3	3	3	2	3	_

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO5	2	2	2	3	1	3	2	3	3	2	3	1	2	2	3	2	3

Course Contents

Unit-1. ᱪᱟᱨᱤᱞᱚᱛ

Unit-2. ᱠᱚᱞᱟᱛ ᱠᱚᱢᱢᱚᱞ

Unit-3. ᱚᱞᱟᱛ ᱚ.ᱚᱠ

Unit-4. ᱢᱚᱢᱚᱞ ᱪᱠᱚᱚ.ᱢ

Reference Books

1. ᱪᱟᱨᱤᱞᱚᱛ- ᱚᱞ. ᱠᱟ. ᱪᱟ. ᱢᱠᱚᱠ
2. ᱠᱚᱞᱟᱛ ᱠᱚᱢᱢᱚᱞ- ᱪᱚᱞᱚᱢᱚᱛ ᱢᱠᱚᱢᱠ
3. ᱚᱞᱟᱛ ᱚ.ᱚᱠ- ᱚᱠᱛᱛ ᱛᱚᱞᱚᱢᱚᱛ ᱢᱠᱚᱠ
4. ᱢᱚᱢᱚᱞ ᱪᱠᱚᱚ.ᱢ- ᱢᱚᱢᱚᱞᱚᱞ ᱱᱟᱢᱢᱚᱞᱚᱢ

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution through Santali One Act Play
SDG 1	No Poverty	Santali one act plays portray social inequality, labor struggles, rural hardship, and community resilience, creating awareness regarding poverty issues.
SDG 2	Zero Hunger	Dramatic depictions of farming traditions, food practices, and village life preserve indigenous agricultural knowledge.
SDG 3	Good Health and Well-Being	Participation in dramatic activities promotes emotional expression, confidence, social awareness, and mental well-being.
SDG 4	Quality Education	Enhances creativity, communication skills, critical thinking, performance-based learning, and inclusive literary education.
SDG 5	Gender Equality	One act plays highlight women's empowerment, gender justice, social roles, and equality within Santali society.
SDG 6	Clean Water and Sanitation	Environmental themes related to rivers, forests, and natural resources create awareness regarding conservation and ecological balance.

SDG No.	SDG Title	Nature of Contribution through Santali One Act Play
SDG 7	**Affordable and Clean Energy**	Indigenous eco-friendly lifestyles reflected in dramatic works encourage sustainable and responsible living practices.
SDG 8	**Decent Work and Economic Growth**	Theatre activities support cultural industries, folk performances, media, and employment opportunities in creative arts and cultural preservation.
SDG 9	**Industry, Innovation and Infrastructure**	Digital archiving, theatre documentation, stage technology, and online dissemination encourage innovation in literary and performing arts.
SDG 10	**Reduced Inequalities**	Santali one act plays address marginalization, tribal identity, social discrimination, and cultural rights, promoting equality and inclusion.
SDG 11	**Sustainable Cities and Communities**	Preserves indigenous theatre traditions, oral culture, folk heritage, and community-cantered artistic values.
SDG 12	**Responsible Consumption and Production**	Dramatic narratives promote ecological ethics, balanced lifestyles, and responsible utilization of natural resources.
SDG 13	**Climate Action**	Environmental awareness reflected in dramatic themes encourages climate-sensitive thinking and ecological protection.
SDG 14	**Life Below Water**	Dramatization of rivers and aquatic ecosystems promotes awareness regarding conservation of water resources and biodiversity.
SDG 15	**Life on Land**	Forest-cantered themes, biodiversity awareness, and indigenous ecological traditions support conservation of land ecosystems.
SDG 16	**Peace, Justice and Strong Institutions**	Santali one act plays promote justice, ethical values, peaceful coexistence, and social harmony through dramatic expression.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among dramatists, performers, educational institutions, cultural organizations, and tribal communities for preservation and promotion of Santali theatre traditions.

Code	Course Title	Credit	L-T-P
SP40034	Santali Poems-II ᱚᱨᱚᱞᱤᱱᱟᱞ ᱯᱮᱢᱚᱣᱟᱹᱨ – II	4	3-1-0

Course Objectives

ᱩᱱᱤ.ᱱᱚᱵᱚᱱ. ᱠᱚ ᱮᱫᱚᱱ ᱚᱨᱚᱞᱤᱱᱟᱞ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱱᱯᱚᱱᱚᱴ ᱚᱨᱚᱞᱤᱱᱟᱞ ᱯᱮᱢᱚᱣᱟᱹᱨ᱾ ᱚᱨᱚᱡᱣᱟᱨᱩ ᱝᱟᱨᱟᱱᱜ ᱛᱩᱛᱵᱝᱛᱩ ᱥᱤᱞᱤᱱ ᱠᱚᱫᱚᱱ ᱱᱝ ᱚᱨᱚᱞᱤᱱᱟᱞ ᱯᱮᱢᱚᱣᱟᱹᱨ᱾ ᱝᱟ ᱢᱚᱫᱮ ᱯᱟᱱᱜᱱᱚᱩ ᱯᱩᱱᱚ ᱠᱚᱫᱚᱱ᱾

Course Outcomes

CO1. ᱩᱱᱤ.ᱱᱚᱵᱚᱱ.ᱠᱚ ᱮᱫᱚᱱ ᱚᱨᱚᱞᱤᱱᱟᱞ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱠᱚ ᱚᱨ.ᱚ ᱯᱟᱠᱛᱟᱱᱮ ᱚᱨᱚᱞᱤᱱᱟᱞ ᱯᱮᱢᱚᱣᱟᱹᱨ᱾ ᱝᱟᱨᱟᱱᱜ ᱚᱟᱚᱟᱨᱩ ᱠᱚ ᱠᱚ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱣᱟᱱᱟ ᱱᱝ ᱮᱱᱟᱱᱜ ᱚᱨᱚᱞᱤᱱᱟᱞ ᱯᱮᱢᱚᱣᱟᱹᱨ᱾ ᱝᱟᱨᱟᱱᱜ ᱚᱱᱟᱣᱟᱱ ᱠᱚ ᱠᱚᱛᱟᱱᱛᱟᱱᱨᱮ ᱣᱟᱱᱟ᱾

CO2. ᱩᱱᱤ.ᱱᱚᱵᱚᱱ.ᱠᱚ ᱮᱫᱮᱢᱚᱣᱟᱹᱨ᱾ ᱚᱯ ᱚᱡᱯ ᱠᱚ.ᱩᱚ ᱝᱟ ᱦᱩᱜᱩᱱ.ᱭ ᱠᱚ ᱣᱟᱱᱟ ᱱᱝ ᱮᱫᱮᱢᱚᱣᱟᱹᱨ᱾ ᱚᱨᱚᱡᱣᱟᱨᱩ ᱡᱟᱱᱝᱱᱟᱛᱚᱵᱝᱵ ᱝᱟ ᱪᱮᱫᱚᱪ ᱠᱚ ᱪᱟᱱᱟ᱾

CO3. ᱩᱱᱤ.ᱱᱚᱵᱚᱱ.ᱠᱚ ᱠᱟᱱᱛᱚ ᱮᱫᱮᱢᱚᱣᱟᱹᱨ᱾ ᱝᱟᱨᱟᱱᱜ ᱮᱱᱜᱟᱱᱚᱪ ᱠᱚ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱣᱟᱱᱟ᱾

CO4. ᱩᱱᱤ.ᱱᱚᱵᱚᱱ.ᱠᱚ ᱠᱟᱱᱛᱚ ᱮᱫᱮᱢᱚᱣᱟᱹᱨ᱾ ᱝᱟᱨᱟᱱᱜ ᱦᱟᱨᱯᱟᱨ (ᱦᱟᱡᱟᱨᱩ) ᱠᱚ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱣᱟᱱᱟ᱾

CO5. ᱩᱱᱤ.ᱱᱚᱵᱚᱱ.ᱠᱚ ᱠᱟᱱᱛᱚ ᱮᱫᱮᱢᱚᱣᱟᱹᱨ᱾ ᱝᱟᱨᱟᱱᱜ ᱱᱝ ᱯᱤ.ᱱᱚ ᱮᱫᱮᱢᱚᱣᱟᱹᱨ᱾ ᱝᱟ ᱩᱟᱫᱟᱣᱟᱫ ᱠᱚ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱣᱟᱱᱟ᱾

CO-PO-PSO Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	1	_	_	2	_	1	2	3	2	1	1	_
CO2	2	3	2	3	2	2	1	1	2	_	2	2	3	2	2	2	2
CO3	2	2	3	3	1	2	2	2	2	2	3	1	2	1	2	2	2
CO4	3	2	2	2	3	1	1	_	2	1	2	3	3	3	2	2	_
CO5	2	2	2	3	1	3	2	3	3	2	3	1	2	2	3	2	3

Course Contents

Unit – 1. ᱚᱨᱚᱞᱤᱱᱟᱞ ᱠᱟᱱᱛᱚ ᱮᱫᱮᱢᱚᱣᱟᱹᱨ᱾ ᱝᱟᱨᱟᱱᱜ ᱩᱫᱩᱫᱟᱣᱟ᱾

Unit – 2 (i). ᱚᱨᱚᱞ ᱚᱨᱚᱡᱣᱟᱨᱩ ᱱᱝ (ii). ᱥᱤᱱ᱾ᱩᱩ ᱡᱟᱱᱯᱟᱱ᱾

Unit - 3 (i). ᱥᱤᱱ᱾ᱩᱚ ᱣᱚ᱾ᱮᱱ ᱱᱝ (ii). ᱯᱩᱡᱟᱱ.ᱫ ᱾

Unit - 4 (i). ᱴᱟᱠᱟᱨᱡᱟᱱᱮᱱᱟᱱ.ᱫ ᱱᱝ (ii). ᱮᱠᱚᱮᱣᱟᱱᱟᱣᱟᱱ ᱡᱟᱱᱯᱟᱱ᱾

Reference Books

1. ᱪᱟᱢᱨ ᱪᱟᱧᱩᱱᱪᱫᱮ- ᱚᱯ. ᱫᱟᱩᱟᱢᱨᱟᱮᱪᱚᱣ ᱚᱪᱪᱯᱟᱱ

2. ᱥᱟᱫᱮᱫᱷ ᱩᱟᱭᱟᱢ- ᱜᱟᱯᱟᱱᱥᱟᱫᱮᱫᱷ ᱲᱮᱚᱮ

3. ᱥᱟᱫᱮᱫᱟᱚᱫᱮᱜᱟᱢ- ᱟᱢ.ᱯᱩᱮᱪ ᱱᱪᱩᱚᱫᱷᱯᱟᱩ

4. ᱭᱮᱩᱟᱟᱢ.ᱛᱮ- ᱪᱟᱪᱫᱟᱫ ᱲᱮᱪᱟᱯ ᱲᱮᱪᱲᱮ (ᱪᱟᱫᱮᱜᱟᱟᱯᱟᱢᱜᱟᱩ)

5. ᱪᱮᱪᱮᱯᱩᱱᱟᱪ ᱯᱟᱢ.ᱛᱮ- ᱲᱱᱟᱢ.ᱲᱮᱯ ᱡᱟᱯᱪᱟᱫᱮᱫᱷ ᱩᱮᱯᱩᱮ

6. ᱟᱪᱚᱟᱚᱟᱢᱟᱟᱢ ᱩᱟᱭᱟᱢ- ᱟᱫᱮᱚᱚᱢᱟ ‘ᱩᱮᱚᱚᱯᱟ ᱪᱟᱪᱚᱟᱭᱮᱚ

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution through Santali Poem–II
SDG 1	**No Poverty**	Santali poetry reflects the realities of rural hardship, labour struggles, and social inequality, promoting awareness regarding poverty and dignity.
SDG 2	**Zero Hunger**	Agricultural imagery and poetic depictions of farming life preserve indigenous knowledge related to food security and sustainable agriculture.
SDG 3	**Good Health and Well-Being**	Poetic expressions support emotional well-being, social harmony, spirituality, and cultural belongingness.
SDG 4	**Quality Education**	Enhances literary understanding, creativity, communication skills, cultural awareness, and inclusive educational learning.
SDG 5	**Gender Equality**	Santali poems encourage reflection on women's empowerment, gender justice, equality, and social inclusion.
SDG 6	**Clean Water and Sanitation**	Poems depicting rivers, rain, forests, and water resources encourage ecological sensitivity and environmental conservation.
SDG 7	**Affordable and Clean Energy**	Indigenous eco-friendly lifestyles represented in poetry support awareness regarding sustainable living practices.
SDG 8	**Decent Work and Economic Growth**	Santali poetry contributes to cultural industries, literary activities, folk performances, and heritage-based employment opportunities.

SDG No.	SDG Title	Nature of Contribution through Santali Poem–II
SDG 9	**Industry, Innovation and Infrastructure**	Translation, digitization, publication, and archival preservation of Santali poetry promote literary innovation and cultural infrastructure.
SDG 10	**Reduced Inequalities**	Poetic themes address tribal identity, social exclusion, equality, and empowerment of marginalized communities.
SDG 11	**Sustainable Cities and Communities**	Preserves oral traditions, folk heritage, indigenous identity, and community values for sustainable cultural development.
SDG 12	**Responsible Consumption and Production**	Santali poetry encourages ecological ethics, balanced lifestyles, and responsible utilization of natural resources.
SDG 13	**Climate Action**	Environmental imagery and eco-conscious themes inspire climate awareness and environmental sustainability.
SDG 14	**Life Below Water**	Poetic depictions of rivers and aquatic ecosystems encourage awareness regarding conservation of water bodies and biodiversity.
SDG 15	**Life on Land**	Forest imagery, biodiversity awareness, and indigenous ecological traditions promote conservation of land ecosystems and wildlife.
SDG 16	**Peace, Justice and Strong Institutions**	Santali poetry promotes peace, justice, social harmony, ethical consciousness, and collective cultural identity.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among poets, scholars, translators, educational institutions, and cultural organizations for preservation and promotion of Santali poetry.

Tribal Studies: Paper - II

Code	Course Title	Credit	L-T-P
TL40052	**Fiction on the Issues of Land, Environment and Justice**	**4**	**3-1-0**

Objective: This course gives the students knowledge on important novels and poems of the indigenous people and their relation to land and environment, which are being invaded by economic expansion.

Upon successful completion of this course, students will be able to:

CO 1 (Knowledge/Remember): Explain the representation of land, environment, justice, and indigenous communities in tribal fiction. Understand the relationship between literature, ecology, and cultural identity.

CO 2 (Understanding): Analyze literary texts using eco-critical, indigenous, and Indian Knowledge System (IKS) perspectives. Interpret themes of environmental ethics, sustainability, and resistance through critical approaches.

CO 3 (Application): Evaluate issues of displacement, environmental justice, and indigenous rights reflected in fiction. Assess the socio-cultural and ecological implications of literary narratives.

CO 4 (Analysis): Interpret tribal narratives as expressions of ecological sustainability, cultural resilience, and community knowledge. Develop research and analytical skills in environmental and literary studies.

CO-PO-PSO Mapping

(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**2**	**–**	**2**	**–**	**2**	**2**	**2**	**–**	**2**	**–**	**1**	**3**	**2**	**–**	**2**	**–**
CO2	**3**	**3**	**2**	**3**	**–**	**3**	**3**	**2**	**–**	**2**	**–**	**2**	**3**	**3**	**2**	**2**	**–**

CO3	**3**	**3**	**2**	**2**	**–**	**2**	**3**	**2**	**–**	**2**	**–**	**2**	**2**	**3**	**3**	**2**	**–**
CO4	**3**	**3**	**2**	**3**	**–**	**3**	**2**	**3**	**–**	**2**	**–**	**2**	**3**	**3**	**2**	**3**	**–**
CO5	**3**	**3**	**3**	**3**	**2**	**2**	**2**	**2**	**2**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

(When structuring non-theory modules like Internships, Fieldwork, or Dissertations, substitute these text units with designated research milestones, tracking parameters, field safety/logistics, and project logbook criteria).

- **Unit I:** An Overview of Tribal Culture and Tribal Life
- **Unit II:** Gopinath Mohanty- *Paraja*
- **Unit III:** Amitav Ghosh- *Hungry Tide*
- **Unit IV:** Prativa Ray- *Primal Land*

Recommended Learning Resources

- Mohanty, Gopinath. *Paraja* (Translated by Bikram K. Das). Oxford University Press, 1987.
- Ghosh, Amitav. *The Hungry Tide*. Harper Collins, 2005.
- Ray, Prativa. *Primal Land*. Authors press, 2010.
- Channa, Subhadra Mitra. *Anthropological Perspectives on Indian Tribes*. Orient Blackswan, 2002.
- Gadgil, Madhav, and Ramachandra Guha. *This Fissured Land: An Ecological History of India*. Oxford University Press, 1995.
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SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	This course ensures comprehensive literary education by tracing the origins and development of short stories,

		promoting advanced language skills and critical analysis in higher education.
SDG 5	Gender Equality	By studying "Rebati" and the works of prominent female authors, the course highlights the historical struggle for women's rights and education, encouraging students to advocate for gender equality.
SDG 10	Reduced Inequalities	Many short stories in the syllabus, particularly those by Fakir Mohan and Gopinath Mohanty, focus on social injustice and the voices of the marginalized, fostering a spirit of social inclusion.
SDG 11	Sustainable Cities and Communities	This course contributes to Target 11.4 by documenting and teaching the literary heritage of Odisha. It keeps the community's history and linguistic traditions alive for future generations.
SDG 16	Peace, Justice, and Strong Institutions	Through the analysis of "Social and Political Consciousness" (ସାମାଜିକ ଓ ରାଜନୈତିକ ଚେତନା) in stories, students explore themes of justice and morality, helping them value peaceful and just societal structures.

Code	Course Title	Credit	L-T-P

ST40006	**Application of Artificial Intelligence in Literary Studies (Santali)** **ᱚᱨᱟᱹᱣᱟᱞ ᱤᱱᱴᱮᱞᱤᱡᱮᱱᱥ ᱨᱮ Artificial Intelligence ᱨᱚᱹᱠᱷᱚᱜ ᱣᱮᱵᱷᱟᱨ (ᱚᱨᱟᱹᱣᱟᱞ)**	**4**	**3-0-1**

Course Objectives

The aim of the course is to introduce students to the use, possibilities and challenges of artificial Intelligence (AI) in literary studies. Through this course, students will understand how AI techniques can be used in the study, translation, structural analysis, and research of Santali language and literature.

Course Outcomes

After completing this course, students will be able to:

CO1. Students will be able to better understand the basic concepts of AI and its use in language and literature.

CO2. Students will be able to analyze the digital structure of Santali language and literature and application of AI techniques in it.

CO3. Students will be able to classify, translate and do emotional analysis of Santali literature with the help of AI tools.

CO4. Students will learn to create digital databases and resources while understanding the role of AI in preserving and promoting the Santali language.

CO5. Students will be able to identify AI research topics based on Santali literature and language and prepare practical projects.

CO-PO-PSO Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	2	1	3	2	1	2	1	3	2	2	2	1
CO2	2	3	2	3	2	3	2	3	2	2	3	1	3	3	3	2	2
CO3	2	2	3	3	1	2	2	3	3	2	3	1	2	2	3	2	2
CO4	3	2	2	2	3	2	1	2	2	2	2	2	3	3	2	3	1
CO5	2	2	2	3	2	3	2	3	3	2	3	1	2	3	3	2	3

Course Contents

Unit – I. Introduction to Artificial Intelligence

- Basic Concepts of Artificial Intelligence
- Major areas of AI: Machine Learning, Deep Learning, Natural Language Processing (NLP)
- Uses of AI in Literature and Linguistics

Unit – II. Santali Language and AI

- Structure of Santali Language and its Digital Presence
- Santali Script (Olchiki) and AI-based Text Processing
- Existing AI tools for Santali Language and their limitations

Unit – III. Use of AI in Santali Literature

- Classification and Analysis of Santali Literature by AI
- Literary Translation: Machine Translation and Santali Language
- AI based Emotional and Stylistic Analysis in Santali Literature

Unit – IV. Santali Language Preservation and AI

- Role of AI in Santali Language Preservation
- Creation of Santali Audio and Text Database
- Speech to Text and Text to Speech Technologies for Santali Language

References

1. Research papers on artificial intelligence and linguistics books published on Santali language and literature.
2. Online courses and tools related to AI and NLP
3. Reports of government and private institutions on the use of AI in Indian Languages.

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	**No Poverty**	Supports digital skills and employability by introducing AI tools useful for research, education, language technology, and creative industries.
SDG 2	**Zero Hunger**	No Direct Contribution.
SDG 3	**Good Health & Well-Being**	Promotes digital well-being through ethical and responsible use of AI in education and research.
SDG 4	**Quality Education**	Strong Contribution. Enhances teaching, learning, literary analysis, translation, digital pedagogy, and research in Santali language and literature using AI technologies.

SDG No.	SDG Title	Nature of Contribution
SDG 5	**Gender Equality**	Encourages inclusive and equitable access to AI-enabled education and digital resources irrespective of gender.
SDG 6	**Clean Water and Sanitation**	No Direct Contribution.
SDG 7	**Affordable and Clean Energy**	No Direct Contribution.
SDG 8	**Decent Work and Economic Growth**	Develops AI and digital competencies that improve employability in education, research, publishing, translation, language technology, and cultural industries.
SDG 9	**Industry, Innovation and Infrastructure**	Strong Contribution. Promotes innovation in digital humanities, AI-assisted language documentation, corpus development, and literary research infrastructure.
SDG 10	**Reduced Inequalities**	Facilitates digital inclusion by supporting AI-based language preservation, multilingual accessibility, and learning opportunities for Indigenous communities.
SDG 11	**Sustainable Cities and Communities**	Supports preservation and digital promotion of Santali literary heritage and Indigenous cultural knowledge through AI-based documentation and archiving.
SDG 12	**Responsible Consumption and Production**	Encourages ethical, responsible, and transparent use of AI-generated academic content while promoting responsible digital research practices.
SDG 13	**Climate Action**	Enables paperless learning, digital documentation, and virtual research practices that contribute indirectly to environmental sustainability.
SDG 14	**Life Below Water**	No Direct Contribution.
SDG 15	**Life on Land**	Supports AI-assisted documentation and preservation of Indigenous ecological knowledge, environmental narratives, and biodiversity reflected in Santali literature.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical AI practices, academic integrity, research ethics, copyright awareness, transparency, and responsible knowledge dissemination.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration among literature, linguistics, artificial intelligence, digital humanities, libraries, research institutions, and Indigenous communities.

SEMESTER - III

Code	Course Title	Credit	L-T-P
ST50001	Research Methods and Techniques in Santali ᱪᱷᱮᱛᱷᱮᱱ ᱯᱮ ᱠᱷᱚᱡᱚᱞᱮᱛ ᱢᱮᱢᱮᱱᱛᱮ ᱢᱮᱢᱮᱱᱛᱮ ᱢᱯ ᱠᱢᱮᱢᱮᱢᱠᱢᱚᱫ	4	3-1-0

Course Objectives:

- ಕಲ್ಪನಾ ಚಾವ್ಲಾ ಪ್ರಶಸ್ತಿಯಲ್ಲಿ ಅರ್ಹತೆಗಾಗಿ ಪಿ.ಹೆಚ್.ಡಿ. ಅ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ನಿಜ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಪಿ.ಕಲ್ಪ.ಜಿ ಮೆಕಾಲೆ ಮಿಸ್ಟಿಕ್ಸ್‌ಗಾಗಿ ಟ್ರಿಕ್ಸ್‌ನಲ್ಲಿ ಪಡೆಯಿರಿ।

- ಬಿಇಫಲ್ಸ್‌ನಲ್ಲಿ ಟ್ರಿಕ್ಸ್ ಬೆಸಿಲ್ಲಿ, ಟ್ರಿಕ್ಸ್ ಪಿ.ಬಿಎ ಪಡೆದಿದ್ದಾರೆ, ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಕಲಾಸಿನ ಟ್ರಿಕ್ಸ್ ಪ್ಲೆಬಿ ಮೆಕಾಟಿಯಾಲ ಮಾಸ್ಟರ್ಸ್‌ನಲ್ಲಿ, ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ತಿಲ್ಲೆಗಾ ಟ್ರಿಕ್ಸ್ ಪ್ಲೆಬಿ ಬಿ.ಡಿ ಮಿಲ್ಲಿನ ಮಾಸ್ಟರ್ಸ್‌ನಲ್ಲಿ। ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಸಿಲೆಬಿ ಬಿ ಮೆಬಿಯಾಟಿ.ಎ ಮಾಸ್ಟರ್ಸ್‌ನಲ್ಲಿ। ಕಲ್ಪಿಎ ಗಿಡಿಯಾಟಿಬಿಸ್ಟರ್ಸ್. ಬಿ.ಡಿ ನಿಜ ಕಲ್ಪಿಮಿಸ್ಟ್ ಡಿಪ್ ಪಿ.ತಿಎ ತಿಲ್ಲೆಗಾ ಡಿಪಿಮಿಲ್ಲಿ ಬಿ ಪಿ.ಸ್ಟೆಬಿಬಿಎಲ್ಲಿ।

- ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಪಿಲಿಪ್ ತಿಸ್ಟೆಗಾ ಮಿಲ್ಲಿನ ಬಿ ಮೆಬಿಗಿ. ಕಲ್.ಮಿಸಿಟ ಮೆಗಿಮೆಗಿಸ್ ಪಿಟ್ಟಿಬಿಎಲ್ಲಿ, ಟಿಸಿಟಿಲಿ ಎಸ್ ಜಿಪಿ.ಗಿಟಿಲ್ಲಿ.ಎ. ಬಿ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಪಿಲಿಪ್ ಬಿ ಪಿಪ್ ಫಿಗಿಸ್ಟೆಸ್ಟೆಗಿ-ಟಿಗಿ।

- ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಬೆಬಿಎ ಕಲ್ಪಿಎಗಿಕಲ್ಲಿಗೆ ಮಿಲ್ಲಿ ಬಿ ಪಿಸ್ಟೆ ಫಿಗಿಲಿಎ ಬಿ ಎಗಿಟಿಗಿ ಕಲ್ಲಿಎ ಜಿಲ್ಲಿಎ ಪಿಜಿಎಗಿಲಿಎ ಮಿಲ್ಲಿ ಬಿಇ.ಗಿಟಿಲ್ಲಿ .ಬಿಎ ಮೆಬಿಗಿಟಿಲ್ಲಿ.ಎ ಮಾಸ್ಟರ್ಸ್‌ನಲ್ಲಿ।

- ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಜಿಲ್ಲೆ ಟಿಜಿಲ್ಲೆ ಫಿಗಿಟಿಗಿಎ ಜಿಟಿಜಿ, ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಪಿ.ಜಿಗಿ ಮೆಬಿಗಿಟಿಲ್ಲಿ.ಎ, ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಬಿಇ.ಗಿಟಿಲ್ಲಿ ಮೆಗಿಮೆಗಿಸ್ ಜಿಟಿಜಿಬಿಎಲ್ಲಿ।

Course Outcomes:

CO1. ಟಿಪಿ.ಗಿಟಿಲ್ಲಿ .ಬಿಎ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ನಿಜ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿಪಿ.ಲ್ ಪಿ.ಜಿ.ಗಿ ಬಿಎ ಮೆಬಿಗಿಟಿಲ್ಲಿ.ಎ ಫಿಬಿಟಿಲ್ಲಿಲ್ಲಿ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಬಿಪಿ.ಗಿಎ ಟಿಜಿಲ್ಲಿ ಪಿಲ್ಲಿಪಿಗಿ ಓಲ್ ಫಿಗಿಟಿಲಿಗಿಲ್ಲಿಎ ಬಿಎ ಸಿಎಸಿಗಿಲಿ ಪಿಜಿ ಬಿಇ.ಓ ಫಿಗಿಟಿಗಿಲಿಎ-ಟಿಗಿ।

CO2. ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಬಿಪಿ.ಗಿಸಿಜಿ ಟಿಜಿಲ್ಲೆ ಫಿಗಿಲಿಎಗಿ ಓಪಿಬಿಟಿಲ್ಲಿ, ಮೆಬಿಗಿಟಿಲ್ಲಿ.ಎ ಫಿಗಿಟಿಗಿಲಿಎ-ಪಿಬಿಟಿಜಿ ಲಿಟಿಲ್ಲಿಪಿಜಿಗಿಲಿಎ ಬಿಎ ಮೆಬಿಗಿಟಿಲ್ಲಿ.ಎ ಗಿಪಿಟಿಲಿಎ।

CO3. ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಪಿಲಿಪಿ ಬಿಎ ಮೆಬಿಗಿಟಿಲ್ಲಿ.ಎ ಗಿಪಿಟಿಲಿಬಿಪಿಓಲ್ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಜಿಲ್ಲೆಗಾ ಮೆಇಗಿ.ಟಿಗಿ ಕಲ್ಪಿಎಗಿಲ ಬಿಎ ಮೆಇಗಿಜಿಇಲ್ಲಿ ಪಿಓಲ್ಬಿಎ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಬಿಜಿಲಿಎ ।

CO4. ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಟಿಪಿಜಿಪಿಇ ಜಿಲ್ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಕಲ್ಪಿಜಿಪಿಗಿಎ ಬಿಎ ಜಿಟಿಜಿ ಪಿಜಿಬಿಇಗಿಲ್ಲಿ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಟಿಇಎಗಿ ಸಿಗಿಬಿಜಿ-ಗಿಪಿಗಿಎ ಮೆಪಿಲಿಜಿಮೆಬಿಜಿಟಿಗಿ-ಟಿಗಿ।

CO5. ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಪಿಲಿಪ್ ಟಿಪಿಜಿಪಿಇ ಬಿಎ ಮೆಪಿಲಿಪಿಲಿಪಿಲಿ ಬಿಪಿಓಲ್ ಮೆಇಗಿ.ಟಿಗಿ ಕಲ್ಪಿ.ಟಿಗಿಟಿ ಫಿಪಿಟಿಇಲ್ಲಿ ಬಿಇ.ಫಲ್ಸ್‌ನಲ್ಲಿ ಇಬಿಬಿಇ ಇಬಿಇ।

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, "_" - No Correlation).*

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
CO2	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
CO3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	2	3	3	3	3	3	2	2	2	3	3	2	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	2	3	2	3	3	3	3	3
Average	2.0	3.0	3.0	3.0	3.0	3.0	2.8	2.6	2.8	2.8	3.0	2.0	3.0	3.0	3.0	3.0	3.0

Contents:

Unit-I. ᑲᔑᑦᕿᕐᓂᐅᓕ ᑐᑭᑐᓂᑐᐤ (Introduction to Research)

- ᑲᔑᑦᕿᕐᓂᐅᓕ (Research): ᐊᑕᓕᑕᑐ, ᑭᒪ.ᓕᒪ.ᓄᓕᓱ, ᑭᓄᐅᑲᓄᐱᑐᓱ, ᒪᓄ ᐃᐅᓕᑊ
- ᑲᔑᑦᕿᕐᓂᐅᓕ ᓄᑕᓕᒪᒥ ᑭᒪ.ᑲᑐᓱ ᒪᓄ ᐊᐅᐃᐅᑐᑊ
- ᑲᔑᑦᕿᕐᓂᐅᓕ ᓄᑕᖅᒥᒥ ᑭᑕᑲᒪᒥ :
  - ᐁᑐᕆᖅ.ᕿᓱ ᒪᓄ ᐁᑕᐁᔑᒪᓄᓄᒪᓕᒪᒥ ᑲᔑᑦᕿᕐᓂᐅᓕ (Basic and Applied Research)
  - ᒥᑐᓕᒪᓕᒪᒥ ᒪᓄ ᑭᑕᑲᔑᒪ-ᐃᐅᑲᔑᒪ ᒪᓕᒪᒥ ᑲᔑᑦᕿᕐᓂᐅᓕ (Qualitative and Quantitative Research)
  - ᐁᐅᓄᓕᐅᓕᒪᓕᒪᒥ ᒪᓄ ᐁᓱᓕᐊᓱᖅᕆᒪᓕᒪᒥ ᑲᔑᑦᕿᕐᓂᐅᓕ (Descriptive and Analytical Research)
  - ᓕᒪᒥᒪᐃᒪᓕᒪᒥ ᒪᓄ ᑐᑲᑭᒪ.ᐃᐅᑲᔑᒪᐃᒪᓕᒪᒥ ᑲᔑᑦᕿᕐᓂᐅᓕ (Historical and Comparative Research)
  - ᓱᓕᑎᒪᓄᐁᓱᓕᐊᑭᑕᓕᒪᓄᓱ ᑲᔑᑦᕿᕐᓂᐅᓕ (Interdisciplinary Research)
- ᓴᒪᓕᐅᒪᐊᓱ ᑭᐅᑭᐅᐊᐃᐅᓕ ᓄᑕ ᑲᔑᑦᕿᕐᓂᐅᓕ ᓄᑕᖅᒥᒥ ᐃᑐᖅᕿᒪᐊᑕᖅᒥᒥᒪᑲᐅ
- ᓴᒪᓕᐅᒪᐊᓱ ᑭᒪ.ᓄᓕᓱ, ᓴᒪᔨᐃᑕᕿ, ᐃᐅᐊ ᓴᒪᔨᐃᑕᕿ ᒪᓄ ᑭᒪᑲᕈᒪᓄᓄ ᓄᑕ ᑲᔑᑦᕿᕐᓂᐅᓕ ᓄᑕᖅᒥᒥ ᑎᐅᑎᐅᒥ
- ᑲᔑᑦᕿᕐᓂᐅᓕ ᑲᒪ.ᐊᓱᐃᐅᓄᓄᒪ ᓄᑕᖅᒥᒥ ᐊᑐᑐ ᑭᒪ.ᔨᐊᓱᑲᑲᐅ

Unit-II. ᱠᱚᱫᱤᱜᱚᱞ ᱥᱢᱟᱥᱭᱟ ᱚᱨ ᱠᱚᱫᱤᱜᱚᱞ ᱩᱫᱟᱠᱚᱱ.ᱮ–ᱜᱚᱞ (Research Problem and Research Design)

- ᱠᱚᱫᱤᱜᱚᱞ ᱴᱚᱯᱤᱠ (Research Topic) ᱚᱨ ᱠᱚᱫᱤᱜᱚᱞ ᱥᱢᱟᱥᱭᱟ (Research Problem) ᱢᱚᱦᱚᱱᱚ
- ᱠᱚᱫᱤᱜᱚᱞ ᱥᱢᱟᱥᱭᱟ (Research Problem) ᱫᱟᱫᱩ ᱚᱨ ᱴᱚᱹᱨᱢᱩᱞᱮᱥᱚᱱ ᱜᱚᱲᱚᱱ (Formulation)
- ᱠᱚᱫᱤᱜᱚᱞ ᱱᱚᱴ (Research Objectives) ᱴᱚᱹᱨᱢᱩᱞᱮᱥᱚᱱ ᱜᱚᱲᱚᱱ
- ᱠᱚᱫᱤᱜᱚᱞ ᱠᱩᱫᱠᱟ ᱴᱚᱹᱨᱢᱩᱞᱮᱥᱚᱱ ᱜᱚᱲᱚᱱ (Research Questions Formulation)
- ᱦᱚᱭᱯᱚᱛᱷᱮᱥᱤᱥ (Hypothesis) : ᱩᱫᱮᱫᱚ, ᱜᱚ.ᱱᱟᱲᱟ ᱚᱨ ᱢᱩᱞᱚᱱᱚ

ᱴᱚᱹᱨᱢᱩᱞᱮᱥᱚᱱ ᱣᱩᱫᱚᱱ.ᱚᱵ :

- ᱩᱫᱮᱫᱚ ᱚᱨ ᱩᱜᱩᱜᱚ
- ᱯᱨᱟᱛᱤᱢᱟᱨᱤ (Primary) ᱚᱨ ᱥᱮᱠᱩᱱᱰᱟᱨᱤ (Secondary) ᱴᱚᱹᱨᱠᱚ
- ᱯᱨᱟᱛᱤᱢ ᱥᱮᱫᱚᱜ ᱠᱚᱫᱤᱜᱚᱞ (Previous Research) ᱦᱚᱣᱜᱚᱱ ᱚᱨ ᱠᱚᱫᱤᱜᱚᱞ ᱜᱚᱱ.ᱱᱚᱲ (Research gaps) ᱫᱟᱫᱩ

ᱠᱚᱫᱤᱜᱚᱞ ᱩᱫᱟᱠᱚᱱ.ᱮ–ᱜᱚᱞ (Research Design) : ᱩᱫᱮᱫᱚ ᱚᱨ ᱩᱜᱩᱜᱚ

- **ᱠᱚᱫᱤᱜᱚᱞ ᱩᱫᱟᱠᱚᱱ.ᱮ–ᱜᱚᱞ** ᱥᱮᱨᱮᱢᱜ ᱴᱚᱹᱨᱮᱞ ᱜᱚ.ᱱᱟᱲᱟᱵᱚ
- ᱠᱚᱫᱤᱜᱚᱞ ᱦᱚᱭᱴᱚᱯᱚᱥᱤᱞ (Reseach Proposal) ᱢᱮᱛᱚᱭ ᱥᱮᱨᱮᱢᱜ ᱜ.ᱥᱟ

Unit-III. ᱴᱚᱹᱨᱢᱩᱞᱟ ᱦᱚᱦᱚᱡᱟᱜᱚᱛ ᱥᱮ ᱠᱚᱫᱤᱜᱚᱞ ᱥᱮᱨᱮᱢᱜ ᱜᱚᱲᱚᱱ (Research Methods in Santali Studies)

- ᱮᱢᱜᱢᱩᱱᱚᱢᱮᱢᱜ ᱜᱚᱲᱚᱱ (Historical Method)
- ᱢᱚᱲᱚᱮᱛᱮᱢᱮᱢᱜ ᱜᱚᱲᱚᱱ (Descriptive Method)
- ᱢᱟᱨᱟᱡᱟᱱᱮᱢᱜ ᱜᱚᱲᱚᱱ (Analytical Method)
- ᱚᱵᱯᱚ.ᱞᱚᱵᱩᱜᱚᱜᱚᱱᱮᱢᱜ ᱜᱚᱲᱚᱱ (Comparative Method)
- ᱱᱚᱜᱚᱮᱛᱮᱜᱨᱟᱯᱤᱠᱟᱞ ᱜᱚᱲᱚᱱ (Ethnographic Method)
- ᱱᱚᱜᱚᱮᱛᱚᱯᱨᱟᱹᱜᱹᱵᱟᱞᱤᱱᱟᱞ ᱜᱚᱲᱚᱱ/ (Ethnolinguistic Method)
- ᱦᱚᱭᱚᱢ ᱴᱚᱹᱨᱢᱩᱞᱮᱥᱚᱱ ᱢᱟᱨᱟᱡᱟᱱ (Textual/Content Analysis)
- ᱦᱚᱜᱚᱵᱚᱜᱚᱱᱟᱨᱤᱱᱟᱞ ᱜᱚᱲᱚᱱ (Folkloristic Method)
- ᱚᱛᱟ ᱮᱢᱜᱩᱞ ᱜᱚᱲᱚᱱ (Oral History Method)
- ᱦᱚᱨᱯᱩᱡᱚᱱᱚᱵ ᱜᱚᱲᱚᱱ (Fieldwork Method)
- ᱱᱮᱴᱚᱱᱚᱢᱟᱨᱤᱱᱟᱨᱤᱦᱚᱨᱟᱮᱛᱚᱱᱟᱨ ᱥᱦᱚᱜᱚᱞ (Interdisciplinary and Multidisciplinary approaches)
- ᱴᱚᱹᱨᱢᱩᱞᱟ ᱦᱚ.ᱚᱞᱟ ᱚᱨ ᱴᱚᱹᱨᱢᱩᱞᱮᱥᱚᱱ ᱠᱚᱫᱤᱜᱚᱞ ᱥᱮ ᱜ.ᱢᱟ ᱯᱷᱚᱜᱮ ᱜᱚᱲᱚᱱ ᱥᱮᱨᱮᱢᱜ ᱢᱩᱞᱚᱱᱚ (Use of various methods in the study of Santali language and literature)

Unit-IV. ᱠᱩᱫᱤ᱾ᱨᱮᱱᱮᱞ ᱛᱚ.ᱨᱩᱯ.ᱠᱚ ᱚᱨ ᱢᱚᱢᱩᱜ ᱛᱚ.ᱩᱡ (Research Techniques and Fieldwork)

- ᱢᱚᱢᱚ ᱞᱚᱦᱟᱣ (Data collection) : ᱯᱨᱚᱛᱤᱩᱚᱨᱡ ᱚᱨ ᱰᱤᱵᱤᱰᱮᱢᱚᱨᱡ ᱢᱚᱢᱚ
- ᱥᱤᱯᱯᱨᱚᱣᱚᱵ ᱚᱨ ᱰᱤᱯᱤᱨᱮᱛᱮ ᱠᱚᱦᱟᱜ ᱥᱤᱯᱯᱨᱚᱣᱚᱵ (Observation and Participant Observation)
- ᱠᱟᱠᱯᱟ ᱱᱚᱯᱚᱫ ᱡᱚᱱᱚ (Interview Method**)**:
    - ᱜᱚᱫᱡᱚᱨᱮ ᱠᱟᱠᱯᱟ ᱱᱚᱯᱚᱫ (Structured Interview)
    - ᱢᱟᱨᱮ ᱜᱚᱫᱡᱚᱨᱮ ᱠᱟᱠᱯᱟ ᱱᱚᱯᱚᱫ (Unstructured Interview)
    - ᱚᱨᱯᱚᱱ ᱜᱚᱫᱡᱚᱨᱮ ᱠᱟᱠᱯᱟ ᱱᱚᱯᱚᱫ (Semi-structured Interview)
- ᱠᱟᱠᱯᱟ ᱰᱚᱦᱚᱢᱩ ᱚᱨ ᱛᱚ.ᱩᱟᱡᱚᱱᱚ (Questionnaire and Schedule)
- ᱯᱩᱜᱚᱠᱚᱨ ᱜᱚᱨᱩᱯ ᱜᱚᱯᱚᱢᱩᱚᱱᱚᱣ {Focus Group Discussion (FGD)}
- ᱚᱢᱟᱨᱮᱜ-ᱢᱩᱜᱟᱞᱩᱣᱚᱨ ᱢᱚᱵᱨᱮᱪᱩᱰᱮᱢᱮᱰᱮᱱᱮᱨᱮᱛᱮ (Audio-visual documentation)
- ᱨᱚ.ᱨ ᱛᱚᱢᱚᱜᱚᱚ ᱚᱨ ᱨᱚ.ᱨ ᱰᱮᱡᱣᱚ ᱱᱮᱨᱮᱚᱜ ᱢᱚᱵᱨᱮᱪᱩᱰᱮᱢᱮᱰᱮᱱᱮᱨᱮᱛᱮ (Documentation of oral narratives and oral traditions)
- ᱯᱩᱜᱟᱨᱚ ᱮᱚᱢᱮ ᱯᱩᱜᱟᱨᱚ ᱢᱚᱢᱨᱮᱱᱟ (Field notes and field diary)
- ᱮᱚ.ᱩᱵᱮᱚ ᱞᱚᱦᱟᱣ ᱡᱚᱜᱚ (Sampling techniques)
- ᱰᱚᱢᱮᱚᱢᱟᱛᱟ ᱡᱚᱜ ᱰᱮᱡᱟᱰᱩ, ᱡᱚᱜ ᱛᱚ.ᱡᱮᱟ, ᱩᱟᱚᱜᱮ, ᱯᱮᱞᱤᱰᱮᱢᱮ ᱚᱨ ᱰᱮᱡᱣᱚ ᱱᱮᱨᱮᱚᱜ ᱢᱚᱵᱨᱮᱪᱩᱰᱮᱢᱮᱰᱮᱱᱮᱨᱮᱛᱮ (Documentation of Santali folk songs, folktales, myths, legends and rituals)

ᱯᱩᱜᱟᱨᱚᱢᱚᱣᱚᱱᱚᱵ ᱱᱮ ᱠᱩᱫᱤ᱾ᱨᱮᱱᱮᱞᱮᱨᱮᱚᱨ. ᱚᱨ ᱰᱚᱢᱣᱚᱚᱢ ᱱᱟᱨᱮ ᱡᱚᱜ ᱚᱢᱯᱚᱢᱱᱮᱨ ᱰᱚ.ᱜᱚ.ᱨ (The relationship between the researcher and the community in fieldwork)

Unit–V : ᱢᱚᱢᱚ ᱢᱟᱨᱮᱞᱟᱨ, ᱪᱤᱚᱢᱚᱨᱪᱟᱨᱚ ᱚᱯ ᱚᱨ ᱠᱩᱫᱤᱨᱮᱯᱮᱱᱚᱜ ᱪᱚᱡᱟᱨᱚᱵ (Data Analysis, Academic Writing and Research Ethics)

- ᱢᱚᱢᱚ ᱠᱯᱚᱢᱰᱟᱡᱩᱟᱨᱚᱵᱰᱮᱱᱮᱨᱮᱛᱮ ((Data classification), ᱚᱱᱜᱚᱢᱮᱚᱢᱨᱩᱰᱮᱱᱮᱨᱮᱛᱮ (organization) ᱚᱨ ᱣᱮᱢᱚᱱᱚᱯᱩᱱᱚᱰᱚᱢᱰᱮᱱᱮᱨᱮᱛᱮ (interpretation)
- ᱜᱩᱮᱚᱢᱮᱚᱢᱜ ᱢᱚᱢᱚ ᱢᱟᱨᱮᱞᱟᱨ (Qualitative data analysis)
- ᱯᱰᱩᱟᱜ-ᱩᱜᱩᱠᱟᱜ ᱚᱢᱮᱚᱜ ᱢᱚᱢᱚ (Quantitative data) ᱚᱰᱨᱮᱚᱜ ᱩᱡᱛᱩᱯ ᱢᱟᱨᱮᱞᱟᱨ (basic analysis)
- ᱚᱯ ᱚᱢᱮᱚᱜ (Textual) ᱚᱨ ᱯᱚ.ᱚᱮᱟ ᱰᱚᱢᱣᱟᱨᱮ ᱢᱚᱢᱚ (linguistic data) ᱢᱟᱨᱮᱞᱟᱨ
- ᱱᱟᱨᱢᱟᱯ (Tables), ᱜᱚᱢᱚᱱ (charts) ᱚᱨ ᱜᱚᱢᱯᱩᱜ graphs) ᱠᱚ ᱚᱨᱨᱮᱚᱜ ᱢᱟᱨᱢᱟᱜᱚᱢᱚ
- ᱠᱩᱫᱤ᱾ᱨᱮᱱᱮᱨᱮᱛᱮ ᱚᱟᱯᱚᱢ (Research report)/ ᱢᱟᱨᱮᱚᱢᱚᱱᱟᱨᱮᱛᱮ (Dissertation) ᱚᱨᱨᱮᱚᱜ ᱨᱚᱚᱢᱚᱠᱩᱜᱚᱢᱚ
- ᱢᱟᱨᱮᱚᱢᱚᱱᱟᱨᱮᱛᱮ (Dissertation) ᱚᱨᱨᱮᱚᱜ ᱨᱚᱦᱚᱢᱩ ᱣᱚ.ᱱᱟᱩ (Chapterization)
- ᱨᱚᱢᱨᱚᱱᱟᱨᱮᱛᱮ ᱚᱨ ᱨᱣᱚᱣᱜᱢᱣᱚᱱᱚᱢ. (Citation and referencing)
- ᱢᱟᱢᱯᱟᱨᱨᱮᱜᱚᱢᱯᱩᱜᱟ ᱚᱨ ᱚᱨᱯᱩᱜᱟᱨᱚᱨᱮᱛᱮ (Bibliography and References)

- ᱩᱟᱦᱱᱮᱴᱚᱱᱚ ᱟᱨ ᱥᱮᱞᱤᱮᱴᱚᱱᱚ (Footnotes and Endnotes)
- ᱩᱯᱚᱢᱟᱨᱟᱢᱟᱹᱥ (Plagiarism) ᱟᱨ ᱥᱤᱴᱟᱢᱥᱩᱞᱤᱵ ᱡᱮᱱᱥᱮᱜᱟᱨᱟᱱᱟ (Academic Integrity)
- ᱠᱟᱹᱛᱮᱜᱟᱱᱚᱮ ᱥᱚᱟᱨᱤᱵᱚ (Research Ethics)
- ᱚᱨᱤᱡᱤᱱᱟᱞ (Indigenous) /ᱚᱨᱤᱡᱤᱚᱱᱟᱞ ᱜᱤᱨᱮᱱᱮ (Community knowledge) ᱱᱮᱛᱟᱱᱜ ᱣᱚᱠᱩᱥᱮᱱᱴᱮᱥᱚᱮ (documentation) ᱮᱥᱮᱱᱮ ᱣᱟᱦᱟᱱ.ᱱ (ethical considerations)
- ᱚᱨᱮᱚᱱᱟᱞ ᱠᱟᱹᱛᱮᱜᱟᱱᱚᱮ ᱱᱮ ᱩᱱ.ᱱᱚᱟ, ᱯᱟᱩᱟ, ᱟᱨ ᱣᱱᱟᱱᱮᱚᱠᱱᱟᱩᱚᱨᱮ ᱱᱮᱛᱟᱱᱜ ᱥᱣᱠᱮᱣᱚᱠᱱᱚ

Reference Books:

1. ᱠᱟᱹᱛᱮᱜᱟᱱᱚᱮ ᱡᱟᱱᱟᱨ- ᱣᱱ.ᱯᱟᱡᱟᱨᱤᱮᱚᱟᱣᱟᱣᱚᱟᱱᱟ
2. ᱠᱟᱹᱛᱮᱜᱟᱱᱚᱮ ᱚᱵᱯᱵᱡ ᱢᱩᱱᱟᱵᱡ- ᱣᱱ. ᱱᱟᱚᱟᱮ ᱡᱚᱣᱣᱟᱱᱟ
3. Research Methodology Methods and Techniques- C.R Kothahari and Gourav Garg
4. Research Methodology- Ram Abhuja
5. Anusandhanprobidhi O Prokriya- S.N Ganeshan

SDG Mapping for this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops research aptitude, critical thinking, academic writing, and scientific inquiry for quality higher education and lifelong learning.
SDG 5	Gender Equality	Encourages gender-sensitive research approaches and inclusive academic practices in social and literary studies.
SDG 9	Industry, Innovation and Infrastructure	Promotes innovation, knowledge creation, research methodology, and use of digital tools in academic research.
SDG 10	Reduced Inequalities	Supports research on marginalized, tribal, and indigenous communities to promote social inclusion and equity.

SDG 11	**Sustainable Cities and Communities**	**Encourages documentation and preservation of indigenous culture, oral traditions, and community knowledge systems.**
SDG 13	**Climate Action**	**Research on environmental awareness, sustainability, and indigenous ecological practices contributes to climate consciousness.**
SDG 16	**Peace, Justice and Strong Institutions**	**Promotes ethical research practices, transparency, accountability, and responsible knowledge production.**
SDG 17	**Partnerships for the Goals**	**Encourages academic collaboration, interdisciplinary research, and community participation in knowledge generation and dissemination.**

Code	Course Title	Credit	L-T-P
RE50003	**Research and Publication Ethics**	**2**	**2-0-0**

Course Objectives

This course introduces students to the principles of research ethics, academic integrity, and responsible publication practices. It develops awareness of plagiarism, research misconduct, predatory publishing, and ethical decision-making in scholarly work. The course equips students with skills to evaluate research quality, use citation databases and metrics responsibly, and communicate research findings with honesty, transparency, and professional integrity.

Upon successful completion of this course, students will be able to:

CO 1 (Knowledge/Remember): Explain the fundamental principles of research ethics, scientific integrity, and responsible publication practices. Understand the importance of ethical conduct in academic research.

CO 2 (Understanding): Identify research misconduct, plagiarism, and predatory journals using appropriate ethical guidelines and plagiarism detection tools. Apply best practices to ensure research quality and transparency.

CO 3 (Application): Evaluate research publications using indexing and citation databases, research metrics, and open-access resources. Interpret scholarly impact through ethical and informed assessment.

CO 4 (Analysis): Demonstrate ethical decision-making and responsible research practices in academic writing and publication. Communicate research findings with honesty, credibility, and professional integrity.

CO5 (Evaluation/Synthesis): Communicate research findings with honesty and professional integrity. Promote transparency, accountability, and credibility in scholarly work.

CO-PO-PSO Mapping

(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	–	3	3	1	2	–	2	–	2	1	1	3	3	–	1	1	3
CO2	2	3	2	3	2	1	–	2	3	–	1	–	3	–	3	–	1
CO3	–	3	2	3	2	–	3	–	3	1	1	3	2	2	2	3	3
CO4	3	3	3	–	2	–	1	2	–	2	2	–	3	–	1	–	2
CO5	–	3	2	3	3	2	–	–	2	–	1	3	3	1	2	–	3
Average	**2.50**	**3.00**	**2.40**	**2.00**	**2.20**	**1.50**	**2.00**	**2.00**	**2.00**	**1.33**	**1.20**	**3.00**	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

(When structuring non-theory modules like Internships, Fieldwork, or Dissertations, substitute these text units with designated research milestones, tracking parameters, field safety/logistics, and project logbook criteria).

Unit: I- Philosophy and Ethics

- Introduction of philosophy: Definition, nature and scope, concept, branches
- Ethics: Definition, moral philosophy, nature of moral judgments and reactions**.**

Unit: II- Scientific Conduct:

- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Selective Reporting and misrepresentation of data

Unit: III- Publication Ethics and Practice

- Publication Ethics: Definition, introduction and importance
- Publication misconduct: definition, concepts, problems that lead to unethical behaviour. and vice versa, types
- Intellectual honesty and research Integrity

Unit-IV- Open Access Publishing:

- Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
- Violation of publication ethics, authorship and contributor ship
- Identification of publication, misconduct, complaints and appeals
- Predatory publishers and journals
- Open access Publications and Initiatives.
- SHERPA/RoMEO online resource to check publisher copyright and self achieving.
- Policies.
- Software tools to indentify predatory publications developed by SPPU.
- Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer.
- Journal suggested, etc.

Recommended Learning Resources

- Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
- Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. North western University Law Review 2007;101:643–86.
- Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008;3:10.
- Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC
- Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007;33:165–7.
- Dawson A. A messy business: qualitative research and ethical. Clinical Ethics 2006;1:114–6.
- De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioral, and economic research: where should we go from here? Ethics & Behavior 2004;14:351-68.
- Dingwall R (2006) Confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.

- Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies: Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005;40:279–90.
- Fauriel I, Moutel G, Duchange N, et al. Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312 8.
- Greene SM, Geiger AM. A review finds that multicentre studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well –Being	
SDG 4	Quality Education	Ethical research
SDG 5	Gender Equlity	Fair authorship
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	Research tools
SDG 10	Reduced Inequalities	Equal access
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Transparency
SDG 17	Partnerships for the Goals	

Code	Course Title	Credit	L-T-P
CA50005 (For Other discipline)	Computer Application and Data Analysis	4	3-0-1

Course Objectives:

1. **Increase knowledge and requisite skills of participants on the use of SPSS**
2. **enable the students make the most of this powerful software package while allowing them to work independently with SPSS on their own data**
3. **Provide a solid foundation for advanced data analysis work.**
4. **Increase proficiency of scholars on the use of Basic computer Applications and SPSS.**

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember): Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.**
- **CO2 (Understanding): Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.**
- **CO3 (Application): Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.**
- **CO4 (Analysis): Analyze research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.**
- **CO5 (Synthesis/Evaluation): Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.**

CO-PO-PSO Mapping

(Rate correlations: 1 - Weakly Mapped, 2 - Moderately Mapped, 3 - Strongly Mapped, "_" - No Correlation).

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	–	–	–	–	–	–	–	–	–	–	–	2	3	–	–
CO 2	–	3	–	3	2	–	–	–	–	–	–	–	3	–	–	–
CO 3	–	–	3	–	–	–	–	–	–	–	–	–	2	–	2	–
CO 4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

CO 5	–	–	3	–	–	2	–	–	–	–	–	–	2	–	2	–

Course Duration: 45 hours

Course Syllabus

Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit, The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance. Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications, Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

Unit II: Microsoft word [9 Classroom Contact Hours]

Creating and editing documents, formatting text and paragraph, formatting documents, creating and formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms, working with charts and diagrams

Unit III: Microsoft Excel [9 Classroom Contact Hours]

Building and editing worksheets, formatting a worksheet, working with charts, Working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analyzing list data, enhancing charts and worksheets Using analysis tools, Analyzing data with pivot tables, exchanging data with other programs.

Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, Working with

advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

Unit V: Statistical Analysis [10 Classroom Contact Hours]

The analysis will be done with the help of SPSS, and other statistical packages. M Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS, JAMOVI, AMOS.

Total Practical / Lab Experiments: [30 Lab Contact Hours]

1. **Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.**
2. **Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).**
3. **Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.**
4. **Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).**
5. **Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.**
6. **Demonstrate formulas and functions:**

   SUM, AVERAGE, MAX, MIN, COUNT, IF
7. **Create a PowerPoint presentation (minimum 8 slides) on "Emerging Technologies in Computing." Include title slide, content slides, conclusion, and references.**
8. **Create a PowerPoint presentation (minimum 10 slides) on "Emerging Trends in Computer Science." Include:**
    1. **Slide designs, transitions, and animations**
    2. **Insert images, charts, and SmartArt**
    3. **Add audio or video clips**
9. **Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).**

10. **Using SPSS, perform Hypothesis Testing:**

- **t-test for comparing two groups**
- **Chi-square test for categorical data**
- **ANOVA for comparing more than two groups**
- **Report R-square and regression results with interpretations**

· **Text Books:**

1. **Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.**
2. **Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.**
3. **Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS**

SDG Mapping for this Course

SDG	Rationale
SDG 4	Digital literacy
SDG 9	Data-driven innovation
SDG 10	Equity through unbiased data
SDG 17	Data for partnerships and policy

Code	Course Title	Credit	L-T-P
ST50031	Santali Drama and Dramatist ᱦᱚᱨᱚᱱᱟᱴᱚ ᱜᱚᱨᱚᱞᱮ ᱚᱞ ᱜᱚᱨᱚᱞᱮᱫᱚᱣᱟᱞᱚ	4	3-1-0

Course Objectives

ᱩᱸ.ᱢᱟᱞᱤᱭᱟᱸ.ᱠᱚ ᱮᱛᱟᱱ ᱦᱚᱱᱚᱢᱤ ᱚᱸᱨᱚᱸᱚᱠ ᱦᱚᱮᱚᱸᱟᱞ ᱜᱚᱨᱚᱸᱮ ᱚᱞ ᱜᱚᱨᱚᱸᱮ ᱡᱚᱢᱚᱛᱟᱣ ᱠᱚᱟᱭᱚᱸᱜ ᱩᱛᱩᱛᱟᱣᱟᱮ ᱜᱚ.ᱣᱟᱹ ᱚᱞ ᱦᱚᱤᱯᱚᱨ ᱚᱱ ᱠᱚᱟᱭᱚᱸᱟᱹ ᱨᱟᱭ ᱠᱚᱟᱭᱚᱸ।

Course Outcomes

CO1. ᱩᱸ.ᱢᱟᱞᱤᱭᱟᱸ.ᱠᱚ ᱮᱛᱟᱱ ᱦᱚᱱᱚᱢᱤ ᱩᱛᱩᱛᱟᱣᱟᱮ ᱠᱚ ᱦᱚ.ᱚ ᱯᱷᱠᱟᱭᱚᱸᱮ ᱦᱚᱮᱚᱸᱟᱞ ᱜᱚᱨᱚᱸᱮ ᱰᱟᱨᱮᱸᱜ ᱜᱚ.ᱣᱟᱹ ᱜᱷᱨᱚᱸᱮ ᱠᱚ ᱣᱚᱱᱟᱸ ᱚᱞ ᱜᱚᱨᱚᱸᱮ ᱡᱚᱢᱚᱛᱟᱣ ᱠᱚᱟᱭᱚᱸᱜ ᱜᱚᱨᱚᱸᱮ ᱚᱸᱨᱚᱸᱚᱠ ᱦᱚᱱᱩᱣᱟᱨᱩ ᱰᱟ ᱯᱮᱨᱪᱤ ᱠᱚ ᱡᱚᱢᱚᱸᱚᱨ ᱣᱚᱱᱟᱸ।

CO2. ᱩᱸ.ᱢᱟᱞᱤᱭᱟᱸ.ᱠᱚᱟᱭᱚᱸᱜ ᱦᱚᱮᱚᱸᱟᱞ ᱜᱚᱨᱚᱸᱮ ᱵᱚ ᱚᱵᱚ ᱠᱚ.ᱩᱨ ᱡᱚᱱᱟᱹ ᱰᱟ ᱩᱵᱩ ᱵᱚᱱᱟᱹ ᱰᱟ ᱥᱩᱫᱩᱜᱚ.ᱜ ᱚᱸᱠᱚᱵᱚᱡᱟᱸ।

CO3. ᱩᱸ.ᱢᱟᱞᱤᱭᱟᱸ.ᱠᱚ ᱜᱚᱨᱚᱸᱮ ᱰᱟᱨᱮᱸᱜ ᱮᱸᱜᱚᱞᱩ ᱠᱚ ᱡᱚᱢᱚᱸᱚᱨ ᱣᱚᱱᱟᱸ।

CO4. ᱩᱸ.ᱢᱟᱞᱤᱭᱟᱸ.ᱠᱚ ᱜᱚᱨᱚᱸᱮ ᱰᱟᱨᱮᱸᱜ ᱚᱴᱚᱴᱷ ᱠᱚ ᱡᱚᱢᱚᱸᱚᱨ ᱣᱚᱱᱟᱸ।

CO5. ꯁꯤ.ꯅꯥꯏꯁꯤ.ꯗꯤ ꯇꯣꯡꯅꯤꯟ ꯑꯃ ꯇꯣꯡꯅꯤꯟꯅꯣꯅ ꯗꯤꯗꯤ ꯅꯤꯅꯤꯡꯅ ꯗꯤꯁꯤ꯫

CO-PO-PSO Mapping

(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).

CO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	2	2	2	1
CO2	2	3	2	3	2	2	1	1	2	1	2	2	3	2	2	2	2
CO3	2	2	3	3	1	2	3	2	2	3	3	1	2	1	2	3	2
CO4	3	2	2	2	3	1	2	1	2	2	2	3	3	3	2	3	1
CO5	2	2	2	3	2	3	2	3	3	2	3	1	2	2	3	2	3

Course Contents

Unit -1 (i). ꯇꯣꯡꯅꯤꯟ ꯑꯔꯤꯟꯇ ꯐꯔꯐꯔꯤ, ꯍꯤꯡꯂꯤꯐ, ꯑꯃ ꯀꯣꯡꯐꯐ ꯑꯔ ꯑꯩꯀꯤꯒ꯫

(ii). ꯇꯣꯡꯅꯤꯟꯅꯣꯡꯑꯣꯟꯇ ꯂꯥꯡꯅꯤꯟ ꯘꯥꯐꯣꯟ.ꯑ꯫

Unit -2. ꯇꯣꯡꯅꯤꯟ- ꯂꯥꯑꯥ ꯇꯘꯟ.ꯐꯥꯑ꯫

Unit -3 ꯇꯣꯡꯅꯤꯟ- ꯐꯘꯟ.ꯑꯥ ꯒꯟꯇꯣꯟꯑꯔ ꯍꯔꯒꯤꯒꯟꯇ꯫

Unit -4. ꯀꯟꯅꯐꯣꯟꯗꯥ ꯇꯣꯡꯅꯤꯟꯅꯣꯡꯑꯣꯟꯇꯤꯒ

i. ꯁꯤ꯭ ꯑꯟ.ꯇꯘꯥꯅꯤꯟꯐꯣ ꯍꯥꯑꯍꯥ

ii. ꯀꯅꯟꯍ ꯀꯥꯅꯤꯒꯤꯑ ꯅꯔꯍꯣꯡꯑꯣꯑꯍ

iii. ꯂꯟ.ꯒꯥꯅꯤꯟꯐꯣ ꯇꯥꯣꯇꯥ

iv. ꯇꯘꯔꯑꯣꯟꯇꯗ ꯀꯣꯑꯔꯤ

v. ꯥꯀꯣꯑ ꯀꯣꯑꯔꯤ

Vi. ꯂꯥꯐꯣꯑꯟ.ꯅ ꯑꯟ꯭ꯀꯤꯒꯟꯇ

Reference Books

1. ꯂꯥꯑꯥ ꯇꯘꯟ.ꯐꯥꯑ꯫- ꯗꯑ. ꯇꯔ. ꯀꯥ. ꯇꯥꯣꯇꯥ

2. ꯐꯘꯟ.ꯑꯥ ꯒꯟꯇꯣꯟꯑꯔ ꯍꯔꯒꯤꯒꯟꯇ꯫- ꯇꯘꯔꯑꯣꯟꯇꯗ ꯀꯣꯑꯔꯤ

3. ꯀꯟꯅꯐꯣꯟꯇꯥ ꯇꯣꯡꯅꯤꯟ ꯑꯔꯅꯟꯇ ꯅꯟꯇꯤꯅꯤꯡ- ꯁꯤ.ꯑꯥꯅꯣꯒꯗ ꯍꯔꯅꯗꯤꯑꯣꯑꯍ

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Highlights socio-economic struggles and marginalization represented in Santali dramatic traditions
SDG 2	Zero Hunger	Reflects agrarian life, food practices, and rural livelihood concerns in tribal communities
SDG 3	Good Health and Well-being	Encourages emotional awareness, social well-being, and cultural identity through dramatic performances and literary engagement
SDG 4	Quality Education	Develops literary understanding, analytical thinking, cultural awareness, and communication skills through the study of drama
SDG 5	Gender Equality	Examines gender roles, women's participation, and social justice issues in Santali dramatic narratives
SDG 6	Clean Water and Sanitation	Creates awareness about community life, natural resources, and sustainable living practices depicted in tribal society
SDG 7	Affordable and Clean Energy	Encourages awareness of sustainable lifestyles and indigenous practices associated with ecological balance
SDG 8	Decent Work and Economic Growth	Promotes creative expression, cultural preservation, and opportunities in theatre, performance, and literary studies
SDG 9	Industry, Innovation and Infrastructure	Supports preservation and modernization of indigenous dramatic traditions through digital documentation and cultural innovation
SDG 10	Reduced Inequalities	Addresses caste, class, tribal identity, exclusion, and social discrimination through dramatic representation
SDG 11	Sustainable Cities and Communities	Preserves indigenous cultural heritage, folk theatre, and community traditions through Santali drama
SDG 12	Responsible Consumption and Production	Promotes awareness of traditional sustainable practices and balanced community living reflected in dramatic texts

SDG No.	SDG Title	Nature of Contribution
SDG 13	**Climate Action**	Encourages ecological sensitivity and awareness of environmental challenges represented in tribal narratives
SDG 14	**Life Below Water**	Encourages respect for natural ecosystems and sustainable resource use through indigenous perspectives
SDG 15	**Life on Land**	Highlights protection of forests, land rights, biodiversity, and indigenous ecological knowledge
SDG 16	**Peace, Justice and Strong Institutions**	Promotes justice, ethical governance, peacebuilding, and social responsibility through dramatic themes
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration, cultural exchange, and collective efforts in preserving tribal literature and theatre

Code	Course Title	Credit	L-T-P
SP50031	**Songs and Poems of Koyel Panchanan Marndi** ᑲᑐᓭᖓᑭ ᑕᑐᑫᑯᒐᓚᑐᓚ ᐯᒐ.ᓇᑎᓱᓭᒐᓖ ᓚᖓᓇᖓᑫ ᒐᓇ ᑐᓚᑐᓂᐯᖓᑦᑲᑐ	4	3-1-0

Course Objectives

ᲘᲜ.ᲜᲐᲮᲘᲜ.ᲑᲔ ᲔᲔᲘᲜ ᲙᲜᲝᲜᲡ ᲘᲔᲘᲔᲣᲐᲘᲔ ᲝᲜᲞᲜᲝᲔ ᲘᲔᲧᲐᲔᲔᲔ ᲡᲜ.ᲐᲝᲠᲔᲜᲒ ᲗᲠᲔᲔᲒᲔ ᲜᲐ ᲙᲜᲘᲡᲔᲢ ᲐᲔᲝᲜᲔ ᲣᲔᲡᲐ ᲑᲔ ᲒᲜ.ᲜᲠᲐ ᲜᲐ ᲙᲜᲡᲘᲞᲜᲔ ᲝᲔ ᲣᲜᲝᲜᲔ ᲘᲐᲔ ᲑᲔᲔᲜ, ᲖᲔᲠᲔᲜᲒ ᲙᲐᲐᲘᲧ ᲜᲐ ᲘᲔᲘᲝᲠᲔ ᲜᲐᲒᲔ ᲝᲔᲝᲔᲢ ᲜᲐ ᲒᲖᲑᲔᲑ ᲣᲜᲝᲜᲔ ᲘᲐᲔ ᲑᲔᲔᲜ,

Course Outcomes

CO1. ᲘᲜ.ᲜᲐᲮᲘᲜ.ᲑᲔ ᲔᲔᲘᲜ ᲙᲜᲝᲜᲡ ᲘᲔᲘᲔᲣᲐᲘᲔ ᲑᲔ ᲙᲜ.O ᲞᲖᲑᲘᲜᲔ ᲘᲔᲧᲐᲔᲔᲔ ᲡᲜ.ᲐᲝᲠᲔᲜᲒ ᲗᲠᲔᲔᲔ ᲜᲐ ᲙᲜᲘᲡᲔᲢ ᲐᲔᲝᲜᲔ ᲣᲔᲡᲐ ᲑᲔ ᲣᲜᲝᲜᲔ ᲓᲜᲘᲐᲔᲠᲜᲒ-Ნ,

CO2. ᲘᲔᲧᲐᲔᲔᲔ ᲡᲜ.ᲐᲝᲠᲔᲜᲒ ᲙᲐᲐᲘᲧ ᲜᲐ ᲔᲔᲘᲝᲠᲔ ᲝᲔᲝᲔᲢ ᲑᲔ ᲣᲜᲝᲜᲔ ᲧᲜᲘᲐ,

CO3. ᲘᲔᲧᲐᲔᲔᲔ ᲡᲜ.ᲐᲝᲠᲔᲜᲒ ᲙᲐᲐᲘᲧ ᲜᲐ ᲔᲔᲘᲝᲠᲔ ᲝᲜᲞᲜᲝᲔ ᲙᲜᲘᲝᲝᲜ ᲐᲔ ᲘᲐᲙᲔᲒ ᲑᲔ ᲣᲜᲝᲜᲔ ᲧᲜᲘᲐ,

CO4. ᲘᲔᲧᲐᲔᲔᲔ ᲡᲜ.ᲐᲝᲠᲔᲜᲒ ᲙᲐᲐᲘᲧ ᲜᲐ ᲔᲔᲘᲝᲠᲔ ᲔᲞ ᲐᲔᲔᲜᲒ ᲓᲐᲜᲘᲐᲜ ᲑᲔ ᲣᲜᲝᲜᲔ ᲧᲜᲘᲐ,

CO5. ᲘᲔᲧᲐᲔᲔᲔ ᲡᲜ.ᲐᲝᲠᲔᲜᲒ ᲙᲐᲐᲘᲧ ᲜᲐ ᲔᲔᲘᲝᲠᲔ ᲘᲔᲘᲔᲣᲐᲘᲔ ᲝᲜᲞᲜᲝᲔ ᲙᲜᲘᲝᲠᲔᲔ ᲑᲜ.ᲡᲠ ᲐᲔ ᲖᲓᲓᲒᲜ.Ი ᲑᲔ ᲧᲜᲘᲐ,

CO-PO-PSO Mapping

(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	1	_	1	2	_	1	2	3	2	1	2	_
CO2	2	3	2	3	2	2	1	1	2	1	2	2	3	2	2	2	2
CO3	2	2	3	3	1	2	2	2	2	2	3	1	2	1	2	2	2
CO4	3	2	2	2	3	1	1	_	2	1	2	3	3	3	2	3	_
CO5	2	2	2	3	2	3	2	3	3	2	3	1	2	2	3	2	3

Course Contents

Unit - 1. ᲑᲓᲠᲔᲑ ᲘᲓ·ᲓᲜᲔᲔᲔ ᲡᲜ.ᲐᲝᲠᲔᲜᲒ ᲗᲠᲔᲔᲔ ᲓᲖᲐᲠᲝ ,

Unit - 2. ᲙᲐᲐᲘᲧ

Unit – 3. ᲔᲔᲘᲝᲠᲔ·

Unit – 4. ᲙᲐᲐᲘᲧ ᲐᲔᲠᲔᲜᲒ ᲝᲔᲝᲔᲢ ᲜᲐ ᲔᲔᲘᲝᲠᲔ· ᲐᲔᲠᲔᲜᲒ ᲙᲜᲘᲝᲝᲜ ᲐᲔ ᲘᲐᲙᲔᲒ,

Reference Books

1. ᱫᱷᱚᱨᱚᱢ ᱚᱞᱪᱤ.ᱯ- ᱚᱛᱭᱟᱜᱚᱫ ᱵᱤ.ᱱᱚᱢ
2. ᱜᱚᱣᱟᱢᱤᱛᱷᱨ- ᱚᱛᱭᱟᱜᱚᱫ ᱵᱤ.ᱱᱚᱢ
3. ᱣᱷᱤᱨᱱᱟᱞ ᱫᱷᱚᱣᱚᱢᱤ ᱱᱚ.ᱚᱨ- ᱚᱛᱭᱟᱜᱚᱫ ᱵᱤ.ᱱᱚᱢ

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Reflects the struggles, aspirations, and resilience of rural and tribal communities through literary representation
SDG 2	Zero Hunger	Highlights agrarian culture, food traditions, and dependence on natural resources in tribal society
SDG 3	Good Health and Well-being	Promotes emotional well-being, cultural belonging, and mental enrichment through songs and poetry
SDG 4	Quality Education	Enhances literary appreciation, critical thinking, creativity, and cultural understanding through the study of Santali poetry
SDG 5	Gender Equality	Encourages reflection on women's voices, gender justice, and equality in literary and social contexts
SDG 6	Clean Water and Sanitation	Reflects the cultural significance of rivers, water sources, and sustainable community living
SDG 7	Affordable and Clean Energy	Encourages appreciation of sustainable indigenous lifestyles and eco-friendly living practices
SDG 8	Decent Work and Economic Growth	Preserves folk creativity, oral traditions, and cultural heritage connected with local livelihoods and artistic practices
SDG 9	Industry, Innovation and Infrastructure	Supports preservation and digital documentation of indigenous songs and poetic traditions
SDG 10	Reduced Inequalities	Gives voice to marginalized tribal communities and promotes inclusiveness and social justice
SDG 11	Sustainable Cities and Communities	Preserves tribal cultural heritage, oral literature, and community identity through poetic traditions
SDG 12	Responsible Consumption and Production	Encourages respect for natural resources, simple living, and sustainable cultural practices
SDG 13	Climate Action	Develops ecological awareness and environmental sensitivity through nature-centered poetry

SDG No.	SDG Title	Nature of Contribution
SDG 14	Life Below Water	Reflects indigenous respect for rivers, aquatic life, and ecological harmony
SDG 15	Life on Land	Promotes protection of forests, biodiversity, land rights, and traditional ecological knowledge
SDG 16	Peace, Justice and Strong Institutions	Encourages social harmony, justice, cultural dignity, and ethical consciousness through literary expression
SDG 17	Partnerships for the Goals	Encourages collaborative cultural preservation, literary research, and interdisciplinary academic engagement

Code	Course Title	Credit	L-T-P
ST50033	**Santali Short Drama** **ᱥᱟᱱᱛᱟᱞᱤ ᱠᱷᱚᱨᱫᱚ ᱜᱚᱨᱮᱞ**	**4**	**3-1-0**

Course Objectives

ᱤᱱ.ᱢᱟᱭᱞᱟᱱ.ᱠᱚ ᱫᱚᱞᱟ ᱥᱟᱦᱚᱱᱚ ᱚᱱᱟᱹᱢᱚᱴ ᱠᱷᱚᱨᱫᱚ ᱜᱚᱨᱮᱞ ᱠᱚ ᱤᱠᱤᱛᱟᱵᱟᱣᱚᱞᱮᱱ।

Course Outcomes

CO1. ᱤᱱ.ᱢᱟᱭᱞᱟᱱ.ᱠᱚ ᱫᱚᱞᱟ ᱥᱟᱦᱚᱱᱚ ᱠᱚ ᱤᱠᱤᱛᱟᱵᱟᱣᱚᱞᱮ ᱥᱟ.ᱚ ᱯᱷᱠᱷᱟᱱᱮ ᱜᱚᱨᱮᱞ ᱵᱷᱮᱫᱮᱜ ᱩᱠᱩᱣᱚ ᱨᱮ ᱥᱟᱦᱚᱱᱚᱛᱟᱹ ᱥᱟᱦᱤᱡᱷᱟ ᱵᱚ ᱫᱚᱲᱟᱱᱟ ᱨᱮᱱᱟᱜ ᱨᱮᱱᱟᱜᱚᱱ ᱨᱮ ᱫᱮᱱᱟ ᱵᱷᱮᱫᱮᱜ ᱨᱮᱱᱟᱜᱚᱱ ᱨᱮᱱᱟᱜᱚᱱ ᱵᱟᱞᱤᱱᱟᱜ ᱫᱟᱱᱟᱜᱚᱱ।

CO2. ᱤᱱ.ᱢᱟᱭᱞᱟᱱ.ᱠᱚ ᱜᱚᱨᱮᱞ ᱨᱮᱯ ᱚᱨᱯ ᱵᱷᱮᱫᱮᱜ ᱯᱟᱱᱟ.ᱚ ᱠᱚ ᱤᱢ.ᱵᱟ ᱢᱟᱱᱟᱜ ᱨᱮᱱᱟᱜ ᱨᱮᱱᱟᱜᱚᱱ ᱠᱷᱚᱨᱫᱚ ᱜᱚᱨᱮᱞ ᱠᱷᱚᱨᱫᱚ ᱡᱟᱱᱟᱹᱨᱤᱭᱟᱜ ᱥᱟᱦᱤᱡᱷᱟ ᱵᱚ ᱫᱚᱲᱟᱱᱟ ᱨᱮᱱᱟᱜᱚᱱ ᱨᱮ ᱥᱮᱞᱮᱫ ᱠᱚᱨᱟᱣ ᱵᱚ ᱫᱚᱲᱟᱱᱟ ᱨᱮᱱᱟᱜᱚᱱ।

CO3. ᱤᱱ.ᱢᱟᱭᱞᱟᱱ.ᱠᱚ ᱵᱟᱞᱤᱱᱟᱜ ᱜᱚᱨᱮᱞ ᱠᱷᱚᱨᱫᱚ ᱥᱟᱨᱮᱱᱟᱜ ᱫᱚᱜᱚᱱᱟ ᱵᱚ ᱢᱚᱱᱚᱱᱚᱨ ᱢᱟᱱᱟᱜ ᱨᱮᱱᱟᱜᱚᱱ।

CO4. ᱤᱱ.ᱢᱟᱭᱞᱟᱱ.ᱠᱚ ᱵᱟᱞᱤᱱᱟᱜ ᱜᱚᱨᱮᱞ ᱠᱷᱚᱨᱫᱚ ᱥᱟᱨᱮᱱᱟᱜ ᱵᱷᱮᱫᱮᱜ ᱩᱠᱩᱣᱚ ᱨᱮ ᱢᱚᱱᱚᱱᱚᱨ ᱢᱟᱱᱟᱜ ᱨᱮᱱᱟᱜᱚᱱ।

CO5. ᱩᱱ.ᱢᱟᱱᱵᱟᱱ.ᱵᱭ ᱵᱟᱹᱱᱤᱭ ᱜᱮᱢᱮᱞᱮ ᱥᱤᱱ ᱯᱱ.ᱢᱵ ᱜᱮᱢᱮᱞᱮ ᱯᱟᱨᱮᱱᱜ ᱡᱟᱨᱮᱜᱟᱨᱭ ᱵᱭ ᱡᱱᱡᱱᱨ ᱵᱭᱡᱟᱱ।

CO-PO-PSO Mapping

(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).

CO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	2	1	2	1
CO2	2	3	2	3	2	2	1	1	2	1	2	2	3	2	2	2	2
CO3	2	2	3	3	1	2	3	2	2	3	3	1	2	1	2	3	2
CO4	3	2	2	2	3	1	2	1	2	2	2	3	3	3	2	3	1
CO5	2	2	2	3	2	3	2	3	3	2	3	1	2	2	3	2	3

Course Contents

Unit - 1. ᱪᱚᱣᱚᱱᱩ

Unit - 2. ᱡᱚᱪᱚᱯᱟᱨ ᱵᱚ᱾ᱨᱛᱚ

ᱜᱚᱢᱮᱞᱮ ᱣᱨᱮᱚᱜ ᱚᱨᱚᱨᱪ ᱥᱤᱱ ᱨᱮᱨᱩ ।

ᱜᱚᱢᱮᱞᱮ ᱣᱨᱮᱚᱜ ᱦᱚᱲᱚᱛ ᱣᱨ ᱚᱣᱦᱚᱪ ।

Unit - 3. ᱩᱱᱪ ᱡᱱᱜᱣᱚᱱ. ᱣᱚᱦᱚ

Unit - 4. ᱯᱚᱣᱚᱱᱮᱛᱟᱱ

ᱜᱚᱢᱮᱞᱮ ᱣᱨᱮᱚᱜ ᱚᱨᱚᱨᱪ ᱥᱤᱱ ᱩᱚᱣᱚᱛ ।

ᱜᱚᱢᱮᱞᱮ ᱣᱨᱮᱚᱜ ᱦᱚᱲᱚᱛ ᱯᱚ.ᱜᱱᱪ ᱨᱮᱨᱩ।

Reference Books

1. ᱜᱚᱢᱮᱞᱮ ᱡᱟ᱾ᱡᱚ.(ᱪᱚᱣᱚᱱᱩ)- ᱩᱣᱚᱪᱱᱟᱩ ᱣᱨᱩᱡᱚᱣᱚᱱᱩ
2. ᱡᱚᱪᱚᱯᱟᱨ ᱵᱚ᱾ᱨᱛᱚ- ᱢᱚᱱ.ᱵᱦᱣ ᱩᱚᱮᱱᱮᱪᱣᱚᱱ ᱣᱚ᱾ᱦᱚᱜ
3. ᱩᱱᱪ ᱡᱱᱜᱣᱚᱱ. ᱣᱚᱦᱚ- ᱰᱚᱜᱱᱮᱯᱚᱞ ᱣᱚ᱾ᱦᱚᱜ
4. ᱡᱚᱣ ᱰᱚᱵ ᱵᱚᱟᱢᱚ ᱜᱚᱢᱮᱞᱮ (ᱯᱚᱣᱚᱱᱮᱛᱟᱱ)- ᱦᱚᱣᱚᱰᱰᱷ ᱵᱦᱩᱚᱣ ᱦᱚᱣᱨᱮ

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution on Santali Short Drama
SDG 1	**No Poverty**	Highlights socio-economic realities, rural hardships, and struggles of marginalized communities through dramatic narratives
SDG 2	**Zero Hunger**	Reflects agrarian life, traditional livelihoods, and food-related cultural practices in tribal society
SDG 3	**Good Health and Well-being**	Encourages emotional expression, social awareness, and cultural well-being through dramatic performance and literary engagement
SDG 4	**Quality Education**	Develops communication skills, creativity, critical thinking, and literary understanding through the study of Santali short drama

SDG No.	SDG Title	Nature of Contribution on Santali Short Drama
SDG 5	**Gender Equality**	Promotes awareness of gender justice, women's representation, and equality in social and cultural contexts
SDG 6	**Clean Water and Sanitation**	Encourages awareness about natural resources, sanitation, and sustainable community life reflected in tribal settings
SDG 7	**Affordable and Clean Energy**	Promotes appreciation of eco-friendly traditional lifestyles and sustainable cultural practices
SDG 8	**Decent Work and Economic Growth**	Supports cultural creativity, folk performance traditions, and opportunities in theatre and literary activities
SDG 9	**Industry, Innovation and Infrastructure**	Encourages preservation and modernization of indigenous dramatic traditions through documentation and digital learning
SDG 10	**Reduced Inequalities**	Addresses issues of marginalization, discrimination, social exclusion, and tribal identity through dramatic themes
SDG 11	**Sustainable Cities and Communities**	Preserves indigenous theatrical traditions, oral heritage, and community cultural identity
SDG 12	**Responsible Consumption and Production**	Promotes responsible living, sustainable cultural values, and respect for natural resources
SDG 13	**Climate Action**	Encourages environmental awareness and ecological sensitivity through nature-related dramatic representation
SDG 14	**Life Below Water**	Reflects indigenous understanding of ecological balance and sustainable use of aquatic resources
SDG 15	**Life on Land**	Highlights the importance of forests, biodiversity, land rights, and traditional ecological knowledge
SDG 16	**Peace, Justice and Strong Institutions**	Promotes justice, peace, ethical governance, and social responsibility through dramatic discourse
SDG 17	**Partnerships for the Goals**	Encourages collaborative cultural preservation, academic exchange, and interdisciplinary literary studies

Code	Course Title	Credit	L-T-P
SP50031	**Santali Short Poems** ᱟᱱᱚᱞᱚᱢᱟᱨᱤ ᱦᱟᱱᱦᱤᱸ ᱚᱞᱚᱢᱟᱫ᱾	4	3-1-0

Course Objectives

ᱚᱞᱚᱪ ᱟᱱᱚᱞᱚᱢ ᱱᱟ ᱚᱞᱚᱢᱟᱫ᱾ ᱱᱟᱨᱮᱱᱜ ᱜᱮᱢ.ᱜᱤᱱ ᱩᱞᱩᱞᱟᱜᱟᱣᱟᱞ ᱚᱢᱯᱷᱚᱨ ᱚᱞᱚᱢᱜᱤᱨᱮᱢ. ᱢᱱ ᱢᱮᱦᱮᱞᱚᱜ ᱚᱞᱚᱢᱟᱫ᱾ ᱦᱚ ᱜᱢᱱᱚᱢᱩᱦᱮᱱ ᱥᱩᱨᱩᱭ᱾

Course Outcomes

CO1. ᱩᱢ.ᱢᱟᱦᱮᱜ.ᱦᱚ ᱚᱞᱚᱪ ᱟᱱᱚᱞᱚᱢ ᱦᱚ ᱩᱞᱩᱞᱟᱜᱟᱣᱟᱞ ᱟᱢ.ᱚ ᱯᱷᱦᱟᱜᱢᱮᱞᱮ ᱢᱟᱣ᱾ ᱱᱟᱨᱮᱱᱜ ᱜᱮᱢ.ᱜᱤᱱ ᱜᱮᱨᱮᱢᱮ ᱦᱚ ᱟᱢᱩᱢ᱾

CO2. ᱥᱟᱭ. ᱟᱱᱚᱞᱚᱢᱟᱫ ᱚᱞᱚᱢᱟᱫ᱾ ᱱᱟᱨᱮᱱᱜ ᱮᱱᱜᱮᱢᱩ ᱢᱱ ᱩᱦᱟᱦᱷ ᱦᱢᱚᱜᱢ ᱦᱚ ᱡᱢᱡᱢᱨ ᱟᱢᱩᱢ᱾

CO3. ᱩᱢ.ᱢᱟᱦᱮᱜ.ᱦᱚ ᱦᱜᱢᱦᱚ ᱚᱞᱚᱢᱟᱫ᱾ ᱢᱱ ᱚᱞᱚᱢᱟᱜᱤᱨᱮᱢ. ᱦᱚᱪᱚᱱᱜ ᱤᱜᱤᱨᱮᱭ ᱥᱩᱱᱟᱣ ᱦᱚ ᱡᱢᱡᱢᱨ ᱟᱢᱩᱢ᱾

CO4. ꠸ꠓ.ꠇꠋꠎꠏꠓ.ꠎꠋ ꠎꠋꠓꠇꠓ ꠓꠉꠓꠘꠋꠀ꠹ ꠓꠉ ꠋꠀꠈꠓꠉ ꠋꠋ ꠎꠓꠇꠓꠉ ꠋꠓꠇꠓ꠵

CO5. ꠸ꠓ.ꠇꠋꠎꠏꠓ.ꠎꠋ ꠎꠋꠓꠇꠓ ꠓꠉꠓꠘꠋꠀ꠹ ꠋꠈꠘꠋꠈ ꠎꠋ ꠎꠓꠇꠓꠉ ꠋꠓꠇꠓ꠵

CO-PO-PSO Mapping

Rate Correlations:

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium)

3 = Strongly Mapped (High), "–" = There is No correlation

CO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	_	1	2	_	1	2	3	2	1	2	_
CO2	2	3	2	3	2	2	1	1	2	1	2	2	3	2	2	2	2
CO3	2	2	3	3	1	2	2	2	2	2	3	1	2	1	2	2	2
CO4	3	2	2	2	3	1	1	_	2	1	2	3	3	3	2	3	_
CO5	2	2	2	3	2	3	2	3	3	2	3	1	2	2	3	2	3

Course Contents

Unit-1. (i). ꠉꠋꠐꠎꠀ ꠋꠋꠈꠓ.ꠐ ꠓꠀ (ii). ꠓꠇꠓꠈꠀꠎ꠵ꠋꠓꠎꠓꠉ

Unit-2. (i). ꠸ꠀꠀꠓ.ꠐ꠸ꠋꠋꠓ ꠐꠓ.ꠈꠎꠓ.ꠀ (ii). ꠎꠓꠎꠏ ꠐꠓꠓꠀ

Unit-3. (i). ꠎꠀꠇꠎꠀꠀꠐꠓ. ꠎꠓꠈꠓꠓꠇ ꠈꠀꠎ꠵ (ii). ꠎꠓꠓꠀꠓ ꠎꠓꠇꠈꠓ

Unit-4. (i). ꠎꠓꠎꠓ ꠋꠓꠐꠓ (ii). ꠇꠀꠇꠀ ꠇꠀꠀꠀꠎꠏꠓ

Reference Books

1. ꠉꠋꠐꠎꠀ ꠋꠋꠈꠓ.ꠐ ꠓꠀ- ꠋꠓꠐꠓꠇ ꠋꠓꠎꠓꠇ ꠇꠓꠓꠀꠇ

2. ꠓꠇꠓꠈꠀꠎ꠵ ꠋꠓꠎꠓꠉ- ꠓꠋ꠸ꠈꠓ꠵ꠐꠓ ꠓꠓ ꠀꠋꠐꠋꠋꠋꠇꠀ

3. ꠸ꠀꠀꠓ.ꠐ꠸ꠋꠋꠓ ꠐꠓ.ꠈꠎꠓ.ꠀ- ꠎꠓꠋꠓꠇ ꠎꠓ꠵ꠇꠐꠓꠈ

4. ꠎꠓꠎꠏ ꠐꠓꠓꠀ- ꠀꠇꠓꠐꠓ ꠋꠋꠓꠋꠋ

5. ꠎꠀꠇ ꠎꠀꠀꠐꠓ. ꠎꠓꠈꠓꠓꠇ ꠈꠀꠎ꠵ꠏ꠵- ꠎꠓꠈꠓꠓꠇꠇꠓꠓꠎꠓꠎꠓ ꠋꠋꠓꠋꠋ

6. ꠎꠓꠓꠀꠓ ꠎꠓꠇꠓꠐ- ꠎꠀꠇꠓꠓ ꠇꠓꠓꠀꠇ

7. ꠎꠓꠎꠓ ꠋꠓꠐꠓ- ꠎꠓꠓꠐꠓ ꠎꠓ꠵ꠇꠐꠓꠈ

8. ꠇꠀꠓꠀꠓ ꠇꠀꠓꠀꠎꠓꠐ- ꠇꠀꠓꠋ ꠈꠓꠓꠓꠇ ꠎꠀꠋꠎꠓꠓꠓꠋ

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	**No Poverty**	Reflects the struggles and aspirations of marginalized and tribal communities through poetic narratives
SDG 2	**Zero Hunger**	Poems highlight agrarian life, food culture, traditional livelihoods, and community sustenance
SDG 3	**Good Health and Well-being**	Promotes emotional well-being, cultural belongingness, and mental harmony through literature and art
SDG 4	**Quality Education**	Enhances literary appreciation, critical thinking, linguistic skills, and inclusive learning in Santali literature
SDG 5	**Gender Equality**	Encourages awareness of women's experiences, dignity, and participation in society through poetic themes
SDG 6	**Clean Water and Sanitation**	Nature poems emphasize the importance of rivers, water resources, and ecological purity
SDG 7	**Affordable and Clean Energy**	Traditional eco-friendly lifestyles reflected in poems promote sustainable living practices
SDG 8	**Decent Work and Economic Growth**	Literary discussions on labour, folk occupations, and rural livelihoods strengthen awareness of dignified work
SDG 9	**Industry, Innovation and Infrastructure**	Encourages preservation and modernization of indigenous literary traditions through research and publication
SDG 10	**Reduced Inequalities**	Highlights social equality, tribal identity, inclusion, and resistance against discrimination
SDG 11	**Sustainable Cities and Communities**	Preserves indigenous culture, oral traditions, and community-cantered living through poetic heritage
SDG 12	**Responsible Consumption and Production**	Encourages sustainable lifestyles, balanced use of natural resources, and traditional ecological knowledge
SDG 13	**Climate Action**	Poems cantered on forests, climate, and seasons create awareness about environmental protection

SDG No.	SDG Title	Nature of Contribution
SDG 14	Life Below Water	Literary references to rivers and aquatic ecosystems promote ecological sensitivity
SDG 15	Life on Land	Strong focus on forests, biodiversity, wildlife, and indigenous environmental ethics
SDG 16	Peace, Justice and Strong Institutions	Promotes harmony, cultural justice, social understanding, and democratic values through literary expression
SDG 17	Partnerships for the Goals	Encourages collaborative cultural preservation, literary exchange, and interdisciplinary academic engagement

Tribal Studies: PAPER-III

Code	Course Title	Credit	L-T-P
TL50051	Theme based Movies and Tribal Museum Visit	4	2-0-4

Course Description:

The paper aims to develop a sustainable curriculum for PG students of KISS-DU who are from the tribal communities of Odisha, India. Students are entertained and acquire knowledge through images; sightseeing, study tour, Internet, television, and films etc. are examples. Though the printed word is essential in learning, educators have been taking notice of the new visual and oratory stimuli and incorporated them into classroom teaching. Hence this paper is a methodology

to teach students by using different mechanism such as museum visit, sightseeing, movie documents etc… where students will learn from movies based on tribal heritage, tribal rights, indigenous knowledge practices, oral and performance traditions. This course will also provide sight seen to various tribal museums where students will learn a broad range of theoretical and practical approaches to the study of Tribal Museums. The purpose of this idea packet is to further introduce a new way to classroom teaching. This will promote experience based learning atmosphere at the University level.

Course Objectives:

The major objective of this paper is to create a new paradigm in education which will focus on:

1. To build social & emotional awareness: A film/sightseeing/museum visit has the potential to create an emotional connection to its subject matter and can provide the students a practical experience. The impact of audio and visual components supports students' retention of information.
2. To create connection across time, place & culture: The students will understand & connect to the fast-changing tribal world.
3. To critically examine the role of language in tribal life, culture & their development.
4. To connect with the current events: A short documentary can expose students to any number of global issues, reduce isolation, and allow students to connect to innovations and inspiration from sources beyond their immediate environment.
5. To examine and analyse the massive body of rituals and oral traditions, dance, music and performance through documented movies.
6. To incorporate reflective writing assignments: A visit (or) a short documentary story can increase students' literacy with connections to a source, to self, and to the world. Here students use the film/visit as a source to justify their reasoning.

Course Outcomes-

CO1: Students will understand the cultural heritage, social practices, traditions, and indigenous knowledge systems of tribal communities through experiential learning methods.

CO2: Students will develop awareness of tribal rights, identity, heritage conservation, and socio-cultural issues through films, documentaries, museum visits, and field-based learning activities.

CO3: Students will acquire knowledge of tribal museums, oral traditions, folk practices, and performance traditions through theoretical and practical approaches.

CO4: Students will develop skills in observation, documentation, critical analysis, and interpretation of tribal cultural resources using various learning tools such as sightseeing, study tours, digital resources, and visual media.

CO5: Students will appreciate the importance of preserving tribal heritage, indigenous practices, and community knowledge systems and apply experiential learning approaches in academic and social contexts.

CO-PO-PSO Mapping

(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).

Course Outcomes (COs)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1.	3	3	2	3	2	2	3	3	2	2	–	3	3	3	2
CO2.	3	3	2	3	3	2	3	3	2	3	–	3	3	3	3
CO3.	3	2	2	3	2	3	3	3	2	2	–	3	3	3	3
CO4.	3	3	3	3	3	3	2	3	2	3	–	3	3	3	3
CO5.	3	3	2	3	3	2	3	3	2	3	–	3	3	3	3

Pedagogy: Visual Presentation with the help of movies, assignments, case discussion, Projects, Visit to the Tribal Museum, SCSTRTI, State Museum of Odisha & Kalabhoomi.

Unit: I

Basic Understanding of Tribes

- Tribes of India: A Profile
- PVTGs: India & Odisha

Tribes of India & PVTGs Documentary Movies

- Tribes of Odisha: Hill Kharia tribe - YouTube
- Tribes of Odisha | Bonda Tribes - YouTube
- Apatani Tribes of Arunachal Pradesh - YouTube
- Munda Tribe | Tribes of India - YouTube
- Oraon Tribe| Tribes of India - YouTube
- Kisan Tribe| Tribes of India - YouTube
- Sounti Tribe - Tribes of India - YouTube
- Gadaba Tribe | Tribes of India - YouTube
- Gurjar Tribe | Tribes of India - YouTube
- North Sentinel Island : YouTube
- Tribes of Andamans: Great Andamanese - YouTube
- Tribes of Nicobar Islands: The Nicobarese - YouTube

Unit- II :

Concept of Tribal Language/ Oral / Performance traditions in India.

- भाषाओं को संजीवनी | CIIL- The Custodian of Indian Languages - YouTube

- An Inspiration - a documentary on Pt. Raghunath Murmu - YouTube
- Indian Languages in Danger !!! UNESCO Report - YouTube
- Revival of Rhythm ...a documentary film on tribal musical instruments - YouTube
- The Warli's - A Documentary On Artistic Tribes Of India - YouTube

Museum visit gallery wise

- Odisha Tribal Museum: Odisha State Tribal Museum - YouTube
- Odisha State Museum: State museum in Bhubaneswar - YouTube

STUDENT EVALUATION:

- **Preparation, participation and collaboration:**

You are expected to attend class both practical and theoretical. Beyond attendance, you are also expected to collaborate with your classmates in planning teams or organising small group discussions.

- **Individual assignments and exams:**

Your individual grade is based on your own efforts and accomplishments. To evaluate your efforts and accomplishments, you will complete 2 writing assignments, 2 MCQ on documentary movies and one comprehensive exam (mid-term). The exams are based on readings, writing assignments, documentary movie-based quiz, and course materials.

- **Major Individual assignments:**

Note**: The standard formatting requirements for written assignments in this class, are 12 pt. font, 1-inch margins (top, bottom, left and right), page numbers and double spacing. TIMES NEW ROMAN font.**

Written summary assignments procedure: A written summary is a short, succinct document summarizing, analyzing, and reflecting an issue or a problem. These assignments will allow you to make connections among the course materials and other classes you are taking. The assignments further develop your writing skills and research ability and provide an opportunity to understand your own values and the course materials. These assignments must be focused, easy to read, evidence-based and include your personal reflections. Personal reflections include outlining your own values, outlining ambiguities or contradictions among concepts, and expressions of your own learning to-date.

READING MATERIALS:

1. Behera, D.K and Georg Pfeffer. *Contemporary Society Tribal Studies, Volume I to VII.* New Delhi: Concept Publishing Company
2. Furer- Haimendorf, C. von 1982. *Tribes of India: The Struggle for Survival.* Delhi: Oxford University Publication.

3. Ghurye, G. S. *The aborigines -"so-called" - and their future*

4. Hardiman, David 1987. *The Coming of the Devi: Adivasi Assertion in Western India.* Delhi: Oxford University Press.

5. Joshi, P C and A K Kalla, ed. 2004. *Tribal Health and Medicines*. New Delhi: Concept Publishing.

6. Mahapatra, L.K., 1994. *Tribal Development in India: Myth and Reality*. Delhi: S.Chand & Company Ltd.

7. Maharana, A.K. & H. S. Mishra, K.K. Mohanty (edt.). 2004. Collection and Sale of Minor Forest Produce among the tribes of Orissa: A socio-structural and Economic Analysis. SCSTRTI, Bhubaneswar, Odisha.

8. Ota, A. B. & S.C. Mohanty 2015. *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – I (Ethnography)*. SCSTRTI, Bhubaneswar, Odisha.

9. Ota, A. B. & S.C. Mohanty 2015. *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – II (Change & Development).* SCSTRTI, Bhubaneswar, Odisha.

10. Ota, A. B. & S.C. Mohanty 2015. *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – III (Anthropology of Health & Medicine).* SCSTRTI, Bhubaneswar, Odisha.

11. Ota, A. B. & S.C. Mohanty 2015. *Demographic Profile of Schedule Tribes of Odisha (1961-2011).* SCSTRTI, Bhubaneswar, Odisha.

12. Ota, A. B., T. Sahoo & Sweta Mishra 2016. *Compendium of Guidance and Exicutive .* SCSTRTI, Bhubaneswar, Odisha.

13. Ota, A. B. & S.C. Mohanty 2007. *PVTGS Handbooks: Bonda*. SCSTRTI, Bhubaneswar, Odisha.

14. Ota, A. B. & S.C. Mohanty 2008. *PVTGS Handbooks: Lanjia Saora*. SCSTRTI, Bhubaneswar, Odisha.

15. Ota, A. B. & S.C. Mohanty 2008. *PVTGS Handbooks: Dongaria Kandha*. SCSTRTI, Bhubaneswar, Odisha.

16. Ota, A. B. & S.C. Mohanty 2008. *PVTGS Handbooks: Mankadia*. SCSTRTI, Bhubaneswar, Odisha.

17. Ota, A. B. & A. C. Sahoo 2008. *PVTGS Handbooks: Juanga*. SCSTRTI, Bhubaneswar, Odisha.

18. Mohanty, K. K. 2009. *PVTGS Handbooks: Didayi*. SCSTRTI, Bhubaneswar, Odisha.

19. Ota, A. B. & T. Sahoo. *PVTGS Handbooks: Hill Kharia*. SCSTRTI, Bhubaneswar, Odisha.

SDG Mapping

SDG	**Justification**

SDG 4 – Quality Education	**Promotes experiential and visual learning through theme-based movies, documentaries, and museum visits, enhancing understanding of tribal heritage, indigenous knowledge, culture, and social issues.**
SDG 5 – Gender Equality	**Encourages awareness of gender roles, representation, contributions, and challenges of tribal women reflected through films, museum exhibits, and cultural narratives.**
SDG 10 – Reduced Inequalities	**Develops understanding of tribal identity, rights, social inclusion, and challenges faced by indigenous communities, promoting respect for marginalized groups.**
SDG 11 – Sustainable Cities & Communities	**Supports the preservation and promotion of tribal heritage, museums, oral traditions, folk arts, crafts, and intangible cultural heritage.**
SDG 12 – Responsible Consumption and Production	**Highlights sustainable lifestyles, traditional resource management, indigenous practices, and responsible relationships with natural resources.**
SDG 13 – Climate Action	**Creates awareness about indigenous ecological knowledge, traditional environmental practices, and community-based conservation approaches.**
SDG 15 – Life on Land	**Promotes understanding of tribal relationships with forests, biodiversity, land, and traditional ecological practices through cultural studies and field visits.**
SDG 16 – Peace, Justice & Strong Institutions	**Develops awareness of tribal rights, social justice, cultural identity, equality, and community participation.**
SDG 17 – Partnerships for the Goals	**Encourages collaboration among educational institutions, museums, researchers, cultural organizations, and tribal communities for heritage preservation.**

Fieldwork and Dissertation
Course Code: FD50082
(Credit-20)

Full Marks: 500 marks

Course objectives: The aim of this course is to provide a comprehensive understanding the nature of research and make students acquainted with various types of data collection. This course also aims to able the students to make data analysis and writing report.

Field Work and Report Writing [600 Contact Hours]
Field Work: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 30 days of fieldwork under the supervision of a teacher, as nominated by the head of the Programme, in a tribal/rural area. The Programme shall announce the exact date of commencement of fieldwork. Student failing to complete the fieldwork in a particular year can only clear the paper by completing fieldwork next year. Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Programme for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his/her dissertation, seminar presentation and viva voice.

SL No	Mode of Evaluation	Credits
1	Selection of Research Topic and Synopsis Presentation	4

2	Literature Review and Preparation of Research Tools (Questionnaires and schedule)	4
3	Fieldwork and Data Collection	4
4	Data Analysis and Report Writing	4
5	Seminar Presentation and Viva voce test on dissertation	4
	TOTAL	20

The Dissertation has to be submitted by the student positively before the end semester examination.

Course Learning Outcomes:

CO 1: The students who successfully complete this course will understand the nature of anthropological research and develop their skills in various types of data collection, interpretation and presentation.

CO 2: After this course the students also able to explore different problems areas of human society, acquire skills in fieldwork, data analysis and report writing.

CO 3: This course will help the students to interpret both biological and social issues faced by the human societies.

CO 4: The students through this paper assess the data presentation and documentation in an effective way.

CO 5: Develop the capability of academic writing and publication of research findings.

CO-PO-PSO Mapping
(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).

Course Outcomes ↓ / Program Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	2	3	2	3	2	3	1	3	3	3
CO2	2	3	2	3	3	3	2	3	3	3
CO3	2	3	2	3	2	2	1	3	2	2
CO4	2	3	3	2	2	3	1	3	3	3
CO5	2	3	3	3	2	3	1	3	3	3
Average	2.0	3.0	2.4	2.8	2.2	2.8	1.2	3.0	2.8	2.8

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops research skills, fieldwork competence, and academic writing, promoting quality higher education
SDG 5	Gender Equality	Encourages gender-sensitive research design and inclusive data collection practices
SDG 8	Decent Work and Economic Growth	Enhances employability through research, analytical, and reporting skills
SDG 9	Industry, Innovation and Infrastructure	Promotes innovation through data analysis, research tools, and methodological applications
SDG 10	Reduced Inequalities	Supports research on marginalized communities and social disparities
SDG 12	Responsible Consumption and Production	Emphasizes ethical use of data, responsible research practices, and sustainability
SDG 16	Peace, Justice and Strong Institutions	Highlights research ethics, transparency, accountability, and evidence-based policy support
SDG 17	Partnerships for the Goals	Encourages collaborative and interdisciplinary research across institutions and communities

Suggested Readings:

Ahuja, Ram (2010), *Research Methods*. Jaipur: Rawat Publication.

Bauer M.W. & G. Gaskell (eds.). (2000). *Qualitative Research with Text, Image and Sound: A Practical Handbook*. London, Sage Publications.

Bryman A. (1988). *Quantity and Quality in Social Research*. London, Unwin Hyman Ltd.

Bryman, A. (2001). *Surveying the Social World*, Buckingham. Philadelphia, Open University Press.

Denzin, N.K. & Y.S. Lincoln. (eds.). (2000). *Handbook of Qualitative Research*. New York, Sage.

Flick, U. (2009).*An Introduction to Qualitative Research* (4th Edition). London, Sage Publications.

Giddens, A. (1993). *New Rules of sociological Method* (2nd Edition).Stanford, California, Stanford University Press.

Grbich, C. (2004). *New Approaches in Social Research*. London, Sage Publications.

Gupta, C.B and Gupta, V. *An Introduction to Statistical Methods*, New Delhi: Vikas Publishing House PVT Ltd.

Huberman, A.M. & M.B. Miles.(2002). *The Qualitative Researcher's Companion*. New York, Sage Publications.

Kothari, C. R. *Research Methodology*, Methods and Techniques –Wiley Eastern Limited – New Delhi

Silverman, D. (ed.). (2011) *Qualitative Research* (3rd Edition).London, Sage Publications.

University of Chicago (2010). *The Chicago Manual of Style* (sixteenth ed.). Chicago: Univ. of Chicago Press.

W.J. Goode and P. K. Hatt (1952) *Methods in Social Research*. McGraw Hill Co.

Young, P.V. 1956. *Scientific Social Surveys and Research*. London: Prentice-Hall

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