KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

# CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

# BACHELOR OF ARTS IN SANTALI

(As per NEP-2020, NCrF, NHEQF)

## Academic Session 2024-2025



## 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

https://university.kiss.ac.in | https://kiss.ac.in

# U.G. in SANTALI

## With Specialization in Comparative Tribal Languages & Literatures

## CONTENTS


| | Page No. |
|---|---|
| About the School and Department | |
| Programme Overview | |
| Process of Curriculum Development | |
| Definition of Components | |
| NCrF-Aligned Components (National Credit Framework) | |
| NCrF-Compliant Course Engagement Table | |
| MOOC Courses (SWAYAM and SWAYAM Plus) | |
| NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme) | |
| Eligibility for Admissions with No. of Seats | |
| Examination Pattern | |
| Grading System | |
| Hard Case Rule | |
| Award of Degree | |
| NHEQF Level Mapping for Multi-Entry/Multi-Exit | |
| Programme Educational Objectives (PEO) | |
| Programme Outcomes (PO) | |
| Programme Specific Outcomes (PSO) | |
| Course Structure of the Undergraduate Programme | |
| Course Structure (Semester-Wise) | |

**SEMESTER-I**

**Major ST10001** Introduction to the Santali Language and Script (C- I)

**Minor ST12001** Basics of Santali Literary History (M – I)

**MDC ST13001** Introduction to Santali Literature (MD- I)

**AEC (**Choose any one)

**AE14001** Modern Indian Language (Odia)

**AE14003** Modern Indian Language (Hindi)

**AE14005** Modern Indian Language (Sanskrit)

**AE14007** Modern Indian Language (Santali)

**AE14009** Alternative English

**SEC CS15001** Information Technology and Communication

**VAC VA16201** Environment Education and Disaster Management

**SEMESTER-II**

**Major ST10002** Santali Folk Songs (C- 2)

**Minor ST12002** Santali Folk Tales (M-2)

**MDC ST13002** Tribal Heroes (MD-2)

**AEC (**Choose any one)

**AE14002** Translation Studies (Odia)

**AE14004** Translation Studies (Hindi)

**AE14006** Translation Studies (Sanskrit)

**AE14008** Translation Studies (Santali)

**AE14010** Translation Studies (English)

**SEC TL15002** Soft Skills Education

**VAC (Choose any Two)**

**VA16118** Social Reforms through Education: Ideas of Gopabandhu Das

**VA16130** Understanding Tribal Women in Odisha

**VA16430** Life Skill Education

**SEMESTER-III**

**Major ST20001** Santali Folk Tales (C- 3)

**Major ST20003** Introduction to Santali Grammar (C- 4)

**Minor ST22001** Santali Novel (M- 3)

**MDC ST23001** Introduction to Santali Folk Literature (MD- 3)

**AEC AE24001** Communicative English

**SEC TL25001** Art of Shadow puppetry

**SEMESTER-IV**

**Major ST20002** Santali Prose Literature (C-5)

**Major ST20004** Introduction to Santali Poetry (C-6)

**Major ST20006** Indian Literature (C-7)

**Practical CP20082** Course Based Presentation

**Minor ST22002** Santali Drama (M- 4)

**AEC AE24002** Professional Communication

**SEMESTER-V (Single Major)**

**Major ST30001** Theory of Santali Literature (C-8)

**Major ST30003** Studies in Santali Folk Literature (C-9)

**Major ST30005** Modern Santali Story (C-10)

**Major ST30007** Studies in Santali Travel Literature (C- 11)

**Minor ST32001** Functional Grammar of Santali Language (M - 5)

**Internship IP37081** Internship

**SEMESTER-V (Double Major)**

**Major ST30001** Theory of Santali Literature (C-8)

**Major ST30003** Santali Folk Literature (C-9)

**Major ST30005** Modern Santali Story (C-10)

**Major ST30007** Studies in Santali Travel Literature (C- 11)

**Minor ST32001** Functional Grammar of Santali Language (M - 5)

**Double Major ST32003** Evolution of Santali Literature (DM – I)

**Double Major ST32005** Development of Santali Prose Literature (DM – 2)

**Double Major ST32007** Santali Folk Song Traditions (DM – 3)

**Internship IP37081** Internship

**SEMESTER-VI (Single Major)**

**Major ST30002** Eminent Santali Writers (C-12)

**Major ST30004** The Santals Self-Governance Justice and Legal System (C-13)

**Major ST30006** Development of Santali Drama (C- 14)

**Major ST30008** Santali Cinema Literature (C- 15)

**Minor ST32002** Santali Cast System of Tribes (M- 6)

**SEMESTER-VI (Double Major)**

**Major ST30002** Eminent Santali Writers (C-12)

**Major ST30004** The Santals Self-Governance Justice and Legal System (C-13)

**Major ST30006** Development of Santali Drama (C- 14)

**Major ST30008** Santali Cinema Literature (C- 15)

**Minor ST32002** Santali Cast System of Tribes (M- 6)

**Double Major ST32004** Santali Essays (DM-4)

**Double Major ST32006** Tribal Freedom Fighters (DM- 5)

**Double Major ST32008** Santali Travel Narratives (DM- 6)

**SEMESTER-VII (Single Major)**

**Major RS40001** Research Methods in Santali Studies (C- 16)

**Major ST40003** History of Santali Literature (C-17)

**Major ST40005** Linguistics (C- 18)

**Major ST40007** Santali Novel and Story (C- 19)

**Minor ST42001** Editing and Preparation of News-letters in Santali (M- 7)

**SEMESTER-VII (Double Major)**

**Major RS40001** Research Methods in Santali Studies (C- 16)

**Major ST40003** History of Santali Literature (C-17)

**Major ST40005** Linguistics (C- 18)

**Major ST40007** Santali Novel and Story (C- 19)

**Minor ST42001** Editing and Preparation of News-letters in Santali (M- 7)

**Double Major ST42003** Santali Folklore and Oral Traditions (DM- 7)

**SEMESTER-VIII (Single Major) For the Students Without Research**

**Major SJ40002** Santali Magazine and Journal (C- 20)

**Major ST40004** Elements of Santali Literature & Criticism (C- 21)

**Major ST40006** Application of Artificial Intelligence in Literary Studies (Santali) (C- 22)

**Major ST40008** One Act Play and Its Elements (C- 23)

**Minor ST42002** Introduction to Santali Theatre (M-8)

**SEMESTER-VIII (Single Major with Research)**

**Major SJ40002** Santali Magazine and Journal (C- 20)

**Minor ST42002** Introduction to Santali Theatre (M-8)

**Research RD40082** Research and Dissertation

**SEMESTER-VIII (Double Major) For the Students Without Research**

**Major SJ40002** Santali Magazine and Journal (C- 20)

**Major ST40004** Elements of Santali Literature & Criticism (C- 21)

**Major ST40006** Application of Artificial Intelligence in Literary Studies (Santali) (C- 22)

**Major ST40008** One Act Play and Its Elements (C- 23)

**Minor ST42002** Introduction to Santali Theatre (M-8)

**Double Major ST42004** Introduction to Santali Short Poems (DM- 8)

**SEMESTER-VIII (Double Major with Research)**

**Major SJ40002** Santali Magazine and Journal (C- 20)

**Minor ST42002** Introduction to Santali Theatre (M-8)

**Double Major ST42004** Introduction to Santali Short Poems (DM- 8)

**Research RD40082** Research and Dissertation

## PROGRAMME DETAILS

# Name of the Programme: Bachelor of Arts in Santali (B.A.)
# School of Comparative Tribal Languages and Literatures (SCTL)

**About the School and Department**

**About the School:**

The School of Comparative Tribal Languages and Literatures,KISS Deemed to be University, Bhubaneswar was established on 25th August, 2017. This School is one of the seven schools under KISS DU. This has proved its relevance, importance and innovativeness since the University's inception. This School offers two-year Master Programmes of ninety credits and four-year Undergraduate Programme of 160 credits in the subjects such as Hindi, English, Odia, Sanskrit and Santali along with courses that adopt a comparative perspective on tribal languages and literatures. The School also offers Ph. D. programme in innovative areas of literary studies, with a particular focus on tribal society, aesthetics and culture with an interdisciplinary framework.

The academic programme of the School envisages preservation and revitalization of tribal literature, languages and cultures by offering a set of common innovative courses in the aforesaid Master's Programmes, namely Tribes of India: Culture, Language, Demography, Fiction on Tribes: Issue of Land, Environment and Justice, Key Socio-Linguistics Concepts for Tribal Literary and Language Studies, World Poetry of the Aboriginals, Multilingual Education in India for Tribals and Theme based Movies. The School proposes to offer a Master's programme in different tribal languages such as Ho in near future. Besides being trained in the critical interpretation of mainstream literary texts, each student of the school is exposed to research in ethnography, sociology and cultural anthropology through the learning of Research Methodology, fieldwork, and writing a dissertation. Career Orientation and Skill Development papers are also the unique additional features of the Master's Programmes. The School's chief pedagogic approach is not only to foster critical engagement between so-called non-native elite cultures and

indigenous oral, literary, and aesthetic traditions, but also to promote cross-fertilization between them through translation.

**About the Department:**

The Department of Santali, under the School of Comparative Tribal Languages and Literatures, KISS Deemed to be University, established in 2022, 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.

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:**

Emerge as an internationally acclaimed School recognized for excellence in teaching, research, consultancy, outreach, skill development, and social entrepreneurship, while promoting cultural heritage and diversity.

Keeping in view the rich culture and linguistic diversity of tribal communities, the Department of Santali, under the School of Comparative Tribal Languages and Literatures seeks to promote the study of literatures and cultures of the tribes alongside mainstream Santali literary studies. The Department fosters a comparative perspective in teaching and research, focusing on the dynamic interactions not only between mainstream and marginalised or peripheral literatures, but also written and oral cultures.

**Mission:**

Santali Language and Literature are uniquely positioned in both classical and modern cultural traditions. As a code of a rich heterogeneous culture of different epochs, classical and Pre-Modern as well as colonial and modern – Santali as a field of literary and cultural study needs to be redefined by way of including the studies of Tribal Society, Culture and Literature. Our mission is to

- Foster all-round development through multi-faceted education.
- Focus on sustainable resource management through innovative courses.
- Engage with communities to promote entrepreneurship and leadership.
- Manage resources effectively to create employment and self-employment opportunities.

## Programme Overview

**Programme Title: B.A. Santali**

**Programme Type:** Undergraduate/ Honours / Honours with Research / Diploma / Certificate

**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 English 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 |

| Component | Operational Definition | Hours (Example for 4-credit course) |
|---|---|---|
| **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.

**NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)**

| Semester | Discipline Specific courses- core | | Minor | | MDC/IDC | | AEC | | SEC/ Internship/ Dissertation | | VAC | | Grand Total Credits |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. Of Papers | Total Credits | No. Of Papers | Total Credits | No. Of Papers | Total Credits | No. Of Papers | Total Credits | No. Of Papers | Total Credits | No. Of Papers | Total Credit | |
| I | 1 | 4 | 1 | 4 | 1 | 3 | 1 | 2 | 1 | 3 | 4 | 8 | 20 |
| II | 1 | 4 | 1 | 4 | 1 | 3 | 1 | 2 | 1 | 3 | 2 | 4 | 20 |
| III | 2 | 8 | 1 | 4 | 1 | 3 | 1 | 2 | 1 | 3 | | | 20 |
| IV | 4 | 14 | 1 | 4 | | | 1 | 2 | | | | | 20 |
| V | 4 | 16 | 1 | 4 | | | | | 1 | 2 | | | 22 |
| VI | 4 | 16 | 1 | 4 | | | | | | | | | 20 |
| VII | 4 | 16 | 1 | 4 | | | | | | | | | 20 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| VIII | 1 | 4 | 1 | 4 | | | | | 1 | 12 | | | 20 |
| Total Credits for the Course | | 80 | | 32 | | 9 | | 8 | | 23 | | 12 | 162 |

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

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**<br>**85%-94%- 4 Marks**<br>**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 practical) and Answer any 4 out of 6 question (without practical) | 5x3=15 | 5x4=20 |
| 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** | **---------** |

## 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)**<br>**Year 1(Sem I-II)** | UG Honours / Honours with Research<br>Post-Graduate Diploma | Level 6.0 | ~160 |
| **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)

**PEO-1:** Research Readiness and Indigenous Knowledge Integration To equip students with fieldwork and research methodology skills from the beginning of the programme so that they can independently conduct research, document Santali language and literature, and preserve and promote Indigenous Knowledge Systems, folklore, oral traditions, and cultural heritage.

**PEO-2:** Employability and Entrepreneurship To prepare students to meet the demands of emerging academic and professional environments by developing their communication, critical thinking, creative writing, translation, and digital skills, enabling them to pursue careers in education, publishing, translation, media, cultural organisations, and other related fields, as well as explore entrepreneurial opportunities.

**PEO-3:** Research Readiness and Policy Development To develop students' competence in empirical research, data collection, analysis, and interpretation, enabling them to contribute to academic research, evidence-based policy formulation, tribal development initiatives, and the preservation and promotion of Indigenous languages and cultures at national and international levels.

**PEO-4**: Employability and Social Responsibility To prepare students for administrative services and other professional careers by developing their analytical abilities, ethical values, leadership, and problem-solving skills, while encouraging them to contribute responsibly to society, tribal welfare, inclusive development, and the protection of linguistic and cultural diversity.

**PEO-5:** Indigenous Knowledge, Social Responsibility, and Lifelong Learning To encourage students to integrate Santali traditional knowledge, cultural practices, ecological wisdom, and community experiences with contemporary academic knowledge and emerging technologies, enabling them to become socially responsible professionals, researchers, educators, and cultural entrepreneurs committed to sustainable development and lifelong learning.

## 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: Knowledge of Santali Literary Tradition**
Students will gain a foundational understanding of the historical development of Santali language and literature, including major literary periods, authors, and representative works.

**PSO2: Genre-Based Literary Competence**
Students will develop the ability to read, understand, and interpret major genres of Santali literature such as poetry, drama, fiction, essays, and folk literature.

**PSO3: Language Proficiency and Application**
Students will acquire competence in Santali grammar, composition, and functional language use, enabling effective written, oral, and basic translation skills for academic and professional purposes.

**PSO4: Cultural and Contextual Understanding**
Students will understand the relationship between literature and society, with special reference to Odisha's cultural traditions, folklore, tribal heritage, and regional knowledge systems.

**PSO5: Research and Creative Engagement**
Students will gain introductory exposure to research practices, field-based learning, and creative writing, enabling them to undertake basic academic projects and produce original critical or creative work in Santali.

**2024-2025**
**SEMESTER- I**

| Course Type | Course Code | Course Title Codes | Contact hours / Week L –T- P | Credits |
|---|---|---|---|---|
| Major | ST10001 | Introduction to the Santali Language and Script ( C- I ) ᱪᱟᱹᱞᱤᱪᱚᱢᱟᱛᱟ ᱫᱟᱢ.ᱵᱪᱟ ᱟᱵ ᱥᱟᱠᱟ ᱢᱹᱢᱵᱢᱟᱞ | 3 – 1– 0 | 4 |
| Minor | ST12001 | Basics of Santali Literary History (M – I ) ᱪᱟᱹᱞᱤᱪᱚᱢᱟᱛᱟ ᱪᱟᱹᱡᱟᱠᱟᱛᱟ ᱫᱟᱹᱢᱟᱞ ᱵᱟᱹᱞᱟᱢᱟᱛᱟ ᱫᱟᱠᱟᱢᱟᱞ ᱫᱚᱭᱟᱭᱚᱣ ᱫᱭᱫᱭᱛᱟᱣᱭᱟᱹᱞ | 3 – 1– 0 | 4 |
| MDC | ST13001 | Introduction to Santali Literature (MD- I) ᱪᱟᱹᱞᱤᱪᱚᱢᱟᱛᱟ ᱪᱟᱹᱡᱟᱠᱟᱛᱟ ᱢᱹᱢᱵᱢᱟᱞ | 2 – 1 – 0 | 3 |
| AEC | AE14001 | Choose any one Modern Indian Language (Odia) | 2– 0 – 0 | 2 |
| | AE14003 | Modern Indian Language(Hindi) | | |
| | AE14005 | Modern Indian Language(Sanskrit) | | |
| | AE14007 | Modern Indian Language (Santali) ᱫᱟᱡᱟᱠᱟ ᱪᱟᱭᱭᱚᱞᱟᱠᱟᱛᱟ. ᱫᱟᱢ.ᱵᱪᱟ | | |
| | AE14009 | Alternative English | | |
| SEC | CS15001 | Information Technology and Communication | 2 – 0 – 1 | 3 |
| VAC | VA16201 | Environment Education and | 3 – 0– 1 | 4 |

| | | | | |
|---|---|---|---|---|
| | | Disaster Management<br>ᑭᑐᓇᑐᓘ ᓚᑐᓇᑐᓇᓂᒍ ᓚᒍᓇᒍᑭ ᑐᓇ ᑌᖃᒍᑌ ᑎᑐᒥᑭᒍᑦ | | |
| Total | | | | 20 |

## SEMESTER-II

| Course Type | Course Code | Course Title Codes | Contact hours / Week L –T- P | Credits |
|---|---|---|---|---|
| Major | ST10002 | Santali Folk Songs (C- 2)<br>ᓚᑐᒥᐤᑐᑐᓇᑌ ᒍᑐᓇ ᓚᒍᓇᒍᑫ | 3 – 1– 0 | 4 |
| Minor | ST12002 | Santali Folk Narrative Traditions (M-2)<br>ᓚᑐᒥᐤᑐᑐᓇᑌ ᒍᑐᓇ ᑲᑐ.ᒍᒥᑌ ᓚᒍᓇᒍᑐ | 3 – 1 – 0 | 4 |
| MDC | ST13002 | Tribal Heroes (MD-2)<br>ᑐ.ᑭᑌᑌ ᑎᑌᓇᑭᑐᓇ | 2 – 1 – 0 | 3 |
| AEC | AE14002 | Choose any one<br>Translation Studies (Odia) | 2– 0 – 0 | 2 |
| | AE14004 | Translation Studies (Hindi) | | |
| | AE14006 | Translation Studies (Sanskrit) | | |
| | AE14008 | Translation Studies (Santali)<br>ᐤᑐᓇᒍᑐᑌᑐ ᓚᑐᒍᒍᒍᒥᑭ | | |
| | AE14010 | Translation Studies (English) | | |
| SEC | TL15002 | Soft Skill Education | 2 – 0 – 1 | 3 |
| VAC | VA16118 | Choose any Two<br>Social Reforms through Education: Ideas of Gopabandhu Das | 2 – 0 – 0 | 2 |

| | | | | |
|---|---|---|---|---|
| | VA16130 | Understanding Tribal Women in Odisha | 2 – 0 – 0 | 2 |
| | VA16430 | Life Skills Education | 2 – 0 – 0 | 2 |
| Total | | | | 20 |

***Students existing the Programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline/Subject Provided they secure 4 credits in work based vocational courses offered during summer term or internship/Apprenticeship in additional to 6 credits from skill-based courses earned during first and second Semester.***

## SEMESTER-III

| Course Type | Course Code | Course Title | Contact hours / Week L –T- P | Credits |
|---|---|---|---|---|
| Major | ST20001 | Santali Folk Tales (C- 3) ᱪᱚᱲᱚᱢᱛᱟᱲ ᱡᱚᱛ ᱠᱚ.ᱡᱮᱟ | 3 – 1 – 0 | 4 |
| Major | ST20003 | Introduction to Santali Grammar (C- 4) ᱪᱚᱲᱚᱢᱛᱟᱲ ᱣᱚᱮᱚᱛ ᱣᱮᱢᱚᱜ ᱠᱮᱠᱣᱠᱢ | 3 – 1 – 0 | 4 |
| Minor | ST22001 | Santali Novel (M- 3) ᱪᱚᱲᱚᱢᱛᱟᱲ ᱜᱚᱢᱚᱢ | 3 – 1 – 0 | 4 |
| MDC | ST23001 | Introduction to Santali Folk Literature (MD- 3) ᱪᱚᱲᱚᱢᱛᱟᱲ ᱡᱚᱛ ᱪᱚᱢᱡᱮᱞ ᱣᱮᱢᱚᱜ ᱠᱮᱠᱣᱠᱢ | 2 – 1 – 0 | 3 |
| AEC | AE24001 | Communicative English | 2 – 0 – 0 | 2 |

| | | | | |
|---|---|---|---|---|
| SEC | TL25001 | Art of Shadow puppetry | 2 – 0 – 1 | 3 |
| Total | | | | 20 |

**SEMESTER- IV**

| Course Type | Course Code | Course Title | Contact hours /Week L -T- P | Credits |
|---|---|---|---|---|
| Major | ST20002 | Santali Prose Literature (C-5) ᱵᱷᱮᱴᱷᱟᱨ ᱠᱷ.ᱴᱷᱮᱟ ᱵᱷᱮᱵᱷᱮᱥ | 3 – 1 – 0 | 4 |
| Major | ST20004 | Introduction to Santali Poetry (C-6) ᱵᱷᱮᱴᱷᱟᱨ ᱠᱷᱱᱴᱷᱮ ᱯᱮᱴᱷᱮᱱ ᱫᱮᱫᱯᱫᱱ | 3 – 1 –0 | 4 |
| Major | ST20006 | Indian Literature (C-7) ᱱᱷᱷᱯᱷᱴᱷᱮ ᱵᱷᱮᱵᱷᱮᱥ | 3 – 1 – 0 | 4 |
| Practical | CP20082 | Course Based Presentation | 0 – 0 – 2 | 2 |
| Minor | ST22002 | Santali Drama (M- 4) ᱵᱷᱮᱴᱷᱟᱨ ᱲᱷᱴᱷᱮ | 3 – 1 – 0 | 4 |
| AEC - | AE24002 | Professional Communication | 2 – 0 – 0 | 2 |
| Total | | | | 20 |

***Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject Provided they secure additional 4 credit in skill-based vocational courses offered during first year or second year summer term.***

**SEMESTER-V**
**(Single Major)**

| Course Type | Course Code | Course Title | Contact hours/Week L –T- P | Credits |
|---|---|---|---|---|
| Major | ST30001 | Theory of Santali Literature (C-8) ᱪᱟᱢᱠᱚᱢᱛᱟᱨ ᱪᱟᱢᱠᱚᱨᱠᱚ ᱵᱟᱞᱟᱜᱚᱞ ᱡᱚᱵᱟᱜᱚᱞ | 3 – 1 – 0 | 4 |
| Major | ST30003 | Studies in Santali Folk Literature (C-9) ᱪᱟᱢᱠᱚᱢᱛᱟᱨ ᱡᱚᱵ ᱪᱟᱢᱠᱚᱨᱠᱚ ᱵᱟᱞᱟᱜᱚᱞ ᱫᱚᱫᱚᱫᱚᱛᱟᱡᱚᱠ | 3 – 1 – 0 | 4 |
| Major | ST30005 | Modern Santali Story (C-10) ᱠᱟᱡᱟᱜᱚᱞ ᱪᱟᱢᱠᱚᱢᱛᱟᱨ ᱲᱟ.ᱡᱠᱟ | 3 – 1 – 0 | 4 |
| Major | ST30007 | Studies in Santali Travel Literature (C- 11) ᱪᱟᱢᱠᱚᱢᱛᱟᱨ ᱪᱟᱢᱜᱚᱞᱟᱱ ᱪᱟᱢᱠᱚᱨᱠᱚ ᱵᱟᱞᱟᱜᱚᱞ ᱫᱚᱫᱚᱫᱚᱛᱟᱡᱚᱠ | 3 – 1– 0 | 4 |
| Minor | ST32001 | Functional Grammar of Santali Language (M - 5) ᱪᱟᱢᱠᱚᱢᱛᱟᱨ ᱫᱟ.ᱵᱪᱟ ᱵᱟᱞᱟᱜᱚᱞ ᱲᱟ.ᱡᱟ.ᱵᱟ ᱵᱚᱠᱚᱵᱚᱛ | 3 - 1 – 0 | 4 |
| Internship | IP37081 | Internship | 0 – 0 – 2 | 2 |
| Total | | | | 22 |

**SEMESTER-V**

**(Double Major)**

| Course Type | Course Code | Course Title | Contact hours / Week L –T- P | Credits |
|---|---|---|---|---|
| Major | ST30001 | Theory of Santali Literature (C-8)<br>ᱞᱟᱨᱚᱢᱟᱫᱽ ᱞᱟᱹᱭᱡᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱚᱱᱚᱱᱟ | 3 – 1 – 0 | 4 |
| Major | ST30003 | Santali Folk Literature (C-9)<br>ᱞᱟᱨᱚᱢᱟᱫᱽ ᱚᱰᱟ ᱞᱟᱹᱭᱡᱟᱨᱤᱛ | 3 – 1 – 0 | 4 |
| Major | ST30005 | Modern Santali Story (C-10)<br>ᱯᱟᱣᱟᱜ ᱞᱟᱨᱚᱢᱟᱫᱽ ᱦᱟ.ᱣᱮᱞ | 3 – 1 – 0 | 4 |
| Major | ST30007 | Studies in Santali Travel Literature (C- 11)<br>ᱞᱟᱨᱚᱢᱟᱫᱽ ᱞᱟᱹ.ᱜᱣᱟᱱ ᱞᱟᱹᱭᱡᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱤᱱᱤᱫᱟᱣᱟᱱᱮ | 3 – 1– 0 | 4 |
| Minor | ST32001 | Functional Grammar of Santali Language (M - 5)<br>ᱞᱟᱨᱚᱢᱟᱫᱽ ᱤᱱ.ᱯᱞ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱦᱟ.ᱩᱱ.ᱯᱟ ᱯᱚᱨᱚᱫᱟ | 3 – 1 – 0 | 4 |
| (Double Major) | ST32003 | Evolution of Santali Literature (DM – I )<br>ᱞᱟᱨᱚᱢᱟᱫᱽ ᱞᱟᱹᱭᱡᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱡᱚᱱᱚᱱᱟ | 3 - 1 – 0 | 4 |
| (Double Major) | ST32005 | Development of Santali Prose Literature (DM – 2)<br>ᱞᱟᱨᱚᱢᱟᱫᱽ ᱦᱟ.ᱚᱣᱨᱟ ᱞᱟᱹᱭᱡᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱡᱚᱱᱚᱱᱟ | 3 - 1 – 0 | 4 |
| (Double Major) | ST32007 | Santali Folk Song Traditions (DM – 3 )<br>ᱞᱟᱨᱚᱢᱟᱫᱽ ᱚᱰᱟ ᱞᱮᱡᱮᱲ ᱞᱮᱡᱭᱟ | 3 – 1 – 0 | 4 |
| Internship | IP37081 | Internship | 0 - 0-2 | 2 |
| Total | | | | 34 |

## SEMESTER-VI
## (Single Major)

| Course Type | Course Code | Course Title | Contact hours /Week L –T- P | Credits |
|---|---|---|---|---|
| Major | ST30002 | Eminent Santali Writers (C-12)<br>ᑫᖁᑐᖁᑯᑉᑕ ᔪᑉᑕᑐᑉᑕᖁ ᑐᑕᑐᑭᖁᑭᑉᑕ.ᑲᑐ | 3 – 1 – 0 | 4 |
| Major | ST30004 | The Santals Self-Governance Justice and Legal System (C-13)<br>ᔪᑉᑕᑐᑉᑕ ᑲᑐᑋᑉᑕ ᑉᑕᑐᑕ ᔪᑉᔪᑐᑕ ᑎᖁᑎᑐᔪᑐᑉᑕ | 3 – 1 – 0 | 4 |
| Major | ST30006 | Development of Santali Drama (C- 14)<br>ᔪᑉᑕᑐᑉᑕᖁ ᑦᑉᑭᑉᑕ ᕕᖁᑭᑉᑕ ᔪᑉᑭᑉᑕ | 3 – 1– 0 | 4 |
| Major | ST30008 | Santali Cinema Literature (C-15)<br>ᔪᑉᑕᑐᑉᑕᖁ ᑫᖁᑭᑐᑌ ᔪᑉᑋᔪᖁᑕᑫ | 3 – 1 – 0 | 4 |
| Minor | ST32002 | Santali Cast System of Tribes (M- 6)<br>ᑉ.ᑫᖁᑌ ᑲᑐᑋᑉᑕ ᒍᑉ.ᑐᖁ | 3 – 1 – 0 | 4 |
| Total | | | | 20 |

## SEMESTER-VI
## (Double Major)

| Course Type | Course Code | Course Title | Contact hours / Week L –T- P | Credits |
|---|---|---|---|---|
| Major | ST30002 | Eminent Santali Writers (C-12)<br>ᑫᖁᑐᖁᑯᑉᑕ ᔪᑉᑕᑐᑉᑕᖁ ᑐᑕᑐᑭᖁᑭᑉᑕ.ᑲᑐ | 3 – 1 – 0 | 4 |

| | | | | |
|---|---|---|---|---|
| **Major** | **ST30004** | **The Santals Self-Governance Justice and Legal System (C-13)** ᱟᱱᱚᱞᱚᱢᱟ ᱦᱚᱲᱟᱱᱜ ᱢᱤᱫᱚᱞ ᱟᱱᱚᱞᱚᱞ ᱩᱞᱩᱦᱚᱞᱚᱢ | **3 – 1 – 0** | **4** |
| **Major** | **ST30006** | **Development of Santali Drama (C- 14)** ᱟᱱᱚᱞᱚᱢᱟᱨ ᱜᱮᱢᱮᱫ ᱱᱩᱨᱩᱢᱜ ᱣᱮᱱᱮᱢ | **3 – 1– 0** | **4** |
| **Major** | **ST30008** | **Santali Cinema Literature (C- 15)** ᱟᱱᱚᱞᱚᱢᱟᱨ ᱚᱨᱯᱚᱩ ᱟᱱᱩᱡᱣᱨᱫ | **3 – 1 – 0** | **4** |
| **Minor** | **ST32002** | **Santali Cast System of Tribes (M- 6)** ᱢ.ᱫᱨᱩ ᱦᱚᱲᱟᱱᱜ ᱡᱮ.ᱚᱨ | **3 – 1 – 0** | **4** |
| **Double Major** | **ST32004** | **Santali Essays (DM-4)** ᱟᱱᱚᱞᱚᱢᱟᱨ ᱚᱞᱚᱯ ᱟᱱᱩᱡᱣᱨᱫ | **3 – 1 – 0** | **4** |
| **Double Major** | **ST32006** | **Tribal Freedom Fighters (DM- 5)** ᱢ.ᱫᱨᱩ ᱤᱥᱟᱲᱜᱮᱢ.ᱯ ᱩᱨᱟᱲᱫᱮᱱ | **3 – 1 – 0** | **4** |
| **Double Major** | **ST32008** | **Santali Travel Narratives (DM- 6)** ᱟᱱᱚᱞᱚᱢᱟᱨ ᱟᱢ᱾ᱜᱩᱞᱮᱱ ᱟᱱᱩᱡᱣᱨᱫ ᱦᱮᱱᱚᱩᱞᱮᱱ | **3 – 1 – 0** | **4** |
| **Total** | | | | **32** |

***Students who want to undertake a 3-year UG Programme will be awarded UG Degree in the relevant Discipline/Subject upon securing 120 credits.***

**SEMESTER-VII**
**(Single Major)**

| Course Type | Course Code | Course Title | Contact hours / Week L –T- P | Credits |
|---|---|---|---|---|
| **Major** | **RS40001** | **Research Methods in Santali Studies (C- 16)** ᱟᱱᱚᱞᱚᱢᱟᱨ ᱤᱫᱤᱫᱟᱜᱩᱫᱚᱞ ᱱᱟ ᱦᱩᱱᱩᱢᱫᱮᱞ ᱢ.ᱞᱢ.ᱱᱟ | **3 – 1– 0** | **4** |

| | | | | |
|---|---|---|---|---|
| **Major** | **ST40003** | **History of Santali Literature (C-17)**<br>**ᱦᱟᱹᱱᱛᱚᱢᱫᱟ ᱦᱟᱹᱩᱥᱟᱨᱤᱭ ᱯᱟᱨᱛᱷᱚᱢ ᱯᱟᱹᱠᱷᱩᱲ** | **3 – 1– 0** | **4** |
| **Major** | **ST40005** | **Linguistics (C- 18)**<br>**ᱚᱨ.ᱯᱷᱟ ᱦᱟᱢᱣᱟᱹᱞ** | **3 – 1 – 0** | **4** |
| **Major** | **ST40007** | **Santali Novel and Story (C-19)**<br>**ᱦᱟᱱᱛᱚᱢᱫᱟ ᱜᱟᱞᱟᱦᱟ ᱠᱷ ᱵᱟ.ᱜᱚᱴᱟ** | **3 – 1 – 0** | **4** |
| **Minor** | **ST42001** | **Editing and Preparation of News-letters in Santali (M - 7)**<br>**ᱦᱟᱱᱛᱚᱢᱫᱟ ᱵᱩᱞᱩᱣᱩᱱ ᱵᱟᱱᱜᱩᱞᱩᱭ ᱩᱛᱩᱨ ᱵᱟ.ᱯᱟ** | **3 – 1– 0** | **4** |
| **Total** | | | | **20** |

**SEMESTER-VII**
**(Double Major)**

| Course Type | Course Code | Course Title | Contact hours /Week L –T- P | Credits |
|---|---|---|---|---|
| **Major** | **RS40001** | **Research Methods in Santali Studies (C- 16)**<br>**ᱦᱟᱱᱛᱚᱢᱫᱟ ᱚᱨᱚᱛᱚᱜᱟᱣᱚᱞ ᱯᱟᱨ ᱵᱩᱞᱩᱹᱭᱟᱱᱚᱞ ᱵᱟ.ᱞᱟᱹ.ᱯᱟ** | **3 – 1– 0** | **4** |
| **Major** | **ST40003** | **History of Santali Literature (C-17)**<br>**ᱦᱟᱱᱛᱚᱢᱫᱟ ᱦᱟᱹᱩᱥᱟᱨᱤᱭ ᱯᱟᱨᱛᱷᱚᱢ ᱯᱟᱹᱠᱷᱩᱲ** | **3 – 1– 0** | **4** |
| **Major** | **ST40005** | **Linguistics (C- 18)**<br>**ᱚᱨ.ᱯᱷᱟ ᱦᱟᱢᱣᱟᱹᱞ** | **3 – 1 – 0** | **4** |
| **Major** | **ST40007** | **Santali Novel and Story (C- 19)** | **3 – 1 – 0** | **4** |

| | | | | |
|---|---|---|---|---|
| | | ᱚᱢᱟᱹᱣᱥᱟᱨᱤ ᱫᱩᱞᱟᱹᱭ ᱠᱟᱹᱱᱤ ᱦᱚ.ᱡᱚᱨ | | |
| **Minor** | **ST42001** | **Editing and Preparation of News-letters in Santali (M - 7)** ᱚᱢᱟᱹᱣᱥᱟᱨᱤ ᱦᱩᱱᱩᱢᱚᱱ ᱦᱚᱨᱫᱚᱞᱤ ᱥᱮᱴᱟᱯ ᱦᱚ.ᱵᱨ | **3 – 1– 0** | **4** |
| **Double Major** | **ST42003** | **Santali Folklore and Oral Traditions (DM- 7)** ᱚᱢᱟᱹᱣᱥᱟᱨᱤ ᱡᱟᱱᱟ ᱚᱢᱤᱡᱟᱨᱮᱛ ᱠᱟᱹ ᱵᱟᱡ ᱚᱨᱵᱤᱠᱟ | **3 – 1– 0** | **4** |
| **Total** | | | | **24** |

**SEMESTER-VIII**

**(Single Major)**

**For the Students opt for Degree in Honours without Research**

| Course Type | Course Code | Course Title | Contact hours/Week L –T- P | Credits |
|---|---|---|---|---|
| **Major** | **SJ40002** | **Santali Magazine and Journal (C-20)** ᱚᱢᱟᱹᱣᱥᱟᱨᱤ ᱤᱢᱚᱡᱤᱱᱤ ᱠᱟᱹ ᱦᱩᱱᱩᱢᱚᱱ ᱦᱚᱨᱫᱚᱞᱤ | **3-1-0** | **4** |
| **Major** | **ST40004** | **Elements of Santali literature & criticism (C- 21)** ᱚᱢᱟᱹᱣᱥᱟᱨᱤ ᱚᱢᱤᱡᱟᱨᱮᱛ ᱵᱟᱨᱪᱟᱜ ᱚᱨᱚᱨᱮᱛ ᱠᱟᱹ ᱠᱚᱯᱚᱣᱚᱞᱮᱠᱟ | **3-1-0** | **4** |
| **Major** | **ST40006** | **Application of Artificial Intelligence in Literary Studies (Santali) (C-22)** ᱚᱢᱤᱡᱟᱨᱮᱛ ᱤᱚᱤᱚᱵᱟᱡᱟᱣᱚᱞ ᱵᱟ Artificial Intelligence ᱵᱟᱨᱪᱟᱜ ᱛᱟᱛᱣᱚᱜᱟᱱ (ᱚᱢᱟᱹᱣᱥᱟᱨᱤ) | **3-1-0** | 4 |
| **Major** | **ST40008** | **One Act Play and Its Elements (C-23)** | **3-1-0** | 4 |

| | | | | |
|---|---|---|---|---|
| | | ᑌᑎᕿ ᑲᑎᑕᑐ. ᕿᑐᕈᑐᕓ ᑐᕕ ᕓᕗᕝᑐ ᕕᕓᕈᑐᕿ ᑕᕓᑕᕓᕿ | | |
| **Minor** | **ST42002** | **Introduction to Santali Theatre (M-8)** ᔪᑐᕓᑕᑐᑐᕕᑎ ᑌᕓᑭᑐᕿᔅᑲᑎ ᕕᕓᕈᑐᕿ ᔅᕓᔅᕕᔅᑌ | **3-1-0** | **4** |
| **Total** | | | | **20** |

**Or**

**SEMESTER-VIII**

**(Single Major)**

**For the Students opt for Degree in Honours with Research**

| Course Type | Course Code | Course Title | Contact hours/Week L –T- P | Credits |
|---|---|---|---|---|
| **Major** | **SJ40002** | **Santali Magazine and Journal (C- 20)** ᔪᑐᕓᑕᑐᑐᕕᑎ ᑎᑐᑕᕕᑐᑌ ᑐᕕ ᑲᕕᕗᕈᕕ ᑲᑐᕿᕗᑐᕕ | **3 – 1 – 0** | **4** |
| **Minor** | **ST42002** | **Introduction to Santali Theatre (M-8)** ᔪᑐᕓᑕᑐᑐᕕᑎ ᑌᕓᑭᑐᕿᔅᑲᑎ ᕕᕓᕈᑐᕿ ᔅᕓᔅᕕᔅᑌ | **3 – 1 – 0** | **4** |
| **Research** | **RD40082** | **Research and Dissertation** | **0 – 0 – 12** | **12** |
| **Total** | | | | **20** |

**SEMESTER-VIII**
**(Double Major)**

**For the Students opt for Degree in Honours without Research**

| Course Type | Course Code | Course Title | Contact hours/Week L –T- P | Credits |
|---|---|---|---|---|
| Major | SJ40002 | Santali Magazine and Journal (C- 20) ᱪᱟᱯᱚᱛᱟᱨ ᱫᱟᱚᱞᱟᱢ ᱟᱞ ᱠᱞᱚᱛᱚᱞ ᱠᱟᱜᱚᱞᱟᱡ | 3-1-0 | 4 |
| Major | ST40004 | Elements of Santali literature & criticism (C- 21) ᱪᱟᱯᱚᱛᱟᱨ ᱪᱟᱡᱩᱮᱞ ᱞᱮᱛᱟᱜ ᱚᱮᱚᱮᱞ ᱟᱞ ᱟᱭᱚᱞᱚᱛᱟᱟ | 3-1-0 | 4 |
| Major | ST40006 | Application of Artificial Intelligence in Literary Studies (Santali) (C-22) ᱪᱟᱡᱩᱮᱞ ᱫᱚᱫᱚᱞᱟᱠᱚᱛ ᱞᱮ Artificial Intelligence ᱞᱮᱛᱟᱜ ᱛᱮᱛᱞᱟᱟᱞ (ᱪᱟᱯᱚᱛᱟᱨ) | 3-1-0 | 4 |
| Major | ST40008 | One Act Play and Its Elements (C- 23) ᱢᱨᱞ ᱠᱨᱚᱟ. ᱜᱟᱛᱟᱛ ᱟᱞ ᱛᱚᱡᱟ ᱞᱮᱛᱟᱜ ᱚᱮᱚᱮᱞ | 3-1-0 | 4 |
| Minor | ST42002 | Introduction to Santali Theatre (M-8) ᱪᱟᱯᱚᱛᱟᱨ ᱢᱮᱭᱟᱞᱠᱨ ᱞᱮᱛᱟᱜ ᱡᱯᱡᱞᱡᱢ | 3-1-0 | 4 |

| | | | | |
|---|---|---|---|---|
| Double Major | ST42004 | Introduction to Santali Short Poems (DM- 8)<br>ᱪᱚᱠᱚᱛᱤᱨ ᱠᱚᱚᱢᱚᱛ ᱚᱞᱚᱛᱚᱨ ᱚᱠᱚᱞᱚᱨᱤ | 3-1-0 | 4 |
| Total | | | | 24 |

**Or**

**SEMESTER-VIII**

**(Double Major)**

**For the Students opt for Degree in Honours with Research**

| Course Type | Course Code | Course Title | Contact hours/Week L –T- P | Credits |
|---|---|---|---|---|
| Major | SJ40002 | Santali Magazine and Journal (C- 20)<br>ᱪᱚᱠᱚᱛᱤᱨ ᱡᱚᱛᱚᱞᱚᱛᱤ ᱚᱞ ᱠᱚᱚᱞᱚᱞ ᱠᱚᱞᱚᱢᱚᱞ | 3 – 1 – 0 | 4 |
| Minor | ST42002 | Introduction to Santali Theatre (M-8)<br>ᱪᱚᱠᱚᱛᱤᱨ ᱜᱚᱞᱚᱛᱚ ᱠᱚ.ᱞᱤ ᱞᱮᱞᱚᱞᱚᱨᱤ | 3 – 1 – 0 | 4 |
| Double Major | ST42004 | Introduction to Santali Short Poems (DM- 8)<br>ᱪᱚᱠᱚᱛᱤᱨ ᱠᱚᱚᱢᱚᱛ ᱚᱠᱚᱞᱚᱨᱤ ᱞᱮᱞᱚᱞᱚᱨᱤ | 3 – 1 – 0 | 4 |
| Research | RD40082 | Research and Dissertation | 0 – 0 – 12 | 12 |
| Total | | | | 24 |

***Students will be awarded UG Degree (Honors) / UG Degree (Honors) with***

***Research in the relevant Discipline/Subject upon securing 162 credits.***

**N.B: - In Semester VIII the student can opt for all the advanced Major papers or Research Projects/Dissertations.**

Single Major (with or without Research): 162 Credits

Double major (with or without research):194 credits

## SEMESTER – I

### Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST10001** | **Introduction to the Santali Language and Script**<br>**ᱚᱱᱚᱣᱚᱛᱤ ᱯᱟ.ᱞᱟᱹ ᱟᱨ ᱥᱟᱠᱟᱛ ᱵᱚᱲᱚᱱ** | **4** | **3-1-0** |

**Course Objectives:**

ᱚᱵᱚᱨ ᱚᱱᱚᱢᱤᱞ ᱯᱚᱣᱟᱨᱚ ᱚᱱᱟᱹᱫᱚᱢᱚᱴ ᱯᱟ.ᱢᱟᱣᱚᱨ. ᱵᱚ ᱚᱫᱟᱨᱤᱵᱟ ᱰᱮᱱᱚ ᱵᱚ ᱵᱚᱲᱚᱱᱚᱠᱟᱚᱜ-ᱟ ।ᱚᱫᱟᱨᱤᱵᱟ ᱵᱚ ᱥᱟᱧᱟ ᱟᱨ ᱚᱫᱟᱨᱤᱵᱟ ᱣᱚᱞᱚᱯᱴ ᱚᱴ ᱟ.ᱟᱨ. ᱟᱨ ᱟ.ᱨᱟ.ᱚ ᱵᱚ ᱜᱟᱢᱟᱨᱟᱨᱟ ।ᱚᱵᱤᱵᱟᱚᱴ ᱚᱫᱟᱨᱤᱵᱟ ᱚᱴ ᱚᱫᱚᱜ-ᱯᱚᱯᱣᱚᱨ ᱵᱟ.ᱡᱟ ᱵᱚ ᱵᱟ.ᱡᱟ ᱯᱟᱣᱚᱱᱜ-ᱟ ।

**Course Outcomes:**

**CO1.** ᱰᱮᱱᱚᱢᱚᱴ ᱯᱟ.ᱞᱟᱹ ᱞᱟᱨᱮᱱᱜ ᱰᱮᱱᱜᱮᱱᱚ ᱵᱟᱱᱚᱣᱟᱱ ᱵᱚ ᱢᱟᱱᱚᱢᱟᱨ ᱣᱟᱱᱚᱱ।

**CO2.** ᱚᱵᱚᱨ ᱚᱱᱚᱢᱤᱞ ᱯᱚᱯᱣᱚᱨ ᱚᱱᱟᱹᱫᱚᱢᱚᱴ ᱚᱫᱟᱨᱤᱵᱟ ᱯᱟᱯᱤᱨ ᱞᱟᱨᱮᱱᱜ ᱚᱡᱟᱵᱮᱵᱚᱡ, ᱣᱟᱞᱟᱱ ᱟᱨ ᱚᱮᱟ ᱞᱟᱨᱮᱱᱜ ᱢᱟᱨᱢᱟᱡᱟ ᱵᱚ ᱯᱟ.ᱟᱨᱤᱵᱟ. ᱵᱚ ᱢᱟᱱᱚᱢᱟᱨ ᱣᱟᱱᱚᱱ ।

**CO3.** ᱚᱵᱚᱨ ᱚᱱᱚᱢᱤᱞ ᱯᱚᱯᱣᱚᱨ ᱚᱱᱟᱹᱫᱚᱢᱚᱴ ᱯᱟ.ᱟᱨᱤᱵᱟ. ᱵᱚ ᱟ.ᱡᱟ. ᱵᱚ ᱞᱟᱨᱮᱱᱜ ᱯᱟ.ᱞᱟᱨ, ᱟ.ᱨᱟᱚ ᱞᱟᱨᱮᱱᱜ ᱜᱚᱡᱟᱣᱚᱨ, ᱚᱰᱤᱵᱚᱲ ᱟᱨ ᱡᱟᱨᱮᱱᱜ ᱵᱚᱵᱚ ᱢᱟᱱᱚᱢᱟᱨ ᱩᱟᱱᱡᱟᱨᱨᱟᱱᱜ-ᱟ ।

**CO4.** ᱚᱵᱚᱨ ᱚᱱᱚᱢᱤᱞ ᱯᱚᱯᱣᱚᱨ ᱚᱱᱟᱹᱫᱚᱢᱚᱴ ᱚᱲ ᱞᱟᱨᱮᱱᱜ ᱚᱰᱣᱚᱞ ᱵᱚ ᱥᱟᱩᱟ।

**CO5.** ᱚᱮᱚᱲ ᱚᱲ, ᱵᱚᱲᱚᱱ. ᱟ.ᱡᱟ. ᱨᱟᱮᱱᱚᱢ ᱟ.ᱡᱟ., ᱣᱟᱰᱚᱰᱲ ᱚᱲ, ᱟ.ᱞᱟᱨ ᱨᱚᱢᱚᱱ ᱚᱲ ᱞᱟᱨᱮᱱᱜ ᱵᱟ.ᱞᱟ ᱰᱩᱢᱮᱱ ᱵᱚ ᱥᱟᱩᱟ ।

## 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 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.80 | 3.00 | 3.00 | 2.80 | 2.80 | 2.60 | 2.80 | 2.40 | 3.00 | 2.80 | 3.00 | 2.40 | 3.00 | 2.80 | 2.60 | 3.00 | 3.00 |

**Contents:**

**Unit-1.** **내모앨ᄀᆞ 매.ᄋᆞᄂᆞᆫ ᄋᆞᄀᆞ래ᄋᆞᆫ 매애ᄉᆞᆫ**

a) 내ᄋᆞᄡᆞᄀᆞᄋᆞᆫ

(i) 애ᄋᆞᆯ 내ᄋᆞᄡᆞᄀᆞᄋᆞᆫ

(ii) 오 내ᄋᆞᄡᆞᄀᆞᄋᆞᆫ

b) ᄇᆞᄀᆞᄂᆞᄀᆞ ᄂᆞᄆᆞᄂᆞᄋᆞᄂᆞᆫ

(i) 애ᄡᅢ새 ᄋᆞᆯᅢᄋᆞᆫ

(ii) ᄂᆞᄀᆞᄇᆞᄀᆞᄋᆞᆫ ᄋᆞᆯᅢᄋᆞᆫ

(iii) ᄡᅢ매ᄋᆞᆫ ᄇᆞᄀᆞᄂᆞᄀᆞ ᄋᆞᆯᅢᄋᆞᆫ

**Unit-2.** **내모앨ᄀᆞ 매.ᄋᆞᄂᆞᄀᆞ 오ᄇᆞᄀᆞᄂᆞᄀᆞ ᄋᆞᄀᆞ래ᄋᆞᆫ ᄋᆞᄉᆞ오ᄋᆞᄉᆞ 애애 ᄇᆞᄀᆞ-ᄇᆞᄀᆞᄂᆞ애모 애.ᄀᆞ애.ᄂᆞ애 ᄋᆞᄀᆞ래ᄋᆞᆫ 애래애모 ।**

a) 애ᄋᆞᆯ, 애애ᄋᆞᆯ

(b)애ᄋᆞᆯ ᄂᆞ애 ᄋᆞᄉᆞ오ᄀᆞ모 ᄋᆞᄀᆞ래ᄋᆞᆫ ।

i) 애.ᄀᆞ애.ᄂᆞ애 ᄋᆞᄀᆞ래ᄋᆞᆫ 애래애모 ।

ii) 애ᄡᅢ새 ᄋᆞᆯᅢᄋᆞᆫ ᄋᆞᄀᆞ래ᄋᆞᆫ 애ᄋᆞᄀᆞᄀᆞ ।

iii) 애ᄋᆞᆯ ᄂᆞ애 ᄋᆞᄀᆞ래ᄋᆞᆫ ᄡᅢᄋᆞᆫ ।

iv) ᄡᅢ애애ᄡᅢ

**Unit-3.** **애.ᄀᆞ애. ᄂᆞ애 ᄋᆞᄀᆞ래ᄋᆞᆫ 매.ᄋᆞᄀᆞᄂᆞ 애애 오ᄀᆞ래ᄋᆞᆫ 애애애애 ।**

a) 애.래.ᄋ ᄋᆞᄀᆞ 애.ᄀᆞ애. ᄂᆞ애애ᄋᆞᆫ 애애오오 ।

b) 애애오모,애애오모, ᄡᅢ모애ᄋᆞ।

c) 오오오 오오 ᄋᆞᄀᆞ래ᄋᆞᆫ ᄂᆞ애.ᄋᆞᄀᆞ ।

d) 내애˙ᄋᆞᄀᆞ 애.ᄀᆞ애. - ᄉᆞᄀᆞ애 애.ᄀᆞ애.ᄋᆞᄀᆞ 오오 ।

e) ᄂᆞ오애. 애.ᄀᆞ애., ᄂᆞᄀᆞ매.ᄉᆞ 애.ᄀᆞ애.।

**Unit-4** ᱡᱟᱛᱤᱭᱚᱞᱚᱡᱤ ᱠᱩᱞᱛᱩᱨᱮ ᱣᱮᱫᱟᱝ ᱨ

ᱣᱮᱫᱚᱞᱚᱡᱤ ᱯᱮᱥᱩᱢᱟᱱ ᱯᱷᱮᱨᱤᱭᱟᱹᱰ ᱚᱯ ᱣᱮᱫᱟᱝ᱾

ᱚᱯᱥᱟᱹᱵᱟᱨ ᱜᱚᱞᱚᱫᱤ ᱵᱚ ᱯᱷᱩᱞᱠᱩᱨᱤᱭᱟᱹᱨ ᱣᱮᱞᱟᱭᱛᱮ ᱣᱮᱦᱤ ᱱᱚᱛᱚᱥᱟᱦᱮᱱᱚ᱾

**Reference Books:**


1. ᱯᱚᱞᱮᱥᱟ - ᱰᱚ.ᱯᱚᱞᱚᱠᱟᱹᱞᱮᱥᱩᱨ ᱦᱟᱝᱦᱩᱢ
2. ᱣᱮᱫᱚᱞᱚᱡᱤ ᱯᱚᱞᱮᱥᱟ- CIIL Mysore
3. ᱣᱮᱫᱚᱞᱚᱡᱤ ᱯᱚᱞᱮᱥᱟ - ᱫᱮ. ᱯᱚᱚᱞᱮ ᱱᱤᱛᱤᱫᱯᱚᱦ
4. ᱮᱢᱱᱚᱜ ᱣᱮᱫᱚᱞᱚᱡᱤ ᱯᱚᱞᱮᱥᱟ - ᱣᱮᱢᱠᱚᱞᱮ ᱠᱩᱞᱚᱢᱯᱚ ᱦᱚ.ᱮᱰᱤ
5. ᱮᱢᱱᱚᱜ ᱣᱮᱫᱚᱞᱚᱡᱤ ᱯᱚᱞᱮᱥᱟ - ᱫᱮ. ᱱᱚᱰᱤᱮᱠᱚᱯ ᱮᱢᱚᱥ ᱫᱤᱨᱣᱚᱢ
6. ᱰᱚ.ᱯᱣᱤ ᱰᱚᱢ.ᱱᱚᱢ-ᱠᱚᱣᱚᱯᱚᱥ ᱦᱟᱝᱦᱩᱢ
7. ᱚᱯ ᱥᱤᱦᱤᱣᱠ- ᱰᱚ.ᱫᱤᱣᱚ ᱯᱚ.ᱜᱚᱵᱮᱢᱚᱥ ᱦᱟᱝᱦᱩᱢ
8. ᱚᱯ ᱥᱟᱵᱟᱨ ᱚᱯ ᱤᱚᱜ- ᱫᱮ. ᱣᱮᱮᱢ.ᱯᱢᱤ ᱣᱚᱯᱤᱮ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes inclusive and culturally relevant education through mother tongue learning. |
| SDG 10 | Reduced Inequalities | Supports linguistic equality and tribal language recognition |
| SDG 12 | Responsible Consumption and Production | Promotes awareness of cultural practices, sustainable lifestyles, and responsible societal development through anthropological insights |
| SDG 11 | Sustainable Communities | Preserves indigenous cultural and linguistic heritage. |
| SDG 16 | Peace, Justice and Strong Institutions | Encourages cultural inclusion and social harmony through language identity. |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST12001** | **Basics of Santali Literary History**<br>**ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱱᱟᱨᱮᱱᱜ ᱛᱚᱦᱟᱣᱟᱞ ᱩᱫᱩᱜᱩᱞᱟᱣᱟᱭᱟ** | **4** | **3-1-0** |

**Course Objectives**:

ᱚᱫᱟᱣᱟ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱩᱫᱩᱜᱩᱞᱟᱣᱟᱭᱟ ᱚᱢᱯᱚᱨᱚᱛ ᱩᱢ.ᱢᱟᱭᱟᱣᱟᱢ. ᱠᱚ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱱᱟᱨᱮᱱᱜ ᱛᱚᱦᱟᱣᱟᱞ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱠᱷᱚᱨᱟᱱ ᱠᱚᱨᱟᱣᱟᱭᱟᱱ ᱠᱚ ᱢᱚᱦᱚᱞᱛᱚ ᱫᱚᱣᱟᱭ ᱠᱚᱣᱟᱭᱟ ।

**Course Outcomes:**

**CO1.** ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱱᱟᱨᱮᱱᱜ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱩᱫᱩᱜᱩᱞᱟᱣᱟᱭᱟ ᱚᱢᱯᱚᱨᱚᱛ ᱩᱢ.ᱢᱟᱭᱟᱣᱟᱢ.ᱠᱚ ᱚᱱᱩᱵᱟᱫ ᱱᱟᱨᱮᱱᱜ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱠᱷᱚᱨᱟᱱ ᱠᱚᱨᱟᱣᱟᱭᱟᱱᱠᱚ ᱢᱚᱦᱚᱞᱛᱚ ᱫᱚᱣᱟᱭ ᱠᱚᱣᱟᱭᱟ ᱢᱟᱱᱟᱜ ᱯᱷᱚᱞᱟᱣᱟᱨᱤᱱᱜ-ᱢᱟ।

**CO2.** ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱱᱟᱨᱮᱱᱜ ᱜᱚᱢ.ᱢᱟᱨᱣᱠᱚ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱯᱟᱨᱚᱢᱚᱱᱚᱛ ᱠᱚ ᱢᱚᱦᱚᱞᱛᱚ ᱫᱚᱣᱟᱭ ᱠᱚᱣᱟᱭᱟ।

**CO3.** ᱚᱫᱟᱣᱟ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱩᱫᱩᱜᱩᱞᱟᱣᱟᱭᱟ ᱚᱢᱯᱚᱨᱚᱛ ᱩᱢ.ᱢᱟᱭᱟᱣᱟᱢ. ᱠᱚ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱱᱟᱨᱮᱱᱜ ᱛᱮᱞᱮᱞᱛᱩ, ᱩᱢ.ᱮᱢ.ᱱᱮᱞ, ᱡᱮᱮᱠᱚ ᱠᱚ ᱢᱟᱨᱮᱞᱟᱨ ᱚᱢ:ᱜᱟᱜᱩ ᱠᱚ ᱢᱚᱦᱚᱞᱛᱚ ᱫᱚᱣᱟᱭ ᱠᱚᱣᱟᱭᱟ ᱱᱤᱱ ᱜᱮᱨᱮᱱᱮᱫ ᱠᱚ ᱱᱤᱜᱩᱢᱟᱹᱱᱟᱹᱭ-ᱢᱟ।

**CO4.** ᱚᱫᱟᱣᱟ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱩᱫᱩᱜᱩᱞᱟᱣᱟᱭᱟ ᱚᱢᱯᱚᱨᱚᱛ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱱᱟᱨᱮᱱᱜ ᱜᱟᱹᱭᱤᱜ ᱜᱚᱢ.ᱢᱟᱨᱣ “ᱜᱚᱫᱟ ᱚᱱᱩᱵᱟᱫ ᱱᱟᱨᱮᱱᱜ” ᱱᱟᱨᱮᱱᱜ ᱠᱚᱱᱚᱞᱚᱡᱤ ᱠᱚ ᱩᱢ.ᱢᱟᱭᱟᱣᱟᱢ. ᱠᱚ ᱢᱚᱦᱚᱞᱛᱚ ᱫᱚᱣᱟᱭ ᱠᱚᱣᱟᱭᱟ ।

**CO5.** ᱚᱫᱟᱣᱟ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱩᱫᱩᱜᱩᱞᱟᱣᱟᱭᱟ ᱚᱢᱯᱚᱨᱚᱛ ᱮᱢᱟᱱᱜ ᱱᱩᱠᱩᱞ ᱱᱟᱨᱮᱱᱜ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱩᱫᱩᱜᱩᱞᱟᱣᱟᱭᱟᱠᱚ ᱢᱚᱦᱚᱞᱛᱚ ᱫᱚᱣᱟᱭ ᱠᱚᱣᱟᱭᱟ ᱢᱟᱱᱟᱜ ᱠᱚᱱᱚᱞᱚᱡᱤ ᱩᱢ.ᱢᱟᱭᱟᱣᱟᱢ.ᱠᱚ ᱚᱱᱩᱵᱟᱫ ᱱᱟᱨᱮᱱᱜ ᱱᱤᱛᱚᱱᱤᱛᱚᱢ ᱱᱟᱜ ᱛᱚᱦᱚᱱᱚᱛᱚᱢ.ᱡ ᱠᱚ ᱢᱚᱦᱚᱞᱛᱚ ᱫᱚᱣᱟᱭ ᱠᱚᱣᱟᱭᱟ ।

**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 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.8 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.4 | 2.6 | 2.8 | 2.8 | 3.0 | 2.4 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**Contents:**

**Unit-1.** ᱥᱟ.ᱯᱫᱤᱥᱚᱜ ᱯᱟᱹᱨᱥᱚᱜ ᱡᱚᱛᱚ ᱦᱚᱲᱟᱱᱚᱯ (ᱯᱮᱨᱛᱚ ᱦᱟᱱᱟᱣᱟᱱ ᱵᱟᱫᱮ ᱩᱥᱟᱹᱲᱥᱚᱜ)

**Unit-2.** ᱚᱥᱟᱭᱮᱥᱚᱜ ᱯᱟᱹᱨᱥᱚᱜ ᱦᱚᱲᱟᱱᱚᱯ ᱵᱚ (ᱯᱮᱨᱛᱚ ᱵᱟᱫᱮ ᱯᱟᱹᱨᱤ ᱡᱟ.ᱣᱟᱞᱤ)

**Unit-3.** ᱮᱥᱡᱟᱜᱮᱥᱚᱜ ᱯᱟᱹᱨᱥᱚᱜ ᱦᱚᱲᱟᱱᱚᱯ ᱵᱚ (ᱯᱟᱹᱨᱤ ᱵᱟᱫᱮ ᱮᱞᱚ ᱡᱟ.ᱣᱟᱞᱤ)

**Unit-4.** ᱦᱚᱢᱮᱚᱥᱛᱟᱨ ᱦᱚᱲᱟᱱᱚᱯ ᱯᱟᱹᱨᱥᱚᱜ ᱮᱢᱜᱚᱞ ᱯᱟᱨ ᱣᱟᱭᱚᱞᱮᱱᱥ ᱜᱟᱨᱟᱢᱮ ᱦᱟᱱᱟᱣᱟᱱ

a) ᱡᱚᱛᱚ ᱵᱚ.ᱡᱮᱞ

b) ᱡᱚᱛᱚ ᱦᱟᱱᱟᱨᱭ, ᱡᱟᱨᱮᱚᱜ, ᱣᱟᱨᱮᱚᱜ ᱵᱚᱡᱚᱜ, ᱵᱩᱜᱩᱞ

c) ᱮᱢ.ᱣ ᱥᱟ.ᱜᱩᱭᱩᱢᱜ ᱮᱢᱜᱚᱞ

**Reference Books:**


1. ᱦᱚᱢᱮᱚᱥᱛᱟᱨ ᱦᱚᱲᱟᱱᱚᱯ ᱯᱟᱹᱨᱮᱢᱜ ᱛᱩᱞᱩᱫᱮᱩᱞ ᱚᱱ ᱡᱚᱚᱱᱚᱜ- ᱣᱟ. ᱠᱷ.ᱦᱟ. ᱣᱩᱣᱩᱩ,
2. ᱦᱚᱢᱮᱚᱥᱛᱟᱨ ᱛᱮᱛᱮᱮ ᱯᱟᱹᱨᱥᱚᱜ ᱮᱢᱜᱚᱞ- ᱠᱩᱮᱮᱨᱮᱯᱟᱭᱟ ᱮᱢᱚᱭ ᱦᱚᱢᱮᱣᱟ
3. ᱦᱚᱲᱟᱱᱚᱯ ᱥᱟ.ᱯᱟ -ᱡᱟ.ᱦᱩᱦᱣᱟᱩ ᱮᱢᱚᱭ ᱦᱩᱯᱟᱨᱮ
4. ᱦᱚᱢᱮᱚᱥᱛᱟᱨ ᱥᱣᱟᱯᱚᱨᱮ : ᱛᱣᱟᱨ· -ᱯᱩᱯᱟᱜᱥ. ᱷᱩᱯᱟᱨᱮ ᱣᱩᱯᱟᱣᱩ
5. ᱡᱚᱛᱚ ᱡᱥ.ᱯᱦᱟ ᱥᱟ ᱦᱚᱲᱟᱱᱚᱯ ᱯᱟᱹᱨᱮᱢᱜ ᱛᱩᱞᱩᱫᱮᱩᱞ -ᱵᱩᱣᱤᱚᱯᱩᱨᱥᱚᱨ ᱣᱩᱯᱟᱣᱩ


**SDGs Mapping of the course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes knowledge of Santali literary history, indigenous education, critical thinking, and preservation of traditional literary heritage. |
| SDG 5 | Gender Equality | Highlights the contribution of women writers and representation of women in Santali literary traditions and social reform movements. |
| SDG 10 | Reduced Inequalities | Encourages recognition and inclusion of tribal language, literature, and marginalized indigenous communities within mainstream education. |
| SDG 11 | Sustainable Cities and Communities | Preserves Santali cultural heritage, oral traditions, folk literature, and historical literary developments for future generations. |

| | | |
|---|---|---|
| **SDG 13** | **Climate Action** | **Traditional literary texts and folk narratives create awareness about environmental conservation and harmonious coexistence with nature.** |
| **SDG 15** | **Life on Land** | **Reflects indigenous ecological knowledge, forest-based life, biodiversity, and sustainable use of natural resources.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Literary history promotes social harmony, justice, ethical consciousness, and cultural understanding among communities.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages academic collaboration, translation, research, and preservation initiatives related to Santali language and literature.** |

**MDC**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST13001** | **Introduction to Santali Literature ᱚᱱᱚᱣᱚᱨᱤᱭ ᱚᱱᱩᱵᱟᱫᱽ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱵᱮᱵᱥᱟᱹᱣᱤᱞ** | **3** | **2-1-0** |

**Course Objectives**:

ᱮᱫᱩᱜ ᱚᱱᱚᱱᱤᱞ ᱡᱮᱫᱟᱜᱮᱛ ᱚᱱᱯᱚᱱᱚᱸ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ. ᱠᱮ ᱚᱱᱮᱚᱱᱟᱨᱤ ᱚᱱᱩᱜᱟᱸᱰᱽ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱴᱚᱹᱜᱟᱜᱮᱛ ᱮᱱᱜᱟᱱᱤᱞ ᱠᱱᱚᱢᱟᱭ ᱠᱮ ᱣᱱᱜᱟᱱᱨᱮ ᱥᱟᱹᱠᱷᱤ ᱠᱮᱫᱩᱜ ।

**Course Outcomes:**

**CO1.** ᱚᱱᱮᱚᱱᱟᱨᱤ ᱚᱱᱩᱜᱟᱸᱰᱽ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱮᱱᱜᱟᱱᱤᱞ ᱚᱱᱚᱱᱤᱞ ᱡᱮᱫᱟᱜᱮᱛ ᱚᱱᱯᱚᱱᱚᱸ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ.ᱠᱮ ᱚᱱᱩᱜᱟᱸᱰᱽ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱮᱱᱜᱟᱱᱤᱞ ᱠᱱᱚᱢᱟᱭᱱᱠᱮ ᱣᱱᱜᱟᱱᱨᱮ ᱫᱟᱱᱤ ᱩᱱᱟᱡᱟᱨᱮᱱᱜ-ᱱᱤ।

**CO2.** ᱚᱱᱮᱚᱱᱟᱨᱤ ᱚᱱᱩᱜᱟᱸᱰᱽ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱣᱱ.ᱢᱟᱨᱫᱟᱠᱮ ᱮᱱᱤ ᱯᱷᱟᱠᱱᱚᱸ ᱠᱮ ᱣᱱᱜᱟᱱᱨᱮ ᱫᱟᱱᱟᱱ।

**CO3.** ᱮᱫᱩᱜ ᱚᱱᱚᱱᱤᱞ ᱡᱮᱫᱟᱜᱮᱛ ᱚᱱᱯᱚᱱᱚᱸ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ. ᱠᱮ ᱚᱱᱮᱚᱱᱟᱨᱤ ᱚᱱᱩᱜᱟᱸᱰᱽ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱵᱮᱵᱥᱟᱹᱣᱤᱞ, ᱡᱟᱱ.ᱮᱱ.ᱥᱮᱞ, ᱡᱟᱮᱟᱚ ᱠᱮ ᱣᱟᱞᱟᱨᱤ ᱚᱱ:ᱣᱟᱡ ᱠᱮ ᱣᱱᱜᱟᱱᱨᱮ ᱫᱟᱱᱟᱱ ᱱᱤᱭ ᱜᱟᱨᱮᱱᱮ ᱠᱮ ᱱᱤᱭᱡᱟᱱᱩ-ᱱᱤ।

**CO4.** ᱮᱫᱩᱜ ᱚᱱᱚᱱᱤᱞ ᱡᱮᱫᱟᱜᱮᱛ ᱚᱱᱯᱚᱱᱚᱸ ᱚᱱᱮᱚᱱᱟᱨᱤ ᱚᱱᱩᱜᱟᱸᱰᱽ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱣᱟ᱾ᱮ ᱣᱱ.ᱢᱟᱨᱫ “ᱣᱫᱟ ᱚᱱᱩᱜᱟᱸᱰᱽ” ᱯᱟᱹᱨᱥᱤᱱᱜ ᱠᱱᱚᱢᱟᱭᱱ ᱠᱮ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ. ᱠᱮ ᱣᱱᱜᱟᱱᱨᱮ ᱫᱟᱱᱟᱱ ।

**CO5.** ᱮᱫᱩᱜ ᱚᱱᱚᱱᱤᱞ ᱡᱮᱫᱟᱜᱮᱛ ᱚᱱᱯᱚᱱᱚᱸ ᱮᱱᱣᱟᱱᱜ ᱤᱵᱜᱧ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱚᱱᱮᱚᱱᱟᱨᱤ ᱚᱱᱩᱜᱟᱸᱰᱽᱠᱮ ᱣᱱᱜᱟᱱᱨᱮ ᱫᱟᱱᱟ ᱠᱱᱚᱢᱟᱭ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ.ᱠᱮ ᱚᱱᱩᱜᱟᱸᱰᱽ ᱩᱱᱚᱱᱩᱱ ᱯᱟᱹᱨᱥᱤ ᱵᱮᱵᱥᱟᱹᱣᱤᱞ.ᱭ ᱠᱮ ᱫᱟᱱᱟᱱ ।

**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 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.8 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.4 | 2.6 | 2.8 | 2.8 | 3.0 | 2.4 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**Contents:**

**Unit-1.** ᱥ.ᱯᱷᱮᱥᱤᱡ ᱯᱟᱹᱨᱦᱤᱜ ᱡᱚᱛᱚ ᱠᱷᱚᱡᱟᱣᱟᱹᱨᱯ (ᱯᱮᱹᱞᱷᱟ ᱠᱟᱱᱟᱣ ᱦᱚᱯᱚᱨ ᱩᱥᱩᱞᱩᱜᱤᱡ)

**Unit-2.** ᱚᱥᱵᱥᱮᱥᱤᱡ ᱯᱟᱹᱨᱦᱤᱜ ᱠᱷᱚᱡᱟᱣᱟᱹᱨᱯ ᱦᱚ (ᱯᱮᱹᱞᱷᱟ ᱦᱚᱯᱚᱨ ᱯᱞᱟᱱᱮ ᱡᱥ.ᱡᱟᱞ)

**Unit-3.** ᱠᱷᱤᱡᱟᱥᱠᱷᱮᱥᱤᱡ ᱯᱟᱹᱨᱦᱤᱜ ᱠᱷᱚᱡᱟᱣᱟᱹᱨᱯ ᱦᱚ (ᱯᱞᱟᱱᱮ ᱦᱚᱯᱚᱨ ᱠᱟᱣ ᱡᱥ.ᱡᱟᱞ)

**Unit-4.** ᱠᱷᱚᱨᱚᱥᱛᱟᱨ ᱠᱷᱚᱡᱟᱣᱟᱹᱨᱯ ᱯᱟᱹᱨᱦᱤᱜ ᱠᱷᱤᱡᱟᱥᱤᱡ ᱯᱟᱹᱨᱥᱤᱞ ᱯᱟᱨᱥᱟᱱᱟᱞᱤᱛᱤ ᱜᱟᱨᱦᱤᱛ ᱨᱮᱫᱟᱭᱤ

a) ᱡᱚᱛᱚ ᱦᱥ.ᱡᱮᱞ

b) ᱡᱚᱛᱚ ᱨᱟᱣᱟᱱ, ᱢᱟᱨᱮ ᱦᱥᱚᱱᱚᱜ, ᱡᱟᱜᱟᱨᱮᱚᱥ ᱦᱥᱚᱱᱚᱜ, ᱦᱩᱜᱩᱦᱩ

c) ᱯᱷ.ᱰ ᱥ.ᱜᱩᱡᱩᱥᱤᱜ ᱠᱷᱤᱡᱟᱥᱤᱡ

**Reference Books:**


1. ᱠᱷᱚᱨᱚᱥᱛᱟᱨ ᱠᱷᱚᱡᱟᱣᱟᱹᱨᱯ ᱯᱟᱹᱨᱦᱤᱜ ᱥᱩᱣᱟᱨᱮᱩᱞ ᱥᱟᱣ ᱡᱟᱣᱟᱹᱥ- ᱡᱟ. ᱦᱵ.ᱠᱟ. ᱢᱩᱜᱩᱦᱩ,
2. ᱠᱷᱚᱨᱚᱥᱛᱟᱨ ᱥᱮᱫᱷᱯ ᱯᱟᱹᱨᱦᱤᱜ ᱠᱷᱤᱡᱟᱥᱤᱡ- ᱦᱥᱯᱟᱨᱮᱯᱟᱥ ᱠᱷᱚᱡᱟᱣ ᱡᱟᱣᱠᱷᱚᱨ
3. ᱠᱷᱚᱡᱟᱣᱟᱹᱨᱯ ᱥ.ᱯᱟ -ᱚᱯ.ᱠᱷᱩᱢᱩᱞᱩᱦᱩ ᱠᱷᱚᱡᱟᱣ ᱠᱷᱟᱯᱟᱨᱮ
4. ᱠᱷᱚᱨᱚᱥᱛᱟᱨ ᱥᱢᱩᱣᱟᱱᱮ : ᱥᱚᱢᱣᱟᱨ· -ᱯᱩᱞᱟᱜᱤᱥ. ᱥᱩᱥᱟᱨᱮ ᱩᱩᱟᱞᱩᱦ
5. ᱡᱚᱛᱚ ᱚᱥ.ᱯᱠᱟ ᱥᱟᱣ ᱠᱷᱚᱡᱟᱣᱟᱹᱨᱯ ᱯᱟᱹᱨᱦᱤᱜ ᱠᱷᱤᱡᱟᱥᱤᱡ -ᱦᱩᱞᱩᱡᱩᱯᱩᱨᱮ ᱩᱩᱟᱞᱩᱦ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes knowledge of Santali literary history, indigenous education, critical thinking, and preservation of traditional literary heritage. |
| SDG 5 | Gender Equality | Highlights the contribution of women writers and representation of women in Santali literary traditions and social reform movements. |

| | | |
|---|---|---|
| **SDG 10** | **Reduced Inequalities** | **Encourages recognition and inclusion of tribal language, literature, and marginalized indigenous communities within mainstream education.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Preserves Santali cultural heritage, oral traditions, folk literature, and historical literary developments for future generations.** |
| **SDG 13** | **Climate Action** | **Traditional literary texts and folk narratives create awareness about environmental conservation and harmonious coexistence with nature.** |
| **SDG 15** | **Life on Land** | **Reflects indigenous ecological knowledge, forest-based life, biodiversity, and sustainable use of natural resources.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Literary history promotes social harmony, justice, ethical consciousness, and cultural understanding among communities.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages academic collaboration, translation, research, and preservation initiatives related to Santali language and literature.** |

# AEC-I

# Modern India Languages (Odia)

## (ଆଧୁନିକ ଭାରତୀୟ ଭାଷା)

**AE14001**

**Credit-02**

**Refer to Department of Odia**

## AEC-I

### Modern Indian Language (Hindi)

## AE14003

## Credit-02

**Refer to Department of Hindi**

## AEC-I

### Modern Indian Language (Sanskrit)

**(Prayogic Vyakarana)**

## AE14005

## Credit-02

**Refer to Department of Sanskrit**

## AEC – I

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **AE14007** | **Modern Indian Language (Santali)**<br>**ᱮᱢᱩᱢᱮᱢ ᱢᱤᱢᱤᱣᱚᱞᱛᱚ ᱫᱢ.ᱣᱮᱞ** | **2** | **2-0-0** |

**Course Objectives:**

ᱮᱚᱞᱢ ᱮᱢᱚᱢᱩ ᱣᱮ ᱮᱢᱮᱚᱢᱤᱞ ᱫᱢ.ᱣᱮᱞ ᱚᱩᱚᱮᱚᱩ ᱢᱣ ᱣᱚᱮᱚᱤ ᱣᱮᱮᱢᱮ ᱩᱮᱮᱮᱚ, ᱫᱢᱮᱢ.ᱣᱮᱞ, ᱢ.ᱤᱢ. ᱢᱤᱢᱥ ᱢᱣ ᱮᱢᱢᱢᱮᱠᱚ, ᱫᱢ.ᱢᱤᱠᱞᱢ. ᱠᱚ ᱢᱢᱢᱢᱮ ᱩᱚᱤᱚ ᱩᱠᱮᱠᱮ-ᱢ ।

**Course Outcomes:**

**CO1.** ᱮᱚᱞᱢ ᱮᱢᱚᱢᱩ ᱫᱚᱫᱚᱤᱩᱚᱮ ᱚᱢᱨᱢᱚᱮ ᱫᱢ.ᱢᱤᱞᱢ.ᱠᱚ ᱮᱢᱮᱚᱢᱤᱞ ᱫᱢ.ᱣᱮᱞ ᱣᱮᱣᱢᱮ ᱚᱩᱚᱮᱢᱣ ᱩᱢᱣᱢ ᱢᱢᱢᱚᱜ ᱚᱮ ᱫᱢ.ᱢᱤᱞᱢ.ᱠᱚ ᱫᱠᱮᱢ.ᱞ ᱚᱮᱠᱚ ᱢᱢᱢᱢᱮ ᱥᱢᱩᱢ ।

**CO2.** ᱮᱚᱞᱢ ᱣᱚᱮᱚᱤ ᱮᱢᱞᱩᱮᱮᱜ ᱫᱚᱤᱩᱚᱮ ᱚᱢᱨᱢᱚᱮ ᱫᱢ.ᱢᱤᱞᱢ.ᱠᱚ ᱢ.ᱮᱢ.ᱚ ᱮᱢᱢᱢᱮ ᱢᱣ ᱚᱮᱢ ᱣᱮᱮᱢᱮ ᱢᱮᱮᱤᱤ ᱠᱚ ᱜᱢᱤᱮᱮᱢᱮ-ᱢ ।

**CO3.** ᱮᱚᱞᱢ ᱮᱢᱚᱢᱩ ᱫᱢᱤᱩᱢᱢᱞ ᱚᱢᱨᱢᱚᱮ ᱣᱚᱮᱚᱤ ᱣᱮᱮᱢᱮ ᱣᱚᱤ, ᱢᱤᱢᱥ, ᱢ.ᱮᱢ.ᱚ ᱮᱚᱞᱢ ᱠᱚ ᱤᱮᱜ ᱨᱮᱠᱢᱚᱮ ᱢᱮᱮᱢᱮ ᱠᱢᱮᱢ ᱫᱢ.ᱢᱤᱞᱢ. ᱠᱚ ᱢᱢᱢᱢᱮ ᱥᱢᱩ ᱜᱢᱤᱮᱮᱢᱮ-ᱢ ।

**CO4.** ᱮᱢᱮᱚᱢᱤᱞ ᱫᱢ.ᱣᱮᱞ ᱣᱮᱮᱢᱮ ᱨᱢᱩᱢᱮᱚᱮ ᱚᱮᱠᱚ ᱠᱮᱠᱣᱠᱩᱚᱮ-ᱢ।

**CO5.** ᱮᱢᱩᱢᱮ ᱚᱠᱚᱚ ᱣᱮ ᱢᱤᱢᱤᱣᱚᱮᱚᱮ ᱫᱢ.ᱣᱮᱞ ᱠᱚ ᱚᱢᱨᱢᱣᱮ ᱮᱢᱮᱚᱢᱤᱞ ᱫᱢ.ᱣᱮᱞ ᱣᱮᱮᱢᱮ ᱩᱚᱩᱚᱚ ᱠᱚ ᱢᱢᱢᱢᱮ ᱥᱢᱩᱢ।

**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** | **2** | **2** | **3** | **3** | **2** | **2** | **2** | **2** | **3** | **2** | **3** | **2** | **3** | **2** | **1** | **3** | **3** |
| **CO2** | **3** | **3** | **3** | **3** | **3** | **2** | **3** | **2** | **3** | **3** | **3** | **2** | **3** | **3** | **3** | **3** | **3** |
| **CO3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **2** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| **CO4** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **2** | **3** | **3** | **3** | **3** | **3** |
| **CO5** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| **Average** | **2.80** | **2.80** | **3.00** | **3.00** | **2.80** | **2.60** | **2.80** | **2.40** | **3.00** | **2.80** | **3.00** | **2.40** | **3.00** | **2.80** | **2.60** | **3.00** | **3.00** |

## Contents:

**Unit-1.** 내메앨ᄀᆡ 매.ᄋᆞᄂᆞᆫ ᄒᆞᆫ ᄇᆞᆯᄒᆞᆫ ᄋᆞᄀᆞ매ᄂᆞᆫ ᄒᆞᄂᆞᄒᆞᄂᆞᆫ 매ᄋᆞ ᄑᆞᄀᆞᄑᆞᄒᆞ메 매.재매.ᄒᆞᄒᆞ ᄋᆞᄀᆞ매 내매매메 ।

a) ᄒᆞᄑᆞᄇᆞᄒᆞᆫ, ᄋᆞᄒᆞᄌᆞ, ᄋᆞᄒᆞ메ᄒᆞᄌᆞ (b) ᄋᆞᄒᆞᄌᆞ ᄒᆞᄒᆞ ᄒᆞᄂᆞᄒᆞ무메 ᄋᆞᄀᆞ매ᄂᆞ : (i) 매.재매.ᄒᆞᄒᆞ ᄋᆞᄀᆞ매ᄂᆞ 내매매메 (ii) ᄋᆞ매내 매재ᄂᆞ ᄋᆞᄀᆞ매ᄂᆞ ᄒᆞ매ᄌᆞ (iii) ᄋᆞᄒᆞᄌᆞ ᄒᆞᄒᆞ ᄋᆞᄀᆞ매ᄂᆞ 내매ᄂᆞ (iv) 내ᄒᆞᄋᆞ내

**Unit-2.** 매.재매. ᄒᆞᄒᆞ ᄋᆞᄀᆞ매ᄂᆞ 매.ᄋᆞᄀᆞᄂᆞ ᄋᆞᄋᆞᄋᆞᄂᆞᄒᆞᄒᆞ : ᄋᆞᄋᆞ메ᄂᆞ, ᄋᆞᄋᆞᄂᆞ, ᄒᆞ메애매, ᄂᆞᄋᆞ메ᄂᆞ, ᄋᆞᄒᆞ메ᄌᆞ, ᄋᆞᄒᆞ메ᄒᆞᄂᆞ, 내메메ᄒᆞ, 내메메ᄒᆞ।

(a) 패.ᄒᆞᄋᆞᄀᆞ ᄑᆞᄀᆞᄒᆞ메 ᄋᆞᄒᆞᄌᆞ 매ᄋᆞ 내ᄀᆞ메ᄀᆞᄋᆞ ᄒᆞᄒᆞ (b) 매.래매.ᄋᆞ ᄋᆞᄀᆞ 매.재매. ᄒᆞᄒᆞ애ᄂᆞ ᄋᆞᄒᆞ매ᄒᆞ (c) ᄂᆞᄒᆞᄋᆞ메, ᄂᆞᄒᆞ배메, 내메매ᄂᆞ।

**Reference Books:**


1. ᄋᆞᄒᆞ메ᄌᆞ - 매ᄒᆞᄋᆞᄒᆞᄂᆞᄋᆞᄂᆞ메매ᄋᆞᄋᆞ ᄂᆞᄋᆞᄂᆞᄂᆞ
2. 내메애ᄌᆞᄀᆞ ᄋᆞᄒᆞ메ᄌᆞ- CIIL Mysore
3. 내메애ᄌᆞᄀᆞ ᄋᆞᄒᆞ메ᄌᆞ - 매ᄋᆞ. ᄋᆞᄒᆞᄋᆞᄒᆞ메 내ᄀᆞᄂᆞᄋᆞᄒᆞᄂᆞ
4. 매내ᄂᆞ 내메애ᄌᆞᄀᆞ ᄋᆞᄒᆞ메ᄌᆞ - 내ᄒᆞᄋᆞᄒᆞ메 ᄒᆞᄂᆞ내ᄋᆞ 내매.매매
5. 매내ᄂᆞ 내메애ᄌᆞᄀᆞ ᄋᆞᄒᆞ메ᄌᆞ - 매ᄋᆞ. 내ᄒᆞᄋᆞᄀᆞ메ᄒᆞᄋᆞ 매ᄋᆞᄋᆞ 매ᄀᆞᄂᆞᄋᆞ매
6. 매.ᄋᆞᄂᆞᄀᆞ 매ᄒᆞ내-ᄒᆞᄒᆞᄂᆞᄋᆞᄋᆞᄋᆞ ᄂᆞᄋᆞᄂᆞᄂᆞ
7. 내메애ᄌᆞᄀᆞ 매애내매 ᄒᆞ매 ᄂᆞᄒᆞ매ᄋᆞ매ᄋᆞ ᄒᆞᄋᆞᄋᆞ 매ᄀᆞᄒᆞ내ᄂᆞ - 매ᄋᆞ. ᄒᆞᄀᆞ.내ᄀᆞ ᄇᆞ내ᄂᆞ
8. ᄒᆞᄑᆞ ᄇᆞᄀᆞᄂᆞᄒᆞ- 매ᄒᆞᄂᆞᄀᆞᄋᆞ ᄋᆞᄒᆞ.내ᄋᆞᄂᆞ메ᄋᆞᄋᆞ ᄂᆞᄋᆞᄂᆞᄂᆞ
9. ᄒᆞᄑᆞ ᄇᆞᄀᆞᄒᆞᄀᆞ ᄒᆞᄑᆞ ᄀᆞᄋᆞᄒᆞ- 매ᄋᆞ. ᄂᆞᄂᆞ매.ᄋᆞ매ᄂᆞ 내ᄒᆞᄋᆞᄀᆞ메


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | **Quality Education** | **Enhances literacy, language proficiency, communication competence, and lifelong learning abilities.** |
| **SDG 5** | **Gender Equality** | **Encourages understanding of women's representation, equality, dignity, and gender awareness in society and literature.** |

| | | |
|---|---|---|
| **SDG 8** | **Decent Work and Economic Growth** | **Supports career-oriented communication, translation, writing, and professional skill development.** |
| **SDG 9** | **Industry, Innovation and Infrastructure** | **Encourages use of digital tools, online resources, and language technology for modern learning practices.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Strengthens community participation, cultural preservation, and social awareness.** |
| **SDG 13 and SDG 15** | **limate Action and Life on Land** | **Promotes ecological consciousness, environmental protection, and sustainable living reflected in Santali traditions.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Develops leadership qualities, cooperation, confidence, and participatory learning.** |

## AEC-I

## Alternative English
## AE14009
## Credit-02
**Refer to Department of English**

**SEC**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **CS15001** | **Information Technology & Communication** | **3** | **2-0-1** |

**Course Objectives:**

1. **To make them aware about the basics of computers and its evolution.**
2. **Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.**
3. **Learn about number systems and softwares.**
4. **Gain knowledge of networking concepts, data communication, internet etc.**

**Course Outcomes:**

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

- CO1 (Knowledge/Remember): Recall and describe the fundamental concepts of Information Technology, including computer hardware, software, operating systems, databases, computer networks, and information systems.
- CO2 (Understanding): Explain and interpret the principles of number systems, data representation, binary arithmetic, logic gates, and digital data processing.

- CO3 (Application): Apply the concepts of computer networks, Internet technologies, intranets, extranets, communication systems, and productivity software to solve basic computing and communication problems.
- CO4 (Analysis): Analyze and compare different communication technologies, network architectures, information systems, and IT infrastructure to identify appropriate solutions for organizational and personal computing needs.
- CO5 (Synthesis/Evaluation): Design, evaluate, and demonstrate the effective use of Information Technology tools, communication systems, and digital resources to enhance information management, collaboration, productivity, and decision-making in diverse application domains.

**CO-PO-PSO Mapping**

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

**Course Duration: 34 hours**

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | – | – | – | – | – | – | – | – | – | – | – | 2 | – | – | – |
| CO2 | – | 3 | – | – | – | – | – | – | – | – | – | – | 2 | – | – | – |
| CO3 | – | – | 3 | – | – | – | – | – | – | – | – | – | 2 | – | – | – |
| CO4 | – | – | – | – | – | – | – | – | – | – | – | – | 2 | – | – | – |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO5** | – | – | 3 | – | – | – | – | – | – | – | – | – | – | – | – | 2 |

**Course Syllabus:**

### Unit I: Introduction to Information Technology [9 Classroom Contact Hours]

What is Computer, Evolution and Types of Computer, Basic Applications of Computer, Components of Computer System, Functional Unit of Computer, Input/Output Devices, Computer Memory: Types of memory, RAM, ROM, Registers, Concepts of Hardware and Software, Computer Languages.

### Unit II: Computer Number Systems [8 Classroom Contact Hours]

Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system), Conversion from one number system to other Complements of number systems and arithmetic operations, Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

### Unit III: Software Concept [7 Classroom Contact Hours]

Software, Types of software: System software, Application Software, Utility Software, System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler), Application Software: General purpose application (word processor, spreadsheet package, presentation software). Specific purpose application software (Payroll systems, HRMS-Human Resource Management System), Utility Software: Compression tools, Disk Defragmenter, Antivirus

### Unit IV: Introduction to Computer Network [10 Classroom Contact Hours]

Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology, Network: LAN, MAN, WAN, PAN, Internet Architecture: Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

## Total Practical / Lab Experiments: [22 Contact Hours]

1. Perform basic computer operations, file and folder management, and operating system configuration.
2. Create professional documents using a word processing tool with formatting, tables, images, references, and mail merge.
3. Design spreadsheets using formulas, functions, charts, conditional formatting, and PivotTables for data analysis.
4. Develop effective multimedia presentations using presentation software with animations, transitions, hyperlinks, and multimedia elements.
5. Create online forms and conduct surveys using cloud-based collaboration tools such as Google Forms or Microsoft Forms.
6. Configure and use cloud storage and collaboration platforms for file sharing, document editing, and team collaboration.
7. Perform internet-based information retrieval using advanced search techniques and evaluate the credibility of online resources.
8. Configure and use email services, video conferencing, instant messaging, and collaborative communication tools for professional communication.
9. Demonstrate cybersecurity practices by implementing password management, encryption, antivirus tools, phishing awareness, and safe internet usage.
10. Develop a mini project integrating office productivity tools, cloud services, digital communication platforms, and internet resources to solve a real-world problem.

· **Textbooks:**


1. Sinha, P. K. , Computer Fundamentals, BPB Publications
2. Curtin P. G., Foley K., Sen. Morin G, Information Technology


## SDG Mapping for this Course

| SDG | Title | Contribution |
|---|---|---|
| **SDG 4** | **Quality Education** | **Foundational digital and communication literacy** |

| | | |
|---|---|---|
| **SDG 5** | **Gender Equality** | **Safer, empowering online participation** |
| **SDG 8** | **Decent Work and Economic Growth** | **ICT skills for employability** |
| **SDG 10** | **Reduced Inequalities** | **Bridging digital divides (rural/tribal learners)** |
| **SDG 16** | **Peace, Justice & Institutions** | **Responsible online citizenship, e-governance use** |

## VAC

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **VA16201** | **Environment Education and Disaster Management**<br>**ᑭᑐᓇᕐᓂᕐᓴ ᔪᑐᕈᑐᕐᓱᐊᕐᓚᕐ ᔪᕐᕈᕐᕐᕐᕐᕐ ᑐᕐᕐ ᐱᔭᐊᕐᕐᐱ ᑎᑐᕐᕐᕐᕐᕐᕐᕐ** | **4** | **3-0-1** |

**Course Learning Objectives:**

The learning objectives of this course are as follows:

The objective is to make students aware about the environmental functions and issues.

**Learning Outcomes:**

1. Students will develop a comprehensive understanding of the complex interactions between humans and the environment, tracing historical developments, analyzing contemporary challenges, and exploring sustainable solutions.
2. Students will be able to critically analyze the impact of human activities on natural resources, biodiversity, ecosystems, and the climate, evaluating the effectiveness of conservation efforts and mitigation strategies.
3. Students will gain an interdisciplinary perspective by integrating knowledge from fields such as ecology, geography, sociology, economics, and policy studies to address environmental issues holistically.
4. Students will cultivate problem-solving skills by applying scientific principles, analytical tools, and ethical considerations to devise innovative solutions for environmental challenges at local, regional, and global scales.
5. Students will develop the capacity for active engagement and advocacy in environmental stewardship, recognizing their role as responsible global citizens and agents of positive change in promoting sustainability and resilience.

## 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 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 3.00 | 2.80 | 2.80 | 2.60 | 2.80 | 3.00 | 2.80 | 2.60 | 3.00 | 2.80 | 2.80 | 2.80 | 2.80 | 2.80 | 2.60 | 3.00 | 3.00 |

**Course Content:**

### Unit I: Humans and the Environment (4 Lectures)

The man-environment interactions: Human as hunger-gatherers; Origin of agriculture; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Concept of sustainable development, Sustainable Development Goals (SDGs).

### Unit II: Natural Resources and Sustainable Development (8 Lectures)

Overview of natural resources, renewable and non-renewable resources. Biotic resources: Major type of biotic resources-forests, grassland, wetlands, wildlife. Water resources: Types of water resources-fresh water and marine; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Conflicts over water. Soil and mineral resources: Energy resources: Renewable and non-renewable sources of energy; Nonconventional energy sources-solar, wind, tidal, hydro, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.

### Unit III: Conservation of Biodiversity and Ecosystems (6 Lectures)

Biodiversity as a natural resource; Biodiversity in India and the world; Biodiversity hotspots; endangered species, Red data book. Threats to biodiversity and ecosystems: Commercial exploitation of species; Invasive species. Major conservation policies: in-situ conservation approaches; Major protected areas; National and International initiatives for biodiversity conservation; the role of traditional knowledge, community-based conservation. Land use and Land cover change: deforestation, desertification, urbanization, Loss of Biodiversity and its impact.

### Unit IV: Environmental Pollution (8 Lectures)

Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.

Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.

Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.

Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution

Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.

Noise pollution; Noise standards; adverse impact of noise on human health. Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

## Unit V: Climate Change: Impacts, Adaptation and Mitigation (5 Lectures)

Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for the Indian sub-continent. Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and costal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species, agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaption to climate change.

Mitigation of climate change: Green House Gas (GHG) Reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; Energy efficiency measures; Renewable energy sources; Carbon capture and storage.

## Unit VI: Environmental Management (6 Lectures)

Introduction to environmental laws and regulations:

Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability.

## Unit VII: Environmental Treaties and Legislation (8 Lectures)

Major International Environmental Agreements: UN Conference on Human Environment 1972, Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing ; Convention on International Trade in Endangered Species of Wild Flora and Fauna(CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Trans boundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention on Persistent Organic Pollutants; Minamata Convention on Mercury; United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions

Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air(Prevention and Control of Pollution ) Act, 1981 The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules, National Green Tribunal.

Major International organizations and initiatives: United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere (MAB) programme.

**Unit VIII: Disaster Management (30 Practical)**

Concept of Hazards, Disasters, Natural and man-made hazards, Types of hazards, Concept of disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Man made hazards – Industrial and Fire.

Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level.

**Essential readings:**


1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
2. Das, M.C. Text Book of Ecology, Tata Mc Graw Hills, New Delhi
3. Central Pollution Control Board Web page for various pollution standards. https://cpcb.nic.in/standards/
4. Chiras, D. D and Reganolds, J.P. (2010) . Natural Resource Conservation : Management for a Sustainable Future. 10th edition, Upper Saddle River, N.J. Benjamin/Cummins/Person.
5. Fisher, Michael H. (2018) An Environmental History of India-Form Earliest Times to the Twenty-First Century, Cambridge University Press.
6. Harris, France (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.
7. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)
8. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.
9. Krishnamurthy, K.V.(2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK
10. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmers. https://moef.govt.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf
11. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.
12. Annual Reports of Ministry of Env., Forests and Climate Change, Govt of India, New Delhi


Note: Latest edition of the text books should be used.

**Teaching Learning Process:**

Lectures, Power Point Presentation, Industrial Visit/Practical, Assignments, Case discussion, Projects

and Seminars

**Assessment Methods:**

- Presentations by Individual Student/ Group of Students
- Class Tests at Periodic Intervals.
- Written assignment(s)
- End semester University Theory and Practical Examination

**SDG Mapping for this Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 3 | Good Health and Well-being | Addresses pollution control, environmental health, and disaster safety |
| SDG 4 | Quality Education | Promotes environmental literacy and sustainability awareness |
| SDG 6 | Clean Water and Sanitation | Develops understanding of water conservation and water pollution control |
| SDG 7 | Affordable and Clean Energy | Encourages renewable and non-conventional energy resources |
| SDG 11 | Sustainable Cities and Communities | Focuses on disaster resilience and sustainable urban development |
| SDG 12 | Responsible Consumption and Production | Promotes resource conservation, waste management, and recycling |
| SDG 13 | Climate Action | Enhances awareness of climate change adaptation and mitigation |
| SDG 14 | Life Below Water | Discusses marine pollution, wetland conservation, and aquatic ecosystems |
| SDG 15 | Life on Land | Encourages biodiversity conservation, forest protection, and ecosystem management |
| SDG 16 | Peace, Justice and Strong Institutions | Highlights environmental laws, policies, and governance mechanisms |

## SEMESTER – II

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST10002** | **Santali Folk Songs**<br>**ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ** | **4** | **3-1-0** |

**Course Objectives**:

ᱫᱚᱣᱟᱱ ᱚᱱᱚᱜᱚᱞ ᱩᱫᱮᱥᱟᱞᱮ ᱚᱢᱟᱹᱜᱚᱲ ᱩᱱᱤ.ᱢᱟᱹᱵᱚᱣᱟᱱ ᱠᱚ ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱛᱟᱢᱛᱮᱛ ᱛᱟᱢᱟᱜᱟᱨ ᱯᱩᱞᱩᱠᱚᱱ᱾ ᱱᱚᱣᱮ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱣᱟᱨᱮᱱᱜ ᱮᱢᱜᱮᱜᱟᱜ, ᱱᱚᱣᱮᱞᱚ, ᱩᱱᱤ.ᱮᱢ.ᱣᱮᱨ, ᱜᱵᱮᱵᱚ, ᱜᱤ.ᱢᱟᱨᱛ ᱥᱟᱜᱮ ᱛᱟᱢᱟᱜᱟᱨ ᱯᱩᱞᱩᱠᱚᱱ᱾ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱣᱟᱨᱮᱱᱜ ᱛᱩᱯᱟᱢᱛᱩ ᱢᱟᱱᱚᱩᱯᱟᱱ ᱢᱟᱹ ᱱᱩᱯᱩᱱᱚ ᱢᱟᱱ ᱛᱟᱢᱟᱜᱟᱨ ᱯᱩᱞᱩᱠᱚᱱ ᱢᱟᱹ ᱱᱚᱜᱮᱱᱚ ᱱᱚᱚᱠᱮᱛ ᱛᱟᱢᱛᱩᱯᱟᱱ ᱜᱩᱫᱩᱭ ᱣᱟᱨᱮᱱᱜ ᱜᱤᱛᱟᱱ ᱢᱟᱹ ᱛᱟᱢᱟᱜᱟᱨ ᱯᱩᱞᱩᱠᱚᱱ᱾

**Course Outcomes:**

**CO1.** ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱩᱫᱮᱥᱟᱞᱮ ᱚᱢᱟᱹᱜᱚᱲ ᱩᱱᱤᱛᱩᱯᱟᱱ.
ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱣᱟᱨᱮᱱᱜ ᱚᱨᱟᱞᱤᱭᱚ, ᱩᱱᱤ.ᱮᱢ.ᱣᱮᱨ, ᱜᱵᱮᱵᱚ, ᱜᱤ.ᱢᱟᱨᱛ ᱥᱟᱜᱮ ᱠᱚ ᱠᱚ ᱛᱟᱢᱟᱜᱟᱨ ᱰᱟᱱᱟᱹᱭ ᱾

**CO2.** ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱩᱫᱮᱥᱟᱞᱮ ᱚᱢᱟᱹᱜᱚᱲ ᱩᱱᱤᱛᱩᱯᱟᱱ. ᱚᱨᱟᱞᱤᱭᱚ ᱣᱟᱨᱮᱱᱜ ᱚᱨᱟᱞᱤ ᱛᱟᱢᱩᱠᱟᱱ ᱜᱩᱫᱩᱭ ᱚᱨᱟᱞᱤ, ᱥᱩᱫᱟᱢ.ᱢᱟᱨᱛ.ᱥ .ᱜᱩᱫᱩᱭ ᱚᱨᱟᱞᱤ ᱢᱟᱹ ᱛᱟᱜᱤ.ᱛᱟᱢᱮ ᱜᱩᱫᱩᱭ ᱚᱨᱟᱞᱤ ᱠᱚ ᱛᱟᱢᱟᱜᱟᱨ ᱰᱟᱱᱟᱹᱭ ᱾

**CO3.** ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱩᱫᱮᱥᱟᱞᱮ ᱚᱢᱟᱹᱜᱚᱲ ᱩᱱᱤᱛᱩᱯᱟᱱ.

ΠΠΝΝΠΟ-ΠϽΕΠ.Ρ ΚΖΝΖϘ, ΟΠΟΝΠ ΚΖΝΖϘ, ΚΘΟΝΝΠΡ ΚΖΝΖϘ, ϧΠΝΝΠΟ ΚΖΝΖϘ, ΦΠΚΠ'Ρ ΚΖΝΖϘ,ΝΓ'ΙΠ. ΚΖΝΖϘ ΖΟΠΕ ϧΘ ΟΠΟΠΠΡ ϘΠΟΠ ।

**CO4.** ΚΠΕΟΠΓΓ ΩΘΓ ΚΖΝΖϘ ΠΘΓΩΘΕ ΟΠΡΠΟΖ ΠΠΠΑΘϽΘΠ. ϧΘ ΝΘΘΩΘΡ, ΩΖΓΩΖΦ, ΠΠΟΠ, ΡΠΘϑΜΖ, ΟΠ.ΘΡΓ ΖΟΠΕ ΚΖΝΖϘ ϧΘ ΟΠΟΠΠΡ ϘΠΟΠ ।

**CO5.** ΕΘΘΠ ϧΘ ΟΠΟΠΠΡ ϘΠΟ ϧΠΟΖ ΠΙΘΘΘΠΘ ΠΘΘΠΟ ΟΠΩΠΠΝ ΝΖ ϧΠ.ΟΓΝΝΖΙΘΘ ΡΠΘΠΘ ΦΠΓΖΖΡΠΠΘ-Π।

**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 | 3 | 2 | 3 | 2 | 3 | – | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 1 |
| CO2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO4 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| Average | 2.8 | 2.4 | 2.6 | 2.4 | 2.8 | 2.6 | 2.0 | 1.6 | 2.6 | 2.2 | 2.8 | 2.6 | 2.8 | 2.6 | 2.4 | 2.4 | 2.0 |

Contents:

**Unit-1. ΚΠΕΟΠΓΓ ΩΘΓ ΚΖΝΖϘ ϧΖΡΠΘ ϽΕϽϧϽΟ :** ΚΠΕΟΠΓΓ ΩΘΓ ΚΖΝΖϘ ϧΖΡΠΘ ΕΠΘΘΠΟ, ΟΖΕΖΟ, ΠΠ.ΕΠ.ϧΚΓ ΠΝ ΘϽΕϽΟ, ΟΘΩΘΟ, ΩΠ.ΠΓΝϘ ΖΟΠΕΡϧΘ

**Unit-2. ΚΖϧϑΠ ΚΖΝΖϘ :** ΟΠΠΡΠΠ ΦΘΘ ΚΖΝΖϘ, ϑϧΠ.ΠΡΠ.ϧ.ΦΘΘ ΚΖΝΖϘ, ΟϧΠ'ΟΠΕ ΦΘΘ ΚΖΝΖϘ

**Unit-3. ΠΠΝΝΠΟϑ-ΠϽΕΠ.Ρ ΚΖΝΖϘ :** ΟΠΩΠ ΚΖΝΖϘ, ΚΘΩΝΠΡ ΚΖΝΖϘ, ϧΠΝΝΠΟ ΚΖΝΖϘ, ΦΠΚΠ'Ρ ΚΖΝΖϘ

**Unit-4. ϧΠ.ΟΓ ϧΠ.ΚΕΓ ΠΝ ϧΠ.ΚϧΠ. ΙΘΘ ΚΖΝΖϘ :** ΩϽΓϽ ϧΘΩΘΡ ΠΝ ΩΖΓΩΖΦ ΚΖΝΖϘ, ΠΠΟΠ, ΟΠ.ΘΡΓ ΚΖΝΖϘ, ΡΠΘϑΜΖ' ΚΖΝΖϘ

**Reference Books:**


1. ΡΓΠΑΘϽϧ ΠΖΠΘ- ΦΘΘΕΖΚΘΘϧ ΟΠΚΠΙΘΓ
2. ΩΘΖ ΚΖΝΖϘ- ΟΠΟΟϽΡΠΡ ΟϽϧΟϽ ΠΦΓΟΠΚΓ
3. ΟΠΩΠ ΚΖΝΖϘ- ΟΘΡΘϧΠΟ ΠϽΟϽ
4. ΟΠΩΠ ΚΘΩΝΠΡ ΚΠ.ΝΓ ΦϽΝΠΘ -ΠΝΙϽΕ ΟϽϧΟϽ
5. ϑΘΓΟΠ.-ΟΠΩΠ ΚΖΝΖϘ -ΕΠΡΟΕ ΟΘΘΘΘΡ ϑΘ'ΦϑΝΘ ΚΘΝΖΕ

6. ⵅⵎⵉⵙⵎⵣⵣ ⵡⵖⵣ ⵅⵣⵚⵣⵟ ⵚⵣ ⵅⵎⵒⵡⵣⵛⵖ ⵎⵚ ⵒⵣⵝⵖⵎⵚ - ⵙⵚ. ⵚⵖⵙⵖⵉ ⵡⵣⵓⵙⵚⵖⵓ
7. ⵎⵣⵛⵉⵖ ⵝⵎⵓⵚⵖⵒ- ⵖⵝⵓⵖⵎ ⵓⵎⵚⵙⵙⵣ
8. ⵡⵖⵚ ⵅⵣⵚⵣⵟ- ⵊⵖ.ⵙⵣⵙ ⵚⵎ.ⵖⵡⵝⵉⵎⵙⵡ ⵓⵝⵚⵓⵝ
9. ⵝⵎⵚⵎⵓ ⵙⵣⵉⵙⵙⵣ-ⵜ- ⵓⵖⵡⵣⵅⵒⵖⵚ ⵅⵖⵚⵣⵉ
10. ⵙⵝⵓⵎ.ⵒ ⵙⵎⵡⵎⵚ ⵅⵣⵚⵣⵟ- ⵙⵣⵅⵖⵉⵎⵙⵡ ⵘⵝⵙⵝ
11. ⵙⵝⵓⵎ.ⵒ ⵒⵎⵖⵖⵚⵣ ⵅⵣⵚⵣⵟ - ⵓⵖⵎⵖⵉ ⵓⵜⵡⵖⵉ ⵘⵝⵙⵝ
12. ⵖⵖⵒ-ⵖⵝⵚ - ⵉⵣⵓⵎ.ⵇ ⵅⵖⵚⵣⵉ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Santali folk songs and literature enhance critical thinking, theoretical understanding, language competence, and interdisciplinary learning, while promoting inclusive and equitable quality education. |
| SDG 5 | Gender Equality | Encourages the analysis of gender relations, feminist perspectives, and power structures in society through Santali literary texts, theories, and folk songs. |
| SDG 8 | Decent Work and Economic Growth | Santali songs and cultural traditions encourage community participation, preservation of cultural identity, and awareness of livelihood practices that contribute to economic and social development. |
| SDG 10 | Reduced Inequalities | Develops understanding of social stratification, caste, class, ethnicity, and inequality through Santali literary traditions, folk songs, and cultural dance practices. |
| SDG 12 | Responsible Consumption and Production | Promotes awareness of cultural practices, sustainable lifestyles, indigenous knowledge systems, and responsible societal development through insights from Santali literature and folk songs |
| SDG 16 | Peace, Justice and Strong Institutions | Supports critical engagement with issues of power, governance, justice, social harmony, and community institutions through comparative and theoretical analysis in Santali Songs |

## Minor

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|

| ST12002 | Santali Folk Narrative Traditions ᱚᱞᱪᱤᱠᱤ ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ ᱚᱨᱟᱣᱟᱹ | 4 | 3-1-0 |
|---|---|---|---|

**Course Objectives**

ᱚᱞᱪᱤᱠᱤ ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ ᱩᱫᱟᱜᱟᱫᱮ ᱚᱱᱯᱟᱱᱚᱨ ᱩᱱ.ᱢᱜᱦᱟᱱ.ᱦᱫ ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ ᱭᱟᱨᱮᱱᱜ ᱡᱟᱨᱮᱚ ,ᱜᱦᱮ ᱱᱭ ᱜᱱ.ᱢᱨᱟ ᱦᱫ ᱡᱱᱢᱱᱨᱮ ᱭᱩᱭᱦᱫᱭᱟᱱ । ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ ᱚᱱᱯᱟᱱᱚᱨ ᱩᱱ.ᱢᱜᱦᱟᱱ. ᱡᱱᱭᱟ ᱜᱱᱩᱫᱟᱱᱡ ᱦᱭᱟᱱᱜ ᱦᱟᱚᱜᱟᱱ, ᱣᱨᱡᱩᱭ-ᱣᱨᱮᱱᱯᱨᱟ, ᱪᱱᱭᱟ ᱮᱱᱢᱨᱟ, ᱡᱭ·ᱜᱟ ᱱᱭ ᱡᱟ.ᱮᱡᱨ ᱦᱭᱟᱱᱜ ᱭᱭᱩᱭᱫ ᱦᱟ.ᱚᱮᱨ, ᱪᱜᱟ.ᱭᱚᱨ ᱴᱭᱣᱟᱭᱮ, ᱡᱟ.ᱮᱡᱨ ᱴᱭᱣᱟᱭᱮ, ᱣᱨᱡᱩᱭ-ᱣᱨᱮᱱᱯᱨᱟ ᱴᱭᱣᱟᱭᱮ ᱭᱟᱨᱮᱱᱜ ᱡᱨᱮᱚᱨ ᱦᱟ.ᱚᱮᱨ, ᱴᱨᱤᱜᱭᱟᱱ.ᱨ, ᱩᱱ.ᱭᱨᱟ. ᱥᱡᱱᱮ ᱦᱟ.ᱚᱮᱨ ᱦᱫ ᱦᱫ ᱡᱱᱢᱱᱨᱮ ᱣᱱᱟ ।

**Course Outcomes:**

**CO1.** ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ ᱩᱱᱫᱟᱜᱟᱱᱭ ᱦᱟᱚᱨ ᱦᱟ.ᱚᱮᱨ ᱭᱟᱨᱮᱱᱜ ᱵᱩᱵᱭᱵᱩ ᱦᱫ ᱡᱱᱢᱱᱨᱮ ᱣᱱᱟ।

**CO2.** ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ ᱭᱟ ᱣᱨᱭᱨᱮᱱᱮ ᱱᱭ ᱡᱨᱮᱣᱨᱮᱭᱨᱮᱱᱮ ᱦᱭᱭᱱᱜ ᱦᱟ.ᱚᱮᱨ ᱚᱱᱯᱟᱱᱚᱨ ᱜᱟᱨᱮᱱᱮ ᱦᱫ ᱣᱱᱟ।

**CO3.** ᱮᱱᱜᱱᱩ ᱭᱟᱨᱮᱱᱜ ᱦᱟᱚᱜᱟᱱ ᱡᱨᱮᱚᱨ ᱦᱟ.ᱚᱮᱨ ᱚᱱᱯᱟᱱᱚᱨ ᱦᱫ ᱡᱱᱢᱱᱨᱮ ᱣᱱᱩ ᱪᱱᱭᱟᱨᱮᱱᱜ-ᱱ ।

**CO4.** ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ ᱩᱱᱫᱟᱜᱟᱱᱭ ᱦᱟᱚᱨ ᱮᱱᱜᱱᱩ ᱱᱭ ᱱᱜᱱᱩ ᱭᱟᱨᱮᱱᱜ ᱪᱨᱤᱮᱣᱦᱚᱪᱨᱤᱮᱦᱫ ᱡᱱᱢᱱᱨᱮ ᱣᱱᱩᱦᱫᱟᱨᱮᱱᱜ ।

**CO5.** ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ ᱩᱱᱫᱟᱜᱟᱱᱭ ᱦᱟᱚᱨ ᱮᱨᱣᱱ.ᱭᱱᱜ ᱣᱨᱮᱭᱫᱮ ᱭᱟ ᱡᱦᱜᱨ-ᱡᱱ.ᱡᱦᱣ ᱡᱦᱣᱚᱜᱱ.ᱭ ᱪᱱᱟᱨ ᱦᱫ ᱱ.ᱣᱦᱨᱮᱱ।

**Reference Books:**

1. ᱜᱚᱛ ᱱᱭ ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ - ᱮᱱ.ᱯᱦᱚᱦ ᱡᱦᱭᱡᱦ
2. ᱱᱳ ᱱᱩᱥᱯ ᱡᱱ.ᱡᱨ ᱭᱨᱭᱣᱫᱮ - ᱡᱱᱢᱱᱚᱱ ᱡᱥᱮᱭᱱ
3. ᱣᱱᱡᱮᱨᱭᱡ ᱡᱨᱮᱚᱨ - ᱦᱟ.ᱮᱣᱱ.ᱨ ᱯᱱᱯ ᱢᱦᱢᱦ
4. ᱮᱱᱮᱚᱱᱯᱨᱟ ᱯᱚᱦ ᱦᱟᱚᱜᱟᱱᱭᱱ ᱦᱨ ᱪᱦᱮᱨᱮᱱ - ᱢᱭ. ᱪᱚᱱᱮᱥᱮᱱᱭ ᱡᱱᱮᱣᱭᱚᱨ
5. ᱜᱚᱛ ᱦᱟ.ᱚᱮᱨ ᱩᱦᱚᱜᱨ - ᱭᱥᱣ. ᱩᱨ. ᱓. ᱡᱱᱢᱢᱨ᱓
6. ᱣᱱᱡᱮᱨᱭᱡ ᱡᱨᱮᱚᱨ - ᱡᱱ·ᱜᱱᱯ ᱤᱱ·ᱪᱱᱭ ᱚᱦᱥᱦᱦ ᱯᱦᱡᱱ.᱓ ᱮᱱᱭᱥᱮ

**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 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | – | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO3** | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| **Average** | **2.8** | **2.8** | **2.4** | **2.8** | **2.6** | **3.0** | **2.2** | **1.2** | **1.6** | **2.6** | **2.6** | **2.6** | **3.0** | **2.8** | **2.8** | **2.4** | **2.0** |

**Contents:**

**Unit-1.** ⵅⵎⴻⵔⵎⵣⵔ ⵡⴱⵣ ⴱⵎ.ⵡⴻⵔ ⵚⵔⴻⵎⴶ ⵃⵔⴻⵔⵔ, ⵊⵎ.ⴻⵎ.ⵚⵅⵔ, ⴶⵜⴻ ⵎⵚ ⵡⵎ.ⵏⵔⵟ ।

**Unit-2. ⴶⵎⵃ ⴱⵎ.ⵡⴻⵔ**

ⵃⵎ.ⴻⵃⵔ ⴱⴱⵢⵎⴶ, ⵍⵔⵓⵖ-ⵍⵔⵔⴻⵎ.ⴲⵔ ⴱⴱⵢⵎⴶ, ⴲⵎⵚⵣ ⴻⵎⵔⵔ ⴱⴱ ⵚⵔⴻⵎⴶ ⵚⴱⵊⴱⵣ ⴱⵎ.ⵡⴻⵔ।

**Unit-3. ⵓⵔⴻⵔⵔ ⴱⵎ.ⵡⴻⵔ**

ⴲⵖⵎ.ⵚⵔⵔ ⵅⵔⵚⵍⵎⴱⴻ, ⵃⵎ.ⴻⵃⵔ ⵅⵔⵚⵍⵎⴱⴻ, ⵍⵔⵓⵖ-ⵍⵔⵔⴻⵎ.ⴲⵔ ⵅⵔⵚⵍⵎⴱⴻ ।

**Unit-4. ⵡⴱⵣ ⴶⵎⵔⴻⵎⴻ**

ⵅⵔⵣⴶⵚⵎ.ⵔ - ⵅⵔⵟ ⵅⵔⵣⴶⵚⵎ.ⵔ, ⵓⵔⵚ ⵅⵔⵟⵣⴶⵚⵎ.ⵔ, ⵊⵎ.ⵚⵔⴻⵎ. ।

**Reference Books:**


1- ⵡⴱⵣ ⵎⵚ ⵡⴱⵣ ⴱⵎ.ⵡⴻⵔ - ⵅⵎ.ⴲⴱⴲⵖ ⵃⴱⵚⵃⵃⴱ
2- ⵡⵔⵔⵎ.ⴲ - ⵊⴱ· ⵚⵎⴶⴲⵖⴱⴻⵎⵔⴲ ⵃⴱⵚⵃⵃⴱ
3- ⴲⵔ ⴲⵊⵔⴲ ⵃⵎ.ⵃⵔ ⵅⵔⵚⵍⵎⴱⴻ - ⵓⵎⵓⵃⴲⵎ ⵓⵔⵅⵚⵎ
4- ⵓⵎⵊⴲⵎ ⵓⵔⴻⵔⵔ - ⵅⴱⴻⵎⵚⵎⵃ ⵅⴲⵚⵔⴻ,
5- ⵍⴲⵃⵅⵔⵃ ⵓⵔⴻⵔⵔ - ⴱⵎ.ⴻⵡⵎ.ⵔ ⴲⵎⴲ ⵏⴱⵓⴱ
6- ⵅⵎⴻⵔⵎⴲⵔ ⴲⴲⴱ ⴱⵎⵔⴲⵖⵎⵡ ⴱⵔ ⴲⴱⴻⵔⵔⵎ -ⵓⵚ. ⴲⵖⴲⴲⴻⵔⵅⵚⵎⵚ ⵃⵎⴻⵍⵃⵔ
7- ⵡⴱⵣ ⴱⵎⵡⴻⵔ ⵊⴱⵔⵔⵃⵔ - ⵚⵔⵡ ⵊⵔ. ⵖ ⵓⵎⵓⵓⵔⵖ
8- ⵍⴲⵃⵅⵔⵃ ⵓⵔⴻⵔⵔ - ⵃⴲ·ⴶⴲⴲ ⵄⴲ·ⴲⵚⴲ ⵏⴱⵣⴱⴱ ⴲⴱⵃⵎ.ⵖ ⵅⴲⵚⵔⴻ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Enhances critical thinking, theoretical understanding, language competence, and interdisciplinary learning through Santali literature; promotes inclusive and equitable quality education |
| SDG 5 | Gender Equality | Encourages analysis of gender relations, feminist perspectives, and power structures in society through Santali literary texts and theories. |
| SDG 10 | Reduced Inequalities | Develops understanding of social stratification, caste, class, ethnicity, and inequality through critical literary and cultural frameworks. |
| SDG 12 | Responsible Consumption and Production | Promotes awareness of cultural practices, sustainable lifestyles, indigenous knowledge systems, and responsible societal development through insights from Santali literature |
| SDG 13 | Climate action | Encourages environmental awareness and supports climate-friendly values and sustainable ecological practices reflected in Santali literary and folk traditions |
| SDG 16 | Peace, Justice and Strong Institutions | Supports critical engagement with issues of power, governance, justice, social harmony, and community institutions through comparative and theoretical analysis in Santali literature. |

**MDC**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST13002** | **Tribal Heroes**<br>**ম.ক্রাঘ ঘাঞক্তমঞ** | **3** | **2-1-0** |

**Course Objectives:**

ইজযম ম.ক্রাঘ ঘাঞক্তমঞ ৮জযমঙ ষাংৎইং মঞ ৮ম.ঘাং ৮ম.ইংৎা ঢম.ঢওযযম. ৮ও ঢমৱওমযও ৩৪ও ৮জযম । ম.ক্রাঘ ঘাঞক্তমঞ ৮জযমঙ ইমঙমঘ ৮মঠওম ৮ও ঘমঢমংং ৩৪ও ৮জযম ।

**Course Outcomes:**

**CO1.** ইজযম ৸মঠওম ঢজঢজৱওইং ওমঢমঠং ঢম.ঢওযযম.৮ও ম.ক্রাঘ ঘাঞক্তমঞ৮ও ঘমঢমংং ৭মঘ ৮জযম।

**CO2**. ইজযম ৸মঠওম ঢজঢজৱওইং ওমঢমঠং ঢম.ঢওযযম. ৮ও ম.ক্রাঘ ঘাঞক্তমঞ ৮জযমঙ ঢম.ৱওম.ং ষাংৎইং মঞ ঘজওজঠ ৮ও ঘমঢমংং ৭মঘ ৮ইংমঙ।

**CO3.** ইজযম ৸মঠওম ঢজঢজৱওইং ওমঢমঠং ঢম.ঢওযযম.৮ও ম.ক্রাঘ ঘাঞক্তমঞ ৮জযমঙ ইমঙমঘ মঞ ইংইঘ ৮ও ঢম.ং ক্তমৱইংমঙ-ম।

**CO4**. ইজযম ৸মঠওম ঢজঢজৱওইং ওমঢমঠং ঢম.ঢওযযম.৮ও ম.ক্রাঘ ঘাঞক্তমঞ ৮জযমঙ ঢম.ৱওম.ং ষাংৎইং, ইংইঘ মঞ ঘজওজঠ ৮ও ওঃইৎঔৱা ঘাঞইৱা ক্তমৱইংমঙ-ম।

**CO5.** ইজযম ৸মঠওম ঢজঢজৱওইং ওমঢমঠং ঢম.ঢওযযম.৮ও ম.ক্রাঘ ঘাঞক্তমঞ ৮জযমঙ ঢম.ৱওম.ং মঞ ইংইঘ ঃইংমঙ ক্তমঘ ৮ও ৮ও ওঃঢম-ঢম.ংঢম. ৭মঘ ক্তমৱইংমঙ-ম।

**CO-PO-PSO Mapping**

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

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO3** | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **Average** | **2.6** | **2.6** | **2.6** | **2.8** | **2.0** | **2.6** | **2.0** | **2.2** | **2.2** | **2.0** | **2.0** | **2.4** | **3.0** | **2.8** | **2.6** | **3.0** | **2.6** |

**Contents:**

**Unit-1.** ᱚᱨᱚᱣᱟᱹᱨᱤᱭᱚᱥ ᱛᱟᱦᱟᱜ : ᱱᱟᱛᱮᱞ ᱥᱤᱧ ᱥᱮᱨᱩ।

**Unit-2.** ᱱᱚᱛᱚᱨᱚᱯ ᱣᱟᱶ ᱛᱟᱭᱚᱥ : ᱱᱟᱛᱮᱞ ᱥᱤᱧ ᱥᱮᱨᱩ।

**Unit-3** ᱚᱟᱚᱥ. ᱣᱚᱲᱮ ᱥᱤᱲ ᱠᱟᱣᱮᱞ ᱛᱟᱲᱟᱜ : ᱱᱟᱛᱮᱞ ᱥᱤᱧ ᱥᱮᱨᱩ।

**Unit-4**, ᱣᱮᱭᱥᱲᱤᱩ ᱣᱚᱲᱮ ᱥᱤᱧ ᱣᱟᱚᱭ ᱣᱚᱲᱮ : ᱱᱟᱛᱮᱞ ᱥᱤᱧ ᱥᱮᱨᱩ।

**Reference Books –**


1. ᱣᱮᱚᱥ ᱚᱛᱟ - ᱣᱤᱯᱚᱥᱤᱛ ᱛᱟᱲᱟᱜ
2. ᱚᱛᱟ ᱛᱚᱚᱯ ᱲᱮ ᱥᱤ.ᱠᱟᱯᱚᱥᱤᱮ ᱚᱛᱟ ᱠᱚ
3. ᱚᱥᱚᱟᱥᱤᱩ ᱠᱚᱭᱤᱜ ᱱᱟᱛᱮᱞ ᱥᱣᱟᱛᱚ - ᱲᱚᱩᱨᱣ ᱥᱚ.ᱪᱲᱚ ᱠᱟᱣᱮᱠᱣ
4. ᱱᱚᱥᱤᱲᱟᱠᱚ.ᱚ ᱠᱨ ᱣᱚᱡᱟᱪᱹ- ᱚᱲ. ᱚᱚᱣᱠᱚᱹᱮᱨᱣᱭᱚᱲ ᱥᱮᱣᱟᱹ


**SDGs Mapping of the course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | Quality Education | Promotes knowledge of tribal leaders, indigenous intellectual traditions, language development, literature, sports, and social reform. |
| **SDG 5** | Gender Equality | Encourages inclusive leadership and equal participation by highlighting social reform and community development initiatives. |
| **SDG 10** | Reduced Inequalities | Develops awareness of tribal identity, constitutional rights, social justice, and the empowerment of indigenous communities. |

| | | |
|---|---|---|
| **SDG 11** | Sustainable Cities and Communities | Supports the preservation and promotion of tribal language, literature, cultural heritage, and indigenous knowledge systems. |
| **SDG 16** | Peace, Justice and Strong Institutions | Examines the contributions of tribal heroes to democratic values, social justice, leadership, and institutional development. |
| **SDG 17** | Partnerships for the Goals | Encourages collaboration among academic institutions, tribal communities, cultural organizations, and policymakers for preserving tribal heritage and promoting inclusive development. |

**Choose any one**

**AEC - II**
**Translation Studies (Odia)**
**(ଅନୁବାଦ ସାହିତ୍ୟ)**

**AE14002**
**Credit-02**
**Refer to Department of Odia**

**AEC-II**
**Translation Studies (Hindi)**
**योग्यता संवर्धन पाठ्यक्रम (एईसी)**

**हिन्दी में अनुवाद**

**AE14004**

**Credit-02**
**Refer to Department of Hindi**

**AEC- II**
**Translation Studies (Sanskrit)**
**TRANSLATION, TRANSLITERATION AND EDITING IN SANSKRIT**
**AE14006**
**Credit-02**
**Refer to Department of Sanskrit**

**AEC-II**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **AE14008** | **Translation Studies (Santali)**<br>**ᱚᱱᱟᱞᱚᱠᱟᱱ ᱠᱷᱚᱡᱟᱨᱫ** | **2** | **2-0-0** |

**Course Objectives:**

ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱵᱤ ᱫᱤᱵᱟᱱ ᱠᱷᱚᱱᱚᱱᱤ ᱩᱱᱩᱥᱟᱣᱟᱫ ᱚᱱᱯᱚᱨᱚ ᱠᱷᱚᱫᱚᱱᱛᱟᱨ ᱚᱱᱟᱞᱚᱠᱟᱱ ᱯᱩᱨᱚᱛᱚᱜ ᱞᱵᱛᱷᱚᱜ ᱣᱚᱱᱚᱱᱵᱤ ᱡᱚᱱᱚᱱᱤᱨ ᱥᱩᱞᱟ ᱵᱤᱡᱟᱱ। ᱚᱱᱟᱞᱚᱠᱟᱱ ᱠᱷᱚᱡᱟᱨᱫ ᱵᱤ.ᱩᱨ ᱣᱚᱱᱟ ᱡᱚᱱᱚᱱᱨᱤ ᱭᱩᱛ ᱵᱤᱡᱟᱱ ᱩᱢᱚᱨ ᱫᱟᱨᱠᱷᱤᱫ.ᱯ ᱱᱟ ᱸᱫᱚᱱᱟᱯᱫᱟᱨᱠᱷᱤᱫ.ᱯ ᱵᱟᱩᱱᱫᱤᱨ ᱵᱟᱱᱟ ᱚᱱᱟᱞᱚᱠᱟᱱ ᱵᱤ.ᱩᱨ ᱵᱤ ᱣᱱᱩ ᱮᱱᱟᱛᱟᱨᱫᱤᱨᱠᱤᱫ ᱩᱱ।

**Course Outcomes:**

**CO1.** ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱵᱤ ᱫᱤᱵᱟᱱ ᱠᱷᱚᱱᱚᱱᱤ ᱩᱱᱩᱥᱟᱣᱟᱫ ᱚᱱᱯᱚᱨᱚ ᱚᱱᱟᱞᱚᱠᱟᱱ ᱥᱟᱨᱠᱷᱤᱜ ᱢᱟᱦᱟᱭᱮᱛ ᱵᱟᱱᱚᱢᱮᱱ ᱱᱟ ᱣᱚᱱᱟ ᱵᱤ ᱡᱚᱱᱚᱱᱤᱨ ᱣᱮᱱᱟᱱ।

**CO2.** ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱵᱤ ᱫᱤᱵᱟᱱ ᱠᱷᱚᱱᱚᱱᱤ ᱩᱱᱩᱥᱟᱣᱟᱫ ᱠᱷ.ᱚ ᱵᱟᱱᱚᱢ ᱫᱟᱨᱠᱷᱤᱫ.ᱯ ᱱᱟ ᱸᱫᱚᱱᱟᱯᱫᱟᱨᱠᱷᱤᱫ.ᱯ ᱵᱟᱩᱱᱫᱤᱨ.ᱫᱟ ᱵᱟᱱᱟ ᱚᱱᱟᱞᱚᱠᱟᱱ ᱵᱤ.ᱩᱨ ᱵᱤ ᱣᱱᱩ।

**CO3.** ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱵᱤ ᱚᱱᱟᱞᱚᱠᱟᱱ ᱥᱟᱨᱠᱷᱤᱜ ᱫᱚᱜᱚᱱᱩ ᱵᱤ ᱡᱚᱱᱚᱱᱤᱨ ᱣᱮᱱᱟᱱ।

**CO4.** ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱵᱤ ᱚᱱᱟᱞᱚᱠᱟᱱ ᱥᱟᱨᱠᱷᱤᱜ ᱩᱪᱢᱟᱹᱜ.ᱮ ᱱᱟ ᱣᱚ.ᱢᱟᱨᱣ ᱵᱤ ᱡᱚᱱᱚᱱᱤᱨ ᱣᱮᱱᱟᱱ।

**CO5.** ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱵᱤ ᱚᱱᱟᱞᱚᱠᱟᱱ ᱥᱟᱨᱠᱷᱤᱜ ᱩᱨᱣᱚᱚ ᱵᱤ ᱡᱚᱱᱚᱱᱤᱨ ᱣᱮᱱᱟᱱ।

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

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Average** | **2.8** | **2.8** | **2.8** | **2.8** | **2.4** | **2.6** | **2.6** | **1.8** | **2.4** | **2.6** | **2.0** | **2.2** | **2.6** | **2.6** | **2.6** | **2.6** | **2.2** |

**Contents:**

**Unit- 1.** ꠀꠇꠋꠊꠇꠉꠌꠇ ꠋꠎꠑꠇꠍꠎ ꠅꠑꠅꠋꠅꠉ

I. ꠀꠇꠋꠊꠇꠉꠌꠇ ꠋꠎꠒꠇꠍꠎ ꠌꠎꠑꠎꠀ ꠇꠋ ꠈꠇ.ꠑꠇ.ꠋꠑꠎ

II. ꠀꠇꠋꠊꠇꠉꠌꠇ ꠋꠎꠒꠇꠍꠎ ꠀꠇꠏꠇꠋ ꠇꠋ ꠏꠇꠋꠇꠇ

III. ꠀꠇꠋꠊꠇꠉꠌꠇ ꠋꠎꠒꠇꠍꠎ ꠌꠇꠏꠇꠀ

IV. ꠀꠇꠋꠊꠇꠉꠌꠇ ꠋꠎꠒꠇꠍꠎ ꠎꠅꠑ

**Unit- 2.** ꠀꠇꠋꠊꠇꠉꠌꠇ ꠅꠇ.ꠌꠎꠏꠇꠋꠋꠇ

I. ꠑꠇꠑꠀꠇꠇꠎꠎ ꠅꠏꠇꠑ ꠏꠎꠎꠑꠎ, ꠋꠀꠎꠒꠇ., ꠀꠇꠊꠓꠇ, ꠎꠊꠎꠓꠅꠎꠑ

II. ꠏꠎꠑꠎ, ꠋꠀꠎꠒꠇ, ꠀꠇꠊꠓꠇ, ꠎꠊꠎꠓꠅꠎꠑ ꠅꠏꠇꠑ ꠑꠇꠇꠀꠇꠇꠎꠎ

**Reference Books:**


1. ꠊꠅꠀꠇ.ꠑꠎ ꠀꠇꠋꠊꠇꠉꠌꠇ ꠅꠇ.ꠏꠀꠎ ꠅꠇ – ꠀꠋ. ꠑꠅꠑꠒꠅ ꠏꠇ·ꠑꠎꠇꠎ
2. ꠇꠋ ꠑꠇꠏꠇꠎ. ꠈꠋꠇ. ꠑꠒꠇꠀ ꠎꠇꠋꠇꠇ ꠏꠀꠋꠇꠀꠎ ꠏꠎꠀꠇꠀꠎꠀꠇꠀꠒꠎ ꠀꠇꠅꠇꠇꠎ – ꠑꠅꠎꠎꠋꠋ ꠌꠎꠀꠋꠇ
3. ꠑꠇꠇꠏꠎꠀ ꠑꠇ.ꠎꠎꠌ - ꠑꠒꠇꠀ ꠑꠎ. ꠀꠅꠀꠅ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No poverty | Supports the preservation and dissemination of indigenous knowledge and local livelihood practices through translation, contributing to awareness and empowerment of marginalized communities. |
| SDG 2 | Zero Hunger | Promotes the documentation and translation of traditional agricultural knowledge, food practices, and sustainable rural life reflected in Santali texts and oral traditions. |
| SDG 4 | Quality Education | . Enhances language competence, translation skills, critical thinking, intercultural understanding, and interdisciplinary learning through Santali translation studies, promoting inclusive and equitable quality education. |
| SDG 5 | Gender Equality | Encourages gender-sensitive translation practices and critical analysis of women's representation, gender relations, and inclusive language in Santali literary and cultural texts. |
| SDG 12 | Responsible Consumption and Production | Encourages responsible preservation and transmission of indigenous knowledge, cultural heritage, and sustainable traditional practices through Santali translation studies |
| SDG 15 | Life on Land | Highlights the importance of forests, biodiversity, land conservation, and harmonious human–nature relationships reflected in Santali literature and translated texts. |
| SDG 16 | Peace, Justice and Strong Institutions | Supports intercultural understanding, social harmony, justice, ethical communication, and equitable access to knowledge through Santali translation practices and literary studies. |
| SDG 17 | Partnerships for the Goals | Encourages cultural exchange, interdisciplinary collaboration, multilingual communication, and academic partnerships through translation and comparative literary studies. |

**AEC- II**
**Translation Studies (English)**
**AE14010**
**Credit-02**
**Refer to Department of English**

**SEC III**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| TL15002 | Soft Skill Education | 3 | 2-0-2 |

**Course Objectives:**

- To inculcate a positive attitude among the learners
- To introduce goal setting to the learners
- To instil effective communicative skills in the learners
- To enrich the vocabulary of the learners
- To teach how to write a resume

**Course Outcomes:**

- Demonstrate a positive attitude, self-confidence, and adaptability in academic, professional, and social contexts.
- Identify and set achievable personal and professional goals, aligning them with long-term career and life aspirations.
- Apply effective verbal and non-verbal communication strategies to express ideas clearly and interact productively in diverse settings.
- Enrich and accurately use an expanded vocabulary to enhance both written and spoken communication.
- Create well-structured, professional resumes that reflect individual strengths, qualifications, and career objectives.

## 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 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO4 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 |
| Average | 2.6 | 2.8 | 2.6 | 2.4 | 2.6 | 2.8 | 2.4 | 1.8 | 1.6 | 2.4 | 2.2 | 2.6 | 2.8 | 2.6 | 2.6 | 2.4 | 2.4 |

**Course Contents:**

I. Introduction to Soft Skills
II. Team Work and Collaboration
III. Positive Attitude
IV. Goal Setting
V. Time Management and Productivity

**Suggested Readings:**

- *Developing Reading Skills* – Françoise Grellet, Cambridge University Press, Cambridge 2007

- *Cambridge First Certificate: Listening and Speaking* – Sue O' Connell with Lousie Hashemi, Cambridge University Press, Cambridge 2000
- *Inspired to Write* – Jean Withrow, Gay Brookers and Martha Cumings, Cambridge University Press, New York, 2004
- *How to Build a Better Vocabulary*- Maxwell Nurnberg and Morris Rosenblum, Warner Books, New York 1989
- *Technical Communication: A Practical Approach*, (Sixth edition) – William Sanborn Pfeifer and T. V. S. Padmaja, Pearson, New Delhi 2006
- *Personality Development* – Elizabeth Hurlock, Tata McGraw Hill, New York 1976
- *The Etiquette Book: A Complete Gide to Modern Manners*- Jodi R.R. Smith, Sterling Publications, New York 2011


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No poverty | Enhances employability, communication ability, and professional competencies that contribute to better livelihood opportunities and economic empowerment. |
| SDG 4 | Quality Education | Enhances communication skills, critical thinking, leadership, problem-solving, and lifelong learning abilities, promoting inclusive and quality education. |
| SDG 5 | Gender Equality | Encourages gender-sensitive communication, equal participation, respect, and inclusiveness in educational and professional settings. |
| SDG 09 | Industry, Innovation and Infrastructure | Encourages innovation, creativity, adaptability, digital communication, and collaborative problem-solving in modern professional environments. |
| SDG 12 | Responsible Consumption and Production | Promotes ethical conduct, responsible decision-making, sustainable lifestyle choices, and socially responsible behaviour. |
| SDG 16 | Peace, Justice and Strong Institutions | Develops ethical leadership, conflict resolution, social harmony, accountability, and democratic values through interpersonal and communication skills. |

**VAC**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|

| VA16118 | Social Reforms through Education: Ideas of Gopabandhu Das | 2 | 2-0-0 |
|---|---|---|---|

**Introduction**

Gopabandhu Das popularly known as Utkalamani was the architect of modern Odisha, a true nationalist, the savior of the downtrodden, and eminent patriotic poet and great social activist. He was a significant educational thinker of modern India like Gandhi, Tagore and Sri Aurobindo. Gopabandhu Das had given many new dimension of education in his writings and founded Satyabadi school in the ancient Gurukul pattern for implementation of his ideas.

**Objectives:**

To focus on Gopabandhu's educational thoughts, which are the reflection of his general philosophical ideas.

To know the educational system of Gopabandhu, which were based upon the pillar of the ancient Indian system fostering universal humanity, self patriotism and fearlessness, building of character, righteousness and devotion.

**Course Outcomes:**

**CO1.** Explain the life, literary works, journalism, and humanitarian philosophy of Gopabandhu Das, with special reference to his concern for the downtrodden and spiritual humanism.

**CO2.** Describe the educational philosophy of Gopabandhu Das, including the objectives, principles, and significance of the Satyabadi School and the ancient Gurukul system**.**

**CO3.** Analyze the contribution of Gopabandhu Das to the Indian freedom movement, nationalism, political thought, and social reform in Odisha.

**CO4**. Evaluate the relevance of Gopabandhu Das's educational and philosophical ideas in promoting character building, patriotism, ethical values, universal humanity, and social responsibility in contemporary society.

**CO5.** Apply the ideals and values of Gopabandhu Das to foster inclusive education, leadership, community service, and sustainable social development in accordance with constitutional and global citizenship values.

**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 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| Average | 3.0 | 3.0 | 2.6 | 2.6 | 2.6 | 2.6 | 2.4 | 2.0 | 2.4 | 2.6 | 2.4 | 2.0 | 3.0 | 2.6 | 2.4 | 2.6 | 2.4 |

**Course contents:**
**Unit-I**

Life and literary works, journalism of GopabandhuDas,his views for downtrodden class and spiritual humanism .

**Unit-II**
Educational thoughts of Gopabandhu Das, role in freedom movement in India and political activities.

**Suggested Readings:**


1. Panda, D.G.:Political Philosophy of Gopabandhu Das, Santosh Publication,Cuttack,1976
2. Das, Sriram Chandra; Gopabandhu Das, National Book Trust, India, New Delhi.
3. Panda, Basant Kumar: Gopabandhu Das thoughts on education, (Ed) Siksha Sandhan,Bhubaneswar, 2021
4. Gopabandhu Rachanabali Vol-1, 1976, Gopabanddhu janma satabarshika Samiti,Cuttack.
5. Acharya Pritis: Gopabandhu Chayanika, National Book Trust, India, New Delhi.
6. Mohanty Gopinath: Utkalamani, Frends publishers, Cuttack, 2018
7. Mishra Subhas Chandra: Utkalamani Gopabandhu, Gopabandhu Sahitya Mandira, Cuttack,2019
8. Satapathy Nityananda; Hey Sathi Hey Sarathi, Granth Mandir, Cuttack, 2014


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes inclusive, value-based, and socially responsible education inspired by the educational philosophy and reformist vision of Gopabandhu Das. |
| SDG 5 | Gender Equality | Encourages awareness regarding women's education, gender justice, and equal participation in social development through reform-oriented educational ideas. |
| SDG 10 | Reduced Inequalities | Supports social inclusion, equality, and upliftment of marginalized communities through education and humanitarian values advocated by Gopabandhu Das. |
| SDG 12 | Responsible Consumption and Production | Promotes ethical living, social responsibility, self-discipline, and sustainable community-oriented values through educational and social reform principles. |
| SDG 13 | Climate action | Encourages awareness of sustainable living, community welfare, and responsible interaction with nature through socially conscious educational values. |
| SDG 16 | Peace, Justice and Strong Institutions | Develops understanding of justice, ethical governance, nationalism, social harmony, and democratic values through the reformist ideas and public service activities of Gopabandhu Das |

## VAC

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|

| VA16130 | Understanding Tribal Women in Odisha | 2 | 2-0-0 |
|---|---|---|---|

**Course Objectives:**

ଏଠାରେ ଉଚ୍ଚତା ଏବଂ ଜଳବାୟୁ ଜନିତ ଜଳଚରମାନଙ୍କର ଠାରାପଣ. ଏଥିରେ ବଡ଼ମାଛ ସାରିଛି, ବଣ.ଘଣ-ବଣ.ଜୀବୀ, ଟୀଟୁ ଆଉ ମଣ୍ଡଳୀ ପ୍ରମାଣପତ୍ର ପ୍ରଣୟନ ବଡ଼ମାଛ।

**Course Outcome:**

**CO1:** ଔଷଧୀୟଗୁଣ ଯୁକ୍ତଯୁମାନଙ୍କ ସାରିଛି ଆଉ ଆସାମରେ ବଣ.ଘଣ ବଣ.ଜୀବୀ ପ୍ରା.ମଣ୍ଡଳୀ. ବଡ଼ ପ୍ରମାଣପତ୍ର ପ୍ରଣୟନ ।

**CO2:** ପ୍ରଚଳିତଜୀବୀ ଠାକୁରୀ ଯୁଦ୍ଧରେ ଆଡ଼ ସାରିଛି ଆଉ ଆସାମରେ ବଣ.ଘଣ ବଣ.ଜୀବୀ ପ୍ରା.ମଣ୍ଡଳୀ. ବଡ଼ ପ୍ରମାଣପତ୍ର ପ୍ରଣୟନ ।

**CO3:** ପ୍ରଚଳିତଜୀବୀ ଔଷଧିବିଜ୍ଞାନ ସାରିଛି ଆଉ ଆସାମରେ ବଣ.ଘଣ ବଣ.ଜୀବୀ ପ୍ରା.ମଣ୍ଡଳୀ. ବଡ଼ ପ୍ରମାଣପତ୍ର ପ୍ରଣୟନ ।

**CO4:** ପ୍ରଚଳିତଜୀବୀ ବଡ଼ାଦଳ ପ୍ରଚାରଣୀ ସାରିଛି ଆଉ ଆସାମରେ ବଣ.ଘଣ ବଣ.ଜୀବୀ ପ୍ରା.ମଣ୍ଡଳୀ. ବଡ଼ ପ୍ରମାଣପତ୍ର ପ୍ରଣୟନ

**CO5**: ଏଚଚ ଠାକୁରୀ. ଏଥିରେ ବଡ଼ମାଛ ସାରିଛି ଆଉ ବଣ.ଘଣ ବଡ଼ ପ୍ରମାଣପତ୍ର ବଣଠାରୁ ଅବଡ଼ଏଡ଼ ଅଙ୍ଗନ୍ୟୁ ଅଟ୍ଟାଳିକା ବଣ.ଘଣ ଏଡ଼ିଆଁ ବଡ଼ ଜୀବନ ଅଣବଣପଣ ।

**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 | 3 | 1 | 3 | 3 | 1 | 1 | 3 | 2 | – | 3 | 2 | 3 | 2 | 2 |
| CO2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | – | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO5 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| Average | 2.6 | 2.6 | 2.4 | 2.4 | 2.2 | 2.6 | 2.4 | 2.0 | 1.8 | 2.6 | 2.4 | 2.0 | 2.6 | 2.6 | 2.4 | 2.6 | 2.4 |

**Contents:**

**Unit-1.** ଔଷଧୀୟଗୁଣ ଯୁକ୍ତଯୁ : ସାରିଛି, ବଣ.ଘଣ ବଣ.ଜୀବୀ ପ୍ରା ମଣ୍ଡଳୀ।

**Unit-2.** ପ୍ରଚଳିତଜୀବୀ ଠାକୁରୀ ଯୁଦ୍ଧରେ : ସାରିଛି, ବଣ.ଘଣ ବଣ.ଜୀବୀ ପ୍ରା ମଣ୍ଡଳୀ।

**Unit-3.** ପ୍ରଚଳିତଜୀବୀ ଔଷଧିବିଜ୍ଞାନ : ସାରିଛି, ବଣ.ଘଣ ବଣ.ଜୀବୀ ପ୍ରା ମଣ୍ଡଳୀ।

**Unit-4.** ପ୍ରଚଳିତଜୀବୀ ବଡ଼ାଦଳ ପ୍ରଚାରଣୀ : ସାରିଛି, ବଣ.ଘଣ ବଣ.ଜୀବୀ ପ୍ରା ମଣ୍ଡଳୀ।

**Reference Books**

1. Rastrapati Droupadi Murmu– Tejoshini panda
2. Sikhar ko chhute Tribals– Sandeep Murarka
3. **Tulasi Munda - From Darkness to Light | Unsung**
4. **Damayanti Beshra – Digital Knowledge Repository**

**Kamala Pujari's legacy of organic farming will live forever - Inspiring Odisha**

**SDGs Mapping of the course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Encourages critical thinking, gender awareness, social understanding, and interdisciplinary learning related to tribal women's education, literacy, and cultural knowledge systems. |
| SDG 5 | Gender Equality | Supports the study of gender relations, women's rights, leadership, social participation, feminist perspectives, and challenges faced by tribal women in different socio-cultural contexts. |
| SDG 10 | Reduced Inequalities | Develops critical understanding of caste, class, ethnicity, gender discrimination, social exclusion, and inequalities affecting tribal women and marginalized communities. |
| SDG 12 | Responsible Consumption and Production | Encourages awareness of sustainable lifestyles, responsible use of natural resources, traditional production systems, and indigenous ecological practices. |
| SDG 16 | Peace, Justice and Strong Institutions | Encourages critical engagement with issues of social justice, governance, legal rights, community participation, equality, and empowerment of tribal women. |

**VAC**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| VA16430 | Life Skills Education | 2 | 2-0-0 |

**Learning Objectives:**

- Enable students to understand core life skills , its concept, process and practice
- Apply life skills to cope with the demands and challenges in day to day life
- Explore alternatives and make rational decisions in solving each problem or issue
- Enable students to manage Sexual and Reproductive Health (SRH) concerns
- Develop understanding on the life cycle of girl child

**Pedagogy:** Lecture, Brainstorming, Storytelling, Case study analysis, assignment, Presentation, Seminar, Role play, Game

## 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 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | – | 1 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 1 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.6 | 2.6 | 2.4 | 2.8 | 2.6 | 2.4 | 1.6 | 1.6 | 2.8 | 2.6 | 2.4 | 2.6 | 2.6 | 2.4 | 2.4 | 2.2 |

**CONTENTS:**

**Unit- I Introduction to Life Skills**

- Concept of Skills and Life Skills
- Definition and importance of life skills
- Ten core Life skills (WHO model)
- Life Skills Education, Life Skills Approach, Life Skills Based Education

**Unit- II: Social Skills**

- Self Awareness(Self concept, Self Confidence, Techniques used for knowing self : Open your heart, SWOT analysis, Johari window)
- Empathy (Meaning of empathy, differences between sympathy and empathy)

- Effective Communication(components of effective communication, Styles of communication, Barriers in communication, How to say NO)
- Interpersonal Relationship(Meaning, types ,qualities for effective interpersonal relationship, end the relationship constructively)

**Unit- III: Thinking Skills and Coping Skills**

- Critical thinking and Creative thinking (Definition and Stages)
- Problem solving and Decision making (Definition, Steps in problem solving and decision making, Models of decision making )
- Meaning and types of emotions, coping strategies
- Meaning and sources of stress, coping strategies

**Unit – IV: Life Skills Education for enhancing value of the girl child**

- **Survival of girl child**

Social norms – barrier to survival
Lack of access and control over resources
Policies, schemes, programs related to foeticide

- **Puberty and Marriage**

Health and Reproductive health (Definition, Communicable diseases, Reproductive health issues) Life Skills for responsible sexual behavior
Menstrual hygiene and care
Institutional barriers for awareness, myth busting around menstruation and sanitation
Schemes and programs related to menstruation
Marriage and evolving gender roles
Acts and Laws related to marriage includes laws on PMCA and POCSO as well as Sexual Harassments at workplace

- **Negligence of girl child and Violence**

Gender inequalities in curative and preventive health care (Anaemia, Malnutrition and stunting)
Gender norms affecting education
Discriminatory gender biased norms & practices
Acts and Laws related to: Gender Based Violence, domestic violence, Dowry & dowry death Early Pregnancy and its prevention
Motherhood Penalty & Concretization of Patriarchal Norms

**Text Books Recommended:**

Dahama O.P., Bhatnagar O.P, (2005), Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.

1. Duffy Grover Karen, Atwater Eastwood, (2008), (8th Edn.), Psychology for Living-Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.
2. Jane S Halonen, John W. Santrock, (2009), Psychology: Context & Application, McGraw-Hill Companies Inc., Third Edition, USA
3. Mangal S.K., (2008), An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.
4. Nair .V. Rajasenan, (2010), Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
5. Nair. A. Radhakrishnan, (2010), Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

**Suggested Readings:**

1) Nair. V.Rajasenan,(2010),Life Skills, Personality and Leadership,Rajiv Gandhi National Institute of Youth Development,Tamilnadu

2) RGNIYD (2008) Facilitators Manual on Enhancing Life Skills,Tamilnadu

3) Family Health International, NACO,USAID(2007),Life Skills Education tool kit for Orphans and vulnerable children in India

4) Morgan and King,(1993) Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd,New Delhi. 5) Wallace R. M.asters,(2001) Personal Development for Life and Work: UK,South Western

6) Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre,Tata Mc Graw. Hill

**Websites:**

- ✓ UNFPA-http://www.unfpa.org/
- ✓ UNICEF-http://www.unicef.org/
- ✓ WHO –http://www.who.int./en/
- ✓ Jhpiego - https://www.jhpiego.org/countries-we-support/india/

## SDG Mapping for this course

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Enhances employability, self-confidence, communication skills, and problem-solving abilities that contribute to economic empowerment and livelihood opportunities. |
| SDG 4 | Quality Education | Develops critical thinking, communication, creativity, leadership, adaptability, and lifelong learning skills essential for inclusive and quality education. |
| SDG 5 | Gender Equality | Encourages gender-sensitive attitudes, equal participation, inclusiveness, respect, and awareness of gender justice in social and educational contexts. |
| SDG 8 | Decent Work and Economic Growth | Builds professional competencies, leadership qualities, entrepreneurship, workplace ethics, and interpersonal skills necessary for career development. |
| SDG 12 | Responsible Consumption and Production | Develops responsible decision-making, ethical behavior, sustainable consumption habits, and socially responsible lifestyles. |
| SDG 16 | Peace, Justice and Strong Institutions | Develops ethical values, conflict-resolution skills, responsible citizenship, social harmony, leadership, and democratic participation. |
| SDG 17 | Partnerships for the Goals | Encourages teamwork, collaboration, communication, networking, and cooperative approaches for sustainable social and community development. |

***Students existing the Programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline/Subject Provided they secure 4 credits in work based vocational courses offered during summer term or internship/Apprenticeship in additional to 6 credits from skill-based courses earned during first and second Semester.***

***NOTE: The highlighted Subject are available SWAYAM portal***

## SEMESTER - III

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST20001** | **Santali Folk Tales**<br>**ᱥᱟᱱᱛᱟᱞᱤ ᱜᱚᱞᱚ ᱠᱷᱟ.ᱚᱨᱟ** | **4** | **3-1-0** |

**Course Objectives:**

ᱥᱟᱱᱛᱟᱞᱤ ᱜᱚᱞᱚ ᱠᱷᱟ.ᱚᱨᱟ ᱡᱤᱡᱟᱜᱚᱨᱮ ᱚᱱᱟᱹᱜᱚᱱ ᱡᱤᱱ.ᱢᱟᱹᱵᱭᱟᱱ.ᱠᱤ ᱜᱚᱞᱚ ᱠᱷᱟ.ᱚᱨᱟ ᱯᱩᱨᱚᱱᱚ ,ᱜᱮᱞᱮ ᱱᱚ ᱜᱚᱱ.ᱢᱟᱹᱩ ᱠᱤ ᱚᱱᱟᱹᱜᱚᱱᱨᱮ ᱥᱩᱧᱠᱤᱠᱤᱭᱟᱱ । ᱜᱚᱞᱚ ᱠᱷᱟ.ᱚᱨᱟ ᱚᱱᱟᱹᱜᱚᱱᱚᱨ ᱡᱤᱱ.ᱢᱟᱹᱵᱭᱟᱱ. ᱩᱱᱯᱚᱨᱚᱱ ᱜᱚᱱᱡᱟᱱᱩ ᱠᱤᱱᱟᱹᱜᱤᱱ, ᱵᱟᱞᱩᱜ-ᱵᱟᱨᱤᱱᱟᱹᱨᱟ, ᱥᱤᱱᱯᱚᱨ ᱮᱱᱢᱟ, ᱚᱱᱤ᱾ᱜᱤᱱ ᱱᱚ ᱩᱱ.ᱮᱩᱨ ᱠᱤᱱᱟᱹᱜᱤᱱ ᱯᱤᱨᱤᱱᱤᱡᱟ ᱠᱷᱟ.ᱚᱨᱟ, ᱥᱩᱧ.ᱯᱚᱨ ᱴᱟᱱᱵᱭᱮ, ᱩᱱ.ᱮᱩᱨ ᱴᱟᱱᱵᱭᱮ, ᱵᱟᱞᱩᱜ-ᱵᱟᱨᱤᱱᱟᱹᱨᱟ ᱴᱟᱱᱵᱭᱮ ᱯᱚᱨᱤᱱᱤᱛ ᱠᱷᱟ.ᱚᱨᱟ, ᱴᱟᱶᱜᱟᱱ.ᱨ, ᱡᱤᱱ.ᱯᱨᱤᱱ. ᱥᱩᱱᱤᱮ ᱠᱷᱟ.ᱚᱨᱟ ᱠᱷᱚ ᱠᱷᱚ ᱚᱱᱟᱹᱜᱚᱱᱨᱮ ᱣᱟᱱᱩᱜ ।

**Course Outcomes:**

**CO1.** ᱜᱚᱞᱚ ᱠᱷᱟ.ᱚᱨᱟ ᱡᱤᱱᱟᱹᱜᱚᱱᱚ ᱠᱷᱟᱱᱚᱨ ᱠᱷᱟ.ᱚᱨᱟ ᱯᱚᱨᱤᱱᱤᱛ ᱵᱤᱵᱭᱮᱵ ᱠᱚ ᱚᱱᱟᱹᱜᱚᱱᱨᱮ ᱣᱟᱱᱩᱜ।

**CO2.** ᱜᱚᱞᱚ ᱠᱷᱟ.ᱚᱨᱟ ᱯᱟ ᱵᱟᱭᱟᱨᱤᱱᱮ ᱥᱤᱱ ᱚᱨᱮᱞᱟᱭᱟᱨᱤᱱᱮ ᱠᱚᱭᱟᱱᱤᱛ ᱠᱷᱟ.ᱚᱨᱟ ᱚᱱᱟᱹᱜᱚᱱᱚᱨ ᱜᱩᱨᱤᱱᱮ ᱠᱚ ᱣᱟᱱᱩᱜ।

**CO3.** ᱮᱱᱜᱟᱞ ᱯᱚᱨᱤᱱᱤᱛ ᱠᱷᱟᱱᱚᱨ ᱠᱷᱟ.ᱚᱨᱟ ᱚᱱᱟᱹᱜᱚᱱᱚᱨ ᱠᱚ ᱚᱱᱟᱹᱜᱚᱱᱨᱮ ᱣᱟᱱᱩᱜ ᱦᱟᱵᱤᱨᱤᱱᱜ-ᱜᱤ ।

**CO4.** ᱜᱚᱞᱚ ᱠᱷᱟ.ᱚᱨᱟ ᱡᱤᱱᱟᱹᱜᱚᱱᱚ ᱠᱷᱟᱱᱚᱨ ᱮᱱᱜᱟᱞ ᱥᱤᱱ ᱥᱤᱜᱮᱞ ᱯᱚᱨᱤᱱᱤᱛ ᱦᱟᱨᱮᱣᱟᱹᱦᱟᱨᱮᱠᱚ ᱚᱱᱟᱹᱜᱚᱱᱨᱮ ᱣᱟᱱᱩᱜᱠᱚᱨᱮᱱ ।

**CO5.** ᱜᱚᱞᱚ ᱠᱷᱟ.ᱚᱨᱟ ᱡᱤᱱᱟᱹᱜᱚᱱᱚ ᱠᱷᱟᱱᱚᱨ ᱮᱨᱮᱱᱟᱱ.ᱞᱟᱱᱜ ᱯᱚᱨᱤᱱᱤᱛ ᱯᱚ ᱚᱵᱡᱮᱛ-ᱚᱱ.ᱡᱵᱯ ᱚᱵᱯᱟᱞᱟᱱ.ᱭ ᱦᱟᱱᱛᱟᱨ ᱠᱚ ᱱ.ᱣᱵᱨᱟᱱ।

**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 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | 3 | 3 |
| CO2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 1 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 |
| Average | 2.8 | 2.8 | 2.8 | 2.8 | 2.8 | 2.8 | 2.4 | 2.4 | 2.8 | 2.6 | 2.4 | 2.6 | 3.0 | 3.0 | 1.0 | 3.0 | 3.0 |

**Contents:**

**Unit-1.** ᱦᱚᱲᱚᱚᱱᱟᱲ ᱜᱚᱫ ᱠᱚ.ᱜᱮᱲ ᱯᱟᱨᱢᱚᱤᱛ ᱩᱫᱮᱫᱚ, ᱰᱚ.ᱮᱚ.ᱯᱮᱲ, ᱤᱵᱮ ᱚᱯ ᱜᱚ.ᱣᱟᱹᱨ ।

**Unit-2. ᱤᱚᱣ ᱠᱚ.ᱜᱮᱲ**

ᱣᱚ.ᱮᱣᱟ ᱠᱚᱡᱚᱚᱤ, ᱱᱟᱣᱩᱹ-ᱱᱟᱨᱮᱚ.ᱯᱟ ᱠᱚᱡᱚᱚᱤ, ᱪᱚᱯᱯᱮ ᱮᱚᱣᱟ ᱠᱚ ᱯᱟᱨᱮᱚᱤ ᱯᱚᱰᱚᱛᱟ ᱠᱚ.ᱜᱮᱲ।

**Unit-3. ᱣᱟᱮᱚᱟ ᱠᱚ.ᱜᱮᱲ**

ᱪᱟᱚ.ᱯᱚᱟ ᱴᱟᱯᱱᱚᱛᱮ, ᱣᱚ.ᱮᱣᱟ ᱴᱟᱯᱱᱚᱛᱮ, ᱱᱟᱣᱩᱹ-ᱱᱟᱨᱮᱚ.ᱯᱟ ᱴᱟᱯᱱᱚᱛᱮ ।

**Unit-4. ᱜᱚᱫ ᱤᱚᱨᱮᱚᱛᱮ**

ᱴᱟᱲᱤᱤᱣᱚ.ᱨ - ᱴᱟᱩ ᱴᱟᱲᱤᱤᱣᱚ.ᱨ, ᱣᱟᱯ ᱴᱟᱩᱲᱤᱤᱣᱚ.ᱨ, ᱰᱚ.ᱯᱨᱚ. ।

**Reference Books:**


1- ᱜᱚᱫ ᱚᱯ ᱜᱚᱫ ᱠᱚ.ᱜᱮᱲ - ᱮᱚ.ᱯᱠᱚᱩ ᱡᱠᱯᱡ
2- ᱜᱟᱚᱚ.ᱯ - ᱰᱚ᱾ ᱯᱚᱤᱤᱚᱠᱮᱚᱚᱩ ᱡᱠᱯᱡ
3- ᱚᱣ ᱚᱰᱮᱨ ᱡᱚ.ᱡᱟ ᱴᱟᱯᱱᱚᱛᱮ - ᱣᱚᱣᱚᱩᱚ ᱣᱮᱴᱤᱯᱚ
4- ᱣᱚᱰᱯᱚ ᱣᱟᱮᱚᱟ - ᱴᱠᱮᱚᱯᱚᱡ ᱴᱚᱯᱮᱮ,
5- ᱰᱚᱡᱴᱟᱡ ᱣᱟᱮᱚᱟ - ᱠᱚ.ᱮᱜᱚ.ᱨ ᱯᱚᱯ ᱢᱠᱣᱠ
6- ᱴᱚᱮᱚᱚᱯᱨᱟ ᱯᱚᱠ ᱠᱚᱣᱚᱤᱚᱚᱱ ᱠᱟ ᱪᱠᱮᱟᱨᱚ -ᱣᱯ. ᱪᱚᱤᱮᱟᱮᱴᱤᱯ ᱡᱚᱮᱰᱜᱟ
7- ᱜᱚᱫ ᱠᱚᱜᱮᱟ ᱰᱠᱚᱤᱟ - ᱯᱟᱨ ᱰᱟ. ᱥ ᱣᱚᱣᱚᱣᱟᱨ
8- ᱱᱚᱡᱴᱟᱡ ᱣᱟᱮᱚᱟ - ᱡᱚ.ᱜᱚᱨ ᱤᱚ.ᱪᱯᱚ ᱢᱠᱫᱠᱠ ᱨᱠᱡᱚᱚ.ᱥ ᱴᱚᱯᱮᱮ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Folk tales support language learning, cultural education, critical thinking, oral tradition, and lifelong learning |
| SDG 5 | Gender Equality | Folk narratives present women's roles, family values, and gender relations within Santali society. |
| SDG 8 | Decent Work and Economic Growth | Communication, storytelling, translation, and documentation skills may support cultural and educational professions. |
| SDG 9 | Industry, Innovation and Infrastructure | Limited use of digital archives, audio-video documentation, and online folklore resources. |
| SDG 10 | Reduced Inequalities | Promotes recognition and preservation of indigenous language, literature, and tribal cultural identity. |

| | | |
|---|---|---|
| **SDG 11** | **Sustainable Cities and Communities** | **Encourages preservation of cultural heritage, folk traditions, and community values.** |
| **SDG 13** | **Climate Action** | **Folk tales reflect ecological awareness, environmental ethics, and harmony with nature.** |
| **SDG 15** | **Life on Land** | **Stories emphasize forests, animals, rivers, biodiversity, and sustainable coexistence with nature.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Folk tales promote moral values, justice, honesty, cooperation, peace, and social harmony.** |
| **SDG 17** | **Partnerships for the Goals** | **Group activities, collaborative folklore projects, and community-based learning encourage cooperation.** |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST20003** | **Introduction to Santali Grammar**<br>**ᱚᱱᱚᱣᱚᱱᱛᱤᱨ ᱥᱟᱱᱛᱟᱞᱤ ᱥᱟᱠᱷᱟᱨᱚᱱ ᱦᱚᱲᱟᱲᱟ** | **4** | **3-1-0** |

**Course Objectives:**

ᱠᱚᱣᱟᱱ ᱚᱱᱚᱱᱚᱩ ᱚᱱᱟᱹᱨᱚᱱᱚᱥ ᱤᱱ.ᱢᱟᱹᱣᱟᱱ. ᱦᱚ ᱥᱚᱠᱚᱛ ᱥᱟᱠᱚᱱᱚᱜ ᱩᱥᱠᱤᱥᱚ, ᱤᱱᱠᱚᱱ.ᱥᱚᱨᱟ, ᱱ.ᱡᱚᱱ., ᱱᱚᱡᱚᱱᱜ ᱱᱥ ᱜᱚᱢᱟᱱᱚᱠᱦᱚ ᱣᱚᱢᱟᱱᱨ ᱱᱚᱵᱵᱚ ᱱᱣᱨᱟᱣᱟᱜ-ᱱ ।

**Course Outcomes:**

**CO1.** ᱠᱚᱣᱟᱱ ᱚᱱᱚᱱᱚᱩ ᱤᱦᱤᱡᱟᱣᱟᱠ ᱚᱱᱟᱹᱨᱚᱱᱚᱥ ᱤᱱ.ᱢᱟᱹᱣᱟᱱ. ᱦᱚ ᱚᱱᱠᱚᱱᱚᱡᱟ ᱥᱚᱠᱚᱛ ᱤᱵᱚᱢᱟᱱ.ᱭ ᱚᱡᱦᱚ ᱣᱚᱢᱟᱱᱨ ᱣᱚᱱᱚᱢ ।

**CO2.** ᱥᱚᱠᱚᱛ ᱤᱦᱡᱟᱣᱟᱠ ᱚᱱᱟᱹᱨᱚᱱᱚᱥ ᱤᱱ.ᱢᱟᱹᱣᱟᱱ. ᱦᱚ ᱱ.ᱨᱱ.ᱚ ᱜᱚᱢᱟᱱᱠ ᱱᱥ ᱭᱚᱱ ᱥᱟᱨᱚᱱᱜ ᱣᱟᱨᱠᱟᱡ ᱦᱚ ᱯᱚᱱᱡᱟᱨᱚᱱᱜ-ᱱ ।

**CO3.** ᱥᱚᱠᱚᱛ ᱥᱟᱨᱚᱱᱜ ᱥᱚᱡ, ᱱᱚᱡᱚᱜ, ᱱ.ᱨᱱ.ᱚ ᱦᱚ ᱤᱡᱯ ᱯᱟᱦᱚᱱᱚᱨ ᱣᱟᱨᱠᱚᱱᱜ ᱦᱚᱱᱠᱚᱱ ᱤᱱ.ᱢᱟᱹᱣᱟᱱ. ᱦᱚ ᱣᱚᱢᱟᱱᱨ ᱱᱚᱵᱵᱚ ᱯᱚᱱᱡᱟᱨᱚᱱᱜ-ᱱ ।

**CO4.** ᱤᱱ.ᱢᱟᱹᱣᱟᱱ.ᱦᱚ ᱱ.ᱡᱚᱱ. ᱦᱚᱥᱟᱨᱚᱱᱜ ᱤᱱ.ᱥᱟᱨᱭ ᱱᱥ ᱯᱱ.ᱦᱚᱟᱨ ᱯᱟᱦᱚᱱᱚᱠ ᱥᱚᱡᱟᱦᱚ ᱤᱵᱚᱢᱟᱱ.ᱭ ᱚᱡᱦᱚ ᱣᱚᱢᱟᱱᱨ ᱱᱚᱵᱵᱚ ᱯᱚᱱᱡᱟᱨᱚᱱᱜ-ᱱ ।

**CO5.** ᱠᱚᱡᱟᱨᱚᱯ ᱜᱚᱡᱟᱣᱟᱠ ᱥᱟ ᱤᱱ.ᱢᱟᱹᱣᱟᱱ.ᱦᱚ ᱜᱚᱡᱚᱦᱚ ᱱᱚᱵᱵᱚ।

**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 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.8 | 2.8 | 2.8 | 2.8 | 3.0 | 3.0 | 3.0 | 3.0 | 2.8 | 2.8 | 2.8 | 2.4 | 3.0 | 2.4 | 3.0 | 2.4 | 3.0 |

**Contents:**

**Unit-1 ᱥᱚᱠᱚᱛ**

(a) ᱥᱚᱡ, ᱥᱚᱠᱚᱛ, (b) ᱱ.ᱡ, ᱱ.ᱡᱚᱱ., ᱱᱚᱡᱚᱜ, ᱱᱨᱚᱱ.ᱚ, ᱭᱚᱱ.ᱨᱱ.ᱚ (c) ᱠᱚᱜ ᱡᱚᱱ.ᱢᱟᱱᱩ : ᱥᱠᱚᱜ ᱠᱚᱜ, ᱠᱟᱚᱚᱜ ᱠᱚᱜ, ᱯᱡᱟᱠᱚᱱ.ᱜ ᱠᱚᱜ

**Unit-2 ᱱ.ᱡᱚᱱ. ᱦᱚᱥᱟᱨᱚᱱᱜ ᱤᱱ.ᱥᱟᱨᱭ ᱱᱥ ᱯᱱ.ᱦᱚᱟᱨ ᱯᱟᱦᱚᱱᱚᱠ ᱥᱚᱡᱟᱦᱚ**

(a) ᱚᱨ.ᱥᱟᱨᱤ ᱨ.ᱥᱦᱟ ᱦᱮᱢᱵᱨᱚᱢ (b) ᱨ.ᱯᱨ.O ᱯᱷ ᱨ.ᱡᱨ. ᱦᱮᱴᱨᱮᱜ Oᱮᱚᱮᱲ (c) ᱴᱨ᱾ᱜᱨᱣ ᱨᱥ ᱴᱨ.ᱜᱨ.ᱯ ᱜᱨ.ᱴᱨ.ᱣ

**Unit-3 ᱦᱨᱴᱮᱨ ᱥᱯᱴᱨᱜ Oᱮᱥᱮᱴ**

(a) ᱦᱨ.ᱴᱮᱨ ᱥᱯᱯᱨᱜ ᱴᱨᱡ (b) ᱴᱨᱡ ᱥᱯᱴᱨᱜ ᱡᱨ.ᱣᱥᱭ ᱨᱥ ᱮᱴᱨ ᱥᱯᱴᱨᱜ ᱥᱦᱚ (c) ᱦᱨᱴᱮᱨ ᱥᱯᱴᱨᱡ ᱵᱯᱴᱮᱲ

**Unit-4 ᱦᱨᱴᱮᱨ ᱥᱯᱯᱨᱜ ᱵᱮᱴᱮᱡ**

**Reference Books:**


1. ᱥᱮᱴᱮᱡ - ᱚᱮ᱾ ᱥᱮᱜᱡᱦᱴᱴᱨᱨᱚᱥ ᱡᱦᱥᱡᱦ
2. ᱴᱨᱣᱴᱚᱨᱯᱯᱵ ᱥᱮᱴᱮᱡ - CIIL Mysore
3. ᱴᱨᱣᱴᱚᱨᱯᱯᱵ ᱥᱮᱴᱮᱡ - ᱣᱥ. ᱥᱮᱚᱮᱴ ᱵᱯᱡᱣᱥᱮᱡ
4. ᱴᱨᱵᱨᱜ ᱴᱨᱣᱴᱚᱨᱯᱯᱵ ᱥᱮᱴᱮᱡ - ᱴᱨᱮᱡᱮᱥᱮᱴ ᱦᱶᱡᱨᱜ ᱡᱨᱴᱣᱵ
5. ᱴᱨᱵᱨᱜ ᱴᱨᱣᱴᱚᱨᱯᱯᱵ ᱥᱮᱴᱮᱡ - ᱣᱥ. ᱵᱮᱚᱵᱴᱮᱮᱥᱮ ᱴᱨᱚᱨᱥᱮᱨ ᱣᱵᱴᱮᱨᱨ
6. ᱚᱨ.ᱥᱴᱵ ᱚᱨ᱾ᱵᱨ-ᱮᱮᱴᱥᱮᱮᱚᱥ ᱡᱦᱥᱡᱦ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Enhances linguistic knowledge, communication skills, grammar competency, and inclusive education through Santali language learning. |
| SDG 5 | Gender Equality | Encourages gender-sensitive and inclusive language practices in communication and writing exercises. |
| SDG 8 | Decent Work and Economic Growth | Develops professional communication, translation, writing, and language skills useful for education, media, administration, and cultural sectors. |
| SDG 10 | Reduced Inequalities | Promotes linguistic inclusion and recognition of indigenous Santali language and culture within mainstream education. |
| SDG 11 | Sustainable Cities and Communities | Supports preservation of Santali linguistic heritage, Ol Chiki script, and indigenous cultural identity. |
| SDG 12 | Responsible Consumption and Production | Encourages responsible use of language, documentation, and preservation of literary and cultural resources. |

| | | |
|---|---|---|
| **SDG 13** | **Climate Action** | **Includes language exercises and compositions related to nature, environment, and indigenous ecological awareness.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Promotes ethical communication, social harmony, mutual respect, and responsible citizenship through language learning.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaborative learning, cultural exchange, teamwork, and academic cooperation through language activities and projects.** |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST22001** | **Introduction to Santali Novel**<br>**ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱞᱚᱯ ᱯᱟᱹᱨᱥᱤᱞ ᱵᱩᱞᱩᱱᱩ** | **4** | **3-1-0** |

**Course Objectives:**

ᱫᱚᱣᱟᱱ ᱚᱱᱚᱞᱚᱢ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱢᱯᱚᱨᱚᱥ ᱡᱚ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱜᱚᱞᱚᱯ ᱚᱱᱚᱡᱟᱨᱫ ᱢᱚᱢᱚᱫᱚ ᱢᱚᱢᱟᱢᱚᱨᱮ ᱥᱟᱦᱚ ᱵᱚᱣᱟᱱ ।

**Course Outcomes:**

**CO1.** ᱡᱚ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱞᱚᱯ ᱯᱩᱞᱩᱫᱚᱹᱞ, ᱡᱚ.ᱫᱚ.ᱣᱟᱨᱤ, ᱡᱚᱢᱚᱫᱚᱣ, ᱜᱮᱞᱚᱫ ᱥᱟᱣ ᱡᱚᱞ ᱵᱚ ᱢᱚᱢᱟᱢᱚᱨᱮ ᱫᱟᱢᱟᱱ ।

**CO2.** ᱡᱚ.ᱢᱟᱣᱟᱱ.ᱵᱚ 'ᱢᱮᱞᱟᱞ ᱵᱚᱢᱟᱨ ᱜᱚ.ᱚᱨᱟᱫ ᱤᱨᱟᱢ.ᱟᱡᱚᱠᱟᱨ' ᱜᱚᱞᱚᱯ ᱣᱟᱨᱤᱜ ᱡᱚᱞ ᱵᱚ ᱢᱚᱢᱟᱢᱚᱨᱮ ᱫᱟᱢᱟᱱ ।

**CO3.** ᱫᱚᱣᱟᱱ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱚᱞᱚᱢ ᱡᱚ.ᱢᱟᱣᱟᱱ.ᱵᱚ 'ᱯᱟᱹᱨᱥᱤᱞ ᱥᱚᱢᱟᱡ' ᱜᱚᱞᱚᱯ ᱣᱟᱨᱤᱜ ᱡᱚᱞ ᱵᱚ ᱢᱚᱢᱟᱢᱚᱨᱮ ᱫᱟᱢᱟᱱ ।

**CO4.** ᱡᱚ.ᱢᱟᱣᱟᱱ.ᱵᱚ 'ᱡᱚᱢᱚᱱ ᱯᱟᱨᱤᱫᱚᱹ ᱦᱟᱹᱡᱚᱜ ᱫᱚᱢᱚᱱ' ᱜᱚᱞᱚᱯ ᱣᱟᱨᱤᱜ ᱡᱚᱞ ᱵᱚ ᱢᱚᱢᱟᱢᱚᱨᱮ ᱫᱟᱢᱟᱱ ।

**CO5.** ᱡᱚ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱜᱚᱞ ᱡᱚᱛᱟᱣᱚᱫ ᱵᱚᱢᱚᱫ ᱢᱟᱣᱟᱱ.ᱜᱟ ᱢᱟᱨᱟᱱ.ᱚ ᱢᱚᱵᱚᱡᱚᱱᱜ ᱡᱟᱨᱮᱵᱚᱱ ᱚᱫ ᱢᱮᱢᱟᱣᱟᱱᱚ ᱚᱫᱚᱵᱚ ᱢ.ᱜᱚᱨᱮᱢ।

**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 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| Average | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.2 | 3.0 | 3.0 | 2.8 | 2.8 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 |

**Contents:**

**Unit-1.** ᱜᱚᱞᱚᱢᱚ ᱯᱩᱨᱚᱱᱚ ᱚᱞᱟᱫᱤᱞᱚᱜ, ᱛᱚ.ᱫᱚ.ᱯᱷᱤᱞᱚᱢᱚᱱ, ᱣᱚᱫᱚᱢᱯᱚ, ᱜᱩᱫᱤ ᱚᱨ ᱣᱟᱞᱤ ।

**Unit-2.** ᱛᱩᱞᱚᱭ ᱠᱚᱢᱟᱲ ᱜᱚ.ᱚᱨᱟᱹ ᱴᱟᱥᱚ.ᱡᱤᱚᱡᱟᱲ ।

**Unit-3.** ᱫᱩᱞᱚᱱᱚᱥ ᱚᱠᱚᱡᱤᱚ

**Unit-4.** ᱣᱚᱫᱚᱢᱚ ᱫᱟᱴᱚᱥ ᱢᱟᱞ.ᱡᱚᱜ ᱠᱚᱫᱚᱢ ।

**Reference Books:**


1. ᱛᱩᱞᱚᱭ ᱠᱚᱢᱟᱲ ᱜᱚ.ᱚᱨᱟᱹ ᱴᱟᱥᱚ.ᱡᱤᱚᱡᱟᱲ - ᱥᱚᱨᱚᱡᱚᱫ ᱤᱱᱚᱫᱴᱚᱱ ᱣᱚ.ᱣᱟᱣᱟ
2. ᱫᱩᱞᱚᱱᱚᱥ ᱚᱠᱚᱡᱤᱚ - ᱛᱚ.ᱱᱚ.ᱭ ᱣᱚᱱᱟᱣ
3. ᱣᱚᱫᱚᱢᱚ ᱫᱟᱴᱚᱥ ᱢᱟᱞ.ᱡᱚᱜ ᱠᱚᱫᱚᱢ - ᱴᱚᱢᱯᱥᱟ ᱣᱚ.ᱴᱩᱚᱜ


**SDGs Mapping of the course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Develops literary understanding, critical thinking, reading habits, and cultural awareness through the study of Santali novels. |
| SDG 5 | Gender Equality | Highlights women's experiences, gender relations, empowerment, and social equality reflected in Santali fictional narratives. |
| SDG 8 | Decent Work and Economic Growth | Encourages communication, analytical, and interpretative skills useful for teaching, writing, media, and cultural professions. |
| SDG 10 | Reduced Inequalities | Promotes inclusion and representation of indigenous voices, marginalized communities, and tribal social realities. |
| SDG 11 | Sustainable Cities and Communities | Preserves Santali cultural heritage, traditions, folklore, and collective social memory through literary expression. |
| SDG 13 | Climate Action | Reflects indigenous environmental consciousness, forest life, ecological balance, and the relationship between humans and nature. |
| SDG 16 | Peace, Justice and Strong Institutions | Encourages moral awareness, social justice, ethical values, and peaceful coexistence through literary themes and characters. |

| | | |
|---|---|---|
| **SDG 17** | **Partnerships for the Goals** | **Promotes collaborative learning, literary discussion, cultural exchange, and academic engagement among students and communities.** |

**MDC**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST23001** | **Introduction to Santali Folk Literature**<br>**ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱛ ᱚᱱᱩᱡᱟᱨᱛᱤ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱯᱩᱞᱤᱥ** | **3** | **2-1-0** |

**Course Objectives:**

ᱫᱚᱲᱟᱢ ᱚᱱᱚᱞᱚᱢ ᱚᱢᱯᱚᱨᱚᱛ ᱚᱱᱩᱡᱟᱨᱛᱤ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱯᱩᱞᱤᱥ ᱜᱚᱛ ᱥᱤᱠᱷᱟᱣ ᱢᱮᱱᱟᱜᱮᱨ ᱯᱟ.ᱜᱟᱛ ᱚᱨ ᱜᱚᱲᱚᱣᱟ ᱥᱮᱫ ।
ᱫᱚᱲᱟᱢᱚᱨ ᱤᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱜᱚᱛ ᱚᱱᱩᱡᱟᱨᱛᱤ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱜᱚᱛ ᱵᱚ ᱢᱮᱱᱟᱜᱮᱨ ᱵᱟᱦᱟ ᱜᱮᱛᱟᱨᱮᱱᱮᱜ-ᱱᱟ ।
ᱥᱮᱱᱚᱵ ᱢᱮᱱᱟᱜᱮᱨ ᱵᱟᱱᱚᱨ ᱱᱤ.ᱵᱟᱹᱠ ᱢᱮᱱᱟᱜᱮᱱ ᱚᱨᱚᱵ ᱯᱮᱱᱟᱜᱮᱱ ᱡᱮᱠᱟᱨᱮᱱᱮᱜ-ᱱᱟ।

**Course Outcomes:**

**CO1.** ᱤᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱛ ᱵᱟ.ᱜᱮᱨᱤ ᱥᱮᱨᱮᱱᱜ ᱫᱮᱲᱮᱱᱟᱫ ᱱᱚ ᱮᱱᱜᱮᱱᱟ ᱵᱟᱱᱚᱣᱟ ᱵᱚ ᱢᱮᱱᱟᱜᱮᱨ ᱰᱟᱱᱟᱣ ।

**CO2.** ᱤᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱛ ᱦᱩᱥᱩᱨᱫ ᱥᱮᱨᱮᱱᱜ ᱫᱮᱲᱮᱱᱟᱫ ᱱᱚ ᱮᱱᱜᱮᱱᱟ ᱵᱟᱱᱚᱣᱟ ᱵᱚ ᱢᱮᱱᱟᱜᱮᱨ ᱰᱟᱱᱟᱣ ।

**CO3.** ᱤᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱛ ᱵᱟᱱᱚᱣᱟ ᱥᱮᱨᱮᱱᱜ ᱫᱮᱲᱮᱱᱟᱫ ᱱᱚ ᱮᱱᱜᱮᱱᱟ ᱵᱟᱱᱚᱣᱟ ᱵᱚ ᱢᱮᱱᱟᱜᱮᱨ ᱰᱟᱱᱟᱣ ।

**CO4.** ᱤᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱛ ᱜᱮᱱᱮᱨᱮᱴᱤᱝ ᱵᱟᱱᱚᱣᱟ ᱥᱮᱨᱮᱱᱜ ᱫᱮᱲᱮᱱᱟᱫ ᱱᱚ ᱮᱱᱜᱮᱱᱟ ᱵᱟᱱᱚᱣᱟ ᱵᱚ ᱢᱮᱱᱟᱜᱮᱨ ᱰᱟᱱᱟᱣ ।

**CO5.** ᱤᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱫᱚᱲᱟᱢ ᱚᱱᱚᱞᱚᱢ ᱥᱮᱨᱮᱱᱜ ᱵᱟ.ᱜᱮᱨᱤ, ᱦᱩᱥᱩᱨᱫ, ᱜᱚᱛ ᱵᱟᱱᱚᱣᱟ ᱱᱚ ᱜᱮᱱᱮᱨᱮᱴᱤᱝ ᱵᱚ
ᱥᱮᱨᱮᱱᱜ ᱜᱮᱱ.ᱜᱟᱥ ᱵᱟᱱᱚᱣᱟ ᱵᱚ ᱫᱩᱨᱩᱫ ᱵᱟᱱᱚᱨ ᱫᱮᱲᱮᱱᱟᱫ ᱱᱚᱵ ᱜᱚ᱾ ᱱᱚᱵᱚᱲᱚᱱᱜ ᱵᱟᱱ.ᱥᱟᱨ ᱥᱮᱵᱚ ᱢᱮᱨᱢᱚᱣᱟᱱᱚ ᱯᱮᱱᱟᱜᱮᱨᱮᱱᱜ-ᱱᱟ ।

**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 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| Average | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.4 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 |

## Contents:

**Unit-1. ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱷ.ᱜᱮᱞ ᱨᱮ ᱣᱟᱨᱮᱱᱮᱭᱚᱞᱤᱴᱤ ᱫᱩᱞᱤᱛ ᱦᱚᱲ ᱣᱚᱠᱚᱛᱚᱨᱮ** : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱷ.ᱜᱮᱞ ᱯᱩᱨᱚᱱᱚ ᱩᱫᱮᱫᱚ, ᱚᱨ.ᱮᱢ.ᱯᱮᱞ, ᱫᱤᱮᱵᱚ, ᱣᱚᱞ ᱨᱮ ᱜᱢ.ᱢᱣᱩ

**Unit-2. ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱦᱩᱯᱩᱫ ᱨᱮ ᱣᱟᱨᱮᱱᱮᱭᱚᱞᱤᱴᱤ ᱫᱩᱞᱤᱛ ᱦᱩᱲᱩᱢ: :** ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱦᱩᱯᱩᱫ ᱯᱩᱨᱚᱱᱚ ᱚᱨ.ᱮᱢ.ᱯᱮᱞ, ᱣᱚᱞ ᱨᱮ ᱩᱪᱩᱪᱚ

**Unit-3**. **ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱷᱚᱛᱚᱣ ᱨᱮ ᱣᱟᱨᱮᱱᱮᱭᱚᱞᱤᱴᱤ ᱫᱩᱞᱤᱛ ᱦᱩᱲᱩᱢ ᱣᱚᱠᱚᱛᱚᱨᱮ** : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱷᱚᱛᱚᱣ ᱯᱩᱨᱚᱱᱚ ᱩᱫᱮᱫᱚ, ᱚᱨ.ᱮᱢ.ᱯᱮᱞ, ᱣᱚᱞ ᱨᱮ ᱩᱪᱩᱪᱚ

**Unit-4. ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱜᱚᱨᱜᱚᱱ ᱨᱮ ᱣᱟᱨᱮᱱᱮᱭᱚᱞᱤᱴᱤ ᱫᱩᱞᱤᱛ ᱦᱩᱲᱩᱢ ᱣᱚᱠᱚᱛᱚᱨᱮ** :
ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱜᱚᱨᱜᱚᱱ ᱯᱩᱨᱚᱱᱚ ᱩᱫᱮᱫᱚ, ᱚᱨ.ᱮᱢ.ᱯᱮᱞ, ᱣᱚᱞ, ᱩᱪᱩᱪᱚ ᱨᱮ ᱣᱚᱨᱮᱱᱮᱱᱚ᱾

**Reference books** -

1. ᱜᱚᱛ ᱨᱮ ᱜᱚᱛ ᱠᱷ.ᱜᱮᱞ - ᱦᱚᱨᱠᱷᱚᱲ ᱩᱲᱟᱣᱩᱱ
2. ᱜᱚᱛ ᱠᱷ.ᱜᱮᱞ ᱚᱲᱚᱜᱟ - ᱯᱟᱹᱨ. ᱚᱨ. ᱥ. ᱣᱚᱣᱚᱨᱟᱜ
3. ᱜᱚᱨ ᱦᱩᱯᱩᱫ - ᱚᱵ᱾ ᱯᱚᱨᱜᱟᱲᱮᱢᱚᱜ ᱩᱲᱟᱣᱩᱱ
4. ᱫᱚᱜ ᱦᱩᱯᱩᱫ - ᱣᱚᱣᱠᱷ. ᱣᱟ. ᱨᱟᱭᱫᱨᱟ ᱨᱟᱨ. ᱣᱟ. ᱦᱚᱯᱩᱮ
5. ᱜᱚᱛ ᱦᱩᱯᱩᱫ - ᱣᱚᱨᱣᱚᱲᱚᱨᱚᱲ ᱩᱲᱟᱣᱩᱱ ᱥ.ᱫᱟᱣᱚᱨ.ᱦᱟ
6. ᱦᱚᱲᱚᱢᱟᱞ ᱣᱟᱨᱮᱱᱮᱭᱚᱞᱤᱴᱤ ᱠᱷᱚᱛᱚᱣ ᱨᱮ ᱠᱷ.ᱜᱚᱣᱚᱲᱠ - ᱣᱚᱨᱣᱚᱲᱚᱨᱚᱲ ᱩᱲᱟᱣᱩᱱ ᱥ.ᱫᱟᱣᱚᱨ.ᱦᱟ
7. ᱣᱚᱨᱜᱚ ᱦᱩᱯᱩᱫ - ᱣᱚᱲᱟᱱᱚᱩ ᱢᱩᱢᱩᱲ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes knowledge of Santali oral traditions, indigenous knowledge systems, cultural literacy, and experiential |

| | | |
|---|---|---|
| | | **learning through folk narratives, songs, myths, and proverbs.** |
| **SDG 5** | **Gender Equality** | **Reflects the social roles and contributions of women in Santali society and encourages understanding of gender relations through folk songs, stories, and cultural practices.** |
| **SDG 10** | **Reduced Inequalities** | **Preserves and promotes indigenous Santali identity, oral heritage, and tribal cultural traditions within mainstream academic and social discourse.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Contributes to safeguarding intangible cultural heritage, folk traditions, rituals, customs, and community-based cultural practices.** |
| **SDG 12** | **Responsible Consumption and Production** | **Folk traditions promote sustainable lifestyles, indigenous resource management, and responsible use of natural and community resources.** |
| **SDG 13** | **Climate Action** | **Folk literature expresses ecological wisdom, environmental ethics, seasonal knowledge, forest conservation, and harmonious human–nature relationships.** |
| **SDG 15** | **Life on Land** | **Highlights the importance of forests, biodiversity, agriculture, wildlife, and indigenous ecological practices central to Santali community life.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Encourages moral values, social harmony, cooperation, conflict resolution, and collective responsibility through traditional narratives and community ethics.** |
| **SDG 17** | **Partnerships for the Goals** | **Promotes collective learning, cultural exchange, field-based documentation, and community participation in preserving folk heritage and indigenous knowledge.** |

## AEC

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| AE24001 | **Communicative English** | 2 | 2-0-0 |

**Course Objectives:**

- Understand the fundamentals of communication, including principles, types, and channels of communication. *(Remembering & Understanding)*
- Apply effective communication strategies in professional contexts, such as writing business letters, emails, and reports. *(Applying)*
- Analyze and evaluate communication situations to develop clarity, coherence, and appropriateness in verbal and non-verbal business interactions. *(Analyzing & Evaluating)*

**Course Outcomes:**

- Demonstrate effective communication skills, both written and oral, suitable for professional environments.
- Critically assess and interpret documents and messages, ensuring clarity, accuracy, and ethical standards.
- Develop confidence and competence in professional interactions, including presentations, meetings, and group discussions.

### 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 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 2 | 2 | 1 | 2 |
| CO2 | 2 | 2 | 2 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 1 | 3 |
| CO3 | 3 | 3 | 2 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO4 | 2 | 3 | 2 | 3 | 1 | 3 | 2 | 2 | 1 | 1 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO5 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 3 | 1 | 2 | 3 | 2 | 3 | 2 | 3 | 1 | 3 |
| Average | 2.2 | 2.4 | 1.8 | 3.0 | 1.6 | 1.6 | 1.4 | 2.0 | 1.0 | 1.6 | 2.2 | 2.0 | 3.0 | 2.2 | 2.6 | 1.4 | 2.6 |

**Course Contents:**

1. What is Communication? Definition and Elaboration

Types of Communication: Horizontal/Vertical/Interpersonal/Grapevine
Uses of Communication

2. Verbal Communication: Spoken/Written

Non-Verbal Comm: Proxemics/Kinesics/Haptics/Chronemics/Para Linguistics
Barriers/ Noise

3. Reading Comprehension
4. Writings: Expansion/Notes & Summary/Information Transfer/ Composition/CV & Resume
5. Language Function in Listening & Conversation

Speaking on a Topic
Group Discussion

**Suggested Readings:**


- Dr. A. Ganeshan& P. Lovely ViniliyaPual: *Communicative English*, Charulata Publications.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.
- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.

Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.


**SDG Mapping for this Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Enhances employability and communication competencies, improving career opportunities and economic mobility. |
| SDG 2 | Zero Hunger | Communication skills support awareness campaigns, information dissemination, and community engagement related to food security. |
| SDG 3 | Good Health and Well-being | Promotes effective interpersonal communication, emotional intelligence, teamwork, and mental well-being through positive interactions. |
| SDG 4 | Quality Education | Directly contributes by developing language proficiency, critical thinking, communication, and lifelong learning skills. |
| SDG 5 | Gender Equality | Encourages inclusive and non-discriminatory communication practices and equal participation in discussions and professional settings. |
| SDG 6 | Clean Water and Sanitation | Communication and report-writing skills can be applied to awareness and advocacy related to sanitation and public health issues. |
| SDG 7 | Affordable and Clean Energy | Facilitates dissemination of information and awareness regarding sustainable energy practices through effective communication. |
| SDG 8 | Decent Work and Economic Growth | Strongly supports workplace readiness through professional communication, resume writing, presentations, and interview preparation. |
| SDG 9 | Industry, Innovation and Infrastructure | Develops communication competencies essential for innovation, organizational effectiveness, and knowledge sharing. |
| SDG 10 | Reduced Inequalities | Promotes inclusive communication, cultural understanding, and equitable participation among diverse groups. |
| SDG 11 | Sustainable Cities and Communities | Enhances civic engagement and community participation through effective communication and information exchange. |
| SDG 12 | Responsible Consumption and Production | Encourages critical evaluation of information and responsible communication practices in personal and professional contexts. |

| | | |
|---|---|---|
| **SDG 13** | **Climate Action** | **Communication skills support environmental awareness campaigns, advocacy, and dissemination of climate-related information.** |
| **SDG 14** | **Life Below Water** | **Enables awareness generation and educational communication regarding marine conservation and sustainable resource use.** |
| **SDG 15** | **Life on Land** | **Supports environmental education and public awareness concerning biodiversity conservation and ecosystem protection.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Strongly contributes through ethical communication, conflict resolution, transparency, dialogue, and responsible citizenship.** |
| **SDG 17** | **Partnerships for the Goals** | **Promotes collaboration, networking, teamwork, and effective communication among stakeholders for achieving sustainable development goals.** |

## SEC

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| TL25001 | **Art of Shadow Puppetry** | 3 | 2-0-1 |

**Course Objective:**

- To combine storytelling with visual art that enhances creativity
- Students learn about science and art through crafting and manipulating puppets
- Shadow plays offer educational and entertaining experiences for various settings
- Shadow Puppetry can help creating livelihood

**Course Outcomes:**

- Understand and explain the history, cultural significance, and techniques of shadow puppetry, integrating knowledge of storytelling, visual arts, and performance.
- Apply creative skills to design, craft, and manipulate puppets, demonstrating technical competence in shadow play production.
- Analyze and evaluate performances for artistic quality, educational content, and audience engagement, developing critical appreciation of the medium.
- Create and innovate original shadow plays for educational, entertainment, or livelihood purposes, combining artistic expression with practical application.
- Demonstrate communication, teamwork, and entrepreneurial skills through the planning, presentation, promotion, and management of shadow puppetry performances and cultural events.

**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 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |
| CO4 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO5 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| Average | 2.2 | 2.4 | 2.4 | 2.6 | 2.2 | 2.2 | 1.8 | 2.4 | 2.0 | 2.4 | 2.6 | 2.2 | 2.8 | 2.4 | 2.6 | 2.0 | 2.6 |

**Course Contents:**

Unit I- Understanding Shadows
Unit-II- Historical Context of Shadow Puppetry
Unit-III- Crafting the shadows
Unit IV- Educational Activities and Shadow Puppetry
Unit V- Shadow Puppetry and Tribal Life

**Suggested Readings:**


- Ban, Gu. *Annals of Han. Vol.2. Xi'an: Sanqin* Publishing House, 2004. 1764. Print. Chen, Fan. *Shadow Theatres of the World*. Vol. 62. Nagoya: Asian Folklore Studies, 2003. 25-64. Print.
- Ajith kumar.v , *Puppets Theatre : History And Practice*, Kozhikode, 2006
- Gokul Krishnan, *Documentation on leather puppetry*, craft publication Benguluru, 2017 Iyer.K.B., *The shadow play in Malabar, Bulletin of the Ramavarma Research Institute*, 1943
- Krishnankuttypulavar. K.L, *Ayodhyakanda of Tholpavakoothu*, Sangeet Nadaka Academi,Newdelhi,1983.
- "*Shadow Puppets and Shadow Play*" by David Currell.
- "*Worlds of Shadow: Teaching with Shadow Puppetry*" by David Wisniewski
- "*Making Shadow Puppets*" by Elizabeth Jean Coleman
- "*Making Shadow Puppets* (Kids Can Do It)" by Jill Bryant
- "*Worlds of Shadow: Teaching with Shadow Puppetry*" by David Wisniewski
- "*Shadow Puppets and Shadow Play*" by David Currell

## SDG Mapping for this Course

| SDG No. | Title of SDG | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Supports livelihood generation through shadow puppetry, cultural performances, and creative entrepreneurship. |
| SDG 2 | Zero Hunger | Indirectly contributes by enhancing income opportunities for artists and artisans. |
| SDG 3 | Good Health and Well-being | Promotes creativity, self-expression, confidence, teamwork, and psychological well-being. |
| SDG 4 | Quality Education | Facilitates experiential learning through storytelling, visual arts, cultural education, and performance practices. |
| SDG 5 | Gender Equality | Encourages equal participation and representation in artistic and cultural activities. |
| 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 employability, entrepreneurship, and income-generation opportunities through traditional arts. |
| SDG 9 | Industry, Innovation and Infrastructure | Encourages innovation in puppet design, performance techniques, and creative cultural enterprises. |
| SDG 10 | Reduced Inequalities | Promotes tribal, indigenous, and marginalized cultural traditions, fostering social inclusion. |
| SDG 11 | Sustainable Cities and Communities | Preserves and promotes intangible cultural heritage and community cultural identity. |
| SDG 12 | Responsible Consumption and Production | Encourages the use of locally available, reusable, and eco-friendly materials in puppet making. |
| SDG 13 | Climate Action | Creates awareness of sustainable practices through environmentally conscious artistic production. |
| SDG 14 | Life Below Water | No direct contribution. |
| SDG 15 | Life on Land | Supports the preservation of traditional ecological knowledge reflected in tribal narratives and folk traditions. |
| SDG 16 | Peace, Justice and Strong Institutions | Promotes cultural understanding, social harmony, ethical values, and respect for diversity. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration among artists, communities, educational institutions, and cultural organizations. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST20002** | **Santali Prose Literature**<br>**ᱚᱱᱚᱣᱚᱱᱛᱟᱨ ᱵᱟ.ᱚᱞᱪᱤᱠᱤ ᱚᱱᱵᱩᱜᱩᱫ** | **4** | **3-1-0** |

**Course Objectives:**

ᱚᱵᱩᱜ ᱚᱱᱚᱱᱩ ᱩᱵᱛᱩᱜᱵᱮ ᱚᱱᱯᱟᱱᱚᱨ ᱩᱟ.ᱢᱟᱦᱩᱜ.ᱵᱟ ᱚᱱᱮᱚᱱᱛᱟᱨ ᱵᱟ.ᱚᱞᱪᱤᱠᱤ ᱚᱱᱵᱩᱜᱩᱫ ᱡᱟᱱᱡᱟᱵᱚ ᱡᱟᱱᱡᱟᱱᱨᱮ ᱭᱩᱭ ᱵᱚᱜᱤᱜ ᱢᱮ ᱾

**Course Outcomes:**

**CO1.** ᱵᱟ.ᱜᱤᱨᱤ ᱭᱟᱨᱮᱱᱜ ᱶᱮᱶᱭᱶᱩ ᱢᱟᱭ ᱮᱱᱜᱮᱱᱩ ᱵᱟᱚᱭᱟᱱᱵᱚ ᱡᱟᱱᱡᱟᱱᱨᱮ ᱳᱟᱱᱩᱢ ᱾

**CO2.** ᱚᱵᱩᱜ ᱚᱱᱚᱱᱩ ᱚᱱᱯᱟᱱᱚᱨ ᱜᱟᱱᱩᱢᱩ ᱭᱟᱨᱮᱱᱜ ᱠᱟᱱᱚᱨᱛᱩᱫ ᱢᱟᱭ ᱢᱮᱜᱟᱱᱩ ᱭᱟᱨᱮᱱᱜ ᱵᱟᱚᱭᱟᱱᱵᱚ ᱡᱟᱱᱡᱟᱱᱨᱮ ᱳᱟᱱᱩᱢ ᱾

**CO3.** ᱜᱟᱨᱮᱱᱮ ᱭᱟᱨᱮᱱᱜ ᱶᱮᱶᱭᱶᱩ ᱮᱱᱜᱚᱨ ᱢᱟᱵᱚᱡᱟᱱᱜ ᱫᱚ ᱡᱟᱹᱨ ᱢᱟᱭ ᱜᱟᱱᱨᱮᱱᱮ ᱭᱟᱨᱮᱱᱜ ᱚᱡᱚᱡᱩᱫ ᱵᱟᱚᱭᱟᱱ ᱵᱚ ᱡᱟᱱᱡᱟᱱᱨᱮ ᱳᱟᱱᱩᱢ ᱾

**CO4.** ᱚᱵᱩᱜ ᱵᱟ.ᱜᱤᱨᱤ ᱵᱚ ᱩᱟᱛᱟᱜᱟᱱᱡ ᱵᱟᱚᱱ ᱩᱟ.ᱢᱟᱦᱩᱜ. ᱵᱚᱜᱚᱫ ᱫᱚ ᱡᱟᱹᱨ ᱭᱟᱨᱮᱱᱜ ᱜᱟᱞᱚᱠ ᱣᱚᱜᱟᱞᱚᱠ ᱵᱚ ᱳᱟᱱᱩᱢ ᱾

**CO5**. ᱚᱵᱩᱜ ᱵᱟ.ᱚᱞᱪᱤᱠᱤ ᱩᱟᱛᱟᱜᱟᱱᱡ ᱵᱟᱚᱱ ᱢᱮᱜᱟᱱᱩ ᱮᱱᱜᱮᱱᱩ ᱭᱟᱨᱮᱱᱜ ᱜᱟᱞᱚᱠ. ᱵᱚ ᱳᱟᱱᱩᱢ ᱾

**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 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| CO3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO5 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| Average | 2.4 | 2.6 | 2.6 | 2.4 | 2.6 | 2.8 | 2.0 | 1.8 | 2.0 | 2.6 | 2.4 | 2.4 | 2.6 | 2.8 | 2.4 | 2.0 | 2.6 |

**Contents:**

**Unit-1. ᱚᱱ.ᱜᱮᱨ ᱯᱟᱹᱨᱥᱤᱞ ᱫᱮᱵᱟᱫᱽ :** ᱚᱱ.ᱜᱮᱨ ᱯᱟᱹᱨᱥᱤᱞ ᱩᱪᱮᱞᱳ ,ᱰᱤᱱ.ᱮᱢ.ᱯᱟᱹᱨ.,ᱜᱩᱮᱵᱩᱳ, ᱳᱪᱳᱪᱨ, ᱡᱱ.ᱢᱨᱭ, ᱩᱜᱤ

**Unit-2. ᱜᱱᱩᱱᱩ ᱯᱟᱹᱨᱥᱤᱞ ᱫᱮᱵᱟᱫᱽ :** ᱜᱱᱩᱱᱩ ᱯᱟᱹᱨᱥᱤᱞ ᱩᱪᱮᱞᱳ, ᱰᱤᱱ.ᱮᱢ.ᱯᱟᱹᱨ ᱜᱩᱮᱵᱩᱳ, ᱳᱪᱳᱪᱨ, ᱡᱱ.ᱢᱨᱭ, ᱩᱜᱤ

**Unit-3. ᱣᱤᱮᱳᱱᱟᱨᱤ ᱜᱱᱛᱱᱮ :** ᱜᱱᱛᱱᱮ ᱯᱟᱹᱨᱥᱤᱞ ᱩᱪᱮᱞᱳ, ᱰᱤᱱ.ᱮᱢ.ᱯᱟᱹᱨ ᱜᱩᱮᱵᱩᱳ, ᱳᱪᱳᱪᱨ, ᱡᱱ.ᱢᱨᱭ, ᱩᱜᱤ

**Unit-4. ᱣᱤᱮᱳᱱᱟᱨᱤ ᱚᱮᱚᱠ :** ᱚᱮᱚᱠ ᱯᱟᱹᱨᱥᱤᱞ ᱩᱪᱮᱞᱳ, ᱰᱤᱱ.ᱮᱢ.ᱯᱟᱹᱨ ᱜᱩᱮᱵᱩᱳ, ᱳᱪᱳᱪᱨ, ᱡᱱ.ᱢᱨᱭ, ᱩᱜᱤ

**Reference Books:**


1. ᱣᱤᱮᱳᱱᱟᱨᱤ ᱣᱤᱡᱩᱜᱩᱨᱠ ᱯᱟᱹᱨᱥᱤᱞ ᱚᱩᱚᱮᱚᱩᱞ ᱱᱚ ᱡᱱᱯᱚ - ᱦᱩ. ᱣᱨ. ᱢᱦᱛᱦ
2. ᱣᱤᱮᱳᱱᱟᱨᱤ ᱚᱱ.ᱜᱮᱨ ᱜᱱᱮᱳᱚᱜᱱᱚ - ᱛᱚ. ᱦᱩ. ᱣᱨ. ᱢᱦᱛᱦ
3. ᱣᱤᱡᱩᱜᱩᱨᱠ ᱱ.ᱚᱨ - ᱣᱚᱩᱛᱚᱜᱦ ᱮᱱᱳᱚ ᱣᱚᱚᱯᱮᱮ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Santali folk songs and prose literature enhance critical thinking, theoretical understanding, language competence, and interdisciplinary learning while promoting inclusive and equitable quality education. |
| SDG 5 | Gender Equality | Encourages the analysis of gender relations, feminist perspectives, and power structures in society through Santali literary texts, theories, and folk songs. |
| SDG 12 | Responsible Consumption and Production | Promotes awareness of sustainable lifestyles, indigenous knowledge systems, cultural practices, and responsible societal development through Santali literature and folk traditions. |
| SDG 16 | Peace, Justice and Strong Institutions | Supports critical engagement with issues of power, governance, justice, social harmony, and community institutions through Santali prose literature and theoretical analysis. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST20004** | **Introduction to Santali Poetry**<br>**ᱦᱟᱹᱱᱰᱚᱢᱟᱱ ᱵᱟᱞᱤᱨᱮᱫ ᱱᱟᱨᱮᱢᱮᱜ ᱫᱮᱪᱟᱱᱪᱤᱞᱟ** | **4** | **3-1-0** |

**Course Objectives:**

ᱥᱮᱫᱥᱚᱨᱮ ᱦᱟᱱᱩᱱᱟᱨᱛᱷ ᱦᱟᱱᱚᱱᱟ ᱚᱱᱞᱚᱱᱚᱨ ᱱᱚ.ᱱᱚᱫᱩᱱ. ᱵᱚ ᱥᱮᱫᱥᱚᱨᱮ ᱱᱟᱨᱮᱢᱮᱜ ᱮᱢᱜᱮᱱᱟ, ᱚᱨᱚᱨᱛᱷ ᱢᱱ ᱚᱞ ᱱᱟᱨᱮᱢᱮᱜ ᱵᱚ.ᱱᱟ ᱨᱟᱢᱮᱫᱵᱚ ᱣᱮᱱᱚᱢᱮᱨ ᱳᱱᱟ ᱧᱢᱛᱟᱨᱮᱢᱮᱜ-ᱢ ᱾ ᱮᱫᱩᱱ ᱦᱟᱱᱚᱱᱟ ᱱᱚᱢᱛᱟᱣᱟᱱᱩ ᱵᱚᱱᱚᱨ ᱜᱟᱨᱮᱢᱮᱞ ᱵᱚ ᱢᱱᱟᱞᱟᱱᱩ ᱧᱢᱛᱟᱨᱮᱢᱮᱜ-ᱢ᱾

**Course Outcomes**

**CO1.** ᱥᱮᱫᱥᱚᱨᱮ ᱱᱟᱨᱮᱢᱮᱜ ᱥᱩᱵᱮᱫᱩᱞ ᱢᱱ ᱡᱟᱱᱮᱢᱱᱟᱱ ᱵᱚ ᱣᱮᱱᱚᱢᱮᱨ ᱳᱱᱟᱢ ᱾

**CO2**. ᱮᱫᱩᱱ ᱦᱟᱱᱚᱱᱟ ᱱᱚᱢᱛᱟᱣᱟᱱᱩ ᱵᱚᱱᱚᱨ ᱥᱮᱫᱥᱚᱨᱮ ᱢᱱ ᱦᱟᱱᱮᱚᱱᱟᱨ ᱥᱮᱫᱥᱚᱨᱮ ᱱᱟᱨᱮᱢᱮᱜ ᱮᱢᱜᱮᱱᱟ ᱵᱚ ᱣᱮᱱᱚᱢᱮᱨ ᱳᱱᱟ ᱧᱢᱛᱟᱨᱮᱢᱮᱜ-ᱢ ᱾

**CO3.** ᱡᱟᱚᱢ.ᱯ ᱢᱱ ᱯᱟᱦᱢ. ᱜᱩᱣᱟᱨᱚ ᱥᱮᱫᱥᱚᱨᱮ ᱵᱚ ᱱᱚᱢᱛᱟᱣᱟᱱᱩ ᱵᱚᱱᱚᱨ ᱥᱮᱫᱢ ᱱᱟᱨᱮᱜ ᱜᱢ.ᱡᱟᱱ ᱚᱨᱚᱨᱛᱷ ᱢᱱ ᱣᱟᱧᱢᱣᱧ ᱵᱚ ᱣᱮᱱᱚᱢᱮᱨ ᱳᱱᱟ ᱧᱢᱛᱟᱨᱮᱢᱮᱜ-ᱢ ᱾

**CO4.** ᱣᱟᱣᱟᱱᱢ.ᱭ ᱥᱮᱫᱥᱚᱨᱮ ᱱᱚᱢᱛᱟᱣᱟᱱᱩ ᱵᱚᱱᱚᱨ ᱮᱢᱜᱮᱱᱟ ᱵᱚᱱᱚᱧᱢ ᱵᱚ ᱣᱮᱱᱚᱢᱮᱨ ᱳᱱᱟ ᱣᱮᱱᱟᱨᱮᱢᱮᱜ-ᱢ ᱾

**CO5.** ᱥᱮᱫᱥᱚᱨᱮ ᱱᱚᱢᱛᱟᱣᱟᱱᱩ ᱵᱚᱱᱚᱨ ᱱᱚ.ᱱᱚᱫᱩᱱ.ᱵᱚ ᱮᱫᱩᱱ ᱱᱟᱨᱮᱢᱮᱜ ᱣᱧᱢ.ᱜᱟ ᱜᱟᱨᱮᱢᱮᱞ ᱢᱦᱚᱫᱩᱱᱢᱮᱜ ᱡᱟᱨᱮᱫᱮᱱᱟᱨ ᱵᱚ ᱣᱟᱨᱣᱧᱢᱱᱟᱱ᱾

**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 | PO1 0 | PO1 1 | PO1 2 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO4 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| Averag e | 2.6 | 2.2 | 2.4 | 2.8 | 2.4 | 2.8 | 2.0 | 1.6 | 2.6 | 2.4 | 2.6 | 2.6 | 2.8 | 2.4 | 2.4 | 2.2 | 2.2 |

**Contents:**

**Unit-1.** **ᱚᱞᱚᱢᱟᱱ᱾ ᱥᱟᱨᱦᱩᱞ ᱫᱚᱲᱟᱱᱫᱟ** : ᱚᱞᱚᱢᱟᱱ᱾ ᱥᱟᱨᱦᱩᱞ ᱩᱰᱤᱥᱟ, ᱰᱟ.ᱞᱟᱹ.ᱥᱤᱧ, ᱜᱮᱞᱮᱫᱚ, ᱚᱰᱚᱰᱮᱛ, ᱩᱱᱦᱚᱲᱟᱹ.ᱮ, ᱣᱟ.ᱦᱟᱨᱩ ᱟᱨ ᱱᱚᱶ ᱯᱩᱨᱟᱱ ᱯᱩᱥᱛᱮᱫᱚ ।

**Unit-2.** **ᱴᱟᱮᱚᱢᱰᱟᱨ ᱚᱞᱚᱢᱟᱱ᱾ ᱢᱚ ᱥᱟᱨᱦᱩᱞ ᱮᱱᱜᱟᱹᱣ** : ᱴᱟᱮᱚᱢᱰᱟᱨ ᱚᱞᱚᱢᱟᱱ᱾ ᱥᱟᱨᱦᱩᱞ ᱣᱟᱨᱮᱱᱟᱨᱟ ।

**Unit-3.** **ᱴᱟᱮᱚᱢᱰᱟᱨ ᱚᱞᱚᱢᱟᱱ᱾** : (i) ᱣᱟᱚᱟ.ᱯ (ii) ᱯᱟᱦᱟ.ᱜᱚᱣᱟᱛᱚ

**Unit-4.** **ᱣᱩᱣᱟᱨ ᱚᱞᱚᱢᱟᱱ᱾** : (i) ᱡᱟᱣᱟᱨᱟ.ᱡ

**Reference Books:**


1. ᱣᱟᱚᱟ.ᱯ - ᱩᱰ᱾ ᱨᱟᱜᱤᱨᱚᱵᱟᱚᱨ ᱩᱵᱨᱩᱵ
2. ᱯᱟᱦᱟ. ᱜᱚᱣᱟᱛᱚ - ᱴᱟ.ᱯᱟᱹᱵ ᱨᱟᱦᱩᱞᱟ᱾ᱯᱤ ᱩᱵᱨᱩᱵ
3. ᱡᱟᱣᱟᱨᱟ.ᱡ - ᱡᱟ.ᱴᱩᱯᱯᱟᱲᱡᱤ ᱡᱟᱴᱤᱨᱟ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Santali poetry reflects the struggles of marginalized communities, rural livelihoods, and collective responsibility toward poverty reduction and social welfare. |
| SDG 4 | Quality Education | Santali folk songs and literature enhance critical thinking, theoretical understanding, language competence, creativity, and interdisciplinary learning while promoting inclusive and equitable quality education. |
| SDG 10 | Reduced Inequalities | Develops understanding of social stratification, caste, class, ethnicity, and inequality through Santali literary traditions, folk songs, and cultural practices. |
| SDG 10 | Reduced Inequalities | Develops understanding of social stratification, caste, class, ethnicity, and inequality through Santali literary traditions, folk songs, and cultural dance practices. |
| SDG 12 | Responsible Consumption and Production | Promotes awareness of cultural practices, sustainable lifestyles, indigenous knowledge systems, and responsible societal development through insights from Santali literature and folk songs |
| SDG 16 | Peace, Justice and Strong Institutions | Supports critical engagement with issues of power, governance, justice, social harmony, and community institutions through comparative and theoretical analysis in Santali Songs |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST20006** | **Indian Literature**<br>**ꯏꯟꯗꯤꯌꯥꯟ ꯂꯥꯠꯔꯦꯔꯩ** | **4** | **3-1-0** |

**Course Objectives:**

ꯇꯨꯡꯗꯥ ꯀꯥꯟꯅꯥ ꯑꯣꯟꯇꯣꯟꯑꯣꯔ ꯑꯥꯎꯟꯗꯨꯅ ꯂꯥꯟ.ꯗꯤꯀ ꯅꯨ ꯀꯥꯡ ꯇꯤꯗꯤꯑꯤ, ꯇꯦꯟ ꯀꯥꯡꯂꯤꯟꯗꯥ ꯂꯥꯟ.ꯗꯤꯀ ꯗꯨꯅꯥ ꯑꯣꯟꯇꯣꯟꯑꯣꯔ ꯑꯣꯟꯇꯣꯟꯗ

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 1 |
| CO5 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| Average | 2.6 | 2.4 | 2.4 | 2.8 | 2.4 | 2.4 | 2.4 | 2.0 | 2.4 | 1.8 | 2.4 | 2.8 | 2.6 | 2.6 | 2.6 | 2.6 | 1.6 |

**Contents:**

**Unit-1.** ⵅⵎⴻⵔⵎⵣⵏ ⵎⵯ ⵡⵎⵛⵒⵎ ⵊⵎ.ⵯⵔⵏ ⵅⵎⵐⵓⵣⵖ : ⵅⵎⴻⵔⵎⵣⵏ ⵎⵯ ⵡⵎⵛⵒⵎ ⵊⵎ.ⵯⵔⵏ ⵅⵎⵐⵓⵣⵖ ⵯⵣⵔⵎⵏⵏ ⵢⴻⵢⵯⵢⵀⵡ, ⵅⵙⵡⵎⴻ, ⵡⵙⵣⵏⵏⵣⵖ ⵎⵯ ⵅⵎⵐⵓⵣⵖ ⵡⵎⵯⵎ ⵯⵎⵃⵎⵡ ⵯⵣ ⵏⵙⵊⵎⵙⵙ ।

**Unit-2.** ⵅⵎⴻⵔⵎⵣⵏ ⵎⵯ ⵢⵡⵏⵔⵎ. ⵊⵎ.ⵯⵔⵏ ⵅⵎⵐⵓⵣⵖ : ⵅⵎⴻⵔⵎⵣⵏ ⵎⵯ ⵢⵡⵏⵔⵎ. ⵊⵎ.ⵯⵔⵏ ⵯⵣⵔⵎⵏⵏ ⵢⴻⵢⵯⵢⵀⵡ, ⵅⵙⵡⵎⴻ, ⵡⵙⵣⵏⵏⵣⵖ ⵎⵯ ⵅⵎⵐⵓⵣⵖ ⵡⵎⵯⵎ ⵯⵎⵃⵎⵡⵯⵣ ⵙⵊⵏⵙⵙ।

**Unit-3** ⵅⵎⴻⵔⵎⵣⵏ ⵎⵯ ⵡⵏⴻⵖⵏ, ⵅⵙ·ⵅⵃⵯⵢⵇ ⵊⵎ.ⵯⵔⵏ ⵅⵎⵐⵓⵣⵖ : ⵅⵎⴻⵔⵎⵣⵏ ⵊⵎ.ⵯⵔⵏ ⵅⵎⵐ ⵡⵏⴻⵖⵏ ⵎⵯ ⵅⵙ·ⵅⵃⵢⵯⵢⵇ ⵊⵎ.ⵯⵔⵏ ⵢⴻⵢⵯⵢⵀⵡ, ⵅⵙⵡⵎⴻ, ⵡⵙⵣⵏⵏⵣⵖ ⵎⵯ ⵅⵎⵐⵓⵣⵖ ⵡⵎⵯⵎ ⵡⵃⵯⵢⵯⵣ ⵙⵙⵊⵏⵙⵙ ।

**Unit-4** ⵅⵎⴻⵔⵎⵣⵏ ⵎⵯ ⵓⵃⴻⵔⵎⵎⵯⵏ, ⵡⵜ, ⵃⵙⵎⵔⵣⵔⵎ ⵊⵎ.ⵯⵔⵏ ⵅⵎⵐⵓⵣⵖ ।
ⵅⵎⴻⵔⵎⵣⵏ ⵊⵎ.ⵯⵔⵏ ⵅⵎⵐ ⵓⵃⴻⵔⵎⵎⵯⵏ, ⵡⵜ, ⵃⵙⵎ.ⵣⵏⵣⵔⵎ ⵊⵎ.ⵯⵔⵏⵃⵖ ⵯⵣⵔⵎⵏⵏ ⵢⴻⵢⵯⵢⵀⵡ, ⵍⵎⴻⵖⵣⵎⵐ, ⵡⵙⵣⵏⵏⵣⵖ ⵎⵯ ⵅⵎⵐⵓⵣⵖ ⵡⵎⵯⵎ ⵡⵃⵯⵢⵯⵣ ⵙⵙⵊⵏⵙⵙ ।

**Reference Books:**


1. ⵡⵏⴻⵖⵏ ⵎⵐⵃⵯ ⵅⵎⴻⵔⵎⵣⵏ ⵃⵎ ⵔⵃⵒⴻⵎⵔⵓⵎⵖⵃ ⵖⵗⵖⵗⵙⵔⵖⴻ - ⵔⵯ. ⵔⵖⵓⵎⴻ ⵅⵎⵡⵃ ⵅⵖⵓⵏⵯ ।
2. ⵅⵎⴻⵔⵎⵒⵏ ⵃⵎ ⵡⵙⵎⵒⵎ ⵐⵣⵔⵏⵏⵔⵎⴻⵏⵃ ⵖⵗⵖⵗⵙⵔⵖⴻ - ⵃⵣ. ⵅⵏ. ⵑⵃⵔⵑ ।
3. ⵅⵎⴻⵔⵎⵒⵏ ⵊⵎ.ⵯⵔⵏ ⵢⴻⵢⵯⵢⵀⵡ - ⵃⵣ. ⵅⵏ. ⵑⵃⵔⵑ ।
4. ⵡⵙⵎⵯⵖⵔⵓⵔⵖ ⵅⵎⵡⵏⵔⵔⵖ - ⵔⵯ. ⵗⵃⵒⵏ ⵡⵣⵓⵡⵯⵖⵓ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Indian literature portrays poverty, rural struggles, labor issues, and social inequality, creating awareness about inclusive development and social justice. |
| SDG 4 | Quality Education | Enhances critical thinking, creativity, communication skills, multilingual competence, ethical reasoning, and inclusive learning through diverse literary traditions. |
| SDG 5 | Gender Equality | Encourages understanding of women's voices, feminist thought, gender justice, and equal participation through writings by women and reformist literature. |
| SDG 10 | Reduced Inequalities | Develops awareness of caste, class, tribal identity, regional disparity, social exclusion, and cultural marginalization through literary representation. |
| SDG 15 | Life on Land | Indian literary traditions emphasize biodiversity, forests, wildlife protection, and harmonious coexistence between humans and nature. |
| SDG 16 | Peace, Justice and Strong Institutions | Encourages reflection on justice, democracy, governance, human rights, peace-building, and social ethics through literary discourse. |

**Practical**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| CP20082 | Course Based Presentation | 2 | 2-0-0 |

**Course Description:**

This course enables the students to develop presentation skills and subject-based communication competencies. It provides opportunities for independent learning, critical analysis, academic discussion and effective use of ICT tools for presentation. The course also helps students enhance confidence, creativity and professional skills through seminar presentations, group discussions and project-based activities related to education.

**Course Objectives:**

- To help the students develop effective presentation and communication skills.
- To acquaint students with techniques and tools used in academic presentations.
- To encourage students to undertake independent study and subject-based analysis.
- To develop confidence in presenting ideas before peers and teachers.
- To enable students to use ICT and multimedia tools effectively in presentations.

**Course Outcomes:**

On completion of the course the students shall be able to:

CO1. Explain the concept, purpose and importance of course-based presentation.
CO2. Demonstrate effective verbal and non-verbal communication skills during presentation.
CO3. Use ICT and multimedia tools for academic presentations.
CO4. Prepare and present subject-based seminar papers and reports.
CO5. Develop confidence, critical thinking and collaborative skills through presentation activities.

**CO-PO-PSO Mapping**

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

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 1 | 1 | 3 | 1 | 1 | 1 | – | 1 | 2 | 2 | 1 | 1 | – | 1 | 2 |
| CO2 | 2 | 2 | 2 | 2 | 3 | 2 | 1 | 1 | – | – | 2 | 2 | 1 | 1 | – | – | 3 |
| CO3 | 1 | 2 | 1 | 1 | 2 | 1 | – | – | – | 1 | 2 | 3 | – | – | – | 1 | 3 |
| CO4 | 3 | 2 | 2 | 2 | 3 | 2 | 1 | 1 | – | 3 | 2 | 2 | 1 | 1 | – | 3 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 1 | 3 | 2 | 1 | 1 | 1 | 1 | 2 |
| Average | 2.2 | 2.2 | 1.8 | 1.6 | 2.8 | 1.8 | 1.0 | 1.0 | 0.0 | 1.2 | 2.2 | 2.2 | 0.8 | 0.8 | 0.2 | 1.2 | 2.6 |

**Course Contents:**

The practicum paper “Course Based Presentation” includes activities related to academic presentation, seminar participation and communication skill development. Students are required to prepare and present seminar papers on different educational topics and contemporary issues in education. The course emphasizes the development of effective verbal and non-verbal communication skills, confidence in public speaking and the ability to express ideas clearly and systematically before an audience.

Students will use ICT and multimedia tools such as PowerPoint presentations, audio-visual aids and online educational resources for effective presentation of academic content. The practicum also includes participation in group discussions, panel discussions and interactive sessions to promote collaborative learning and critical thinking.

Students will participate in peer evaluation, self-evaluation and feedback sessions to improve their presentation techniques and communication competence. Viva-voce and discussion-based activities are also included to strengthen academic interaction, professional skills and independent learning abilities.

**SDG Mapping for this Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Skills for creating educational and community web resources |
| SDG 8 | Decent Work and Economic Growth | Employable front-end / junior full-stack web development skills |
| SDG 9 | Industry, Innovation and Infrastructure | Web apps as digital infrastructure for services and innovation |
| SDG 12 | Responsible Consumption and Production | Efficient, responsible digital products |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST22002** | **Santali Drama**<br>**ᱦᱚᱨᱚᱢᱟᱞ ᱫᱟᱨᱮᱢ** | **4** | **3-1-0** |

**Course Objectives:**

ᱮᱫᱚᱭ ᱦᱚᱨᱚᱢᱟᱞ ᱚᱢᱯᱚᱨᱚᱣ ᱮᱛᱚᱢᱜ ᱵᱟᱵᱯᱤᱰ᱾ᱤ ᱵᱤ ᱛᱟᱞᱵᱚᱣ ᱮᱫᱚᱭ ᱯᱤᱰᱟᱱ ᱢᱵᱚᱮᱢ ᱾ ᱮᱫᱚᱭ ᱜᱚᱨᱮᱢᱮ ᱵᱤ ᱤᱢ.ᱣᱟᱵᱚᱭ. ᱵᱤ ᱤᱢᱛᱟᱡᱟᱢᱭ ᱯᱟᱹᱵᱟᱱᱮ ᱜᱚᱨᱮᱢᱮ ᱛᱟᱞ ᱵᱚᱣ ᱜᱟᱨᱮᱢᱮ ᱵᱤ ᱢᱟᱣᱟᱢᱭ ᱾

**Course Outcomes:**

**CO1.** ᱮᱫᱚᱭ ᱦᱚᱨᱚᱢᱟᱞ ᱚᱢᱯᱚᱨᱚᱣ ᱭᱮᱵᱟᱵᱟ, ᱤᱢ.ᱮᱢ.ᱚᱮᱛ ᱢᱟ ᱮᱢᱜᱢᱟᱞ ᱵᱤ ᱣᱢᱣᱢᱨᱮ ᱳᱢᱟᱢ ᱾

**CO2.** ᱣᱟᱹᱵᱭ-ᱥᱢ.ᱹᱢᱮ ᱜᱚᱨᱮᱢᱮ ᱚᱟᱨᱮᱢᱜ ᱰᱚᱢᱨᱚᱟᱨᱹ ᱵᱤ ᱣᱢᱣᱢᱨᱮ ᱳᱢᱟᱢ ᱾

**CO3.** ᱹᱥᱚᱚᱚᱞ ᱢᱟ ᱹᱥᱚᱚᱚᱞ ᱟᱹᱵᱟᱵᱢᱟᱟᱢ ᱦᱚᱨᱚᱢᱮᱢᱜ ᱣᱵᱜᱟ ᱣᱢ.ᱡᱟᱰ ᱵᱢᱟᱚᱥᱢ ᱵᱤ ᱣᱢᱣᱢᱨᱮ ᱳᱢᱟᱢ ᱾

**CO4.** ಡಗ್ಗಿ ಬಗ್ಗಿಯ. ಕ್ಷಾಮದಿಂದ ಜನ ಜೀವ ಬಿಡ ತ್ತಿರುವಾಗ ಬಿಡಿ ಯಾಗಿರಲು ಧನವು ।

**CO5.** ಭಿಕ್ಷುಕ ಕ್ಷಾಮದಿಂದ ಬಿಡ ತ್ತಿರುವಾಗ ಬಿಡಿಯಾಗಿರಲು ಬಿಡಿ ಯಾಗಿರಿ ಪ್ರಬುದ್ಧತೆಯಿಂದ ಬಿಗಿ.ಗುಬ್ಬಿಯು. ಬಿಡಿ ಬಿಡಿ. ಬಿಡಿಬಿಂದಿ ಪ್ರಾಣಿ ಕ್ಷಾಮದಿಂದ ಬಿಡ ಭಿತ್ತಿಯು.ಯು ।

**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 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 1 |
| CO5 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| Average | 2.6 | 2.6 | 2.4 | 2.6 | 2.6 | 2.4 | 2.6 | 2.0 | 2.0 | 2.4 | 2.6 | 2.4 | 2.6 | 2.4 | 2.4 | 2.8 | 1.8 |

**Contents:**

**Unit-1.** ಕ್ಷಾಮದಿಂದ ಭಿಕ್ಷುಬ್ಧತೆ ತಿಕ್ಕಾಟದ, ಬಿಡಿ.ಕಿಡಿ.ತಿಳಿ, ಬಿದ್ದಿರಿ, ಪ್ರತಿಭಟನೆ, ಬಿಡಿ ಜನ ಬಿಡುಬಿಡಿ

**Unit-2.** ಭಿಡಿಬಿಡಿದ,

**Unit-3.** ಬಿಡಿ.ದಿಡಿ ಬಿಡಿಕಿಡಿ ಬಿಡಿದಿಡಿ ಬಿಡಿಡಿಡಿ ಬಿಡಿಡಿಡಿದಿಡಿ

**Unit-4.** ಬಿಡಿಡ ಬಿಡಿತಿಡಿ ಬಿಡಿಬಿಡಿಡ ಬಿಡಿದಿಡು ಬಿತಿ.ಕಿ ಬಿಬುಡಿಡಿ ಪ್ರಾಣಿಡಿ ಬಿಡಿಬಿಡಿಡ ಬಿಡಿಬುಡಿ

**Reference Books:**


1. ಬಿಡಿ.ದಿಡಿ ಬಿಡಿಕಿಡಿ ಬಿಡಿದಿಡಿ ಬಿಡಿಡಿಡಿ ಬಿಡಿಡಿಡಿದಿಡಿ - ಬಿಡಿಡಿಬು ಪ್ರಾಣಿಡಿದ ಬಿಡಿ.ತಿದಬಿಡಿ
2. ಭಿಡಿತಿಬಿದ - ಬಿಡಿ. ಭಿಡಿ. ಬಿಡಿಬಿಡಿ

   3 ಬಿಡಿಡ ಬಿಡಿತಿಡಿ ಬಿಡಿಬಿಡಿಡ ಬಿಡಿದಿಡು ಬಿತಿ.ಕಿ ಬಿಬುಡಿಡಿ ಪ್ರಾಣಿಡಿ ಬಿಡಿಬುಡಿ - ಬಿಡಿ.ದ ಬಿಡಿಡಿದ ಬಿಡಿಡಿದ ಬಿಡಿಬಿಡಿ


**SDGs Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Santali drama reflects rural hardship, economic inequality, tribal livelihoods, and collective efforts toward social welfare and poverty reduction. |
| SDG 3 | Good Health and Well-being | Santali drama promotes emotional well-being, social harmony, community solidarity, and awareness of social problems affecting public health. |
| SDG 4 | Quality Education | Enhances critical thinking, creativity, communication skills, cultural awareness, and participatory learning through dramatic texts and performance traditions. |
| SDG 5 | Gender Equality | Encourages understanding of women's roles, gender justice, and social reform through representation of women and gender relations in dramatic narratives. |
| SDG 8 | Decent Work and Economic Growth | Dramatic literature portrays labour dignity, traditional occupations, artisanship, and socio-economic challenges affecting rural and tribal communities. |
| SDG 15 | Life on Land | Santali dramatic traditions emphasize forests, biodiversity, wildlife, and harmonious coexistence between humans and nature. |
| SDG 17 | Partnerships for the Goals | Promotes intercultural dialogue, collaborative learning, preservation of indigenous heritage, and cooperation among communities through dramatic performance traditions. |

**AEC-IV**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| AE24002 | Professional Communication | 2 | 2-0-0 |

**Course Objectives:**

- Understand and explain advanced concepts of business communication, including corporate correspondence, reports, and presentation skills.

- Apply effective communication strategies in professional contexts, including drafting reports, proposals, and formal business documents.
- Analyze and evaluate communication situations to ensure clarity, coherence, and appropriateness in organizational interactions.

Course Outcomes (COs)

**CO1.** Demonstrate proficiency in professional communication using written, oral, and digital modes appropriate for academic and business environments.

**CO2.** Critically analyze, interpret, summarize, and paraphrase academic and business texts to improve clarity, coherence, and effectiveness.

**CO3.** Develop confidence and competence in professional interactions, including presentations, meetings, group discussions, and workplace communication.

**CO4.** Apply critical thinking and academic writing strategies to construct logical, evidence-based arguments, reports, proposals, and professional documents.

**CO5.** Evaluate and practice ethical, inclusive, and effective communication skills for professional success, lifelong learning, leadership, and responsible citizenship in multicultural and digital environments.

**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 | PS O1 | PS O2 | PS O3 | PS O4 | PS O5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 1 |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 3.00 | 2.80 | 2.60 | 2.60 | 2.60 | 2.60 | 2.80 | 2.00 | 2.60 | 2.80 | 3.00 | 3.00 | 2.80 | 2.60 | 3.00 | 2.60 | 2.00 |

**Course Contents:**

Unit I; Introduction to the Writing Process and Conventions of Academic Writing

Unit II:Writing in one's own words: Summarizing and Paraphrasing

Unit III:Critical Thinking: Syntheses, Analyses, and Evaluation

Unit IV: Structuring an Argument: Introduction, Interjection, and Conclusion

**References:**

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,
- 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th Edition, W.W. Norton, 2018.
- Cottrell, Stella. *The Study Skills Handbook*. 5th Edition, Macmillan, 2019.
- Purdue Online Writing Lab (OWL). *Paraphrasing and Summarizing*. Purdue University, 2020.
- Paul, Richard, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. 2nd Edition, Pearson, 2012.

Kirkman, Thomas W. *Academic Argument: Writing, Reading, and Thinking Critically*. Longman, 2013.


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Communication skills improve employability, professional competence, entrepreneurship, and access to livelihood opportunities, contributing to poverty reduction. |
| SDG 3 | Good Health and Well-being | Santali drama promotes emotional well-being, social harmony, community solidarity, and awareness of social problems affecting public health. |
| SDG 2 | Zero Hunger | Effective communication supports awareness campaigns, dissemination of agricultural knowledge, and community outreach related to food security and nutrition. |
| SDG 4 | Quality Education | Enhances language competence, critical thinking, presentation skills, digital literacy, creativity, and lifelong learning through effective communication practices. |
| SDG 5 | Gender Equality | Encourages inclusive communication, equal participation, gender sensitivity, and elimination of discriminatory language and practices. |
| SDG 9 | Industry, Innovation and Infrastructure | Supports innovation, digital communication, technological adaptability, and professional networking in modern communication systems. |
| SDG 13 | Climate Action | Communication campaigns, public speaking, and awareness programs contribute to climate education and environmental responsibility. |
| SDG 16 | Peace, Justice and Strong Institutions | Encourages ethical communication, conflict resolution, transparency, democratic dialogue, media responsibility, and social harmony. |

***Student existing the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject Provided they secure additional 4 credit in skill-based vocational courses offered during first year or second year summer term.***

***NOTE: The highlighted Subject are available SWAYAM portal.***

## SEMESTER - V
## (Single Major)

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30001** | **Theory of Santali Literature**<br>**ᱚᱱᱚᱞᱚᱡᱤ ᱚᱱᱩᱪᱷᱮᱫ ᱯᱟᱹᱨᱪᱮᱞᱟ ᱜᱚᱞᱟᱢ** | **4** | **3-1-0** |

**Course Objectives:**

ᱮᱫᱩᱭᱟᱱ ᱚᱱᱚᱱᱟᱹ ᱚᱱᱟᱹᱠᱚᱱᱚᱨ ᱚᱱᱩᱪᱷᱮᱫ ᱯᱟᱹᱨᱪᱮᱞᱟ ᱜᱚᱞᱟᱢ ᱡᱟᱱᱟᱢᱟᱨ ᱯᱟ.ᱜᱟᱹᱯ ᱚᱨ ᱮᱫᱩᱭᱟᱱ ᱚᱱᱚᱱᱟᱹ ᱯᱚ ᱯᱚᱵᱟᱹᱲ ᱰᱮᱱ । ᱮᱫᱩᱭᱟᱱᱚᱨ ᱤᱱ.ᱦᱟᱭᱭᱟᱱ. ᱵᱚ ᱚᱱᱩᱪᱷᱮᱫ ᱯᱟᱹᱨᱪᱮᱞᱟ ᱜᱚᱞᱟᱢ ᱵᱚ ᱡᱟᱱᱟᱢᱟᱨ ᱣᱟᱱᱟᱢ ᱯᱚᱵᱟᱹᱲᱟᱱᱜ-ᱱᱟ । ᱚᱱᱮᱱᱵᱚ ᱡᱟᱱᱟᱢᱟᱨ ᱵᱟᱱᱚᱨ ᱱ.ᱵᱟᱹᱞ ᱡᱟᱱᱟᱣᱟᱱᱭ ᱚᱨᱵᱚ ᱯᱟᱱᱟᱣᱟᱱ ᱣᱚᱟᱜ-ᱱᱟ।

**Course Outcomes:**

**CO1**. ᱚᱱᱩᱪᱷᱮᱫ ᱱᱚ ᱚᱱᱮᱚᱱᱟᱹᱠ ᱚᱱᱩᱪᱷᱮᱫ ᱣᱚᱟᱜ ᱵᱟᱱᱚᱨ ᱮᱫᱩᱭᱟᱱ ᱭᱮᱵᱟᱱᱚᱞ ᱵᱚ ᱡᱟᱱᱟᱢᱟᱨ ᱣᱟᱱᱟᱢ ᱯᱚᱵᱟᱹᱲᱟᱱᱜ-ᱱᱟ।

**CO2.** ᱭᱟᱱᱟᱢ ᱥᱟᱨᱠᱷ ᱵᱟᱱᱮᱱ ᱱᱚ ᱚᱨᱮᱱ ᱭᱟᱨᱮᱱᱤ ᱡᱟᱱᱟᱢᱟᱨ ᱣᱟᱨᱠᱷᱚ ᱱᱚ ᱠᱩᱞᱤ ᱵᱚ ᱡᱟᱱᱟᱢᱟᱨ ᱣᱟᱱᱟᱢ ।

**CO3**. ᱱᱟᱡᱟᱭᱟᱱᱮ ᱣᱚᱣᱟᱵᱟᱱᱚᱨ ᱥᱟᱨᱚᱨᱠᱟᱨᱮᱱ.ᱵᱚ ᱚᱨᱚᱨᱠᱟᱨ ᱚᱹᱯ ᱡᱟᱨᱯ ᱱᱚ ᱚᱨᱚᱱᱵᱚ ᱭᱟᱨᱮᱱᱤ ᱵᱚ ᱡᱟᱱᱟᱢᱟᱨ ᱣᱟᱱᱟᱢ ।

**CO4.** ᱚᱨᱚᱨᱠᱟᱨ ᱚᱹᱯᱭᱟᱨ ᱥᱟᱹᱱᱤ·ᱠᱤᱱ ᱭᱟᱨᱮᱱᱜ ᱯᱱ.ᱵᱚᱟᱹ ᱠᱚ ᱱ.ᱡᱟᱹ ᱢᱱ.ᱭᱵᱟᱱᱤᱮᱱ । ᱚᱨᱮᱱᱵᱚ ᱮᱫᱩᱭᱟᱱ ᱚᱱᱚᱱᱟᱹ ᱚᱱᱟᱹᱠᱚᱱᱚᱨ ᱵᱚ ᱡᱟᱱᱟᱢᱟᱨ ᱣᱟᱱᱟᱢ ।

**CO5**. ᱮᱫᱩᱭᱟᱱᱵᱚ ᱡᱟᱱᱟᱢᱟᱨ ᱣᱟᱱᱟᱢ ᱱᱚ ᱡᱟᱱᱟᱢ.ᱜᱟᱹᱚᱨ ᱵᱚ ᱚᱨᱭᱟᱹᱱᱟᱨᱮᱱ ᱱᱚ ᱱᱵᱚᱠᱚ· ᱮᱱᱤᱱᱟᱨ ᱮᱱᱤᱱᱟᱨ ᱚᱨᱮᱱᱢᱟᱨ· ᱱᱚ ᱚᱨᱮᱱᱯ ᱵᱟᱥᱟᱨᱯ·ᱢ ᱵᱚ ᱠᱚ· ᱵᱚ ᱚᱹᱯ ᱡᱟᱨᱯ ᱯᱚᱵᱟᱹᱲᱟᱱᱜ-ᱱᱟ ।

**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 | PO10 | PO11 | PO12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| Average | 2.0 | 2.8 | 3.0 | 3.0 | 2.8 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 |

**Contents:**

**Unit-1. ᱚᱱᱩᱪᱷᱮᱫ ᱥᱟᱨᱚᱨᱠᱟᱨ ᱵᱮᱵᱟᱹᱦᱟᱨ :** ᱩᱫᱮᱫᱚ, ᱤᱱ.ᱮᱱ.ᱥᱮᱨᱟ, ᱜᱵᱮ, ᱥᱞᱩ, ᱚᱫᱚᱫᱚᱹ, ᱱᱚ ᱡᱱ.ᱢᱟᱹᱧ ।

**Unit-2. ᱚᱱᱚᱞᱤᱛᱤ ᱜᱚᱞᱚᱱᱤ :** ᱚᱱᱚᱞᱤᱛᱤ ᱚᱨᱛᱷᱚᱜ ᱩᱱᱤ.ᱫᱤ.ᱚᱞᱟ, ᱜᱚᱛᱟᱜ ᱜᱤ.ᱢᱟᱩ, ᱣᱚᱨᱛᱤᱜ, ᱤ.ᱡᱤ. ᱚᱨᱛᱷᱚᱜ ᱫᱤᱡᱟᱨ ।

**Unit-3. ᱤᱣᱚᱚᱱᱤᱞ ᱚᱨᱛᱷᱚᱜ ᱜᱤᱚᱱᱤ :** ᱩᱱᱤ.ᱫᱤ.ᱚᱞᱟ,ᱜᱤ.ᱢᱟᱩ ᱤᱚ ᱣᱚᱨᱛᱤᱜ ।

**Unit-4. ᱥᱚᱱᱪᱤᱫᱤ :** ᱩᱱᱤ.ᱫᱤ.ᱚᱞᱟ, ᱜᱚᱛᱟᱜ ᱜᱤ.ᱢᱟᱩ, ᱜᱚᱡᱟᱜᱚᱞ ।

**Reference Books:**


1. ᱦᱤᱥᱟᱨᱫ ᱤ.ᱚᱟ - ᱣᱚ. ᱫᱚᱱᱚᱛᱨᱚᱞᱚᱜ ᱣᱟᱨᱞᱚᱤ
2. ᱚᱛᱞ ᱥᱚᱛ'ᱫᱩ ᱤᱫᱚᱣᱚᱱᱚ - ᱩᱚ. ᱦᱚᱞᱚᱜ ᱜᱤ'ᱫᱤᱜ
3. ᱢᱤᱱᱣᱨᱚ ᱢᱟ ᱚᱢᱩ - ᱜᱢᱫᱤᱱᱣᱩ ᱚᱱᱤᱨ
4. ᱢᱤᱱᱣᱨᱚ ᱫᱚᱚᱞᱚᱞ - ᱚᱱᱣᱥᱚᱚᱟᱞ ᱣᱟᱞᱚᱱᱤ
5. ᱦᱤᱞᱚᱱᱛᱟᱟ ᱤᱣᱚᱚᱱᱤᱞ - ᱤᱦᱜᱟᱮ' -ᱫᱢᱚᱜᱤ ᱥᱚᱚᱞᱚᱞ ᱢᱢᱚᱚᱢ


**SDGs Mapping for this Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Develops literary knowledge, critical thinking, interpretative ability, and theoretical understanding of Santali literature and criticism. |
| SDG 5 | Gender Equality | Encourages discussion on gender representation, equality, women's perspectives, and inclusive literary interpretation in Santali literature. |
| SDG 8 | Decent Work and Economic Growth | Enhances analytical, communication, research, and critical writing skills relevant to teaching, media, cultural studies, and academic professions. |
| SDG 10 | Reduced Inequalities | Promotes recognition of indigenous Santali literary traditions, tribal knowledge systems, and marginalized cultural voices within mainstream literary discourse. |
| SDG 11 | Sustainable Cities and Communities | Supports preservation and promotion of Santali literary heritage, folklore, oral traditions, and cultural identity through literary theory and criticism. |
| SDG 13 | Climate Action | Encourages understanding of ecological consciousness, indigenous environmental ethics, and nature-centered literary perspectives found in Santali literature. |
| SDG 16 | Peace, Justice and Strong Institutions | Promotes ethical values, cultural harmony, critical awareness, responsible citizenship, and respect for social justice through literary studies. |

| | | |
|---|---|---|
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaborative learning, academic discussion, cultural exchange, literary seminars, and research-based engagement in Santali studies.** |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30003** | **Studies in Santali Folk Literature**<br>**ᱦᱚᱲᱟᱱ ᱜᱚᱛ ᱦᱚᱭᱟᱨᱫ ᱯᱟᱹᱨᱛᱚᱜ ᱚᱞᱚᱪᱟᱣᱟᱞ** | **4** | **3-1-0** |

**Course Objectives:**

ᱫᱚᱭᱚᱢ ᱦᱚᱴᱚᱱᱟ ᱚᱢᱯᱚᱨᱚᱛ ᱦᱚᱭᱟᱨᱫ ᱯᱟᱹᱨᱛᱚᱜ ᱜᱚᱛᱟᱢ ᱣᱚᱢᱜᱚᱢᱨᱮ ᱯᱚ.ᱜᱟᱫ ᱚᱛ ᱫᱚᱭᱚᱢ ᱦᱚᱴᱚᱱᱟ ᱫᱚ ᱫᱚᱛᱟᱫᱚᱞ ᱥᱮᱫᱚ । ᱫᱚᱭᱚᱢ ᱚᱛ ᱚᱵ.ᱢᱟᱭᱭᱚᱢ. ᱵᱚ ᱜᱚᱛ ᱦᱚᱭᱟᱨᱫ ᱯᱟᱹᱨᱛᱚᱜ ᱜᱚᱛᱟᱢ ᱵᱚ ᱣᱚᱢᱜᱚᱢᱨᱮ ᱰᱟᱱᱟ ᱫᱚᱢᱟᱨᱛᱮᱢᱜ-ᱢ । ᱭᱮᱢᱵᱚ ᱣᱚᱢᱜᱚᱢᱨᱮ ᱵᱚᱱᱚᱛ ᱢ.ᱵᱟᱹᱠ ᱣᱚᱢᱟᱢᱟ ᱚᱥᱵᱚ ᱯᱚᱢᱟᱢ ᱡᱮᱞᱡᱜ-ᱢ।

**Course Outcomes:**

**CO1.** ᱦᱚᱴᱚᱱᱟᱞ ᱜᱚᱛ ᱵᱚ.ᱜᱮᱞ ᱚᱛᱨᱮᱢᱜ ᱛᱮᱪᱟᱜᱛᱟ ᱢᱟ ᱮᱢᱜᱚᱢᱟ ᱵᱚᱱᱚᱰᱚᱢ ᱵᱚ ᱣᱚᱢᱜᱚᱢᱨᱮ ᱰᱚᱢᱟᱢ ।

**CO2.** ᱦᱚᱴᱚᱱᱟᱞ ᱜᱚᱛ ᱦᱟᱡᱟᱨ ᱚᱛᱨᱮᱢᱜ ᱛᱮᱪᱟᱜᱛᱟ ᱢᱟ ᱮᱢᱜᱚᱢᱟ ᱵᱚᱱᱚᱰᱚᱢ ᱵᱚ ᱣᱚᱢᱜᱚᱢᱨᱮ ᱰᱚᱢᱟᱢ ।

**CO3.** ᱦᱚᱴᱚᱱᱟᱞ ᱜᱚᱛ ᱵᱚᱱᱚᱰᱚᱢ ᱚᱛᱨᱮᱢᱜ ᱛᱮᱪᱟᱜᱛᱟ ᱢᱟ ᱮᱢᱜᱚᱢᱟ ᱵᱚᱱᱚᱰᱚᱢ ᱵᱚ ᱣᱚᱢᱜᱚᱢᱨᱮ ᱰᱚᱢᱟᱢ ।

**CO4.** ᱦᱚᱴᱚᱱᱟᱞ ᱜᱚᱛ ᱜᱮᱢᱨᱮᱢᱮ ᱵᱚᱱᱚᱰᱚᱢ ᱚᱛᱨᱮᱢᱜ ᱛᱮᱪᱟᱜᱛᱟ ᱢᱟ ᱮᱢᱜᱚᱢᱟ ᱵᱚᱱᱚᱰᱚᱢ ᱵᱚ ᱣᱚᱢᱜᱚᱢᱨᱮ ᱰᱚᱢᱟᱢ ।

**CO5.** ᱫᱚᱭᱚᱢ ᱦᱚᱴᱚᱱᱟ ᱚᱛᱨᱮᱢᱜ ᱵᱚ.ᱜᱮᱞ, ᱦᱟᱡᱟᱨ, ᱜᱚᱛ ᱵᱚᱱᱚᱰᱚᱢ ᱢᱟ ᱜᱮᱢᱨᱮᱢᱮᱵᱚ ᱚᱛᱨᱮᱢᱜ ᱜᱮ.ᱜᱟᱭ ᱵᱚᱱᱚᱰᱚᱢ ᱵᱚ ᱥᱟᱨᱩ ᱵᱚᱱᱚᱠ ᱫᱮᱢᱵᱚ ᱢᱷᱵᱚ ᱜᱚ᱾ ᱢᱷᱵᱚᱭᱚᱢᱜ ᱵᱚ.ᱥᱚᱨᱵᱚ ᱣᱮᱣᱚᱰᱚᱢᱟ ᱯᱚᱢᱟᱢ ᱡᱮᱞᱡᱜ-ᱢ ।

**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 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Average | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.4 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 |

**Contents:**

**Unit-1. ᱪᱚᱢᱠᱷᱤ ᱢᱟᱞ ᱠᱚ.ᱢᱮᱤ :** ᱪᱚᱢᱠᱷᱤ ᱢᱟᱞ ᱠᱚ.ᱢᱮᱤ ᱯᱮᱨᱚᱢᱜ ᱢᱮᱮᱮᱠᱢ, ᱵᱚ.ᱮᱚ.ᱯᱤ, ᱜᱦᱮᱦᱠᱢ, ᱢᱚᱪ ᱢᱚ.ᱲᱤᱭ

**Unit-2. ᱪᱚᱢᱠᱷᱤ ᱢᱟᱞ ᱪᱮᱯᱮᱭ :** ᱪᱚᱢᱠᱷᱤ ᱢᱟᱞ ᱪᱮᱯᱮᱭ ᱯᱮᱨᱚᱢᱜ ᱢᱮᱮᱮᱠᱢ, ᱵᱚ.ᱮᱚ.ᱯᱪᱤ, ᱢᱚᱪ ᱚᱯ ᱢᱚᱢᱚᱠᱢ

**Unit-3. ᱪᱚᱢᱠᱷᱤ ᱢᱟᱞ ᱠᱚᱢᱚᱜᱚ :** ᱪᱚᱢᱠᱷᱤ ᱢᱟᱞ ᱠᱚᱢᱚᱜᱚ ᱯᱮᱨᱚᱢᱜ ᱢᱮᱮᱮᱠᱢ, ᱵᱚ.ᱮᱚ.ᱯᱪᱤ, ᱢᱚᱪ ᱚᱯ ᱢᱚᱢᱚᱠᱢ

**Unit-4. ᱪᱚᱢᱠᱷᱤ ᱢᱟᱞ ᱜᱚᱨᱚᱮ :** ᱪᱚᱢᱠᱷᱤ ᱢᱟᱞ ᱜᱚᱨᱚᱮ ᱯᱮᱨᱚᱢᱜ ᱢᱮᱮᱮᱠᱢ, ᱵᱚ.ᱮᱚ.ᱯᱪᱤ, ᱢᱚᱪ ᱢᱚᱢᱚᱠᱢ, ᱢᱚᱮᱚᱯᱚᱢ ।

**Reference books** –

1 ᱢᱟᱞ ᱚᱯ ᱢᱟᱞ ᱠᱚ.ᱢᱮᱤ - ᱪᱚᱢᱠᱚᱦᱚ ᱢᱦᱯᱢᱦᱚ
2 ᱢᱟᱞ ᱠᱚ.ᱢᱮᱤ ᱵᱦᱠᱚᱤ - ᱯᱮᱨ. ᱵᱤ.ᱛ. ᱨᱚᱜᱚᱤᱤᱜ
3 ᱢᱟᱯ ᱪᱮᱯᱮᱭ - ᱵᱚ˙ ᱯᱚᱜᱚᱦᱮᱚᱢᱚᱜ ᱢᱦᱯᱢᱦᱚ
4 ᱜᱚᱜ ᱪᱮᱯᱮᱭ - ᱜᱚᱨᱚᱦᱚ ᱢᱤ ᱚᱯᱟᱚᱯ ᱚᱯ ᱢᱤ.ᱢᱤ ᱪᱚᱯᱮᱮ
5 ᱢᱟᱞ ᱪᱮᱯᱮᱭ- ᱨᱚᱨᱦᱚᱠᱚᱠ ᱢᱦᱯᱢᱦᱚ ᱚᱜᱤᱨᱚᱢᱚᱠᱤ
6 ᱪᱚᱢᱠᱷᱤ ᱨᱚᱮᱮᱠᱚ ᱠᱚᱢᱚᱜᱚ ᱚᱯ ᱠᱚᱢᱚᱦᱚᱠ - ᱨᱚᱨᱦᱚᱠᱚᱠ ᱢᱦᱯᱢᱦᱚ ᱚ.ᱜᱤᱨᱚᱢᱚᱠᱤ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | **Quality Education** | **Promotes indigenous knowledge, cultural literacy, oral traditions, critical understanding, and experiential learning through Santali folk literature.** |
| **SDG 5** | **Gender Equality** | **Reflects women's participation, gender roles, and social relationships in Santali folk songs, tales, and cultural practices, encouraging awareness of equality and inclusion.** |
| **SDG 10** | **Reduced Inequalities** | **Preserves and promotes Santali tribal identity, oral heritage, and indigenous cultural traditions within mainstream education and literary discourse.** |

| | | |
|---|---|---|
| **SDG 11** | **Sustainable Cities and Communities** | **Safeguards intangible cultural heritage including folk songs, myths, rituals, customs, festivals, and community traditions of the Santali people.** |
| **SDG 12** | **Responsible Consumption and Production** | **Encourages traditional sustainable lifestyles, indigenous resource management, and responsible community practices reflected in folk traditions.** |
| **SDG 13** | **Climate Action** | **Folk literature expresses ecological consciousness, environmental ethics, forest-centered life, seasonal knowledge, and harmonious human–nature relationships.** |
| **SDG 15** | **Life on Land** | **Highlights the significance of forests, biodiversity, wildlife, agriculture, and indigenous ecological practices central to Santali cultural life.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Promotes ethical values, social harmony, cooperation, conflict resolution, collective responsibility, and community justice through oral narratives and folk traditions.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaborative learning, community participation, cultural exchange, and field-based documentation for preservation of folk heritage and indigenous knowledge systems.** |

## Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30005** | **Modern Santali Story**<br>**ᱚᱱᱟᱱᱮᱫ ᱚᱱᱚᱣᱟᱞ ᱦᱟ.ᱜᱚᱞ** | **4** | **3-1-0** |

**Course Objectives:**

ᱚᱫᱚᱞ ᱚᱱᱚᱱᱩ ᱡᱚᱡᱚᱫᱟᱜᱚᱭ ᱚᱱᱮᱱᱚᱰ ᱡᱟ.ᱱᱟᱵᱚᱞ. ᱦᱚ ᱦᱟ.ᱜᱚᱞ ᱚᱱᱮᱡᱜᱚᱨ ᱯᱨᱚᱵᱞᱮᱢ ᱜᱟ.ᱜᱟᱯ ᱜᱚᱨᱚᱢᱮ ᱨᱩᱱ ᱦᱚᱚᱞ ᱦᱟᱰᱚ ᱦᱟ.ᱜᱚᱞ ᱚᱱᱮᱡᱜᱚᱨ ᱥᱮ ᱯᱨᱚᱵᱞᱮᱢ ᱵᱮᱥᱤᱜᱟ.ᱭ ᱦᱚ ᱫᱟᱱᱩᱢᱹ।

**Course Outcomes:**

**CO1.** ᱡᱟ.ᱱᱟᱵᱚᱞ. ᱦᱚ ᱚᱱᱜᱟᱢᱮ ᱦᱟ.ᱜᱚᱞ ᱚᱱᱮᱡᱜᱚᱨ ᱦᱚ ᱡᱟᱱᱟᱜᱟᱢᱭ ᱯᱟᱹᱠᱥᱟᱢᱮ ᱚᱫᱚᱞ ᱯᱨᱚᱵᱞᱮᱢ ᱜᱚᱨᱚᱢᱮ ᱦᱚ ᱫᱟᱱᱩᱢᱹ।

**CO2.** ᱚᱱᱜᱟᱢᱮ ᱦᱟ.ᱜᱚᱞ ᱚᱱᱮᱡᱜᱚᱨ ᱯᱨᱚᱵᱞᱮᱢ ᱜᱚᱫᱟᱹᱣ ᱜᱟ.ᱱᱟᱲᱟ ᱦᱚ ᱠᱟᱱᱟᱱᱟᱨ ᱫᱟᱱᱩᱢᱹ।

**CO3.** ᱯᱟᱹᱠᱥᱟᱢᱮ-ᱯᱟᱹᱠᱥᱟᱢᱮ ᱚᱱᱜᱟᱢᱮ ᱦᱟ.ᱜᱚᱞ ᱦᱚ ᱠᱟᱱᱟᱱᱟᱨ ᱦᱟᱱᱚᱲ ᱚᱵᱯᱟᱱ. ᱡᱚᱦᱚᱜᱟᱱ ᱦᱚ ᱜᱟᱱᱮᱱ।

**CO4.** ᱚᱱᱜᱟᱢᱮ ᱦᱟ.ᱜᱚᱞ ᱚᱱᱮᱡᱜᱚᱨ ᱯᱨᱚᱵᱞᱮᱢ ᱜᱩᱞᱮ ᱯᱚᱨᱮ ᱦᱚ ᱠᱟᱱᱟᱱᱟᱨ ᱯᱟᱱᱟᱲᱟᱢᱮᱜ-ᱱᱟ।

**CO5.** ᱚᱱᱜᱟᱢᱮ ᱦᱟ.ᱜᱚᱞ ᱚᱱᱮᱡᱜᱚᱨ ᱯᱨᱚᱵᱞᱮᱢ ᱯᱟᱹᱨ ᱚᱯᱚᱨ ᱦᱟ.ᱡᱟ ᱠᱟᱱᱟᱱᱟᱨ ᱦᱟᱱᱚᱲ ᱯᱟᱱᱟᱱ ᱰᱮᱨᱚ ᱦᱚ ᱡᱟᱱᱟᱱ ᱠᱩᱞᱟᱞ ᱯᱟᱱᱟᱲᱟᱢᱮᱜ-ᱱᱟ।

**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 | 3 | 3 | 3 | 2 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 |
| **CO2** | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| **CO3** | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| **CO4** | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| **Average** | 2.6 | 2.2 | 2.4 | 2.8 | 2.4 | 2.8 | 2.0 | 1.6 | 2.6 | 2.4 | 2.6 | 2.6 | 2.8 | 2.4 | 2.4 | 2.2 | 2.2 |

**Contents: -**

**Unit- 1. ꣑ꣀ꣇ꣀ꣑ ꣘ꣀ.꣇꣑꣆ ꣅ꣆꣑ꣀ꣑ ꣙꣑ꣀꣅꣅ꣙, ꣋ꣀ.꣑ꣀ.ꣅ꣆꣆, ꣇ꣅ꣑**

**Unit- 2. ꣙ꣀ꣑꣇ꣀ꣇ꣀ꣐, ꣀ.ꣅ꣆꣆, ꣑ꣀ꣊꣐ꣀ**

**Unit- 3. ꣓꣇ꣀꣅꣅ꣘.꣇ꣅ, ꣐ꣀ.꣙꣆꣑, ꣘ꣀ.꣇꣑꣆ ꣙ꣀ꣐ꣀ**

**Unit- 4. ꣌꣙꣐ ꣀꣅ ꣙ꣀꣅꣅ꣑ꣀ꣐., ꣐꣙꣐ꣀ.꣆ ꣓꣆꣑꣇ꣀ.**

**Reference Books:**


**1.** ꣙ꣀ꣑꣇ꣀ꣇ꣀ꣐– ꣌ꣅ. ꣌꣓꣇ꣀꣀ꣑ ꣑ꣀ꣇ꣀ꣌꣑ ‘꣑꣓꣇꣙ꣅ’

2. ꣀ.ꣅ꣆꣆– ꣘꣐꣑꣑꣐꣐ꣅꣅ꣓ ꣑ꣀ꣐ꣀ꣌ꣅꣀ.꣑꣌꣆

3. ꣐ꣀ.꣙꣆꣑– ꣆꣑꣇ꣀ꣇꣙꣌꣌꣑꣑ꣀꣀ ‘꣇꣆꣓꣆ ꣅꣀꣀ꣆꣑꣇’

4. ᱠᱚᱢ.ᱡᱮᱢ ᱢᱚᱨᱚᱢ – ᱮᱚᱡᱢᱜᱤᱚᱞ ᱚᱠᱚᱢᱚᱢᱢᱢ

5. ᱮᱚᱪᱤᱚᱢ– ᱚᱯ. ᱠᱩ. ᱮᱢ. ᱢᱤᱚᱢ

6. ᱜᱚᱚᱯᱚᱪᱚᱫ– ᱚᱯ. ᱠᱩ. ᱮᱢ. ᱢᱤᱚᱢ

7. ᱭᱤᱚ ᱚᱯ ᱢᱚᱯᱮᱚᱨ- ᱚᱢᱢᱜᱤᱚᱞ ᱢᱢᱜᱯᱚᱢ 'ᱮᱚᱮᱜᱚᱨᱢ'

8. ᱢᱤᱨᱚᱢ.ᱯ ᱫᱢᱮᱡᱚᱢ.-ᱮᱤᱮᱤᱨᱚᱨ ᱡᱩᱢᱤᱫᱯᱚᱢ

9. ᱡᱚᱨᱚᱮ ᱠᱚᱚᱭᱫᱚᱯ – ᱨᱚᱠᱚᱢᱚᱢ ᱠᱢᱮᱠᱤ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 3** | **Good Health and Well-being** | The stories contribute to emotional well-being, social awareness, mental resilience, and community harmony through realistic and human-centered literary expression. |
| **SDG 4** | **Quality Education** | Study of modern Santali stories develops language skills, literary understanding, critical thinking, creativity, cultural literacy, and appreciation of indigenous knowledge traditions. |
| **SDG 5** | **Gender Equality** | The stories highlight women's representation, social participation, gender relations, and awareness regarding equality and social justice. |
| **SDG 13** | **Climate Action** | Human–nature relationships and ecological consciousness reflected in Santali stories create |

| | | |
|---|---|---|
| | | awareness regarding environmental responsibility and climate sensitivity. |
| **SDG 17** | **Partnerships for the Goals** | Encourages collaboration among communities, educational institutions, researchers, and cultural organizations for preservation and promotion of Santali literary heritage. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30007** | **Studies in Santali Travel Literature** ᱦᱚᱨᱟᱱᱚᱢᱟᱞ ᱦᱚᱸ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱲᱟᱜᱩᱫ ᱱᱟᱨᱮᱱᱜ ᱩᱫᱩᱜᱟᱞᱟᱜᱚᱭ | **4** | **3-1-0** |

**Course Objectives:**

ᱰᱚᱣᱟᱱ ᱦᱚᱠᱚᱱᱟ ᱩᱫᱤᱯᱟᱜᱚᱭ ᱚᱱᱞᱚᱠᱚᱛ ᱩᱱ.ᱱᱟᱵᱣᱟᱱ.. ᱢᱚ ᱦᱚᱸ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱲᱟᱜᱩᱫ ᱣᱚᱱᱣᱚᱠ ᱣᱚᱱᱠᱚᱱᱮ ᱯᱩᱵᱚᱢᱚᱣᱚᱱ ।

**Course Outcomes:**

**CO1** ᱰᱚᱣᱟᱱ ᱦᱚᱠᱚᱱᱟ ᱩᱫᱤᱯᱟᱜᱚᱭ ᱢᱚᱛᱚᱛ ᱩᱱ.ᱱᱟᱵᱣᱟᱱ. ᱢᱚ ᱦᱚᱸ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱲᱟᱜᱩᱫ ᱯᱮᱨᱚᱯ ᱱᱟᱨᱮᱱᱜ ᱰᱚᱸᱜᱚᱠᱟ ᱚᱱ ᱯᱚᱢᱩᱯᱩᱱᱟᱨᱮᱱ. ᱢᱚᱠᱚᱱᱚᱱᱢᱚ ᱣᱚᱱᱠᱚᱱᱮ ᱣᱚᱱᱟᱱ ।

**CO2** .ᱰᱚᱣᱟᱱ ᱦᱚᱠᱚᱱᱟ ᱩᱫᱤᱯᱟᱜᱚᱭ ᱢᱚᱛᱚᱛ ᱩᱱ.ᱱᱟᱵᱣᱟᱱ. ᱢᱚ ᱦᱚᱸ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱲᱟᱜᱩᱫ ᱢᱚ ᱚᱯ ᱯᱚᱱᱛᱮᱱ ᱢᱚ ᱦᱟᱥᱤᱞᱚᱱᱟᱣᱚᱱ ।ᱦᱚᱸ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱲᱟᱜᱩᱫ ᱱᱟᱨᱮᱱᱜ ᱪᱤᱱᱚᱜ ᱪᱤᱱᱚᱜ ᱩᱵᱩᱜᱟᱱ.ᱮ ᱚᱱᱞ ᱦᱟᱨᱮᱯᱟ ᱢᱚ ᱢᱚ ᱣᱟᱨᱮᱛᱟᱨᱮᱱ ।

**CO3.** ᱰᱚᱣᱟᱱ ᱦᱚᱠᱚᱱᱟ ᱩᱫᱤᱯᱟᱜᱚᱭ ᱢᱚᱛᱚᱛ ᱩᱱ.ᱱᱟᱵᱣᱟᱱ. ᱢᱚ ᱦᱚᱸ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱲᱟᱜᱩᱫ ᱥ-ᱯᱚᱥᱟᱨ ᱪᱤᱱᱚᱜ ᱯᱚᱯᱩᱞᱟᱨᱚᱱ ᱢᱚ ᱚᱯᱚᱨᱚᱱᱟᱨ ᱣᱟᱨᱚᱱ.ᱜᱟ ᱣᱟᱨᱮᱛᱟ.ᱱ ᱢᱚ ᱩᱱ᱾ᱣᱚᱨᱮᱱ ।

**CO4.** ᱰᱚᱣᱟᱱ ᱦᱚᱠᱚᱱᱟ ᱩᱫᱤᱯᱟᱜᱚᱭ ᱢᱚᱛᱚᱛ ᱩᱱ.ᱱᱟᱵᱣᱟᱱ. ᱦᱚᱸ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱲᱟᱜᱩᱫ ᱦᱚᱲ ᱣᱚᱫᱩᱫᱟᱜᱚᱱᱚ ᱢᱚᱱ᱾ᱜᱩᱞᱚᱱ ᱣᱚᱱᱟᱱ ᱱᱟᱸ ᱣᱚᱱᱠᱚᱱᱮ ᱯᱚᱱᱛᱮᱱ ᱢᱚ ᱣᱟᱨᱮᱛᱟᱨᱮᱱ ।

**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 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.4 | 2.4 | 2.4 | 2.6 | 2.4 | 2.2 | 2.4 | 2.2 | 2.4 | 2.8 | 2.6 | 2.4 | 2.6 | 2.4 | 2.8 | 2.2 |

**Contents:**

**Unit-1** ᏦᏣ᛫ᎶᏳᏣᏁ ᏦᏣᏬᏔᏃᏍ ᏓᏃᎡᏣᎶ ᏂᏆᏂᏓᏂᏁ ।

**Unit-2** ᏣᏁ. ᏍᏚᏳᎡᎾᏆᎾᏁ ᏣᏃᏦᏓᏣ ᏣᎶ ᏦᏣ᛫ᏳᏣᏁ ᏦᏣᏬᏔᏃᏍ ।

**Unit-3** ᏣᏳᎡᏔᏣ ᏣᏘᏦᎡᎾ ᎬᏣᎾᏳ ᏂᏎᏂᏎ ᏣᎶ ᏦᏣ᛫ᎶᏳᏣᏁ ᏦᏣᏬᏔᏃᏍ ।

**Unit-4** ᏰᏳᎡᎾᎾᏆᎡᎾ ᏆᏓᏳᏦᏣᏍᏓ ᏂᏣ.ᏓᏳᏘ (ᏂᏎᏂᏎ) ᏣᎶ ᏦᏣ᛫ᎶᏳᏣᏁ ᏦᏣᏬᏔᏃᏍ ।

**Reference Books:**

1. ᏍᏣᏨᏣᏋ ᏍᏘᏋᏣ.Ꮲ - ᏣᏁ. ᏍᏚᏳᎡᎾᏆᎾᏁ ᏣᏃᏦᏓᏣ
2. ᏦᏆᏋᏆᎾ ᏍᏳᏣ.ᏓᎾᏘ ᏍᏣᏨᏣ᛫ - ᏣᏳᎡᏔᏣᏣᏘᏦᎡᎾᏆᎾᏳᏣᎾᏳ ᏂᏎᏂᏎ
3. ᏣᏳᏎᏣᏆᏋᏃᏦᏓᏣ ᏎᏳᏆᏋ ᏣᏳᏳᎶᏆᏋᏣᏁᏘ (ᏦᏣᎩᎶᏳᏣᏁ ᏎᏣ.ᏔᎬᏘ) - ᏰᏳᎡᎾᏆᎾᏁ ᏆᏓᏳᏦᏣᏍᏓ ᏂᏣ.ᏓᏳᏘ (ᏂᏎᏂᏎ)

**SDGs Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | **Quality Education** | **Travelogues enrich cultural literacy, critical thinking, and global awareness in students.** |
| **SDG 5** | **Gender Equality** | **Inclusion of women's voices in travel writing, analysis of gender roles in tourism.** |
| **SDG 8** | **Decent Work & Economic Growth** | **Narratives highlight local economies, artisans, and sustainable tourism practices.** |
| **SDG 10** | **Reduced Inequalities** | **Travelogues amplify marginalized voices and promote inclusive tourism.** |
| **SDG 11** | **Sustainable Cities & Communities** | **Heritage site descriptions and urban tourism accounts encourage preservation and responsible travel.** |

| | | |
|---|---|---|
| **SDG 12** | **Responsible Consumption & Production** | **Promotes eco-friendly travel choices and ethical consumption in tourism.** |
| **SDG 13** | **Climate Action** | **Raises awareness of climate change impacts on landscapes, biodiversity, and communities.** |
| **SDG 16** | **Peace, Justice & Strong Institutions** | **Encourages intercultural dialogue, respect for human rights, and ethical tourism.** |
| **SDG 17** | **Partnerships for the Goals** | **Travelogues often showcase collaborations between travelers, NGOs, and local communities.** |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32001** | **Functional Grammar of Santali Language**<br>**ᱦᱚᱨᱚᱱᱛᱟᱞ ᱯᱷᱚᱱᱮᱢᱤᱠ ᱥᱟᱱᱛᱟᱞᱤ ᱵᱷᱟᱥᱟ** | **4** | **3-1-0** |

**Course Objective:**

ᱦᱚᱨᱚᱱᱛᱟᱞ ᱯᱷᱚᱱᱮᱢᱤᱠ ᱥᱟᱱᱛᱟᱞᱤ ᱵᱷᱟᱥᱟ ᱠᱚᱱᱚᱛᱚ ᱯᱷᱚᱱᱮᱢᱤᱠ ᱥᱚᱞᱚᱡ ᱯᱷᱚᱱᱮᱢᱤᱠ ᱯᱟᱨᱥᱤᱵᱚᱱ ᱠᱟᱹᱛᱷᱟᱢ ᱯᱷᱚᱱᱮᱢᱤᱠ ᱥᱚᱞᱚᱡ ᱛᱟᱦᱮᱸᱱᱟᱜ ᱠᱚᱱᱚᱛᱚ

**CO3.** ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ಪರಿಸರವಾದಲ್ಲಿ ಯಾಂತ್ರಿಕ ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಶಿಕ್ಷಕರಿಗೆ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಪ್ರಾಯೋಗಿಕ ಅನುಭವವನ್ನು ಪಡೆಯುತ್ತಾರೆ.

**CO4.** ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ಪರಿಸರವಾದಲ್ಲಿ ಯಾಂತ್ರಿಕ ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಶಿಕ್ಷಕರಿಗೆ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಪ್ರಾಯೋಗಿಕ ಅನುಭವವನ್ನು ಪಡೆಯುತ್ತಾರೆ.

**CO5.** ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ಪರಿಸರವಾದಲ್ಲಿ ಯಾಂತ್ರಿಕ ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಶಿಕ್ಷಕರಿಗೆ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಪ್ರಾಯೋಗಿಕ ಅನುಭವವನ್ನು ಪಡೆಯುತ್ತಾರೆ.

## CO-PO-PSO Mapping

| Course Outcomes | PO1 | 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 | – | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 1 |
| CO2 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | – | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | – | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | – | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | – | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.2 | 2.8 | 2.4 | 2.6 | 2.8 | 2.0 | 1.2 | 1.2 | 0.0 | 1.8 | 2.2 | 2.2 | 2.8 | 2.6 | 2.6 | 2.4 | 2.2 |

### Unit-I: ವ್ಯಾಕರಣ (Grammer)

- ವ್ಯಾಕ, ವ್ಯಾಕರಣ, ಸಂ.ವ, ಸಂ.ವಿ., ಸಂ.ರೂ.ಂ, ಕಸಂ.ರೂಂ

**Unit-I:** ಸಂ.ವಿ. ಯ ವಿಧಾನ ಮತ್ತು ಸಂಬಂಧ, (Parts of speech)

- ಆಖ್ಯಾತ, ಏಕವಚನ, ಬಹುವಚನ, ಲಿಂಗಭೇದ, ಂಾಮಪದ, ಂಾಮಪದಿ, ಲಿ.ಭೇ.ಗ, ಅಗಣಿತ, ಸಾಧಾರಣ

**Unit-3:**

- ಲಿಖಿತ, ಲಿಪಿಗಳ ಹಾಗೂ ಮಾಧ್ಯಮಗಳು,

**Unit-4:**

- ಶಿಷ್ಟ, ಪ್ರಮಾಣ,
- ಸಾಂಸ್ಥಿಕ - ಕಲಿಕಾರ್ಥಿ ಸಾಂಸ್ಥಿಕ, ಂಂ'ಲಿಯ ಸಾಂಸ್ಥಿಕ, ಸಂ.ವಿ. ಸಾಧಾಂ

**(Reference Books)**

৭. ᱥᱟᱱᱛᱟᱲᱤ- ᱨᱚᱣ᱾ ᱥᱟᱦᱤ.ᱜᱟᱞᱵᱮᱦᱚᱲ ᱚᱵᱟᱚ
৪. ᱮᱦᱮᱚᱦᱟᱨ ᱥᱟᱱᱛᱟᱲᱤ- ᱣᱟᱲᱦᱟᱱᱟᱚᱨᱮᱦ. ᱨᱦ.ᱥᱮᱨ ᱚᱦᱚᱨᱟᱥ, ᱚᱨ.ᱫᱮᱵᱟᱥ
ᱯ. ᱮᱦᱮᱚᱦᱟᱨ ᱥᱟᱱᱛᱟᱲᱤ- ᱚᱥ. ᱥᱟᱚᱟᱮ ᱡᱨᱚᱣᱟᱥᱚᱚ
ᱬ. ᱮᱦᱡᱦᱜ ᱮᱦᱮᱚᱦᱟᱨ ᱥᱟᱱᱛᱟᱲᱤ- ᱮᱦᱜᱟᱜᱟᱮ ᱠᱢ. ᱚᱦᱮᱚᱨ
ᱬ. ᱮᱦᱡᱦᱜ ᱮᱦᱮᱚᱦᱟᱨ ᱥᱟᱱᱛᱟᱲᱤ- ᱚᱥ. ᱦᱟᱚᱨᱮᱜᱟᱥᱟᱮᱦᱚᱣ ᱣᱨᱮᱥᱟᱦ

**SDG Mapping for this Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Develops proficiency in Santali grammar, enhances language skills, promotes quality language education, and strengthens linguistic competence through functional grammar. |
| SDG 5 | Gender Equality | Encourages the use of gender-sensitive and inclusive language in communication and academic writing. |
| SDG 8 | Decent Work and Economic Growth | Improves communication and writing skills required for teaching, translation, media, publishing, administration, and other language-related professions. |
| SDG 9 | Industry, Innovation and Infrastructure | Supports the development of standardized Santali language resources useful for digital communication, language technology, and computational linguistics. |
| SDG 10 | Reduced Inequalities | Promotes equitable access to education through the preservation and standardization of the Santali language, supporting linguistic inclusion of tribal communities. |
| SDG 11 | Sustainable Cities and Communities | Preserves and promotes Santali linguistic heritage, contributing to the safeguarding of indigenous cultural identity and community knowledge. |
| SDG 16 | Peace, Justice and Strong Institutions | Strengthens effective, accurate, and ethical communication in education, governance, and public institutions through proper language use. |
| SDG 17 | Partnerships for the Goals | Facilitates academic collaboration, translation, intercultural dialogue, and knowledge exchange among institutions working on indigenous languages and linguistics. |

## Internship

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| IP37081 | Internship | 2 | 0-0-2 |

**Course Objectives:**

**The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.**

**Course Outcomes:**

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

- **CO1 (Knowledge/Remember): Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational**

**procedures followed in the internship organization.**

- **CO2 (Understanding): Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.**
- **CO3 (Application): Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.**
- **CO4 (Analysis): Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.**
- **CO5 (Synthesis/Evaluation): Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.**

## 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 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 1 | – | – | 1 | – | 2 | 3 | 1 | 2 | – | – | 2 | 1 | – | – |
| CO2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | – |
| CO3 | 2 | 3 | 3 | 2 | – | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO4 | 2 | 3 | 2 | – | – | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO5 | 2 | 3 | 3 | – | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

## Course Duration: 38 hours

## Total Practical / Lab Experiments: [38 Lab Contact Hours]

1. **Internship Orientation and Workplace Induction**

- **Introduction to the organization**
- **Workplace policies, ethics, and safety guidelines**
- **Understanding organizational structure and work culture**

**2. Technical Skill Development**

- **Training on organization-specific software, tools, or technologies**
- **Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)**

**3. Assignment and Task Execution**

- **Participation in project-related activities**
- **Requirement analysis and task planning**
- **Problem identification and solution implementation**
- **Testing and validation of assigned work**

**4. Documentation and Reporting**

- **Maintenance of daily work diary/logbook**
- **Weekly progress reports**
- **Preparation of technical documentation**

**5. Professional Skills Development**

- **Team collaboration**
- **Technical communication**
- **Time management**
- **Professional ethics and workplace responsibility**

**6. Project Demonstration**

- **Presentation of completed work**
- **Demonstration of developed solution or assigned tasks**
- **Interaction with industry/faculty mentor**

**7. Internship Report and Viva Voce**

- **Submission of internship report**
- **Seminar presentation**
- **Viva voce examination**

**Suggested Assessment Scheme**

| Component | Weightage (%) |
|---|---|

| | |
|---|---|
| **Industry/Supervisor Evaluation** | **30** |
| **Faculty Mentor Evaluation** | **20** |
| **Daily Logbook and Attendance** | **15** |
| **Internship Report** | **20** |
| **Presentation and Viva Voce** | **15** |

**SDG Mapping for this Course**

| SDG | Title | Contribution |
|---|---|---|
| **SDG 4** | **Quality Education** | **Experiential learning** |
| **SDG 8** | **Decent Work and Economic Growth** | **Work-readiness, industry exposure** |
| **SDG 9** | **Industry, Innovation and Infra** | **Understanding real-world systems** |
| **SDG 10** | **Reduced Inequalities** | **Application in tribal/rural/NGO contexts** |

**SEMESTER - V**
**(Double Major)**
**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30001** | **Evolution of Santali Literature**<br>**ᱦᱚᱲᱟᱱ ᱦᱚᱭᱜᱟᱲ ᱱᱟᱨᱮᱢᱤᱫ ᱜᱚᱞᱟ** | **4** | **3-1-0** |

**Course Objectives:**

ᱮᱫᱭᱟ ᱦᱚᱣᱚᱱᱟ ᱚᱱᱞᱚᱱᱚᱛ ᱦᱚᱭᱜᱟᱲ ᱱᱟᱨᱮᱢᱤᱫ ᱜᱚᱞᱟ ᱡᱚᱱᱚᱨ ᱯᱚ.ᱫᱟᱲ ᱛᱚ ᱮᱫᱭᱟ ᱦᱚᱣᱚᱱᱟ ᱥᱮ ᱥᱮᱞᱮᱫᱟ ᱾ ᱮᱫᱭᱟᱱᱚᱛ ᱤᱱ.ᱢᱟᱵᱭᱟᱱ. ᱵᱮ ᱦᱚᱭᱜᱟᱲ ᱱᱟᱨᱮᱢᱤᱫ ᱜᱚᱞᱟ ᱵᱮ ᱡᱚᱱᱚᱨ ᱜᱚᱱᱟ ᱥᱮᱞᱮᱫ-ᱢ ᱾ ᱭᱮᱢᱵᱮ ᱡᱚᱱᱚᱨ ᱵᱚᱱᱚᱛ ᱢ.ᱵᱟᱹᱞ ᱡᱚᱱᱣᱚᱱᱟ ᱚᱛᱵᱮ ᱯᱚᱱᱣᱚ ᱣᱮᱥᱣᱮᱫ-ᱢ᱾

**Course Outcomes:**

**CO1**. ᱦᱚᱭᱜᱟᱲ ᱢᱟ ᱦᱚᱮᱚᱱᱟᱨᱟ ᱦᱚᱭᱜᱟᱲ ᱣᱮᱴ ᱵᱚᱱᱚᱛ ᱮᱫᱭᱟ ᱱᱟᱨᱮᱢᱤᱫ ᱶᱮᱶᱱᱶᱤ ᱵᱮ ᱡᱚᱱᱚᱨ ᱜᱚᱱᱟ ᱯᱚᱱᱟᱨᱮᱢᱤᱫ-ᱢ᱾

**CO2.** ᱱᱚᱦᱚ ᱥᱟᱨᱯ ᱵᱚᱦᱚ ᱢᱟ ᱮᱫᱚ ᱱᱟᱨᱮᱢᱤᱫ ᱡᱟᱡᱤᱯᱩ ᱢᱟ ᱰᱚᱞ ᱵᱮ ᱡᱚᱱᱚᱨ ᱜᱚᱱᱟ ᱾

**CO3**. ಸಾಮಾನ್ಯವಾದ ಸಮೀಕರಣಗಳ ಪೂರ್ಣಾಂಕ ಪರಿಹಾರಗಳನ್ನು ಕಂಡುಹಿಡಿಯಲು ಮತ್ತು ಅವುಗಳ ಸಂಖ್ಯೆಯನ್ನು ಅಂದಾಜು ಮಾಡಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ ।

**CO4.** ಪರಿಮಿತ ಕ್ಷೇತ್ರಗಳ ಮೇಲಿನ ಸಂಖ್ಯೆಗಳ ಬಗ್ಗೆ ಸಿ.ಎಸ್ ಬಳಸಿ ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ ।

**CO5**. ಪರಿಮಿತ ಸಾಮಾನ್ಯ ಸಂಖ್ಯೆಗಳ ಮತ್ತು ಅನಂತ ಸಂಖ್ಯೆಗಳ ನಡುವಿನ ವ್ಯತ್ಯಾಸವನ್ನು ಗುರುತಿಸಲು ಮತ್ತು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ ।

**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 | PO10 | PO11 | PO12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| Average | 2.0 | 2.8 | 3.0 | 3.0 | 2.8 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 |

**Contents:**

**Unit-1. ಕಂಪ್ಯೂಟರ್ ಸಂಖ್ಯೆಗಳ ನಿರ್ವಹಣೆ :** ಬೈನರಿ, ಬಿಸಿ.ಡಿಸಿ.ಸಂಖ್ಯೆ, ಕ್ಲಿಕ್, ಶಿಫ್ಟ್, ಆರಿಥ್ಮೆಟಿಕ್, ಸಿಸ್ ಯಂತ್ರಗಳು ।

**Unit-2. ಪೂರ್ಣಕ ಯುಕ್ತಿಗಳು :** ಪೂರ್ಣಕ ಸಂಖ್ಯೆಗಳ ಬಿಸಿ.ಡಿಸಿ.ಸಂಖ್ಯೆ, ಯುಕ್ಲಿಡ್ ಯಂತ್ರಗಳು, ಮುಖ್ಯತ್ವ, ಸಿ.ಪಿ. ಸಂಖ್ಯೆಗಳ ಘಾತಸೂ ।

**Unit-3. ಸಾಮಾನ್ಯವಾದ ಸಂಖ್ಯೆಗಳ ಯಂತ್ರಗಳು :** ಬಿಸಿ.ಡಿಸಿ.ಸಂಖ್ಯೆ,ಯಂತ್ರಗಳು ಮತ್ತು ಮುಖ್ಯತ್ವ ।

**Unit-4. ಪರಿಮಿತ ಕ್ಷೇತ್ರಗಳು :** ಬಿಸಿ.ಡಿಸಿ.ಸಂಖ್ಯೆ, ಯುಕ್ಲಿಡ್ ಯಂತ್ರಗಳು, ಕ್ರಿಪ್ಟೊಸಿಸ್ಟಂ ।

**Reference Books:**


6. ಕಂಪ್ಯೂಟರ್ ಸಿ.ಸಂ - ಮಂ. ಘೃಣಿಕೃಷ್ಣಯ್ಯ ಮೂರ್ತಿಯವರು
7. ಸಂಖ್ಯ ಪರಿಪೂರ್ಣ ಘಾತಸಂಖ್ಯೆ - ಬಿಸಿ. ಕಂಪ್ಯೂಟರ್ ಯಂತ್ರಗಳು
8. ಬಂಡವಾಳ ಬಜೆ ಸಂಬಂ - ಕ್ಲಿಪ್ತಮುಖ ಸಂಖ್ಯೆ
9. ಬಂಡವಾಳ ಘೃಸಂಖ್ಯೆ - ಸಂಖ್ಯಾಘೃಯುಸಿ ಮೂಲಸಂಖ್ಯೆ
10. ಕಂಪ್ಯೂಟಿಂಗ್ ಸಾಮಾನ್ಯವಾದ - ಶಿಯರ್ -ಘೃಸಂಖ್ಯೆ ಪರಿಸಂಖ್ಯೆ ಬಿಸಿಬಿ


**SDG Mapping for this Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|

| | | |
|---|---|---|
| **SDG 4** | **Quality Education** | **Develops literary knowledge, critical thinking, interpretative ability, and theoretical understanding of Santali literature and criticism.** |
| **SDG 5** | **Gender Equality** | **Encourages discussion on gender representation, equality, women's perspectives, and inclusive literary interpretation in Santali literature.** |
| **SDG 8** | **Decent Work and Economic Growth** | **Enhances analytical, communication, research, and critical writing skills relevant to teaching, media, cultural studies, and academic professions.** |
| **SDG 10** | **Reduced Inequalities** | **Promotes recognition of indigenous Santali literary traditions, tribal knowledge systems, and marginalized cultural voices within mainstream literary discourse.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Supports preservation and promotion of Santali literary heritage, folklore, oral traditions, and cultural identity through literary theory and criticism.** |
| **SDG 13** | **Climate Action** | **Encourages understanding of ecological consciousness, indigenous environmental ethics, and nature-centered literary perspectives found in Santali literature.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Promotes ethical values, cultural harmony, critical awareness, responsible citizenship, and respect for social justice through literary studies.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaborative learning, academic discussion, cultural exchange, literary seminars, and research-based engagement in Santali studies.** |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30003** | **Studies in Santali Folk Literature**<br>**ᱪᱟᱫᱚᱢᱟᱨ ᱡᱚᱨ ᱪᱟᱭᱡᱮᱫ ᱯᱮᱨᱟᱜ ᱫᱚᱫᱚᱨᱟᱡᱚᱫ** | **4** | **3-1-0** |

**Course Objectives:**

ᱫᱚᱭᱟᱛ ᱪᱟᱚᱢᱟᱡ ᱚᱢᱠᱟᱢᱚᱮ ᱪᱟᱭᱡᱮᱫ ᱡᱮᱨᱟᱛ ᱡᱚᱡᱟᱛ ᱠᱟᱢᱟᱨᱮ ᱚᱢ.ᱜᱮᱫ ᱚᱮ ᱫᱚᱭᱟᱛ ᱪᱟᱚᱢᱟᱡ ᱫᱚ ᱫᱚᱨᱟᱡ ᱮᱫᱟ ᱠ ᱫᱚᱭᱟᱛ ᱚᱮ ᱫᱟ.ᱢᱱᱭᱟᱛ. ᱠᱚ ᱡᱚᱨ ᱪᱟᱭᱡᱮᱫ ᱡᱮᱨᱟᱛ ᱡᱚᱡᱟᱛ ᱠᱚ ᱠᱟᱢᱟᱨᱮ ᱭᱟᱨᱮᱫᱟᱜ-ᱟ ᱠ ᱚᱫᱟᱠᱚ ᱠᱟᱢᱟᱨᱮ ᱠᱟᱚᱮ ᱟ.ᱠᱮᱠ ᱟᱟᱡᱟᱡ ᱚᱮᱠᱚ ᱠᱟᱡᱟᱛ ᱮᱫᱮᱜ-ᱟ

**Course Outcomes:**

**CO1.** ꣑꣄꣝꣟꣄꣇꣆ ꣎꣞꣇ ꣈꣄.꣎꣝꣆ ꣙꣇꣝꣄꣇ ꣈꣄꣇꣈꣉ ꣄꣋ ꣝꣄꣇꣄꣉ ꣈꣄꣎꣞꣄ ꣈꣞ ꣎꣄꣇꣄꣇ ꣇꣄꣎꣄꣇ ꣇꣄꣉꣄꣇ ꣇꣄꣎꣄꣇ ꣈꣞ ꣎꣄꣇꣄

**Unit-4. ᱦᱚᱲᱚᱱᱟᱞ ᱜᱚᱛ ᱜᱚᱨᱚᱢᱮ :** ᱦᱚᱲᱚᱱᱟᱞ ᱜᱚᱛ ᱜᱚᱨᱚᱢᱮ ᱯᱩᱨᱚᱱᱚ ᱩᱫᱟᱦᱚᱨᱚᱱ, ᱯᱚᱨᱟᱢᱟᱱᱤᱠ ᱦᱟᱭᱨᱮ ᱥᱮᱠᱩᱞᱟᱨ, ᱥᱚᱞᱚ ᱩᱫᱟᱦᱚᱨᱚᱱ ।

**Reference books** –

7 ᱜᱚᱛ ᱨᱮᱭᱟ ᱜᱚᱛ ᱠᱚ.ᱜᱮᱨᱟ - ᱦᱚᱢᱯᱠᱚᱲ ᱩᱲᱟᱣᱩᱲ

8 ᱜᱚᱛ ᱠᱚ.ᱜᱮᱨᱟ ᱯᱩᱲᱚᱜᱟ - ᱯᱮᱨᱚ. ᱯᱟ.ᱞᱤ. ᱚᱨᱚᱣᱟᱜ

9 ᱜᱚᱭ ᱦᱮᱯᱮᱞ - ᱯᱚᱹ᱾ ᱯᱚᱨᱜᱚᱲᱮᱢᱚᱜ ᱩᱲᱟᱣᱩᱲ

10 ᱫᱚᱜ ᱦᱮᱯᱮᱞ - ᱚᱨᱚᱯᱠ ᱱᱟ ᱨᱚᱫᱨᱚ ᱨᱚ ᱱᱟ.ᱱᱟ ᱦᱚᱯᱮᱞ

11 ᱜᱚᱛ ᱦᱮᱯᱮᱞ- ᱚᱨᱚᱲᱠᱚᱨᱚᱠ ᱩᱲᱟᱣᱩᱲ ᱨᱫᱟᱚᱨᱚᱱᱤᱠ

12 ᱦᱚᱢᱮᱞᱚᱜᱟᱱ ᱚᱫᱮᱞᱮᱣᱚ ᱠᱚᱢᱚᱜᱚᱢ ᱨᱚ ᱠᱚᱣᱚᱲᱠ - ᱚᱨᱚᱲᱠᱚᱨᱚᱠ ᱩᱲᱟᱣᱩᱲ ᱨ.ᱫᱟᱚᱨᱚᱱᱤᱠ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes indigenous knowledge, cultural literacy, oral traditions, critical understanding, and experiential learning through Santali folk literature. |
| SDG 5 | Gender Equality | Reflects women's participation, gender roles, and social relationships in Santali folk songs, tales, and cultural practices, encouraging awareness of equality and inclusion. |
| SDG 10 | Reduced Inequalities | Preserves and promotes Santali tribal identity, oral heritage, and indigenous cultural traditions within mainstream education and literary discourse. |
| SDG 11 | Sustainable Cities and Communities | Safeguards intangible cultural heritage including folk songs, myths, rituals, customs, festivals, and community traditions of the Santali people. |
| SDG 12 | Responsible Consumption and Production | Encourages traditional sustainable lifestyles, indigenous resource management, and responsible community practices reflected in folk traditions. |
| SDG 13 | Climate Action | Folk literature expresses ecological consciousness, environmental ethics, forest-centered life, seasonal knowledge, and harmonious human–nature relationships. |
| SDG 15 | Life on Land | Highlights the significance of forests, biodiversity, wildlife, agriculture, and indigenous ecological practices central to Santali cultural life. |

| | | |
|---|---|---|
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Promotes ethical values, social harmony, cooperation, conflict resolution, collective responsibility, and community justice through oral narratives and folk traditions.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaborative learning, community participation, cultural exchange, and field-based documentation for preservation of folk heritage and indigenous knowledge systems.** |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30005** | **Modern Santali Story**<br>**ᱚᱱᱟᱱᱚᱜ ᱞᱮᱠᱚᱱᱛᱟᱨ ᱵᱟᱞᱤ** | **4** | **3-1-0** |

**Course Objectives:**

ᱚᱫᱚᱹᱜ ᱞᱮᱠᱚᱱᱩ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱱᱟᱹᱱᱚᱠ ᱩᱱ.ᱱᱚᱵᱚᱜ. ᱵᱚ ᱵᱟᱞᱤ ᱞᱮᱠᱚᱱᱟᱹᱨ ᱰᱟᱨᱤᱜ ᱜᱟ.ᱚᱨᱚ ᱜᱟᱨᱤᱫᱮ ᱣᱩᱞᱩᱱ ᱵᱚᱜᱚᱜ ᱣᱚᱱᱚᱠ ᱵᱟᱞᱤ ᱞᱮᱠᱚᱱᱟᱹᱨ ᱟᱹᱨ ᱰᱟᱨᱤᱜ ᱵᱟᱹᱨᱚᱱᱟᱹᱨ ᱵᱚ ᱣᱟᱱᱟᱱ।

**Course Outcomes:**

**CO1.** ᱩᱱ.ᱱᱚᱵᱚᱜ. ᱵᱚ ᱚᱱᱚᱜ ᱵᱟᱞᱤ ᱞᱮᱠᱚᱱᱟᱹᱨ ᱵᱚ ᱩᱱᱟᱣᱟᱱᱚ ᱯᱟᱵᱚᱱᱮ ᱚᱜᱚᱜ ᱰᱟᱨᱤᱜ ᱜᱟᱨᱤᱫᱮ ᱵᱚ ᱣᱟᱱᱟᱱ।

**CO2.** ᱚᱱᱚᱜ ᱵᱟᱞᱤ ᱞᱮᱠᱚᱱᱟᱹᱨ ᱰᱟᱨᱤᱜ ᱜᱚᱫᱟᱹᱨ ᱜᱟ.ᱱᱟᱣ ᱵᱚ ᱣᱟᱱᱟᱱᱨ ᱣᱟᱱᱟᱱ।

**CO3.** ᱯᱟᱵᱟᱱᱮ-ᱯᱟᱵᱟᱱᱮ ᱚᱱᱚᱜ ᱵᱟᱞᱤ ᱵᱚ ᱣᱟᱱᱟᱱᱨ ᱵᱟᱱᱚᱠ ᱚᱵᱯᱟ. ᱢᱚᱵᱟᱜᱟ ᱵᱚ ᱜᱟᱮᱟ।

**CO4.** ᱚᱱᱚᱜ ᱵᱟᱞᱤ ᱞᱮᱠᱚᱱᱟᱹᱨ ᱰᱟᱨᱤᱜ ᱜᱵᱮ ᱜᱚᱮ ᱵᱚ ᱣᱟᱱᱟᱱᱨ ᱜᱟᱵᱟᱨᱤᱨᱟᱜ-ᱟ।

**CO5.** ᱚᱱᱚᱜ ᱵᱟᱞᱤ ᱞᱮᱠᱚᱱᱟᱹᱨ ᱰᱟᱨᱤᱜ ᱚᱜᱚᱯ ᱵᱟ.ᱩᱨ ᱣᱟᱱᱟᱱᱨ ᱵᱟᱱᱚᱠ ᱯᱟᱱᱚᱱ ᱞᱟᱨᱤ ᱵᱚ ᱚᱟᱱᱚᱱ ᱣᱚᱠᱚ ᱜᱟᱵᱟᱨᱤᱨᱟᱜ-ᱟ।

**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 | 3 | 3 | 3 | 2 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 |
| **CO2** | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO3** | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| **CO4** | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| **Average** | 2.6 | 2.2 | 2.4 | 2.8 | 2.4 | 2.8 | 2.0 | 1.6 | 2.6 | 2.4 | 2.6 | 2.6 | 2.8 | 2.4 | 2.4 | 2.2 | 2.2 |

**Contents: -**

**Unit- 1. ꕥꕤꕢꕤꕥ ხꕤ.ꕢꕥꕀ ꕓꕀꕥꕤꕥ ꕿꕥꕹꕓꕿ, ꕯꕤ.ꕥꕤ.ꕓꕀꕀ, ꕢꕓꕥ**

**Unit- 2. ꕊꕤꕥꕢꕤꕥ, ꕤ.ꕓꕀꕀ, ꕀꕤꕚꕞꕤ**

**Unit- 3. ꕶꕢꕤꕓꕥ.ꕢꕘ, ꕥꕤ.ꕊꕀꕥ, ხꕤ.ꕢꕥꕀ ꕊꕤꕞꕤ**

**Unit- 4. ꕡꕿꕞ ꕤꕓ ꕊꕤꕓꕀꕤꕞ., ꕥꕿꕞꕤ.ꕃ ꕯꕀꕥꕢꕢꕤ.**

**Reference Books:**


**1.** ꕊꕤꕥꕢꕤꕢꕤꕞ– ꕤꕓ. ꕤꕥꕋꕤꕥ ꕀꕤꕢꕡ ‘ꕀꕥꕋꕀꕓ’

2. ꕤ.ꕓꕀꕀ– ხꕞꕀꕥꕥꕘꕥ ꕥꕤꕞꕢꕥꕋꕤ.ꕥꕤꕀ

3. ꕥꕤ.ꕊꕀꕥ– ꕀꕀꕥꕤꕋꕤꕀꕀꕓꕘ ‘ꕢꕀꕚꕀ ꕓꕤꕃꕀꕢ’

4. ხꕤ.ꕢꕥꕀ ꕊꕤꕞꕤ – ꕀꕤꕢꕀꕞꕢꕥ ꕤხꕤꕥꕤꕋꕀ

5. ꕀꕤꕚꕞꕤ– ꕤꕓ. ხꕀ. ꕀꕀ. ꕤꕡꕤꕡ

6. ꕶꕢꕤꕓꕥ.ꕢꕘ– ꕤꕓ. ხꕀ. ꕀꕀ. ꕤꕡꕤꕡ

7. ꕡꕿꕞ ꕤꕓ ꕊꕤꕓꕀꕞꕤ- ꕤꕥꕀꕞꕢꕥ ꕊꕀꕞꕓꕤ ‘ꕀꕤꕥꕞꕤꕞꕀ’

8. ꕥꕿꕞꕤ.ꕃ ꕯꕀꕥꕢꕤ.-ꕥꕿꕥꕞꕞꕤ ꕢꕀꕋꕤꕘꕓꕥ

9. ꕢꕥꕞꕥꕥ ხꕢꕤꕡꕯꕤꕓ – ꕞꕥხꕢꕋꕥꕤ ხꕀꕀꕥ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 3 | Good Health and Well-being | The stories contribute to emotional well-being, social awareness, mental resilience, and community harmony through realistic and human-centered literary expression. |
| SDG 4 | Quality Education | Study of modern Santali stories develops language skills, literary understanding, critical thinking, creativity, cultural literacy, and appreciation of indigenous knowledge traditions. |
| SDG 5 | Gender Equality | The stories highlight women's representation, social participation, gender relations, and awareness regarding equality and social justice. |
| SDG 13 | Climate Action | Human–nature relationships and ecological consciousness reflected in Santali stories create awareness regarding environmental responsibility and climate sensitivity. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration among communities, educational institutions, researchers, and cultural organizations for preservation and promotion of Santali literary heritage. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30007** | **Studies in Santali Travel Literature ᱦᱚᱲᱚᱢᱟᱫᱟ ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ᱱᱟᱨᱮᱢᱮᱜ ᱛᱚᱛᱚᱫᱟᱣᱚᱞ** | **4** | **3-1-0** |

**Course Objectives:**

ᱫᱚᱣᱟᱢ ᱦᱚᱢᱚᱢᱩ ᱛᱚᱫᱟᱣᱚᱞ ᱚᱢᱯᱚᱢᱚᱱ ᱛᱚᱢ.ᱢᱟᱦᱟᱣᱟᱢ.. ᱵᱚ ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ᱡᱚᱢᱡᱚᱱᱟ ᱡᱚᱢᱡᱚᱱᱟᱨᱮ ᱯᱮᱞᱚᱵᱚᱣᱟᱢ ।

**Course Outcomes:**

**CO1** ᱫᱚᱣᱟᱢ ᱦᱚᱢᱚᱢᱩ ᱛᱚᱫᱟᱣᱚᱞ ᱵᱚᱢᱚᱱ ᱛᱚᱢ.ᱢᱟᱦᱟᱣᱟᱢ. ᱵᱚ ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ᱯᱮᱫᱚᱯ ᱱᱟᱨᱮᱢᱮᱜ ᱫᱚᱢᱮᱜᱚᱢᱩ ᱚᱱᱟ ᱯᱚᱢᱵᱮᱞᱚᱱᱟᱱᱟᱨᱮᱱ. ᱵᱚᱢᱚᱞᱚᱢᱵᱚ ᱡᱚᱢᱡᱚᱱᱟᱨᱮ ᱰᱚᱢᱚᱞᱟ ।

**CO2** .ᱫᱚᱣᱟᱢ ᱦᱚᱢᱚᱢᱩ ᱛᱚᱫᱟᱣᱚᱞ ᱵᱚᱢᱚᱱ ᱛᱚᱢ.ᱢᱟᱦᱟᱣᱟᱢ. ᱵᱚ ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ᱵᱚ ᱚᱯ ᱫᱚᱢᱟᱱ ᱵᱚ ᱦᱟᱱᱞᱚᱢᱟᱣᱟᱢ । ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ᱱᱟᱨᱮᱢᱮᱜ ᱥᱤᱢᱚᱜ ᱥᱤᱢᱚᱜ ᱩᱵᱩᱜᱟᱜ.ᱮ ᱚᱱᱟ ᱦᱟᱨᱮᱯᱟ ᱵᱚ ᱵᱚ ᱡᱟᱨᱮᱞᱟᱨᱮᱱ ।

**CO3.** ᱫᱚᱣᱟᱢ ᱦᱚᱢᱚᱢᱩ ᱛᱚᱫᱟᱣᱚᱞ ᱵᱚᱢᱚᱱ ᱛᱚᱢ.ᱢᱟᱦᱟᱣᱟᱢ. ᱵᱚ ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ᱭ-ᱯᱚᱨᱱᱟᱨ ᱥᱤᱢᱚᱜ ᱯᱚᱢᱵᱮᱞᱚᱱᱟ ᱵᱚ ᱚᱯᱚᱨᱚᱢᱟᱨ ᱡᱚᱢᱟᱱ.ᱜᱟ ᱡᱚᱢᱞᱟᱱ.ᱱ ᱵᱚ ᱛᱚᱢ.ᱣᱚᱢᱮᱱ ।

**CO4.** ᱫᱚᱣᱟᱢ ᱦᱚᱢᱚᱢᱩ ᱛᱚᱫᱟᱣᱚᱞ ᱵᱚᱢᱚᱱ ᱛᱚᱢ.ᱢᱟᱦᱟᱣᱟᱢ. ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ᱦᱚᱲᱟᱹ ᱣᱚᱛᱚᱫᱟᱣᱚᱞ ᱵᱟᱱᱚ.ᱜᱮᱱᱚᱞ ᱡᱚᱢᱟᱱ ᱱᱟᱨᱮᱢᱮᱜ ᱜᱚᱢᱟᱨ ᱵᱚ ᱡᱚᱢᱟᱱ ।

**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 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.4 | 2.4 | 2.4 | 2.6 | 2.4 | 2.2 | 2.4 | 2.2 | 2.4 | 2.8 | 2.6 | 2.4 | 2.6 | 2.4 | 2.8 | 2.2 |

**Contents:**

**Unit-1** ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ᱱᱟᱨᱮᱢᱮᱜ ᱵᱩᱞᱩᱵᱩᱞᱩ ।

**Unit-2** ᱚᱱ. ᱜᱚᱩᱨᱚᱜᱮᱛᱚᱨ ᱚᱰᱤᱞᱟᱢ ᱥᱮᱜ ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ।

**Unit-3** ᱚᱰᱤᱞᱟᱢ ᱚᱨᱤᱡᱤᱛ ᱮᱢᱚᱥ ᱢᱩᱞᱩᱵ ᱥᱮᱜ ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ।

**Unit-4** ᱜᱚᱨᱚᱜᱮᱛᱚᱨ ᱛᱟᱭᱦᱚᱱᱜᱩ ᱡᱚᱢ.ᱞᱟᱨ (ᱢᱩᱞᱩᱵ) ᱥᱮᱜ ᱦᱚᱸᱡᱟᱨᱤ ᱦᱚᱲᱟᱹᱣᱟᱹᱨᱤ ।

**Reference Books:**


1. ᏧᏁᏕᏁᏓ ᏧᏁᏓᏁ.Ꮘ - ᏁᏕ. ᏧᏁᏌᏁᏅᏓᏁᏁᏁ ᏁᏓᏓᏕᏁ
2. ᏓᏁᏓᏁᏁ ᏧᏕᏁ.ᏕᏁᏁ ᏧᏁᏕᏁ˙ - ᏁᏁᏅᏕᏁᏁᏁᏓᏅᏓᏁᏁᏕᏁ ᏂᏃᏁᏃ
3. ᏁᏕᏃᏁᏑᏓᏓᏓᏕ ᏃᏕᏁᏓ ᏁᏕᏁᏕᏑᏓᏁᏁᏁ (ᏓᏁᏊᏕᏕᏁᏁ ᏃᏁ.ᏕᏓᏁ) - ᏕᏁᏅᏁᏁᏓᏅᏁ ᏌᏕᏁᏓᏁᏧᏑ ᏌᏁ.ᏕᏕᏁ (ᏂᏃᏁᏃ)


**SDGs Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Travelogues enrich cultural literacy, critical thinking, and global awareness in students. |
| SDG 5 | Gender Equality | Inclusion of women's voices in travel writing, analysis of gender roles in tourism. |
| SDG 8 | Decent Work & Economic Growth | Narratives highlight local economies, artisans, and sustainable tourism practices. |
| SDG 10 | Reduced Inequalities | Travelogues amplify marginalized voices and promote inclusive tourism. |
| SDG 11 | Sustainable Cities & Communities | Heritage site descriptions and urban tourism accounts encourage preservation and responsible travel. |
| SDG 12 | Responsible Consumption & Production | Promotes eco-friendly travel choices and ethical consumption in tourism. |
| SDG 13 | Climate Action | Raises awareness of climate change impacts on landscapes, biodiversity, and communities. |
| SDG 16 | Peace, Justice & Strong Institutions | Encourages intercultural dialogue, respect for human rights, and ethical tourism. |
| SDG 17 | Partnerships for the Goals | Travelogues often showcase collaborations between travelers, NGOs, and local communities. |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32001** | **Functional Grammar of Santali Language**<br>**ᱦᱚᱨᱚᱱᱟᱞ ᱯᱷ.ᱚᱠ ᱚᱨᱮᱱᱜ**<br>**ᱠᱷ.ᱡᱷ.ᱚᱨ ᱚᱛᱮᱛᱟ** | **4** | **3-1-0** |

**Course Objective:**

ᱦᱚᱨᱚᱱᱟᱞ ᱯᱷ.ᱚᱠ ᱚᱨᱮᱱᱜ ᱠᱷ.ᱡᱷ.ᱚᱨ ᱚᱛᱮᱛᱟ

ᱦᱚᱜᱚᱡ ᱯᱚᱯᱚᱛᱟᱣᱚᱭ ᱚᱱᱞᱚᱜᱚᱲ ᱯᱷ.ᱱᱟᱣᱡᱷ.ᱠᱚ ᱦᱚᱨᱚᱱᱟᱞ ᱚᱛᱮᱛᱟ ᱣᱟᱜ.ᱜᱨᱚᱲ ᱣᱚᱜᱣᱚᱜᱨ ᱚᱬᱚ ᱠᱚᱡᱚᱜ। ᱦᱚᱨᱚᱱᱟᱞ ᱯᱷ.ᱚᱠ ᱚᱨᱮᱱᱜ ᱠᱷ.ᱡᱷ.ᱚᱨ ᱚᱛᱮᱛᱟ ᱣᱩᱨᱣᱟᱜᱚ ᱠᱚᱲ ᱦᱚᱡᱣᱟᱨᱭ ᱜᱩ ᱮᱛᱡᱚᱜ ᱚᱨᱮᱱᱜ ᱵᱟᱞᱤᱭᱟᱛᱚᱱ ᱡᱚᱱᱚᱜ ᱠᱟᱱᱟᱭᱟᱱ ᱜᱚᱲᱚᱠᱷᱥᱟ ᱜᱩ ᱮᱛᱡᱚᱜ ᱚᱨᱮᱱᱜ ᱵᱟᱞᱤᱭᱟᱛᱚᱱ ᱠᱟᱱᱟᱭᱟᱱ ᱠᱚᱲ ᱦᱚᱡᱣᱟᱨᱭ ᱜᱩ ᱮᱛᱡᱚᱜ ᱚᱨᱮᱱᱜ ᱠᱷ.ᱡᱷ.ᱚᱨ ᱚᱛᱮᱛᱟ ᱣᱩᱨᱣᱟᱜᱚ ᱠᱚᱲ ᱦᱚᱡᱣᱟᱨᱭ ᱜᱩ ᱮᱛᱡᱚᱜ ᱚᱨᱮᱱᱜ ᱵᱟᱞᱤᱭᱟᱛᱚᱱ ᱠᱟᱱᱟᱭᱟᱱ ᱜᱚᱲᱚᱠᱷᱥᱟ ᱜᱩ ᱮᱛᱡᱚᱜ ᱵᱟᱞᱤᱭᱟᱛᱚᱱ ᱵᱟᱵᱚᱛ ᱦᱚᱨᱚᱱᱟᱞ ᱯᱷ.ᱚᱠ ᱚᱨᱮᱱᱜ ᱠᱷ.ᱡᱷ.ᱚᱨ ᱚᱛᱮᱛᱟ ᱣᱩᱨᱣᱟᱜᱚ ᱠᱚᱲ ᱦᱚᱡᱣᱟᱨᱭ ᱜᱩ ᱮᱛᱡᱚᱜ ᱚᱨᱮᱱᱜ ᱵᱟᱞᱤᱭᱟᱛᱚᱱ ᱠᱟᱱᱟᱭᱟᱱ ᱜᱚᱲᱚᱠᱷᱥᱟ

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO2 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | – | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | – | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | – | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | – | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.2 | 2.8 | 2.4 | 2.6 | 2.8 | 2.0 | 1.2 | 1.2 | 0.0 | 1.8 | 2.2 | 2.2 | 2.8 | 2.6 | 2.6 | 2.4 | 2.2 |

**Unit-I: ꯅꯤꯡꯊꯧ꯫ (Grammer)**

- ꯅꯤꯡ, ꯅꯤꯡꯊꯧ, ꯑ.ꯊ, ꯑ.ꯊꯑ., ꯑ.ꯔꯑ.ꯑ, ꯏꯑ.ꯔꯑꯑ

**Unit-I:** ꯑ.ꯊꯑ. ꯗꯤ ꯅꯍꯔꯑꯒ ꯀꯑ.ꯅꯂꯏ꯫ (Parts of speech)

- ꯇꯗꯦꯗ, ꯗꯇꯗ, ꯗꯑꯦꯌꯑ, ꯒꯗꯒꯗꯦ, ꯑꯤꯦꯊꯊ, ꯑꯤꯦꯊꯎ, ꯒꯑ.ꯦꯑ.ꯍ, ꯌꯑꯦꯑꯌ, ꯈꯍꯦꯎꯤ

**Unit-3:**

- ꯒꯤꯅꯤꯦ, ꯒꯤꯃꯑꯦ ꯑꯅ ꯈꯑꯦꯑꯎ꯫

**Unit-4:**

- ꯑꯈꯑ, ꯤꯤꯇꯤ,
- ꯈꯤꯑꯤ - ꯏꯤꯒꯔꯦ ꯈꯤꯑꯤ, ꯑꯤ꞉ꯒꯔꯦ ꯈꯤꯑꯤ, ꯑ.ꯊꯑ. ꯑꯒꯑ

**(Reference Books)**


꯱. ꯅꯤꯡꯊꯧ- ꯀꯤ꞉ ꯅꯑ.ꯒꯌꯗꯦꯑꯑꯇ ꯍꯗꯅꯍ
꯲. ꯏꯑꯦꯑꯑꯊꯔ ꯅꯤꯡꯊꯧ- ꯇꯌꯑꯅꯤꯇꯑꯑ. ꯀꯑ.ꯅꯏꯔ ꯍꯑꯑꯇꯔ, ꯍꯎ.ꯔꯏꯗꯅ
꯳. ꯏꯑꯦꯑꯑꯊꯔ ꯅꯤꯡꯊꯧ- ꯑꯅ. ꯅꯤꯑꯤꯦ ꯌꯎꯍꯌꯅꯤꯍ
꯴. ꯦꯑꯌꯅꯑꯒ ꯏꯑꯦꯑꯑꯊꯔ ꯅꯤꯡꯊꯧ- ꯏꯑꯤꯌꯤꯦ ꯗꯇ. ꯍꯑꯦꯑꯇꯔ
꯵. ꯦꯑꯌꯅꯑꯒ ꯏꯑꯦꯑꯑꯊꯔ ꯅꯤꯡꯊꯧ- ꯑꯅ. ꯈꯤꯑꯔꯦꯤꯅꯤꯑꯦꯑꯍꯑ ꯇꯎꯏꯅꯑ


**SDG Mapping for this Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|

| | | |
|---|---|---|
| SDG 4 | Quality Education | Develops proficiency in Santali grammar, enhances language skills, promotes quality language education, and strengthens linguistic competence through functional grammar. |
| SDG 5 | Gender Equality | Encourages the use of gender-sensitive and inclusive language in communication and academic writing. |
| SDG 8 | Decent Work and Economic Growth | Improves communication and writing skills required for teaching, translation, media, publishing, administration, and other language-related professions. |
| SDG 9 | Industry, Innovation and Infrastructure | Supports the development of standardized Santali language resources useful for digital communication, language technology, and computational linguistics. |
| SDG 10 | Reduced Inequalities | Promotes equitable access to education through the preservation and standardization of the Santali language, supporting linguistic inclusion of tribal communities. |
| SDG 11 | Sustainable Cities and Communities | Preserves and promotes Santali linguistic heritage, contributing to the safeguarding of indigenous cultural identity and community knowledge. |
| SDG 16 | Peace, Justice and Strong Institutions | Strengthens effective, accurate, and ethical communication in education, governance, and public institutions through proper language use. |
| SDG 17 | Partnerships for the Goals | Facilitates academic collaboration, translation, intercultural dialogue, and knowledge exchange among institutions working on indigenous languages and linguistics. |

**Double Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32003** | **Evolution of Santali Literature**<br>**ᱚᱱᱚᱠᱚᱱᱟᱨ ᱚᱱᱡᱟᱲᱚ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱚᱧᱯᱚᱲᱚᱱ** | **4** | **3-1-0** |

**Course Objectives**:

ᱫᱚᱲᱚᱱ ᱚᱱᱚᱠᱚᱱᱚ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱮᱯᱚᱱᱚᱛ ᱡᱚᱱ.ᱢᱟᱭᱛᱚᱲᱚᱱ. ᱵᱚ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱚᱱᱡᱟᱲᱚᱨ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱥᱚᱦᱟᱣᱚᱫ ᱫᱚᱜᱚᱱᱚ ᱵᱚᱱᱚᱭᱚᱱ ᱵᱚ ᱣᱚᱜᱣᱚᱱᱨ ᱱᱩᱞᱩ ᱵᱚᱲᱚᱱ ।

**Course Outcomes:**

**CO1.** ᱚᱱᱚᱠᱚᱱᱟᱨ ᱚᱱᱡᱟᱲᱚᱨ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱫᱚᱜᱚᱱᱚ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱮᱯᱚᱱᱚᱛ ᱡᱚᱱ.ᱢᱟᱭᱛᱚᱲᱚᱱ. ᱵᱚ ᱫᱚᱲᱚᱱ ᱚᱱᱡᱟᱲᱚᱨ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱫᱚᱜᱚᱱᱚ ᱵᱚᱱᱚᱭᱚᱱ ᱡᱩᱵᱤᱢᱟᱹ.ᱭ ᱚᱱ:ᱜᱟᱞ ᱵᱚ ᱣᱚᱜᱣᱚᱱᱨ ᱣᱚᱱᱚ ᱹᱱᱚᱛᱟᱨᱚᱱᱜ-ᱱ।

**CO2.** ᱫᱚᱲᱚᱱ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱮᱯᱚᱱᱚᱛ ᱡᱚᱱ.ᱢᱟᱭᱛᱚᱲᱚᱱ. ᱵᱚ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱚᱱᱡᱟᱲᱚᱨ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱵᱩᱫᱩᱯᱩᱵᱩ, ᱡᱚᱱ.ᱫᱚᱱ.ᱥᱟᱨᱟ, ᱡᱟᱫᱟᱨᱚ ᱵᱚ ᱣᱟᱨᱟᱡᱟᱲ ᱚᱱ:ᱜᱟᱞ ᱵᱚ ᱣᱚᱜᱣᱚᱱᱨ ᱣᱚᱱᱚᱠᱚᱱ ᱱᱟᱹ ᱜᱟᱨᱟᱵᱚᱫ ᱵᱚ ᱱᱟᱹᱞᱟᱱᱚᱭ-ᱱ।

**CO3.** ᱫᱚᱲᱚᱱ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱮᱯᱚᱱᱚᱛ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱚᱱᱡᱟᱲᱚᱨ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱥᱚᱦᱟᱣᱚᱫ ᱜᱟᱹᱞ ᱚᱱ.ᱢᱟᱨᱣ “ᱜᱚᱛ ᱚᱱᱡᱟᱲᱚᱨ” ᱥᱚᱦᱟᱣᱚᱫ ᱵᱚᱱᱚᱭᱚᱱ ᱵᱚ ᱡᱚᱱ.ᱢᱟᱭᱛᱚᱲᱚᱱ. ᱵᱚ ᱣᱚᱜᱣᱚᱱᱨ ᱣᱚᱱᱚᱠᱚᱱ ।

**CO4.** ᱫᱚᱲᱚᱱ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱮᱯᱚᱱᱚᱛ ᱫᱚᱱᱣᱚᱱᱜ ᱲᱟᱵᱜᱩ ᱥᱚᱦᱟᱣᱚᱫ ᱚᱱᱮᱯᱚᱱᱚᱛ ᱚᱱᱡᱟᱲᱚᱨ ᱵᱚᱱᱚᱭᱚᱱ ᱵᱚ ᱣᱚᱜᱣᱚᱱᱨ ᱣᱚᱱᱚ ᱵᱚᱱᱚᱠ ᱡᱚᱱ.ᱢᱟᱭᱛᱚᱲᱚᱱ. ᱵᱚ ᱡᱚᱱᱛᱟᱣᱚᱱᱚᱭ ᱵᱚᱱᱚᱠ ᱱᱚᱵᱚ ᱣᱚᱫ᱾ ᱚᱱᱡᱟᱲᱚᱨ ᱜᱚᱱᱥᱜᱚᱱ ᱥᱟᱨ ᱲᱩᱜᱩᱜᱚᱱ.ᱭ ᱵᱚ ᱣᱚᱱᱚᱣ ।

**CO5.** ᱫᱚᱲᱚᱱ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱮᱯᱚᱱᱚᱛ ᱫᱚᱱᱣᱚᱱᱜ ᱲᱟᱵᱜᱩ ᱥᱚᱦᱟᱣᱚᱫ ᱚᱱᱮᱯᱚᱱᱚᱛ ᱚᱱᱡᱟᱲᱚᱨᱵᱚ ᱣᱚᱱᱚᱣᱚᱱᱨ ᱣᱚᱱᱚ ᱵᱚᱱᱚᱠ ᱡᱚᱱ.ᱢᱟᱭᱛᱚᱲᱚᱱ.ᱵᱚ ᱚᱱᱡᱟᱲᱚᱨ ᱜᱚᱱᱥᱜᱚᱱ ᱥᱟᱨ ᱲᱩᱜᱩᱜᱚᱱ.ᱭ ᱵᱚ ᱣᱚᱱᱚᱣ ।

**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** | **2** | **2** | **3** | **2** | **3** | **2** | **3** | **3** | **3** | **3** | **3** |
| **CO2** | **3** | **3** | **3** | **3** | **3** | **3** | **2** | **3** | **3** | **3** | **3** | **2** | **3** | **3** | **3** | **3** | **3** |
| **CO3** | **3** | **3** | **3** | **3** | **3** | **3** | **2** | **2** | **2** | **3** | **3** | **2** | **3** | **3** | **3** | **3** | **3** |
| **CO4** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| **CO5** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| **Average** | **2.8** | **3.0** | **3.0** | **3.0** | **3.0** | **3.0** | **2.4** | **2.6** | **2.8** | **2.8** | **3.0** | **2.4** | **3.0** | **3.0** | **3.0** | **3.0** | **3.0** |

## Contents:

**Unit-1.** ᱦᱚᱨᱚᱱᱟᱞ ᱦᱚᱲᱟᱹᱣᱟᱛ ᱯᱨᱚᱵᱷᱟᱹᱥ ᱚᱱ ᱥᱟᱱᱛᱟᱞᱤ : ᱵᱮᱵᱥᱟᱹᱞᱟ, ᱰᱟ.ᱮᱢᱯᱟᱨᱟᱢ, ᱡᱮᱯᱤᱳ᱾

**Unit-2.** ᱢᱟ.ᱜᱩᱮᱢᱥ ᱯᱨᱚᱵᱷᱟᱹᱥ ᱣᱟᱛ ᱦᱚᱲᱟᱹᱣᱟᱛ (ᱯᱮᱲᱟᱲ ᱡᱟᱯᱟᱢ ᱠᱩᱫᱩᱮ ᱡᱟᱢᱛᱟᱹᱥ)

**Unit-3.** ᱳᱢᱯᱩᱮᱢᱥ ᱯᱨᱚᱵᱷᱟᱹᱥ ᱦᱚᱲᱟᱹᱣᱟᱛ ᱠᱩ (ᱯᱮᱲᱟᱲ ᱠᱩᱫᱩᱮ ᱯᱟᱲᱤ ᱣᱟ.ᱛᱟᱣ)

**Unit-4.** ᱮᱢᱣᱟᱜᱮᱢᱥ ᱯᱨᱚᱵᱷᱟᱹᱥ ᱦᱚᱲᱟᱹᱣᱟᱛ ᱠᱩ (ᱯᱟᱲᱤᱴ ᱠᱩᱫᱩᱮ ᱮᱴᱳ ᱣᱟ.ᱛᱟᱣ)

## Reference Books:


1. ᱦᱚᱨᱚᱱᱟᱞ ᱦᱚᱲᱟᱹᱣᱟᱛ ᱯᱨᱚᱵᱷᱟᱹᱥ ᱛᱩᱫᱩᱮᱛᱩ ᱢᱟ ᱣᱟᱢᱟᱢ- ᱛᱟ. ᱠᱵ.ᱦᱟ. ᱢᱵᱛᱵ,
2. ᱦᱚᱨᱚᱱᱟᱞ ᱛᱮᱜᱩᱯ ᱯᱨᱚᱵᱷᱟᱹᱥ ᱮᱢᱜᱮᱢᱩ- ᱠᱩᱯᱩᱯᱨᱮᱜᱟᱨ ᱮᱢᱚᱜ ᱡᱟᱢᱮᱛᱟ
3. ᱦᱚᱲᱟᱹᱣᱟᱛ ᱢᱟ.ᱱᱟ -ᱰᱟ.ᱦᱩᱡᱩᱛᱩᱜᱵ ᱮᱢᱚᱜ ᱦᱩᱱᱨᱮ
4. ᱦᱚᱨᱚᱱᱟᱞ ᱢᱛᱩᱜᱟᱱᱢᱮ : ᱛᱣᱟᱨ᱾ -ᱜᱵᱱᱜᱮᱢ. ᱤᱛᱱᱛᱮ ᱡᱵᱱᱡᱵ
5. ᱣᱛᱟ ᱰᱟ.ᱱᱮᱟ ᱢᱟ ᱦᱚᱲᱟᱹᱣᱟᱛ ᱱᱨᱚᱵᱷᱟᱹᱥ ᱮᱢᱜᱮᱢᱩ -ᱠᱵᱟᱡᱛᱜᱵᱢᱮ ᱡᱵᱱᱡᱵ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | **Quality Education** | **Promotes knowledge of Santali literary history, indigenous education, critical thinking, and preservation of traditional literary heritage.** |
| **SDG 5** | **Gender Equality** | **Highlights the contribution of women writers and representation of women in Santali literary traditions and social reform movements.** |
| **SDG 10** | **Reduced Inequalities** | **Encourages recognition and inclusion of tribal language, literature, and marginalized indigenous communities within mainstream education.** |

| | | |
|---|---|---|
| **SDG 11** | **Sustainable Cities and Communities** | **Preserves Santali cultural heritage, oral traditions, folk literature, and historical literary developments for future generations.** |
| **SDG 13** | **Climate Action** | **Traditional literary texts and folk narratives create awareness about environmental conservation and harmonious coexistence with nature.** |
| **SDG 15** | **Life on Land** | **Reflects indigenous ecological knowledge, forest-based life, biodiversity, and sustainable use of natural resources.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Literary history promotes social harmony, justice, ethical consciousness, and cultural understanding among communities.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages academic collaboration, translation, research, and preservation initiatives related to Santali language and literature.** |

**Double Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32005** | **Development of Santali Prose Literature**<br>**ᱚᱱᱚᱣᱚᱱᱛᱤ ᱛᱟ.ᱚᱞᱚᱪᱤ ᱚᱱᱩᱞᱟᱜᱩ ᱯᱨᱟᱥᱟᱹᱨᱤᱛ ᱵᱷᱟᱥᱟ** | **4** | **3-1-0** |

**Course Objectives:**

ᱫᱚᱣᱟᱱ ᱚᱱᱚᱱᱟ ᱩᱫᱡᱟᱣᱟᱫᱮ ᱚᱱᱯᱟᱱᱚᱨ ᱩᱱ.ᱢᱟᱵᱟᱣᱟᱱ.ᱵᱟ ᱚᱱᱮᱚᱱᱛᱟᱨ ᱛᱟ.ᱚᱞᱚᱪᱤ ᱚᱱᱩᱞᱟᱜᱩ ᱡᱟᱱᱡᱟᱱᱚ ᱡᱟᱱᱢᱟᱱᱨ ᱭᱩᱱ ᱛᱚᱣᱟᱱ ।

**Course Outcomes:**

**CO1.** ᱛᱟ.ᱡᱮᱨ ᱱᱟᱨᱮᱱᱜ ᱛᱮᱦᱱᱟᱛᱟ ᱱᱟᱱ ᱮᱱᱜᱮᱱᱟ ᱛᱟᱚᱣᱱᱟᱛᱚ ᱡᱟᱱᱢᱟᱱᱨ ᱣᱟᱱᱟᱱ ।

**CO2.** ᱫᱚᱣᱟᱱ ᱚᱱᱚᱱᱟ ᱚᱱᱯᱟᱱᱚᱨ ᱜᱮᱱᱟᱱᱟ ᱱᱟᱨᱮᱱᱜ ᱡᱟᱱᱨᱚᱨᱩᱯ ᱱᱟᱱ ᱱᱜᱮᱱᱟ ᱱᱟᱨᱮᱱᱜ ᱛᱟᱚᱣᱱᱟᱛᱚ ᱡᱟᱱᱢᱟᱱᱨ ᱣᱟᱱᱟᱱ ।

**CO3.** ᱜᱮᱱᱨᱮᱱ ᱱᱟᱨᱮᱱᱜ ᱛᱮᱦᱱᱟᱛᱟ ᱭᱩᱱᱡᱚᱨ ᱱᱛᱫᱚᱣᱟᱱᱜ ᱫᱯ ᱡᱟᱨᱯ ᱱᱟᱱ ᱜᱮᱱᱨᱮᱱ ᱱᱟᱨᱮᱱᱜ ᱚᱨᱚᱨᱩᱯ ᱛᱟᱚᱣᱱᱟ ᱛᱚ ᱡᱟᱱᱢᱟᱱᱨ ᱣᱟᱱᱟᱱ ।

**CO4.** ᱫᱚᱣᱟᱱ ᱛᱟ.ᱡᱮᱨ ᱛᱚ ᱩᱱᱫᱟᱣᱟᱱᱚᱣ ᱛᱟᱚᱨ ᱩᱱ.ᱢᱟᱵᱟᱣᱟᱱ. ᱛᱚᱣᱚ· ᱫᱯ ᱡᱟᱨᱯ ᱱᱟᱨᱮᱱᱜ ᱹᱨᱮᱨ ᱣᱟᱹᱨᱮᱨ ᱛᱚ ᱣᱟᱱᱟᱱ ।

**CO5**. ᱫᱚᱣᱟᱱ ᱛᱟ.ᱚᱞᱚᱪᱤ ᱩᱱᱫᱟᱣᱟᱱᱚᱣ ᱛᱟᱚᱨ ᱱᱜᱮᱱᱟ ᱮᱱᱜᱮᱱᱟ ᱱᱟᱨᱮᱱᱜ ᱹᱨᱮᱨᱱ. ᱛᱚ ᱣᱟᱱᱟᱱ ।

**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 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO5 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| Average | 2.4 | 2.6 | 2.6 | 2.4 | 2.6 | 2.8 | 2.0 | 1.8 | 2.0 | 2.6 | 2.4 | 2.4 | 2.6 | 2.8 | 2.4 | 2.0 | 2.6 |

**Contents:**

**Unit-1. ᱠᱚ.ᱡᱮᱭ ᱯᱮᱭᱚᱜ ᱠᱮᱠᱯᱠᱢ :** ᱠᱚ.ᱡᱮᱭ ᱯᱮᱭᱚᱜ ᱢᱮᱮᱮᱠ ,ᱫᱚ.ᱮᱚ.ᱯᱮᱭ.,ᱜᱠᱮᱠᱠ, ᱠᱮᱠᱮᱢ, ᱡᱚ.ᱢᱭᱭ, ᱣᱚᱮ

**Unit-2. ᱜᱚᱢᱚᱢ ᱯᱮᱭᱚᱜ ᱠᱮᱠᱯᱠᱢ :** ᱜᱚᱢᱚᱢ ᱯᱮᱭᱚᱜ ᱢᱮᱮᱮᱠ, ᱫᱚ.ᱮᱚ.ᱯᱮᱭ ᱜᱠᱮᱠᱠ, ᱠᱮᱠᱮᱢ, ᱡᱚ.ᱢᱭᱭ, ᱣᱚᱮ

**Unit-3. ᱮᱚᱮᱠᱚᱯᱭ ᱜᱚᱭᱚᱮ :** ᱜᱚᱭᱚᱮ ᱯᱮᱭᱚᱜ ᱢᱮᱮᱮᱠ, ᱫᱚ.ᱮᱚ.ᱯᱮᱭ ᱜᱠᱮᱠᱠ, ᱠᱮᱠᱮᱢ, ᱡᱚ.ᱢᱭᱭ, ᱣᱚᱮ

**Unit-4. ᱮᱚᱮᱠᱚᱯᱭ ᱚᱮᱚᱨ :** ᱚᱮᱚᱨ ᱯᱮᱭᱚᱜ ᱢᱮᱮᱮᱠ, ᱫᱚ.ᱮᱚ.ᱯᱮᱭ ᱜᱠᱮᱠᱠ, ᱠᱮᱠᱮᱢ, ᱡᱚ.ᱢᱭᱭ, ᱣᱚᱮ

**Reference Books:**


1. ᱮᱚᱮᱠᱚᱯᱭ ᱮᱚᱪᱡᱮᱢ ᱯᱮᱭᱚᱜ ᱚᱢᱚᱮᱚᱢ ᱚᱯ ᱡᱚᱯᱚᱚ - ᱠᱮ. ᱮᱭ. ᱢᱠᱜᱠ
2. ᱮᱚᱮᱠᱚᱯᱭ ᱠᱚ.ᱡᱮᱭ ᱜᱚᱮᱠᱯᱚᱯ - ᱜᱯ. ᱠᱮ. ᱮᱭ. ᱢᱠᱜᱠ
3. ᱮᱚᱪᱡᱮᱢ ᱚ.ᱯᱭ - ᱮᱚᱢᱜᱯᱠ ᱮᱚᱠᱯ ᱮᱚᱯᱮᱮ


**SDGs Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | **Quality Education** | **Promotes inclusive and culturally relevant education through the study of Santali language and prose literature.** |
| **SDG 5** | **Gender Equality** | **Encourages discussion on women's representation, gender roles, and equality in Santali society and literary texts.** |
| **SDG 10** | **Reduced Inequalities** | **Enhances awareness of tribal identity, indigenous rights, and social inclusion of marginalized communities.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Preserves Santali cultural heritage, oral traditions, and indigenous literary knowledge for future generations.** |
| **SDG 13** | **Climate Action** | **Santali prose literature reflects ecological consciousness, environmental ethics, and sustainable coexistence with nature.** |

| | | |
|---|---|---|
| **SDG 15** | **Life on Land** | **Highlights the close relationship between tribal communities, forests, biodiversity, and traditional ecological practices.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Develops awareness regarding social justice, human dignity, communal harmony, and tribal rights.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages academic collaboration, cultural exchange, and interdisciplinary research in indigenous literature and culture.** |

**Double Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32007** | **Santali Folk Song Traditions**<br>**ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱞᱮᱱᱟᱹᱣ** | **4** | **3-1-0** |

**Course Objectives**:

ᱮᱫᱟᱭ ᱦᱚᱱᱚᱩ ᱡᱮᱫᱟᱜᱮᱭ ᱚᱢᱯᱚᱨᱚ ᱡᱚ.ᱢᱟᱹᱵᱟᱭ ᱠᱷ ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱣᱚᱣᱷᱚ ᱣᱚᱢᱚᱢᱚᱨ ᱭᱩᱭᱠᱭᱟᱱ᱾ ᱱᱟᱹᱨᱮᱭ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱯᱮᱨᱦᱚᱜ ᱮᱢᱜᱚᱢᱩ, ᱩᱵᱮᱵᱚ, ᱡᱚ.ᱮᱢ.ᱯᱮᱞ, ᱜᱵᱮᱵᱚ, ᱣᱚ.ᱢᱟᱨᱛ ᱥᱩᱱᱚᱭ ᱣᱚᱢᱚᱢᱚᱨ ᱭᱩᱭ ᱠᱩᱭᱟᱱ᱾ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱯᱮᱨᱦᱚᱜ ᱣᱭᱚᱢᱭ ᱠᱩᱭᱚᱭᱟᱱ ᱱᱚ ᱩᱭᱚᱭᱟᱱ ᱠᱷ ᱣᱚᱢᱚᱢᱚᱨ ᱭᱩᱭ ᱠᱩᱭᱟᱱ ᱱᱚ ᱱᱟᱹᱜᱮᱢᱩ ᱱᱩᱠᱩᱱᱮᱭ ᱣᱚᱢᱣᱩᱭᱚᱭ ᱜᱩᱭᱩᱭ ᱯᱮᱨᱦᱚᱜ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱣᱚᱯᱚᱱ ᱠᱩᱭᱟᱱ᱾

**Course Outcomes:**

**CO1.** ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱡᱮᱫᱟᱜᱮᱭ ᱚᱢᱯᱚᱨᱚ ᱡᱚᱢᱟᱹᱵᱟᱭ.
ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱯᱮᱨᱦᱚᱜ ᱩᱵᱮᱵᱚ, ᱡᱚ.ᱮᱢ.ᱯᱮᱞ, ᱜᱵᱮᱵᱚ, ᱣᱚ.ᱢᱟᱨᱛ ᱥᱩᱱᱚᱭ ᱠᱷ ᱠᱷ ᱣᱚᱢᱚᱢᱚᱨ ᱣᱚᱱᱟᱹ ᱾

**CO2.** ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱡᱮᱫᱟᱜᱮᱭ ᱚᱢᱯᱚᱨᱚ ᱡᱚᱢᱟᱹᱵᱟᱭ. ᱞᱮᱱᱚᱭ ᱯᱮᱨᱦᱚᱜ ᱞᱮᱱᱛᱤ ᱣᱚᱢᱡᱟᱯ ᱦᱚᱪ ᱞᱮᱱᱛᱤ, ᱯᱣᱚ.ᱢᱚᱢ.ᱯ .ᱦᱚᱪ ᱞᱮᱱᱛᱤ ᱱᱟᱯ ᱣᱣᱚ.ᱩᱢᱮᱢ ᱦᱚᱪ ᱞᱮᱱᱛᱤ ᱠᱷ ᱣᱚᱢᱚᱢᱚᱨ ᱣᱚᱱᱟᱹ ᱾

**CO3.** ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱡᱮᱫᱟᱜᱮᱭ ᱚᱢᱯᱚᱨᱚ ᱡᱚᱢᱟᱹᱵᱟᱭ.
ᱡᱚᱯᱚᱱᱣ-ᱡᱵᱮᱵ.ᱠ ᱞᱮᱱᱛᱤ, ᱣᱚᱢᱣᱚ ᱞᱮᱱᱛᱤ, ᱮᱦᱣᱚᱱᱚᱢ ᱞᱮᱱᱛᱤ, ᱠᱚᱱᱚᱱᱚᱩ ᱞᱮᱱᱛᱤ, ᱦᱚᱱᱚᱱᱚᱩ ᱞᱮᱱᱛᱤ, ᱦᱚᱪᱮᱱ.ᱠ ᱞᱮᱱᱛᱤ,ᱚᱵ.ᱵᱚ. ᱞᱮᱱᱛᱤ ᱥᱩᱱᱚᱭ ᱠᱷ ᱣᱚᱢᱚᱢᱚᱨ ᱣᱚᱱᱟᱹ ᱾

**CO4.** ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱞᱮᱱᱛᱤ ᱡᱮᱫᱟᱜᱮᱭ ᱚᱢᱯᱚᱨᱚ ᱡᱚᱢᱟᱹᱵᱟᱭ. ᱠᱷ ᱚᱜᱜᱣᱚᱨ, ᱣᱞᱟᱣᱞᱮᱬ, ᱡᱚᱢᱚᱱ, ᱯᱚᱢᱜᱚᱢᱣᱞ, ᱣᱚ.ᱵᱯᱚ ᱥᱩᱱᱚᱭ ᱞᱮᱱᱛᱤ ᱠᱷ ᱣᱚᱢᱚᱢᱚᱨ ᱣᱚᱱᱟᱹ ᱾

**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 | 3 | 2 | 3 | 2 | 3 | – | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 1 |
| CO2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO4 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| Average | 2.8 | 2.4 | 2.6 | 2.4 | 2.8 | 2.6 | 2.0 | 1.6 | 2.6 | 2.2 | 2.8 | 2.6 | 2.8 | 2.6 | 2.4 | 2.4 | 2.0 |

**Contents:**

**Unit-1. ᏦᏁᎬᎤᏁᏗᏁ ᏔᏍᏗ ᏦᏃᏃᏀ ᏓᏃᏣᏁᏩ ᏖᎬᏅᏅᏏ :** ᏦᏁᎬᎤᏁᏗᏁ ᏔᏍᏗ ᏦᏃᏃᏀ ᏓᏃᏣᏁᏩ ᎬᏁᏩᏁᏏ, ᏂᏃᎬᏃᎤ, ᏆᏁ.ᎬᏁ.ᏓᎴᏀ ᏁᏁ ᏩᏅᎬᏅᎤ, ᏂᏍᏍᏁᎤ, ᏔᏁ.ᏁᏀᏀ ᏃᏂᏁᎬᏲᏍ

**Unit-2. ᏦᏃᏬᏁ ᏦᏃᏃᏀ :** ᏙᏁᏆᏢᏁ ᏳᏍᏩ ᏦᏃᏃᏀ, ᏓᏫᏁ.ᏁᏣᏁ.ᏊᏳᏍᏩ ᏦᏃᏃᏀ, ᏙᏫᏁ·ᏙᏁᎬ ᏳᏍᏩ ᏦᏃᏃᏀ

**Unit-3. ᏆᏁᏊᏁᏙᏭ-ᏆᏅᎬᏁ.Ꮢ ᏦᏃᏃᏀ :** ᏙᏁᏔᏁ ᏦᏃᏃᏀ, ᏦᏍᏔᏊᏁᏒ ᏦᏃᏃᏀ, ᏲᏁᏊᏁᏂ ᏦᏃᏃᏀ, ᏳᏁᎬᏁ·Ꮢ ᏦᏃᏃᏀ

**Unit-4. ᏲᏁ.ᏂᏀ ᏲᏁ.ᎬᎬᏀ ᏁᏊ ᏊᏁ.ᎬᏲᏁ. ᏓᏍᏩ ᏦᏃᏃᏀ :** ᏔᏅᏆᏅ ᏊᏍᏔᏍᏒ ᏁᏊ ᏔᏃᏆᏔᏃᏳ ᏦᏃᏃᏀ, ᏆᏁᎾᏁ, ᏙᏁ.ᏋᏢᏀ ᏦᏃᏃᏀ, ᏢᏁᎶᎿᎷᏃ· ᏦᏃᏃᏀ

**Reference Books:**


1. ᏢᏀᏂᏍᏅᏊ ᏁᏗᏁᏩᏩ- ᏳᏍᏍᎬᏃᎬᏋᏍᏊ ᏂᏁᎬᏋᏍᏀ
2. ᏔᏍᏗ ᏦᏃᏃᏀ- ᏙᏁᏙᏅᏢᏁᏁᏢ ᏂᏅᏊᏂᏅ ᏁᏳᏀᏙᏁᎬᏦᏀ
3. ᏙᏁᏔᏁ ᏦᏃᏃᏀ- ᏙᏍᏢᏍᏊᏁᏩ ᏂᏅᏙᏅ
4. ᏙᏁᏔᏁ ᏦᏍᏔᏊᏁᏒ ᏦᏁ.ᏊᏀ ᏳᏅᏊᏁᏩ -ᏁᏊᏗᏅᎬ ᏂᏅᏊᏂᏅ
5. ᏫᏍᏀᏙᏁ.-ᏙᏁᏔᏁ ᏦᏃᏃᏀ -ᎬᏁᏒᏏᏃ ᏂᏍᏩᎶᏍᏢ ᏫᏍ·ᏳᏎᏊᏍ ᏦᏍᏊᏃᎬ
6. ᏦᏁᎬᎤᏁᏗᏁ ᏔᏍᏗ ᏦᏃᏃᏀ ᏊᏃ ᏦᏁᏬᏔᏃᏳ ᏁᏊ ᏢᏃᏏᏫᏁᏊ - ᏙᏊ. ᏊᏍᎾᏍᎬ ᏔᏃᏂᏙᏊᏍᏩᏂ
7. ᏁᏒᎬᏍ ᏏᏁᏗᏍᏢ- ᎶᏏᏂᏳᏁ ᏂᏁᏊᏙᏁ
8. ᏔᏍᏊ ᏦᏃᏃᏀ- ᏆᏍ·ᏙᏃᎾ ᏊᏁ.ᎶᏫᏏᎬᏁᎾᏫ ᏂᏏᏊᏂᏅ
9. ᏏᏁᏊᏁᏂ ᏙᏗᎬᎾᏗ-ᏕᏍ- ᏂᏍᏔᏃᏦᏬᏍᏊ ᏦᏍᏊᏃᎬ
10. ᎾᏏᏂᏁ.Ꮲ ᏙᏁᏔᏁᏊ ᏦᏃᏃᏀ- ᏙᏗᏦᏍᎬᏁᎾᏫ ᏂᏏᏙᏅ
11. ᎾᏏᏂᏁ.Ꮲ ᏢᏁᎶᎿᎷᏃ ᏦᏃᏃᏀ - ᏂᏍᏫᏍᎬ ᏂᏓᏔᏍᎬ ᏂᏏᏙᏅ

## 12. ᏅᏍᏕ-ᏅᏓᏍ - ᏓᏁᏌᏙ.Ꮳ ᏗᏍᏍᏓᏓ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes indigenous knowledge, oral literature, cultural learning, and preservation of Santali folk traditions through inclusive education. |
| SDG 5 | Gender Equality | Folk songs reflecting women's participation in festivals, rituals, and social life encourage understanding of gender roles and inclusiveness. |
| SDG 10 | Reduced Inequalities | Recognition and study of Santali folk traditions support inclusion of tribal and marginalized communities in mainstream academic discourse. |
| SDG 11 | Sustainable Cities and Communities | Preserves intangible cultural heritage, traditional practices, and community identity through documentation and study of folk songs. |
| SDG 13 | Climate Action | Nature-oriented folk songs cultivate awareness about forests, agriculture, seasonal cycles, and environmental balance. |
| SDG 15 | Life on Land | Folk songs emphasizing forests, animals, and ecological harmony promote respect for biodiversity and sustainable use of natural resources. |
| SDG 16 | Peace, Justice and Strong Institutions | Community-based singing traditions strengthen social harmony, cooperation, cultural identity, and peaceful coexistence. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration among educational institutions, researchers, artists, and communities for preservation and promotion of Santali folk heritage. |

## Internship

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| IP37081 | Internship | 2 | 0-0-2 |

**Course Objectives:**

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

**Course Outcomes:**

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

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.

- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

**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 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 1 | – | – | 1 | – | 2 | 3 | 1 | 2 | – | – | 2 | 1 | – | – |
| **CO2** | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | – |
| **CO3** | 2 | 3 | 3 | 2 | – | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| **CO4** | 2 | 3 | 2 | – | – | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| **CO5** | 2 | 3 | 3 | – | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**Course Duration:** 38 hours

**Total Practical / Lab Experiments:** [38 Lab Contact Hours]

1. **Internship Orientation and Workplace Induction**
   - Introduction to the organization
   - Workplace policies, ethics, and safety guidelines
   - Understanding organizational structure and work culture
2. **Technical Skill Development**
   - Training on organization-specific software, tools, or technologies
   - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
3. **Assignment and Task Execution**
   - Participation in project-related activities
   - Requirement analysis and task planning
   - Problem identification and solution implementation
   - Testing and validation of assigned work
4. **Documentation and Reporting**
   - Maintenance of daily work diary/logbook
   - Weekly progress reports
   - Preparation of technical documentation
5. **Professional Skills Development**
   - Team collaboration
   - Technical communication
   - Time management
   - Professional ethics and workplace responsibility
6. **Project Demonstration**
   - Presentation of completed work
   - Demonstration of developed solution or assigned tasks
   - Interaction with industry/faculty mentor
7. **Internship Report and Viva Voce**

- Submission of internship report
- Seminar presentation
- Viva voce examination

**Suggested Assessment Scheme**

| Component | Weightage (%) |
|---|---|
| Industry/Supervisor Evaluation | 30 |
| Faculty Mentor Evaluation | 20 |
| Daily Logbook and Attendance | 15 |
| Internship Report | 20 |
| Presentation and Viva Voce | 15 |

**SDG Mapping for this Course**

| SDG | Title | Contribution |
|---|---|---|
| SDG 4 | Quality Education | Experiential learning |
| SDG 8 | Decent Work and Economic Growth | Work-readiness, industry exposure |
| SDG 9 | Industry, Innovation and Infra | Understanding real-world systems |
| SDG 10 | Reduced Inequalities | Application in tribal/rural/NGO contexts |

## SEMESTER- VI

## (Single Major)

### Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30002** | **Eminent Santali Writers**<br>**ᑫᔅᑐᔅᒐᒐᒐᒋᒐᒋ ᒪᒐᒋᒐᒐᒐᒋᒐᒋ ᑐᒋᑐᒋᒋᒋᒋᒐᒐ. ᑲᑐ** | **4** | **3-1-0** |

**Course Objectives:**

ᒋᑐᑐᒐ ᒪᒐᒐᒐᒐ ᒐᑐᒐᒐᒐᒋ ᑐᒐᒋᒐᒐᒐᒐ ᒐᒐ.ᒋᒐᔅᑐᑐᒐ ᑲᑐ ᓂᑐᓇᒪᑐᒋ ᒐᓇ ᒐᒋᒋᑐᒋ ᑲᒐ.ᓇᒋ ᒋᒐᒋᑐᒐ ᒋᒐᒋᒐᒋᒋ ᑐᓇᑐᑲᑐᑐᒐ ।

**Course Outcomes:**

**CO1**. ಕಲ್ಪನಾ ಸಾಂಖ್ಯಿಕ ಮಾದರಿಗಳಲ್ಲಿ ಅಂಕಿಅಂಶಗಳ ಸಾಂದರ್ಭಿಕ ಸಮಸ್ಯೆಗಳನ್ನು ಬಿಡಿಸುವುದು ಮತ್ತು ಕಲ್ಪನಾ ಮಾದರಿಗಳ ಗುಣಲಕ್ಷಣಗಳು ।

**CO2**. ಕಲ್ಪನಾ ಸಾಂಖ್ಯಿಕ ಮಾದರಿಗಳಲ್ಲಿ ಅಂಕಿಅಂಶಗಳ ಮಾದರಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಸಂಭವನೀಯ ಮಾದರಿಗಳನ್ನು ಅರ್ಥೈಸುವುದು ಮತ್ತು ಸಮಸ್ಯೆಗಳನ್ನು ಬಿಡಿಸುವುದು ।

**CO3.** ಕಲ್ಪನಾ ಸಾಂಖ್ಯಿಕ ಮಾದರಿಗಳಲ್ಲಿ ಅಂಕಿಅಂಶಗಳ ಕಲ್ಪನಾ ಪರೀಕ್ಷೆಗಳನ್ನು ಉಪಯೋಗಿಸುವುದು ಮತ್ತು ಸಮಸ್ಯೆಗಳನ್ನು ಬಿಡಿಸುವುದು ।

**CO4**. ಕಲ್ಪನಾ ಸಾಂಖ್ಯಿಕ ಮಾದರಿಗಳಲ್ಲಿ ಅಂಕಿಅಂಶಗಳ ಬಿಡಿ ಮಾದರಿಗಳ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಉಪಯೋಗಿಸುವುದು ಮತ್ತು ಸಮಸ್ಯೆಗಳನ್ನು ಬಿಡಿಸುವುದು ।

**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 | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 1 |
| CO2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO4 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| Average | 2.8 | 2.6 | 2.4 | 2.4 | 2.6 | 2.6 | 2.4 | 2.0 | 2.4 | 2.2 | 2.4 | 2.6 | 2.6 | 2.8 | 2.6 | 2.4 | 1.8 |

**Contents:**

**Unit-1.** ಕಲ್ಪನಾ ಸಾಂಖ್ಯಿಕ ಮಾದರಿಗಳಲ್ಲಿ ಅಂಕಿಅಂಶ : ಪೀಠಿಕೆ, ಪ್ರಾಪ್ತ ಕಲ್ಪನಾ, ಶಾ ಕಲ್ಪನಾ, ಶಾಪ್ತಮಾದರಿ ಯಾದೃಚ್ಛಿಕ

**Unit-2.** ಮಾ.ಮಾದರಿ ಪ್ರಾಮುಖ್ಯತೆ ಗುಂಪು ಪ್ರಾ.ಲಕ್ಷಣ. : ಸಾರಾಂಶ ಮತ್ತು ಕಲ್ಪನಾ ಪರೀಕ್ಷೆ ಮತ್ತು ದೋಷ

**Unit-3.** ಕಲ್.ಪರೀಕ್ಷೆ ಪ್ರಾಮುಖ್ಯತೆ ಮಾದರಿ : ಸಾರಾಂಶ ಮತ್ತು ಕಲ್ಪನಾ ಪರೀಕ್ಷೆ ಮತ್ತು ದೋಷ

**Unit-4.** ಬಿಡಿ ಪ್ರಾ.ಲಕ್ಷಣಗಳು ಮಾದರಿ : ಸಾರಾಂಶ ಮತ್ತು ಕಲ್ಪನಾ ಪರೀಕ್ಷೆ ಮತ್ತು ದೋಷ

**Reference Books:**


1. ಕಲ್.ಪರೀಕ್ಷೆ ಪ್ರಾಮುಖ್ಯತೆ ಪರಿಪಾಠ ಮಾದರಿ
2. ಪ್ರಾಪರಿಪಾಠ ಕಲ್ಪನಾ ಪರೀಕ್ಷೆ -ಲಿಪಿಪ್ರಾಪ್ತಮ ಕಲ್ಪಾಪರಿ
3. ಬಹುಪ್ರಾಯೋಗಿಕ ಅಭಿಕಲ್ಪ ಪ್ರಪಾಪ್ತಿಯ ಪಿಂಗಾಸ್ತ -ಪ್ರಾಮುಖ್ಯತೆ ಗುಂಪು ಪ್ರಾಲಕ್ಷಣ.
4. ಬಿಡಿ ಪ್ರಾ.ಲಪ್ತ ಲಿಪಿಂಗ ಮಾದರಿ ಸಾರಾಂಶ ಪ್ರಾಪ್ತಿಯ -ಲಿಮಾಪ್ತ.ರಿ ಪ್ರಾಪ್ತಾಪರಿ ಕಲ್ಪಾಪರಿ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | The study of Santali songs and eminent writers develops language competence, literary understanding, critical thinking, creativity, and appreciation of indigenous knowledge systems, contributing to inclusive and equitable education. |
| SDG 5 | Gender Equality | Santali literature and songs highlight women's participation in social and cultural life, gender relations, and awareness of gender justice and equality. |
| SDG 10 | Reduced Inequalities | Encourages understanding of social inequality, exclusion, ethnicity, caste, class, and marginalized identities through Santali literary and cultural traditions. |
| SDG 10 | Reduced Inequalities | Encourages understanding of social inequality, exclusion, ethnicity, caste, class, and marginalized identities through Santali literary and cultural traditions. |
| SDG 16 | Peace, Justice and Strong Institutions | Santali songs and literary writings support social harmony, justice, collective responsibility, ethical leadership, and awareness of community institutions and governance. |
| SDG 17 | Partnerships for the Goals | Encourages cultural collaboration, preservation of indigenous knowledge, interdisciplinary learning, and community participation through the study of Santali literary and folk traditions. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST30004 | The Santals Self-Governance Justice and Legal System<br>ᱠᱟᱛᱚᱞᱟᱛ ᱛᱚᱞᱟᱜ ᱟᱫᱚᱞ ᱠᱟᱠᱚᱞ ᱢᱤᱢᱚᱞᱠᱚᱞ | 4 | 3-1-0 |

**Course Objectives:**

ಕಲಾವಿದರು ಸಾಂಪ್ರದಾಯಿಕ ಅಭಿವ್ಯಕ್ತಿಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಪ್ರಸ್ತುತ ಸಂದರ್ಭಕ್ಕೆ ತಕ್ಕಂತೆ ಸಮಾಜದ ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸಲು ಮಾಡುವ ಪ್ರಯತ್ನಗಳನ್ನು ಕಲಾಪ್ರಕಾರಗಳನ್ನು ಬಳಸಿ ಪ್ರದರ್ಶನಗಳನ್ನು ನೀಡುವುದು.

**Course Outcomes:**

**CO1.** ಸಮಾಜದ ಕಲೆಯಲ್ಲಿ ಯಕ್ಷಗಾನದ ಪಾತ್ರಗಳ ಚಿತ್ರಣ (Introduction to self-governance) ಕಲೆಯಲ್ಲಿ ಯಕ್ಷಗಾನದ ಪಾತ್ರಗಳು, ಪಾ.ಪ್ರ.ಪಾಲ್ಗೊ, ಕುಪ್ಪಳಿ, ಪಶುಪತಿ, ಪರಿಸರ.ಇ ಮತ್ತು ಪಾ.ಗಾತ್ರ ರಚನೆ ।

**CO2.** ಪಾ.ಗಾಯನ. ಬಿ ಲಿಪಿಪಿ ಪಾ ಪಾ.ಯಕ್ಷಪಾಲಿಯಲ ಕಲೆಯಲ್ಲಿ ಯಕ್ಷಗಾನದ ಪಾತ್ರಗಳ ಲಿಂಗಭಾವ ಬಿ ಯಾಂತ್ರಿಕ ಗಾನಾಂಗ ।

**CO3.** ಯಾಕ್ಷ.ಪ-ಯಾ.ಧರ್ಮ ಮತ್ತು ಶಿಲ್ಪ ಪಾತ್ರಗಳ ಸಾಂಪ್ರದಾಯಿಕ ಯಾಂಯಿಯಂಬಿ ಯಾಂಯಾಂಧ ಗಾನಾಂ।

**CO4.** ಪಾ.ಕ್ಷಿಪಾ ಶಿಲ್ಪಿಸಿಕ್ಷಿಪಾ ಮತ್ತು ಪಾರ್ಶ್ವ ಬಾ.ಲಿಪಿ ಯಾಂಯಿಯಂಬಿ ಯಾಂಯಾಂಧ ಗಾನಾಂ।

**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 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 |
| CO2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 1 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.6 | 2.4 | 2.6 | 2.4 | 2.8 | 2.4 | 2.0 | 2.4 | 2.4 | 2.2 | 2.8 | 2.8 | 2.6 | 2.6 | 2.6 | 2.0 |

**Contents:**

**Unit-1.** ಸಮಾಜದ ಕಲೆಯಲ್ಲಿ ಯಕ್ಷಗಾನದ ಪಾತ್ರಗಳ ಚಿತ್ರಣ (Introduction to self-governance)

- ಕಲೆಯಲ್ಲಿ ಯಕ್ಷಗಾನದ ಪಾತ್ರಗಳು, ಪಾ.ಪ್ರ.ಪಾಲ್ಗೊ, ಕುಪ್ಪಳಿ, ಪಶುಪತಿ, ಪರಿಸರ.ಇ ಮತ್ತು ಪಾ.ಗಾತ್ರ ರಚನೆ।

**Unit-2.** ಲಿಪಿಪಿ ಪಾ ಪಾ.ಯ ಕ್ಷಿಪಾಲಿ ಕಲೆಯಲ್ಲಿ ಯಕ್ಷಗಾನದ ಪಾತ್ರಗಳ ಲಿಂಗಭಾವ (History of Village governance in India)

- ಕಲೆಯಲ್ಲಿ ಯಕ್ಷಗಾನದ ಪಾತ್ರಗಳ ಶಿಷ್ಟಪಾಲಿ ಮತ್ತು ಪಾಪಾಲಿ
- ಲಿಪಿಕ್ಷಾಧರ ಪಾಲ್ಗೊ, ಕ್ಷಿಪಾಲಿ ಪಿಪಾಯಿಕ್ಷ ಕಾಪಾಲಿ, ಪಿಪಾಯಿಕ್ಷ ಶಿಲಾಲಿ ಮತ್ತು ಕ್ಷಿಪಾಲಿ ಬಿಪಾಲಿಪಾಪಿಕ್ಷಾ ಪಾಲಿಕ್ಷಾಧರ ಕಲೆಯಲ್ಲಿ ಯಕ್ಷಗಾನದ ।
- ಪಾ.ಲಿಪಾಲಿಕ್ಷಾಧರ ಕಲೆಯಲ್ಲಿ ಯಕ್ಷಗಾನ, ಪಾಲ್ಗೊ. (ಲಿಪಾಲಿಬಿ ಬಿಪಾಲಿಪಾಪಿಕ್ಷಾ, ಬಿಯಾಬಿಪಾಲಿಪಾಪಿಕ್ಷಾ, ಕ್ಷಿಲ ಬಿಪಾಲಿಪಾಪಿಕ್ಷಾ, ಪಿಪಾಶಾ ಬಿಪಾಲಿಪಾಪಿಕ್ಷಾ), ಪಾ.ಧಕ್ಷಾ.ಪ ಮತ್ತು ಕ್ಷಾ.ಧಲಾ. ರಚನೆ।

**Unit-3.** ಯಾಕ್ಷ.ಪ-ಯಾ.ಧರ್ಮ ಮತ್ತು ಶಿಲ್ಪಾಪಿಕ್ಷಾಧರ ಪಾಲಿಪಾಪಿಕ್ಷಾ (Place of Justification)

- ಪಾ.ಲಿಪಾಲಿ.ಧರ್ಮ, ಬಿಪಾಯಿರ್ಮಾಲಿ.ಧರ್ಮ, ಬಿಪಾಪಿಕ್ಷಾಧರ ಯಾ.ಧರ್ಮ, ಪಿಪಾ-ಯಾಪಿಪಾಲಿ.ಧರ್ಮ।

- ১৯৪৯৯৯০ ৩৯ ৩৫৫৩৩৫২৮৩৫ ৩৯৪৩.৯ ৩৩.৫৫৯৮৮ ।

**Unit-4.** ৪৩.৪৬৯৯ ৩৫১৫১৪৯৯ ৩৯ ৪২৫৩ ৮৩.৫১৫ (5th Scheduled and PESA Act.)

- ৩৫১৫১৪৯৯০ ০৩০৯৩৯২ ৩.৬৯৯ ৮৩৬৩৩৫ ৫৩৫৩৫ ৩৩৪৯৯৫, ৩.৫৬৩.৯, ৬৩৯২ ২৯৩৫ ।
- ৯৩৫৯৩০৯৫ ৫৩৮৬৩৯৮৩৯ ৪৩৯৯৫৫৬৭ (TAC), ৩৫১৫১৪৯৯০ ০৩০৯৩৯২ ৪৩৮৩০৩.৫ ৩.৯৯, ৩৫১৫১৪৯৯০ ০৩০৯৩ ২৯৩৫৮৩ ।
- ৩৩৪৩৫ ৫৩৫৩৫ (self-Governance) ৩.০১৩৩.৫৫৯ (৫৩৯৩৩ ৪৩৭৪৩৫২০ / ৫৩৯৩৩ ৫৩৩৯৩) ৯২৫৩৫ ৯১৩৩ ৩.৫৬৩.৯ ৩৯ ৫৩৬ ৬৯৩৫ ৯২৫৩৫ ৮৩৫৩০ (১৪৩৯৩৫৭) ২৯৩৫

**Reference Books:**


1. ৯৩.৯৯৯ ৮৩৬৩৫ ৮৩.৯৯ ৯৩৯৩-৫৯০৫৩৫৫৫৭ ৯২৯৩৯৯
2. Tribal Low and Justices – W.G. Archar
3. Panchayati Raj, Chunoti evamsambhavnayen - Mahipal
4. ৩.৬৯৯ ৫৩৬০৩ ৫৩৩২৫-৫৩৩৯৫৫৩ ৯৩৫৩৯
5. Austric Civilization of India - ৫৯০৫৩৫৫৫৭ ৯২৯৩৯৯


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Traditional Santali governance systems support collective welfare, resource sharing, social cooperation, and community-based mechanisms that contribute to livelihood security and poverty reduction. |
| SDG 4 | Quality Education | The study of Santali self-governance and legal traditions promotes indigenous knowledge, critical understanding of customary institutions, cultural literacy, and interdisciplinary learning. |
| SDG 5 | Gender Equality | Discussions on participation, rights, and representation within Santali customary systems create awareness regarding gender relations and social inclusion. |
| SDG 10 | Reduced Inequalities | Develops understanding of social stratification, caste, class, ethnicity, and inequality through Santali literary traditions, folk songs, and cultural dance practices. |
| SDG 12 | Responsible Consumption and Production | Santali traditional practices encourage sustainable resource use, collective responsibility, and environmentally balanced lifestyles. |
| SDG 16 | Peace, Justice and Strong Institutions | The Santals' traditional governance and justice systems strengthen peace building, conflict resolution, social justice, participatory decision-making, and community institutions. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30006** | **Development of Santali Drama**<br>**ᱞᱮᱱᱟᱹᱣᱟᱹᱨ ᱜᱮᱞᱚᱢᱮᱫ ᱱᱟᱴᱚᱜ ᱚᱱᱚᱱ** | **4** | **3-1-0** |

**Course Objectives:**

ᱫᱚᱪᱟᱱ ᱞᱮᱱᱟᱹᱣᱟᱹᱨ ᱚᱱᱞᱟᱭᱱᱚᱛ ᱛᱚ.ᱦᱟᱹᱪᱟᱱ. ᱢᱚ ᱞᱮᱱᱟᱹᱣᱟᱹᱨ ᱢᱟᱹᱪᱟᱭᱛᱮᱱ ᱫᱟᱹᱲᱟᱢ.ᱚ ᱣᱮᱨᱚᱱ ᱛᱚᱨᱚ ᱫᱚᱪᱟᱱ ᱜᱚᱡᱟᱭᱟ ᱱᱚᱵᱚᱫᱮᱱ ᱾ ᱫᱚᱪᱟᱱ ᱜᱮᱱᱟᱹᱨᱮᱫᱮᱵ ᱛᱮᱱᱦᱟᱹᱪᱟᱭ.ᱱᱚᱵ ᱛᱮᱱᱟᱣᱟᱱᱟᱭ ᱯᱮᱵᱟᱣᱟᱱᱮ ᱜᱮᱱᱟᱹᱨᱮᱫᱮ ᱣᱟᱜᱣᱚᱱᱚᱨ ᱜᱮᱨᱮᱱᱮ ᱢᱚ ᱱᱣᱟᱢᱟᱭᱟᱱ ᱾

**Course Outcomes**

**CO1.** ᱫᱚᱪᱟᱱ ᱞᱮᱱᱟᱹᱣᱟᱹᱨ ᱚᱱᱞᱟᱭᱱᱚᱛ ᱶᱮᱶᱣᱶᱚᱢ, ᱛᱮᱱᱮᱱ.ᱣᱮᱣᱟ ᱱᱣ ᱫᱮᱜᱮᱱᱟ ᱢᱚ ᱡᱟᱱᱟᱱᱨᱮ ᱳᱱᱟᱢ ᱾

**CO2.** ᱡᱟᱹᱯᱶ-ᱣᱱ.ᱯᱟᱱᱮ ᱜᱮᱱᱟᱹᱨᱮᱫᱮ ᱣᱮᱨᱮᱱᱮᱜ ᱡᱟᱱᱟᱨᱚᱴᱯ ᱢᱚ ᱡᱟᱱᱟᱱᱨᱮ ᱳᱱᱟᱢ ᱾

**CO3.** ᱯᱚᱯᱣᱮᱯᱟᱣ ᱱᱣ ᱯᱚᱯᱣᱮᱯᱟᱣ ᱣᱮᱨᱟᱹᱪᱟᱱᱚᱨ ᱞᱮᱱᱮᱱᱟ ᱯᱮᱵᱟᱱᱮᱱᱜ ᱡᱚᱜᱟ ᱡᱟᱱ.ᱵᱟᱣ ᱢᱟᱱᱚᱣᱟᱱ ᱢᱚ ᱢᱚ ᱡᱟᱱᱟᱱᱨᱮ ᱳᱱᱟᱢ ᱾

**CO4.** ᱚᱣᱟᱱ.ᱣᱟ ᱯᱟᱱᱢᱟᱱᱣᱮ ᱡᱮᱯ ᱯᱟᱱᱜ ᱞᱮᱱ.ᱣᱟ ᱤᱟᱚᱱ.ᱣᱟᱯᱟ ᱢᱟᱱᱚᱨ ᱫᱚᱪᱟᱱ ᱜᱮᱱᱟᱹᱨᱮᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱛ ᱱᱣ ᱱᱮᱞᱮ ᱢᱚ ᱡᱟᱱᱟᱱᱨᱮ ᱳᱱᱟᱢ ᱾

**CO5.** ᱫᱚᱪᱟᱱ ᱜᱮᱱᱟᱹᱨᱮᱫᱮ ᱢᱚ ᱣᱮᱨᱮᱱᱮᱜ ᱡᱟᱱᱟᱨᱚᱴᱯ ᱢᱚ ᱡᱟᱱᱟᱱᱨᱮ ᱯᱮᱵᱟᱱᱮᱱᱮ ᱛᱚ.ᱦᱟᱹᱪᱟᱱ. ᱢᱚ ᱣᱚ᱾ ᱣᱟᱱᱛᱮᱮ ᱯᱟᱱᱮ ᱣᱮ ᱜᱮᱱᱟᱹᱨᱮᱫᱮ ᱢᱚ ᱮᱟᱣᱡᱟᱱ.ᱟᱱ ᱾

**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 | 3 | 3 | 2 | 3 | 3 | 2 | – | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 1 |
| CO2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| Average | 2.8 | 2.4 | 2.6 | 2.6 | 2.4 | 2.8 | 2.6 | 2.0 | 2.0 | 2.4 | 2.8 | 2.4 | 2.8 | 2.8 | 2.6 | 2.8 | 2.0 |

**Contents:**

**Unit-1.** ᱜᱮᱱᱟᱹᱨᱮᱫᱮ ᱞᱮᱱᱡᱟᱣᱟᱨᱯ ᱣᱮᱨᱮᱱᱮᱜ ᱶᱮᱶᱣᱶᱚᱢ, ᱛᱮᱱ.ᱮᱱ.ᱣᱮᱣᱟ, ᱡᱟᱨᱮᱨᱟᱣ, ᱤᱟᱶᱣᱟᱱᱟᱣ, ᱡᱚᱜᱟ ᱱᱣ ᱡᱟᱱᱟᱱᱨᱮ᱾

**Unit-2.** ᱡᱟᱹᱯᱶ-ᱣᱱ.ᱯᱟᱱᱮ

**Unit-3.** ᱯᱚᱯᱣᱮᱯᱟᱣᱡᱟᱣᱟᱱ

**Unit-4.** ᱚᱣᱟᱱ.ᱣᱟ ᱯᱟᱱᱢᱟᱱᱣᱮ ᱡᱮᱯ ᱯᱟᱱᱜ

**Reference Books:**


1. [illegible]
2. [illegible]
3. [illegible]


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Santali dramas portray the economic struggles of rural and marginalized communities and encourage awareness of social justice, livelihood, and collective welfare. |
| SDG 3 | Good Health and Well-being | Dramatic narratives strengthen emotional well-being, social harmony, cultural identity, and community solidarity through shared cultural experiences and moral teachings. |
| SDG 4 | Quality Education | The study of Santali drama develops literary understanding, critical thinking, communication skills, creativity, and appreciation of indigenous knowledge and cultural heritage. |
| SDG 5 | Gender Equality | Santali dramas create awareness about women's experiences, gender relations, social participation, and equality within traditional and contemporary society. |
| SDG 16 | Peace, Justice and Strong Institutions | Dramatic narratives critically engage with justice, governance, leadership, conflict resolution, and social harmony while strengthening awareness of indigenous institutions and ethical values. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration between indigenous cultural traditions, academic studies, community participation, and preservation of Santali dramatic heritage. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30008** | **Santali Cinema Literature**<br>**ᱞᱤᱴᱨᱮᱪᱟᱨ ᱯᱟᱹᱞᱤ ᱞᱤᱭᱟᱡᱤᱝ** | **4** | **3-1-0** |

**Course Objectives:**

ᱩᱱ.ᱦᱟᱭᱟᱱ.ᱠᱟ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱯᱟᱹᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱫ ᱮᱢᱜᱮᱞ, ᱥᱩᱫᱮᱫᱩ ᱚᱨ ᱡᱚᱵᱟᱹᱨ ᱚᱪᱚᱲᱮ ᱥᱩᱧᱩ ᱠᱟᱱᱟᱣ᱾ ᱞᱤᱭᱚᱡ ᱯᱟᱹᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱫ ᱞᱤᱭᱟᱡᱤᱝ ᱞᱤᱭᱚ ᱞᱤ.ᱜᱤ.ᱧᱠᱟ ᱚᱢᱚᱱᱚᱲᱮ ᱥᱩᱧᱩ ᱠᱟᱱᱟᱣ᱾

**Course Outcomes:**

**CO1.** ᱫᱚᱭᱟ ᱞᱤᱚᱢᱚᱱ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱩᱱ.ᱦᱟᱭᱟᱱ.ᱠᱟ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱯᱟᱹᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱫ ᱮᱢᱜᱮᱞ, ᱥᱩᱫᱮᱫᱩ ᱚᱨ ᱡᱚᱵᱟᱹᱨ ᱠᱟ ᱚᱢᱚᱱᱚᱲᱮ ᱯᱟᱱᱚᱭ᱾

**CO2.** ᱫᱚᱭᱟ ᱞᱤᱚᱢᱚᱱ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱩᱱ.ᱦᱟᱭᱟᱱ.ᱠᱟ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱯᱟᱹᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱫ ᱮᱢᱜᱮᱞ ᱞᱤᱭᱚᱡ ᱞᱤ.ᱜᱤ.ᱧ ᱠᱟ ᱚᱵᱟᱜᱟᱱ.ᱭ ᱯᱟᱱᱚᱭ᱾

**CO3.** ᱫᱚᱭᱟ ᱞᱤᱚᱢᱚᱱ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱩᱱ.ᱦᱟᱭᱟᱱ.ᱠᱟ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱯᱟᱹᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱫ ᱮᱡᱧᱮᱞ ᱡᱚᱱᱚᱨᱚᱭ ᱠᱚᱱᱚᱲ ᱯᱟᱹᱞᱤ ᱡᱚᱱᱚᱨᱚᱭ ᱥᱮ ᱠᱚ.ᱡᱟ ᱥᱮᱵᱚ ᱯᱚᱢᱜᱚᱱᱚᱭ᱾

**CO4.** ᱫᱚᱭᱟ ᱞᱤᱚᱢᱚᱱ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱩᱱ.ᱦᱟᱭᱟᱱ.ᱠᱟ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱯᱟᱹᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱫ ᱠᱚ ᱚᱵᱮᱵᱟᱡᱟ ᱡᱟᱞᱮᱡᱟ ᱹᱢᱟᱡᱮᱨᱮᱢᱜ-ᱢ᱾

**CO5.** ᱫᱚᱭᱟ ᱞᱤᱚᱢᱚᱱ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱩᱱ.ᱦᱟᱭᱟᱱ.ᱠᱟ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱯᱟᱹᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱫ ᱮᱡᱧᱮᱞ ᱠᱚ.ᱡᱟ ᱥᱮᱵᱚ ᱯᱚᱢᱜᱚᱱᱚᱭ᱾

**CO-PO-PSO Mapping**

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

| Course Outcomes | PO1 | 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 | – | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 2 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO2 | 2 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | – | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | – | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | – | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | – | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.4 | 3.0 | 2.4 | 2.6 | 2.6 | 2.2 | 1.4 | 1.4 | 0.0 | 2.0 | 2.4 | 2.4 | 3.0 | 2.6 | 2.2 | 2.8 | 2.6 |

**Contents:**

### Unit-1. ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱣᱮ ᱯᱚᱨᱤᱪᱭ (Introduction to Cinema)

- ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱣᱮ ᱩᱫᱚᱫᱚ, ᱰᱟ.ᱫᱮᱵᱮᱱᱫᱨ, ᱩᱥᱟᱥᱚ, ᱱᱚᱞ ᱟᱨ ᱜᱟ.ᱢᱟᱞᱩ।

### Unit-2. ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱣᱮ ᱚᱨᱤᱡᱟᱞ

- ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱣᱮ ᱚᱨᱦᱚᱞᱟᱦ ᱰᱟᱜᱟᱨᱤ ।
- ᱥᱤᱱᱮᱢᱟ ᱦᱟ.ᱨᱟ ᱰᱟᱜᱟᱨᱤ ।

### Unit-3. ᱞᱤᱴᱨᱮᱪᱟᱨ ᱟᱨ ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱣᱮ ᱩᱥᱟᱥᱚ (Importance of Cinema and Literature)

- ᱞᱤᱴᱨᱮᱪᱟᱨ ᱨᱮᱞᱣᱮ ᱩᱥᱟᱥᱚ ।
- ᱞᱤᱴᱨᱮᱪᱟᱨ ᱟᱨ ᱞᱤᱴᱚᱨᱤ ।
- ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱣᱮ ᱩᱥᱟᱥᱚ ।

**Reference Books:**

**1.** Cinema Aur Sahitya- Dr. Roshni Pawar
**2.** Bhartiya Hindi Cinema ki vikas Yatra- Dr. Devendra Nath Singh

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Develops critical understanding of Santali cinema as a literary and cultural medium, enhances analytical, communication, and media literacy skills, and promotes lifelong learning through indigenous knowledge and visual storytelling. |

| | | |
|---|---|---|
| **SDG 5** | **Gender Equality** | **Examines the representation of women and gender roles in Santali films, encouraging gender sensitivity, equality, and women's empowerment through cinematic narratives.** |
| **SDG 8** | **Decent Work and Economic Growth** | **Introduces students to the Santali film industry, creative economy, employment opportunities in media, filmmaking, script writing, acting, and cultural entrepreneurship.** |
| **SDG 10** | **Reduced Inequalities** | **Highlights the voices, identities, and experiences of Indigenous and marginalized communities, promoting inclusion, equal representation, and social justice through cinema.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Encourages preservation and promotion of Santali cultural heritage, traditions, language, and community identity through documentation and cinematic expression.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Promotes awareness of social justice, human rights, democratic values, conflict resolution, and responsible citizenship by analyzing social issues reflected in Santali cinema.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaboration among educational institutions, filmmakers, cultural organizations, archives, researchers, and Indigenous communities for documentation, preservation, and promotion of Santali cinema and literature.** |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32002** | **Santali Cast System of Tribes**<br>**ᱥ.ᱜᱟᱞ ᱚᱞᱟᱱᱜ ᱢᱥ.ᱚᱨ ᱯᱟᱨᱦᱚᱲᱚᱥ** | **4** | **3-1-0** |

**Course Objectives:**

ᱥ.ᱜᱟᱞ ᱚᱞᱟᱱᱜ ᱢᱥ.ᱚᱨ ᱯᱟᱨᱦᱚᱲᱚᱥ ᱰᱷᱚᱱᱚᱞ ᱩᱞᱩᱞᱛᱟᱣᱟᱭ ᱵᱟᱨᱦᱟᱜ ᱢᱟᱭ ᱜᱚ ᱥ.ᱜᱟᱞ ᱢᱥ.ᱚᱨ ᱚᱭ ᱥᱟᱦᱮᱱ ᱥ.ᱜᱟᱞ ᱚᱞᱟᱱᱜ ᱢᱥ.ᱚᱨ ᱯᱟᱨᱦᱚᱲᱚᱥ ᱯᱟᱨᱦᱚᱲᱮ ᱵᱟᱝᱟ ᱫᱚᱨᱠᱟᱨ᱾

**Course Outcomes:**

**CO1.** ᱰᱚᱞᱟᱱ ᱰᱷᱚᱱᱚᱞ ᱩᱞᱩᱞᱛᱟᱣᱟᱭ ᱚᱱᱯᱷᱚᱨ ᱩᱥ.ᱱᱟᱣᱟᱱ.ᱚᱭ ᱥ.ᱜᱟᱞ ᱚᱞᱟᱱᱜ ᱢᱥ.ᱚᱨ ᱯᱟᱨᱦᱚᱲᱚᱥ ᱚᱭ ᱯᱟᱨᱦᱚᱲᱮ ᱵᱟᱝᱟᱱ᱾

**CO2.** ᱰᱚᱞᱟᱱ ᱰᱷᱚᱱᱚᱞ ᱩᱞᱩᱞᱛᱟᱣᱟᱭ ᱚᱱᱯᱷᱚᱨ ᱩᱥ.ᱱᱟᱣᱟᱱ.ᱚᱭ ᱥ.ᱜᱟᱞ ᱚᱞᱟᱱᱜ ᱢᱥ.ᱚᱨ ᱯᱟᱨᱦᱚᱲᱚᱥ ᱚᱭ ᱯᱵᱢᱣᱥ.ᱭ ᱵᱟᱝᱟᱱ᱾

**CO3**. ᱰᱚᱞᱟᱱ ᱰᱷᱚᱱᱚᱞ ᱩᱞᱩᱞᱛᱟᱣᱟᱭ ᱚᱱᱯᱷᱚᱨ ᱩᱥ.ᱱᱟᱣᱟᱱ.ᱚᱭ ᱯᱟᱨᱦᱚᱲᱮ ᱜᱚᱱᱛᱟᱨᱮᱱᱜ ᱢᱟ ᱥ.ᱜᱟᱞ ᱚᱜᱜᱚ ᱥᱚᱵᱟᱣᱟᱱᱜ ᱢᱥ.ᱚᱨ ᱯᱟᱨᱦᱚᱲᱚᱥ ᱯᱟᱵᱚᱱᱚᱥ ᱰᱷᱚᱱᱭᱚᱱ ᱚᱱ.ᱩᱨ ᱚᱭ ᱚᱣᱟᱱᱚᱣ ᱚᱱᱚᱚᱣᱟᱱ᱾

**CO4**. ᱰᱚᱞᱟᱱ ᱰᱷᱚᱱᱚᱞ ᱩᱞᱩᱞᱛᱟᱣᱟᱭ ᱚᱱᱯᱷᱚᱨ ᱩᱥ.ᱱᱟᱣᱟᱱ.ᱚᱭ ᱥ.ᱜᱟᱞ ᱚᱞᱟᱱᱜ ᱢᱥ.ᱚᱨ ᱯᱟᱨᱦᱚᱲᱚᱥ ᱚᱭ ᱚᱵᱮᱚᱣᱟᱨ ᱯᱟᱨᱮᱫᱟᱨᱮᱱ᱾

**CO5**. ᱰᱚᱞᱟᱱ ᱰᱷᱚᱱᱚᱞ ᱩᱞᱩᱞᱛᱟᱣᱟᱭ ᱚᱱᱯᱷᱚᱨ ᱩᱥ.ᱱᱟᱣᱟᱱ.ᱚᱭ ᱥ.ᱜᱟᱞ ᱚᱞᱟᱱᱜ ᱢᱥ.ᱚᱨ ᱯᱟᱨᱦᱚᱲᱚᱥ ᱵᱟᱝᱟᱱᱜ ᱜᱚᱱᱟᱱᱮ ᱜᱵᱵᱚ ᱚᱭ ᱩᱥ᱾ᱢᱥ ᱚᱱᱟᱱ ᱥᱟᱦᱮᱱ ᱰᱷᱚᱱᱭᱚᱱ ᱡᱟᱱᱟᱱᱚᱵᱵᱟᱵ ᱚᱥ.ᱱᱟ ᱵᱟᱝᱟᱱ ᱯᱟᱨᱦᱚᱲᱚᱥᱟᱱ᱾

**CO-PO-PSO Mapping**

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

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 3 | 2 | 1 | 2 | 2 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| Average | 2.6 | 2.6 | 2.2 | 2.8 | 2.4 | 2.0 | 1.8 | 1.6 | 2.6 | 1.4 | 2.2 | 1.6 | 2.6 | 2.8 | 2.2 | 2.6 | 2.4 |

**Contents: -**

**Unit- 1.** ᱪᱟ.ᱚᱱ ᱯᱨᱣᱟᱹᱜ ᱩᱯᱚᱨᱮ ᱦᱮᱞᱚᱦᱚᱲ (General Introduction of Cast)

- ᱪᱟ.ᱚᱱ ᱯᱨᱣᱟᱹᱜ ᱩᱨᱮᱞᱚ, ᱛᱟ.ᱮᱟ.ᱯᱨᱟᱱ, ᱥᱩᱥᱮᱥᱩ, ᱜᱟ.ᱢᱱᱟᱞ, ᱜᱦᱮᱦᱚ, ᱩᱦᱢᱩᱟ.ᱮ।

**Unit- 2.** ᱪᱟ.ᱚᱱ ᱣᱨᱣᱥᱟᱞᱚᱟ ᱯᱨᱣᱟᱹᱜ ᱩᱯᱚᱨᱮ ᱦᱮᱞᱚᱦᱚᱲ

(General Introduction to the Cast System)

- ᱪᱟ.ᱚᱱ ᱣᱨᱣᱥᱟᱞᱚᱟ ᱯᱨᱣᱟᱹᱜ ᱩᱨᱮᱞᱚ, ᱛᱟ.ᱮᱟ.ᱯᱨᱟᱱ, ᱜᱦᱮᱦᱚ।

**Unit- 3.** ᱴᱟᱨᱚᱟᱛ ᱠᱥᱩᱟᱹᱜ ᱛᱟ.ᱯᱨᱟᱨ ᱜᱟ.ᱢᱱᱟᱞ ᱠᱟᱢᱚᱩᱟ

(Division of Gotra in the Santal)

- ᱴᱟᱨᱚᱟᱛ ᱠᱥᱩᱟᱹᱜ ᱛᱟ.ᱯᱨᱟᱨ, ᱦᱟᱨᱚᱟ (ᱢᱟᱢᱨᱩ), ᱣᱟᱯᱨᱮ (ᱢᱨᱣᱦ), ᱨᱩᱦᱟᱨ ᱛᱟ.ᱯᱨᱟᱨ ᱟᱯ ᱜᱟᱛ, ᱡᱦᱩᱢ., ᱥᱱᱟᱨᱤ:, ᱜᱟ.ᱩᱱ ᱨᱩᱦᱟᱨ।

**Unit- 4.** ᱣᱚᱱᱨᱟᱱ ᱯᱨᱮ ᱠᱩᱟ.ᱨ ᱟ.ᱩᱱᱨᱩᱠᱥ (Major Tribes of Odisha)

- ᱦᱮᱞᱚᱦᱚᱲ, ᱛᱟ.ᱯᱨᱟᱱ, ᱛᱟ.ᱯᱨᱟᱨ।

**Reference Books:**


1. ᱦᱟ.ᱦᱩᱱᱟ ᱠᱥᱩᱟᱹᱜ ᱠᱟ.ᱦᱟ ᱡᱥᱯᱟ - ᱮᱟᱚᱨᱟᱢᱮᱫᱮᱫᱩ ᱡᱨᱦᱣᱯᱥᱩ
2. ᱦᱩᱱᱯᱠᱩᱫᱩᱮᱣᱟ ᱟ.ᱩᱱᱨᱣᱟ.ᱨᱟ ᱦᱟᱣᱥᱩᱮ ᱟᱣᱚᱯ ᱨᱩᱦᱟᱢᱦᱩ- ᱣᱯ. ᱠᱨ. ᱨᱟ. ᱢᱠᱣᱠ
3. ᱦᱟᱢᱚᱟ ᱣᱨᱣᱥᱟᱞᱚᱟ - ᱨᱮ. ᱛᱯᱥᱮᱟᱢᱩ
4. ᱟ.ᱩᱱᱨᱦ ᱨᱟᱢᱡᱚᱟ ᱨᱟᱢᱣᱨᱮ - ᱜᱥᱣᱟᱨᱮᱩᱟ ᱦᱟᱮᱣᱟᱟ
5. *Austric Civilization of India* - ᱮᱟᱚᱨᱟᱢᱮᱫᱮᱫᱩ ᱡᱨᱦᱣᱯᱥᱩ
6. ᱠᱩᱨᱨᱥᱡᱟᱹᱛ ᱠᱥᱩᱟᱹᱜ ᱟ.ᱥᱟ-ᱩᱟ.ᱠᱟ ᱟᱯ ᱥᱟᱨᱮ-ᱥᱟᱚ ᱥᱨᱮᱟᱢᱜ ᱚᱨᱚᱨᱩ - ᱮᱟᱚᱨᱟᱢᱮᱫᱮᱫᱩ ᱡᱨᱦᱣᱯᱥᱩ
7. ᱦᱩᱱᱯᱠᱩᱫᱩᱮᱣ ᱠᱟ ᱦᱩᱮᱩᱦᱟᱢᱚᱟ - ᱣᱯ. ᱩᱩᱚᱠᱥᱣᱩᱥᱠᱦᱩ ᱨᱟᱣᱥ ᱮ. ᱩᱩᱟᱢᱟᱢᱮᱟᱜᱩᱛᱠᱥ ᱠᱨ ᱟᱢᱩᱣᱟᱟᱨᱟ ᱥᱮᱠᱟ ᱣᱩᱟᱢᱟᱨᱟ-ᱨᱟ.ᱨᱠᱥᱟᱚᱟ ᱟᱯᱚᱥ ᱜᱩᱚᱥᱩ - ᱦᱩᱮᱨᱛ ᱠᱟᱢᱮᱣᱠᱮᱟ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Examines the socio-economic conditions of tribal communities and promotes awareness of poverty alleviation, livelihood opportunities, and inclusive development. |
| SDG 4 | Quality Education | Develops knowledge of tribal social systems, caste dynamics, constitutional rights, and promotes critical thinking, research skills, and lifelong learning. |
| SDG 5 | Gender Equality | Encourages understanding of gender roles, social equity, women's rights, and gender justice within tribal communities and social institutions. |
| SDG 8 | Decent Work and Economic Growth | Enhances awareness of employment opportunities, tribal livelihoods, skill development, and socio-economic empowerment through education and policy analysis. |
| SDG 10 | Reduced Inequalities | Promotes understanding of social exclusion, caste-based discrimination, tribal identity, constitutional safeguards, affirmative action, and inclusive development. |
| SDG 11 | Sustainable Cities and Communities | Encourages preservation of tribal culture, customs, traditions, social institutions, and Indigenous Knowledge Systems while promoting social cohesion. |
| SDG 16 | Peace, Justice and Strong Institutions | Builds awareness of constitutional values, human rights, social justice, equality before law, democratic governance, and welfare policies for Scheduled Tribes. |
| SDG 17 | Partnerships for the Goals | Promotes collaboration among educational institutions, tribal communities, researchers, policymakers, NGOs, and government agencies for inclusive tribal development and research. |

**SEMESTER - VI**
**(Double Major)**

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30002** | **Eminent Santali Writers**<br>**ᱩᱫᱚᱭᱟᱱᱤᱭ ᱥᱟᱱᱛᱟᱞᱤ ᱞᱮᱠᱷᱚᱠᱟᱛᱮᱸ. ᱦᱚ** | **4** | **3-1-0** |

**Course Objectives:**

ᱮᱞᱪᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱡᱤᱞᱟᱜᱤᱭᱤᱧ ᱚᱱᱞᱟᱱᱚᱸ ᱡᱟᱱ.ᱢᱟᱲᱟᱣᱟᱱ ᱦᱚ ᱯᱮᱣᱥᱤᱭᱤᱧ ᱱᱚ ᱶᱟᱨᱮᱭᱤᱧ ᱦᱱ.ᱣᱤ ᱡᱱᱡᱤᱚ ᱡᱱᱡᱱᱨᱮ ᱴᱮᱠᱱᱮᱠᱟᱱ ।

**Course Outcomes:**

**CO1**. ᱮᱞᱪᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱡᱤᱡᱤᱟᱜᱤᱭᱤᱧ ᱚᱱᱞᱟᱱᱚᱸ ᱥᱟᱱᱮᱚᱱᱟᱛᱤ ᱥᱟᱱᱵᱤᱶᱯᱷᱚᱸ ᱣᱮᱨᱮᱱᱜ ᱫᱮᱫᱣᱫᱚᱣ ᱱᱚ ᱮᱱᱜᱚᱱᱟ ᱡᱱ.ᱢᱟᱲᱟᱣᱟᱱ. ᱦᱚ ᱡᱱᱡᱱᱨᱮ ᱴᱟᱱᱟᱱ ।

**CO2**. ᱮᱞᱪᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱡᱤᱡᱤᱣᱤᱧ ᱚᱱᱞᱟᱱᱚᱸ ᱡᱱ.ᱢᱟᱲᱟᱣᱟᱱ.ᱦᱚ ᱳᱱ.ᱵᱤᱣᱤ ᱣᱱᱳᱯᱱᱮ ᱢᱫᱳᱫ ᱣᱱ.ᱮᱦᱱ.'ᱣᱱᱜ ᱥᱟᱨᱮᱧᱮ ᱱᱚ ᱥᱟᱱᱵᱤᱶᱯᱷᱚᱸ ᱣᱮ ᱪᱮᱫᱳ ᱦᱚ ᱡᱱᱡᱱᱨᱮ ᱴᱟᱱᱟᱱ।

**CO3.** ᱮᱞᱪᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱡᱤᱡᱤᱣᱤᱧ ᱚᱱᱞᱟᱱᱚᱸ ᱡᱱ.ᱢᱟᱲᱟᱣᱟᱱ.ᱦᱚ ᱥᱟᱱ.ᱯᱣᱦ ᱣᱱᱳᱯᱱᱮ᱾ᱯᱹ ᱳᱦᱣᱳᱦ᱾ᱣᱱᱜ ᱥᱟᱨᱮᱧᱮ ᱱᱚ ᱥᱟᱱᱵᱤᱶᱯᱷᱚᱸ ᱣᱮ ᱪᱮᱫᱳ ᱦᱚ ᱡᱱᱡᱱᱨᱮ ᱴᱟᱱᱟᱱ।

**CO4**. ᱮᱞᱪᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱡᱤᱡᱤᱣᱤᱧ ᱚᱱᱞᱟᱱᱚᱸ ᱡᱱ.ᱢᱟᱲᱟᱣᱟᱱ.ᱦᱚ ᱡᱤᱭ.ᱦᱪᱚ ᱣᱱᱜᱣᱟᱶᱮᱱᱚᱣ ᱳᱦᱣᱳᱦ᱾ᱣᱱᱜ ᱥᱟᱨᱮᱧᱮ ᱱᱚ ᱥᱟᱱᱵᱤᱶᱯᱷᱚᱸ ᱣᱮ ᱪᱮᱫᱳ ᱦᱚ ᱡᱱᱡᱱᱨᱮ ᱴᱟᱱᱟᱱ।

**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 | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 1 |
| CO2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO4 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| Average | 2.8 | 2.6 | 2.4 | 2.4 | 2.6 | 2.6 | 2.4 | 2.0 | 2.4 | 2.2 | 2.4 | 2.6 | 2.6 | 2.8 | 2.6 | 2.4 | 1.8 |

**Contents:**

**Unit-1.** ⵅⵎⵉⵔⵎⵣⵔ ⵅⵎⵚⵡⵣⵒ ⵜⵣⵔⵎⵏ ⵖⵉⵖⵜⵖ : ⵉⵎⵏⵎⵍ, ⵜⵎⵣ ⵅⵎⵚⵡⵣⵒ, ⵎⵒ ⵅⵎⵚⵡⵣⵒ, ⵎⵒⵍⵔⵖⵔ ⵡⵎⵜⵎⵎⵊ

**Unit-2.** ⵍⵎ.ⵏⵙⵔ ⵜⵎⵍⵒⵎⵄ ⵗⵖⵗ ⵜⵎ.ⵄⵖⵎ. : ⵏⵔⵔⵎⵉⵉ ⵎⵜ ⵅⵎⵚⵡⵣⵒ ⵜⵣ ⵣⵉⵣⵍ

**Unit-3.** ⵅⵎ.ⵒⵙⵖ ⵜⵎⵍⵍⵎ·ⵒⵜ ⵍⵖⵜⵍⵖ : ⵏⵔⵔⵎⵉⵉ ⵎⵜ ⵅⵎⵚⵡⵣⵒ ⵜⵣ ⵣⵉⵣⵍ

**Unit-4.** ⵊⵀ·ⵓⵣⵔ ⵜⵎ.ⵖⵙⵖⵉⵎⵔⵙ ⵍⵖⵜⵍⵖ : ⵏⵔⵔⵎⵉⵉ ⵎⵜ ⵅⵎⵚⵡⵣⵒ ⵜⵣ ⵣⵉⵣⵍ

**Reference Books:**


5. ⵅⵎ.ⵒⵙⵖ ⵜⵎⵍⵍⵎ·ⵒⵜ ⵀⵉⵀⵒ ⵍⵎⵚⵎ
6. ⵜⵀⵉⵀⵒ ⵅⵎⵚⵡⵣⵒ -ⵅⵖⵉⵎⵜⵎⵍ ⵅⵀⵜⵣⵉ
7. ⵖⵙⵣⵜⵚⵎⵣ ⵡⵀⵙⵅⵀ ⵒⵙⵀⵜⵜⵀ ⵊⵖⵔⵙⵔ -ⵜⵎⵍⵒⵎⵄ ⵗⵖⵗ ⵜⵎⵅⵖⵎ.
8. ⵊⵀ· ⵜⵎ.ⵖⵙⵖ ⵉⵎⵔⵙ ⵍⵖⵜⵍⵖ ⵏⵔⵔⵎⵉⵉ ⵄⵖⵜⵔⵔ -ⵉⵔⵍⵎⵎ.ⵇ ⵄⵀⵜⵜⵀⵉ ⵅⵀⵜⵣⵉ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | The study of Santali songs and eminent writers develops language competence, literary understanding, critical thinking, creativity, and appreciation of indigenous knowledge systems, contributing to inclusive and equitable education. |
| SDG 5 | Gender Equality | Santali literature and songs highlight women's participation in social and cultural life, gender relations, and awareness of gender justice and equality. |
| SDG 10 | Reduced Inequalities | Encourages understanding of social inequality, exclusion, ethnicity, caste, class, and marginalized identities through Santali literary and cultural traditions. |
| SDG 10 | Reduced Inequalities | Encourages understanding of social inequality, exclusion, ethnicity, caste, class, and marginalized identities through Santali literary and cultural traditions. |
| SDG 16 | Peace, Justice and Strong Institutions | Santali songs and literary writings support social harmony, justice, collective responsibility, ethical leadership, and awareness of community institutions and governance. |
| SDG 17 | Partnerships for the Goals | Encourages cultural collaboration, preservation of indigenous knowledge, interdisciplinary learning, and community participation through the study of Santali literary and folk traditions. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST30004 | The Santals Self-Governance Justice and Legal System<br>ᱠᱟᱛᱚᱞᱟᱧ ᱚᱞᱚᱟᱝᱜ ᱟᱫᱚᱞᱛ ᱠᱟᱠᱚᱞᱛ ᱢᱤᱢᱚᱞᱚᱞ | 4 | 3-1-0 |

**Course Objectives:**

ಕಲಾವಿದರು ಸಂಯೋಜನೆ ಮಾಡುವಾಗ ಯಾವ ಯಾವ ಅಂಶಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಳ್ಳಬೇಕು ಎಂಬುದನ್ನು ಈ ಪಾಠದಲ್ಲಿ ತಿಳಿಸಲಾಗಿದೆ.

**Course Outcomes:**

**CO1.** ಸ್ವಯಂ ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ ಮತ್ತು ಮಹತ್ವ (Introduction to self-governance) ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ, ಡಿ.ಇ.ಒ.ಎಲ್, ಕುಟುಂಬ, ಆರ್ಥಿಕ, ಸಾಮಾಜಿಕ ಹಾಗೂ ಆಡಳಿತ ವಿಷಯ ।

**CO2.** ಡಿ.ಗಾಮೀಣ. ಬಿ ಬಗ್ಗೆಯೂ ಪಿ.ಯು.ಸಿ.ಗಳಲ್ಲಿ ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ ಇಲ್ಲದವರು ಬಿ ಯಾವುದೇ ಆಯಾ ।

**CO3.** ಯಶಸ್ವಿ.ಪ-ಯಾ.ರಲ್ಲಿ ಹಾಗೂ ಬಲ ಪರಿಚಯಗಳಿಂದ ಯಾವುದೇ ಯಾವುದೇ ಆಯಾ।

**CO4.** ಡಿ.ಪ್ರಜ್ಞೆ ಪಲ್ಲವಿಪ್ರಿಯ ಹಾಗೂ ಡಿಲಿಯಾ ಬಾ.ಲಿಂಗ ಯಾವುದೇ ಯಾವುದೇ ಆಯಾ।

**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 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 |
| CO2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 1 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.6 | 2.4 | 2.6 | 2.4 | 2.8 | 2.4 | 2.0 | 2.4 | 2.4 | 2.2 | 2.8 | 2.8 | 2.6 | 2.6 | 2.6 | 2.0 |

**Contents:**

**Unit-1.** ಸ್ವಯಂ ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ ಮತ್ತು ಮಹತ್ವ (Introduction to self-governance)

- ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ, ಡಿ.ಇ.ಒ.ಎಲ್, ಕುಟುಂಬ, ಆರ್ಥಿಕ, ಸಾಮಾಜಿಕ ಹಾಗೂ ಆಡಳಿತ ವಿಷಯ।

**Unit-2.** ಬಗ್ಗೆಯೂ ಪಿ.ಯು ಫಲಿತಾಂಶ ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ ಇಲ್ಲದವರು (History of Village governance in India)

- ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ ಇಷ್ಟವಿಲ್ಲ ಹಾಗೂ ಯಾವಾಗ
- ಭಾರತ ಬುಡಕಟ್ಟು, ಫಲಿತಾಂಶ ಕಾಯಿದೆ ಪಾಸಾಗಿ, ಕಾಯಿದೆ ಅಲ್ಲ ಫಲಿತಾಂಶ ಡಿಪ್ಲೊಮಾ.ಪ ಯಾವುದೇ ಪರಿಚಯ ಸಹಾಯ ಸಂಘಗಳ ಆಯಾ ।
- ಪ.ಯಿಪರಿಚಯ ಸಹಾಯ ಸಂಘಗಳ, ಬುಡಕಟ್ಟು. (ಯಿಪಾಯಿ ಡಿಪಾಪಾಯಿಪಿ, ಡಿಬಿಡಿಪಾಪಾಯಿಪಿ, ಫಿಬಿ ಡಿಪಾಪಾಯಿಪಿ, ಕಾಪಾಗ ಡಿಪಾಪಾಯಿಪಿ), ಪ.ರಫಾ.ಪ ಹಾಪಾ.ರಬಾ. ವಿಷಯ।

**Unit-3.** ಯಶಸ್ವಿ.ಪ-ಯಾ.ರಲ್ಲಿ ಹಾಗೂ ಬಲಿಪಾಪರಿಪಾಯ ಪಾಠಪಟ್ಟಿ (Place of Justification)

- ಪ.ಯಿಯಾ.ರಲ್ಲಿ, ಡಿಬಿಬಿಲಿಯಾ.ರಲ್ಲಿ, ಡಿಪಾಪಾಯಿಪಿ ಯಾ.ರಲ್ಲಿ, ಬಿಪಿ-ಯಿಪಾಯಾ.ರಲ್ಲಿ।
- ಬಿಪಾಪಿಪಿಯ ಹಾಗೂ ಪಾರಿಪಾಬಿಪರಿಪಾಯ ಯಶಸ್ವಿ.ಪ ಯಾ.ರಲ್ಲಿಬಿಪಿ ।

**Unit-4.** ᱛᱚᱱᱰᱚᱲᱟ ᱥᱮᱵᱷᱟᱹᱜ ᱚᱨ ᱛᱟᱞᱤᱢ ᱠᱚ.ᱮᱵᱮ (5th Scheduled and PESA Act.)

- ᱥᱮᱵᱷᱟᱹᱜᱟᱣᱚ ᱢᱚᱦᱚᱱᱚᱨ ᱡᱚᱹᱥᱤᱧ ᱠᱚᱨᱟᱱᱤ ᱣᱚᱞᱩᱱᱚᱴ, ᱡᱚ.ᱨᱩᱯ.ᱝ, ᱯᱚᱞᱟᱛ ᱯᱩᱱᱚᱴ ।
- ᱱᱚᱴᱤᱱᱚᱴᱟᱨ ᱠᱚᱯᱚᱣᱠᱚᱝ ᱛᱚᱝᱟᱨᱤᱫᱚᱹ (TAC), ᱥᱮᱵᱷᱟᱹᱜᱟᱣᱚ ᱢᱚᱦᱚᱱᱚᱨ ᱫᱚᱯᱚᱣᱚᱡ.ᱮ ᱡᱚ.ᱝᱟ, ᱥᱮᱵᱷᱟᱹᱜᱟᱣᱚ ᱢᱚᱦᱚᱱᱚ ᱯᱩᱱᱚᱴᱠᱚ ।
- ᱚᱛᱚᱮ ᱠᱚᱨᱟᱱᱤ (self-Governance) ᱡᱚ.ᱚᱵᱣᱚ.ᱨᱮᱠᱟ (ᱜᱚᱝᱚᱹᱥ ᱛᱚᱫᱟᱫᱚᱨᱤᱯᱚ / ᱜᱚᱝᱚᱹᱥ ᱠᱚᱣᱟᱱᱚ) ᱝᱯᱨᱚᱹᱜ ᱱᱵᱚᱹᱜ.ᱮ, ᱡᱚ.ᱨᱩᱯ.ᱝ ᱚᱨ ᱠᱚᱹᱲ ᱯᱟᱵᱮ ᱝᱯᱨᱚᱹᱜ ᱫᱚᱜᱚᱚ (ᱵᱛᱣᱟᱵᱚᱜᱹ) ᱯᱩᱱᱚᱴ

**Reference Books:**


1. ᱡᱚ.ᱱᱟᱵᱟ ᱢᱚᱦᱚᱱᱚ ᱢᱚ.ᱡᱟ ᱣᱚᱝᱚ-ᱮᱟᱚᱨᱚᱢᱮᱚᱮᱛᱟᱹ ᱣᱯᱡᱣᱝᱚᱡ
2. Tribal Low and Justices – W.G. Archar
3. Panchayati Raj, Chunoti evamsambhavnayen - Mahipal
4. ᱡᱚ.ᱨᱟᱡ ᱠᱚᱦᱩᱚᱚ ᱠᱚᱣᱮᱯ-ᱜᱚᱣᱟᱮᱛᱟ ᱡᱚᱮᱣᱟ
5. Austric Civilization of India - ᱮᱟᱚᱨᱚᱢᱮᱚᱮᱛᱟᱹ ᱣᱯᱡᱣᱝᱚᱡ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Traditional Santali governance systems support collective welfare, resource sharing, social cooperation, and community-based mechanisms that contribute to livelihood security and poverty reduction. |
| SDG 4 | Quality Education | The study of Santali self-governance and legal traditions promotes indigenous knowledge, critical understanding of customary institutions, cultural literacy, and interdisciplinary learning. |
| SDG 5 | Gender Equality | Discussions on participation, rights, and representation within Santali customary systems create awareness regarding gender relations and social inclusion. |
| SDG 10 | Reduced Inequalities | Develops understanding of social stratification, caste, class, ethnicity, and inequality through Santali literary traditions, folk songs, and cultural dance practices. |
| SDG 12 | Responsible Consumption and Production | Santali traditional practices encourage sustainable resource use, collective responsibility, and environmentally balanced lifestyles. |
| SDG 16 | Peace, Justice and Strong Institutions | The Santals' traditional governance and justice systems strengthen peace building, conflict resolution, social justice, participatory decision-making, and community institutions. |

## Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30006** | **Development of Santali Drama**<br>**ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱲᱚᱢᱮ ᱯᱩᱨᱚᱱᱚ ᱱᱟᱴᱚᱜ ᱩᱫᱭᱚᱜ** | **4** | **3-1-0** |

### Course Objectives:

ᱮᱫᱩᱭᱚᱜ ᱦᱚᱠᱚᱱᱟ ᱚᱱᱞᱚᱱᱚᱴᱮ ᱡᱚ.ᱢᱟᱹᱵᱩᱭᱚᱜ. ᱵᱚ ᱦᱚᱮᱚᱱᱚᱯᱟ ᱵᱟᱹᱴᱨᱚ.ᱚ ᱨᱮᱜᱟ ᱵᱚᱱᱚᱴᱮ ᱮᱫᱩᱭᱚᱜ ᱣᱚᱯᱟᱫᱚᱜ ᱚᱵᱚᱱᱮᱜ ᱾ ᱮᱫᱩᱭᱚᱜ ᱜᱚᱨᱮᱚᱱᱮᱵᱚ ᱡᱚᱢᱢᱟᱹᱵᱩᱭᱚᱜ.ᱚᱵᱚ ᱡᱚᱢᱯᱟᱲᱟᱣᱚᱜ ᱯᱷᱮᱵᱟᱣᱚᱜᱮ ᱜᱚᱨᱮᱚᱱᱮ ᱨᱮᱣᱨᱮᱵᱚᱱᱚᱴᱮ ᱜᱮᱨᱮᱚᱱᱮ ᱵᱚ ᱚᱱᱟᱣᱥᱚᱱᱩᱭᱚᱜ ᱾

### Course Outcomes

**CO1.** ᱮᱫᱩᱭᱚᱜ ᱦᱚᱠᱚᱱᱟ ᱚᱱᱞᱚᱱᱚᱴᱮ ᱵᱮᱵᱟᱣᱵᱩ, ᱡᱚᱢᱮᱚᱱ.ᱣᱮᱨᱟ ᱚᱱᱟ ᱮᱢᱜᱚᱱᱟ ᱵᱚ ᱣᱚᱢᱚᱱᱚᱨ ᱳᱚᱢᱟ ᱾

**CO2.** ᱣᱟᱹᱯᱵ-ᱣᱚᱢ.ᱯᱚᱢᱮ ᱜᱚᱨᱮᱚᱱᱮ ᱣᱮᱨᱮᱚᱱᱜ ᱡᱚᱢᱨᱮᱚᱴᱯ ᱵᱚ ᱣᱚᱢᱚᱱᱚᱨ ᱳᱚᱢᱟ ᱾

**CO3.** ᱯᱷᱚᱱᱣᱚᱱᱟ ᱚᱱᱟ ᱯᱷᱚᱱᱣᱚᱱᱟ ᱨᱯᱟᱵᱚᱱᱚᱴᱮ ᱦᱚᱮᱚᱱᱟ ᱯᱷᱮᱵᱚᱱᱮᱚᱱᱜ ᱣᱵᱜᱟ ᱣᱚᱢ.ᱣᱟᱱ ᱵᱚᱱᱚᱯᱚᱱ ᱵᱚ ᱵᱚ ᱣᱚᱢᱚᱱᱚᱨ ᱳᱚᱢᱟ ᱾

**CO4.** ᱚᱯᱚᱢ.ᱣᱟ ᱯᱚᱢᱵᱚᱱᱣᱮ ᱡᱮᱨᱮᱯ ᱯᱚᱢᱜ ᱦᱚᱢ.ᱣᱟ ᱯᱟᱨᱚᱢ.ᱣᱟᱯᱟ ᱵᱚᱱᱚᱴᱮ ᱮᱫᱩᱭᱚᱜ ᱜᱚᱨᱮᱚᱱᱮ ᱚᱱᱞᱚᱱᱚᱴᱮ ᱱᱚ ᱭᱮᱢ ᱵᱚᱱᱣᱟᱨᱮᱚᱱᱜ ᱡᱚᱲᱮ ᱵᱚ ᱣᱚᱢᱚᱱᱚᱨ ᱳᱚᱢᱟ ᱾

**CO5.** ᱮᱫᱩᱭᱚᱜ ᱜᱚᱨᱮᱚᱱᱮ ᱵᱚ ᱣᱮᱨᱮᱚᱱᱜ ᱡᱚᱢᱨᱮᱚᱴᱯ ᱵᱚ ᱣᱚᱢᱚᱱᱚᱨ ᱯᱷᱮᱵᱚᱱᱮᱚᱱᱜ ᱡᱚᱢ.ᱢᱟᱹᱵᱩᱭᱚᱜ. ᱵᱚ ᱡᱚ· ᱡᱚᱢᱡᱟᱨᱮ ᱯᱟᱨᱮ ᱣᱮ ᱜᱚᱨᱮᱚᱱᱮ ᱵᱚ ᱨᱟᱣᱡᱚᱢ.ᱭᱚᱜ ᱾

### 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 | 3 | 3 | 2 | 3 | 3 | 2 | – | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 1 |
| CO2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| Average | 2.8 | 2.4 | 2.6 | 2.6 | 2.4 | 2.8 | 2.6 | 2.0 | 2.0 | 2.4 | 2.8 | 2.4 | 2.8 | 2.8 | 2.6 | 2.8 | 2.0 |

### Contents:

**Unit-1.** ᱜᱚᱨᱮᱚᱱᱮ ᱦᱚᱡᱟᱣᱟᱨᱯ ᱯᱷᱮᱵᱚᱱᱚᱴᱮ, ᱡᱚᱢ.ᱮᱢ.ᱣᱮᱨᱟ, ᱡᱮᱨᱮᱵᱚ, ᱯᱷᱚᱱᱣᱟᱨᱚ, ᱡᱚᱲᱮ ᱚᱱᱟ ᱡᱟᱣᱟᱵᱚ᱾

**Unit-2.** ᱣᱟᱹᱯᱵ-ᱣᱚᱢ.ᱯᱚᱢᱮ

**Unit-3.** ᱯᱷᱚᱱᱣᱚᱱᱟᱡᱟᱵᱚ

**Unit-4.** ᐃᓇᖅ.ᓗᒥ ᓇᖅᑲᖅᓗᒍ ᐯᒍᓇ ᓇᖅᓕ

**Reference Books:**


1. ᑎᒥᓇᔭ-ᓇᖅ˙ᓇᖅᒪ-ᑐᖅ˙ᓗᖅ.ᓕᓇᔭᒪᖅᐃᓇ ᐯᔭᓗᐯᔭ ।
2. ᓇᓇᖅᓗᖅᐯᐊᖅᓗ- ᓕᔭᑭᒥᕆᖅ. ᐊᒍᐯᑎᓗᖅᐯ ।
3. ᐃᓇᖅ.ᓗᒥ ᓇᖅᑲᖅᓗᒍ ᐯᒍᓇ ᓇᖅᓕ - ᑲᓇᒍᓗᒍᖅᓗ ᒪᖅᓗᒍᒪ ।


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Santali dramas portray the economic struggles of rural and marginalized communities and encourage awareness of social justice, livelihood, and collective welfare. |
| SDG 3 | Good Health and Well-being | Dramatic narratives strengthen emotional well-being, social harmony, cultural identity, and community solidarity through shared cultural experiences and moral teachings. |
| SDG 4 | Quality Education | The study of Santali drama develops literary understanding, critical thinking, communication skills, creativity, and appreciation of indigenous knowledge and cultural heritage. |
| SDG 5 | Gender Equality | Santali dramas create awareness about women's experiences, gender relations, social participation, and equality within traditional and contemporary society. |
| SDG 16 | Peace, Justice and Strong Institutions | Dramatic narratives critically engage with justice, governance, leadership, conflict resolution, and social harmony while strengthening awareness of indigenous institutions and ethical values. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration between indigenous cultural traditions, academic studies, community participation, and preservation of Santali dramatic heritage. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST30008** | **Santali Cinema Literature**<br>**ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱚᱢ ᱞᱤᱴᱨᱮᱪᱟᱨ** | **4** | **3-1-0** |

**Course Objectives:**

ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱚᱢ ᱣᱟᱨᱛᱟ ᱮᱢᱜᱮᱱᱩ, ᱥᱩᱵᱮᱫᱩ ᱱᱟ ᱡᱟᱱᱟᱣ ᱚᱱᱚᱱᱟᱹᱨ ᱥᱩᱧᱩ ᱠᱟᱭᱟᱱ। ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱚᱢ ᱣᱟᱨᱛᱟ ᱥᱟᱨᱦᱟᱹᱣ ᱥᱟᱱᱛᱟᱞᱤ ᱥᱟᱱᱤ ᱥᱟ.ᱜᱮ.ᱨᱮᱠᱟ ᱚᱱᱚᱱᱟᱹᱨ ᱥᱩᱧᱩ ᱠᱟᱭᱟᱱ।

**Course Outcomes:**

**CO1.** ᱫᱚᱣᱟ ᱥᱟᱱᱚᱱᱟ ᱩᱫᱩᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱚᱢ ᱣᱟᱨᱛᱟ ᱥᱟᱨᱦᱟᱹᱜ ᱮᱢᱜᱮᱱᱩ, ᱥᱩᱵᱮᱫᱩ ᱱᱟ ᱡᱟᱱᱟᱣ ᱠᱟ ᱚᱱᱚᱱᱟᱹᱨ ᱯᱟᱱᱟᱱ।

**CO2.** ᱫᱚᱣᱟ ᱥᱟᱱᱚᱱᱟ ᱩᱫᱩᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱚᱢ ᱣᱟᱨᱛᱟ ᱥᱟᱨᱦᱟᱹᱜ ᱥᱟᱱᱛᱟᱞᱤ ᱥᱟᱱᱤ ᱥᱟ.ᱜᱮ.ᱨ ᱠᱟ ᱚᱵᱡᱮᱠᱴᱤᱯ ᱯᱟᱱᱟᱱ।

**CO3.** ᱫᱚᱣᱟ ᱥᱟᱱᱚᱱᱟ ᱩᱫᱩᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱚᱢ ᱣᱟᱨᱛᱟ ᱥᱟᱨᱦᱟᱹᱜ ᱜᱟᱨᱦᱟᱹᱱᱤ ᱡᱟᱱᱚᱱᱡ ᱠᱟᱱᱚᱲ ᱯᱤᱞᱚᱢ ᱣᱟᱨᱛᱟ ᱡᱟᱱᱟᱣ ᱥᱟ ᱠᱟ.ᱩᱨ ᱥᱟᱨᱮᱠ ᱯᱟᱱᱜᱮᱱᱩᱱ।

**CO4.** ᱫᱚᱣᱟ ᱥᱟᱱᱚᱱᱟ ᱩᱫᱩᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱚᱢ ᱠᱟ ᱚᱵᱮᱠᱴᱤᱯ ᱣᱟᱨᱮᱛᱟ ᱯᱟᱱᱛᱟᱨᱮᱱᱜ-ᱱᱟ।

**CO5.** ᱫᱚᱣᱟ ᱥᱟᱱᱚᱱᱟ ᱩᱫᱩᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱚᱢ ᱣᱟᱨᱛᱟ ᱥᱟᱨᱦᱟᱹᱜ ᱠᱟ.ᱩᱨᱣᱟᱱᱟᱱ, ᱜᱮᱮᱮᱚ ᱱᱟ ᱩᱟᱣᱟᱚ ᱠᱟ ᱚᱱᱚᱱᱟᱹᱨ ᱠᱟᱱᱚᱲ ᱠᱟ.ᱩᱨ ᱥᱟᱨᱮᱠ ᱯᱟᱱᱜᱮᱱᱩᱱ।

**CO-PO-PSO Mapping**

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

| Course Outcomes | PO1 | 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 | – | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | – | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | – | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | – | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | – | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.4 | 3.0 | 2.4 | 2.6 | 2.6 | 2.2 | 1.4 | 1.4 | 0.0 | 2.0 | 2.4 | 2.4 | 3.0 | 2.6 | 2.2 | 2.8 | 2.6 |

**Contents:**

## Unit-1. ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱟᱜ ᱯᱮᱲᱣᱟᱹᱱ (Introduction to Cinema)

- ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱟᱜ ᱩᱫᱮᱫᱚ, ᱤᱢ.ᱮᱢ.ᱨᱮᱸᱟ, ᱩᱭᱜᱭᱚ, ᱱᱚᱱ ᱢᱨ ᱜᱢ.ᱢᱸᱟᱹ।

## Unit-2. ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱟᱜ ᱚᱢᱨᱟ

- ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱟᱜ ᱚᱢᱦᱮᱸᱦ ᱤᱢᱜᱢᱢ ।
- ᱥᱤᱱᱮᱢᱟ ᱦᱢ.ᱨᱸ ᱤᱢᱜᱢᱢ ।

## Unit-3. ᱮᱢᱤᱡᱜᱮᱫ ᱢᱨ ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱟᱜ ᱩᱭᱜᱭᱚ (Importance of Cinema and Literature)

- ᱮᱢᱤᱡᱜᱮᱫ ᱨᱮᱞᱟᱜ ᱩᱭᱜᱭᱚ ।
- ᱮᱢᱤᱡᱜᱮᱫ ᱢᱨ ᱮᱢᱤᱡᱚᱢ ।
- ᱥᱤᱱᱮᱢᱟ ᱨᱮᱞᱟᱜ ᱩᱭᱜᱭᱚ ।

**Reference Books:**


**1.** Cinema Aur Sahitya- Dr. Roshni Pawar

**2.** Bhartiya Hindi Cinema ki vikas Yatra- Dr. Devendra Nath Singh


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Develops critical understanding of Santali cinema as a literary and cultural medium, enhances analytical, communication, and media literacy skills, and promotes lifelong learning through indigenous knowledge and visual storytelling. |
| SDG 5 | Gender Equality | Examines the representation of women and gender roles in Santali films, encouraging gender sensitivity, equality, and women's empowerment through cinematic narratives. |

| | | |
|---|---|---|
| **SDG 8** | **Decent Work and Economic Growth** | Introduces students to the Santali film industry, creative economy, employment opportunities in media, filmmaking, script writing, acting, and cultural entrepreneurship. |
| **SDG 10** | **Reduced Inequalities** | Highlights the voices, identities, and experiences of Indigenous and marginalized communities, promoting inclusion, equal representation, and social justice through cinema. |
| **SDG 11** | **Sustainable Cities and Communities** | Encourages preservation and promotion of Santali cultural heritage, traditions, language, and community identity through documentation and cinematic expression. |
| **SDG 16** | **Peace, Justice and Strong Institutions** | Promotes awareness of social justice, human rights, democratic values, conflict resolution, and responsible citizenship by analyzing social issues reflected in Santali cinema. |
| **SDG 17** | **Partnerships for the Goals** | Encourages collaboration among educational institutions, filmmakers, cultural organizations, archives, researchers, and Indigenous communities for documentation, preservation, and promotion of Santali cinema and literature. |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32002** | **Santali Cast System of Tribes**<br>**ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱤᱡᱤᱱᱚᱞ** | **4** | **3-1-0** |

**Course Objectives:**

ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱤᱡᱤᱱᱚᱞ ᱰᱚᱠᱚᱱᱟ ᱩᱠᱩᱛᱟᱣᱟᱭᱮ ᱯᱨᱚᱵᱞᱮᱢ ᱜᱩᱲᱩ ᱥ.ᱯᱟᱞ ᱜᱟ.ᱚᱨ ᱠᱚ ᱚᱱᱟᱜᱟᱨᱤᱠ ᱠᱚ ᱥᱤᱠᱷᱟᱣᱟᱜ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱤᱡᱤᱱᱚᱞ ᱚᱱᱟᱜᱟᱨᱤᱠ ᱢᱮᱱᱚᱞ ᱢᱮᱱᱚᱞ ᱢᱮᱱᱚᱞ ᱠᱟᱱᱟ ᱢᱩᱫ ᱠᱚᱱᱮᱭᱟ।

**Course Outcomes:**

**CO1.** ᱮᱫᱩᱭᱟ ᱰᱚᱠᱚᱱᱟ ᱩᱠᱩᱛᱟᱣᱟᱭᱮ ᱚᱱᱮᱯᱚᱨᱚᱴ ᱩᱱ.ᱱᱚᱭᱟ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱤᱡᱤᱱᱚᱞ ᱠᱚ ᱚᱱᱟᱜᱟᱨᱤᱠ ᱢᱮᱱᱚᱞ ᱢᱮᱱᱚᱞ ᱢᱮᱱᱚᱞ ᱠᱟᱱᱟ।

**CO2.** ᱮᱫᱩᱭᱟ ᱰᱚᱠᱚᱱᱟ ᱩᱠᱩᱛᱟᱣᱟᱭᱮ ᱚᱱᱮᱯᱚᱨᱚᱴ ᱩᱱ.ᱱᱚᱭᱟ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱤᱡᱤᱱᱚᱞ ᱠᱚ ᱚᱵᱡᱮᱠᱴᱤᱣ ᱢᱮᱱᱚᱞ ᱢᱮᱱᱚᱞ ᱢᱮᱱᱚᱞ ᱠᱟᱱᱟ।

**CO3**. ᱮᱫᱩᱭᱟ ᱰᱚᱠᱚᱱᱟ ᱩᱠᱩᱛᱟᱣᱟᱭᱮ ᱚᱱᱮᱯᱚᱨᱚᱴ ᱩᱱ.ᱱᱚᱭᱟ.ᱠᱚ ᱚᱨᱤᱡᱤᱱᱚᱞ ᱜᱨᱩᱯ ᱵᱟᱹᱱᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱚ ᱥᱠᱚᱭᱟᱜ ᱜᱟ.ᱚᱨ ᱚᱨᱤᱡᱤᱱᱚᱞ ᱯᱨᱚᱠᱴᱤᱠᱚᱞ ᱰᱚᱠᱚᱱᱟ ᱠᱚ ᱚᱱᱟᱜᱟᱨᱤᱠ ᱢᱮᱱᱚᱞ ᱢᱮᱱᱚᱞ ᱢᱮᱱᱚᱞ ᱠᱟᱱᱟ।

**CO4**. ᱮᱫᱩᱭᱟ ᱰᱚᱠᱚᱱᱟ ᱩᱠᱩᱛᱟᱣᱟᱭᱮ ᱚᱱᱮᱯᱚᱨᱚᱴ ᱩᱱ.ᱱᱚᱭᱟ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱤᱡᱤᱱᱚᱞ ᱠᱚ ᱚᱵᱡᱮᱠᱴᱤᱣ ᱚᱨᱮᱞᱟᱨᱮᱱᱥ।

**CO5**. ᱮᱫᱩᱭᱟ ᱰᱚᱠᱚᱱᱟ ᱩᱠᱩᱛᱟᱣᱟᱭᱮ ᱚᱱᱮᱯᱚᱨᱚᱴ ᱩᱱ.ᱱᱚᱭᱟ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱤᱡᱤᱱᱚᱞ ᱵᱟᱹᱱᱚ ᱜᱨᱩᱯ ᱜᱩᱱᱟᱜᱮ ᱜᱣᱵᱚ ᱠᱚ ᱩᱱ᱾ᱱᱟ ᱢᱩᱫ ᱠᱚᱱᱮᱭᱟ ᱥᱟᱱᱵᱟᱱᱟᱣᱵᱟᱵ ᱠᱟ.ᱟᱨ ᱵᱟᱹᱠᱠᱚ ᱩᱠᱩᱛᱟᱣᱟᱱᱵᱟᱹ।

**CO-PO-PSO Mapping**

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

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 3 | 2 | 1 | 2 | 2 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO4 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| Average | 2.6 | 2.6 | 2.2 | 2.8 | 2.4 | 2.0 | 1.8 | 1.6 | 2.6 | 1.4 | 2.2 | 1.6 | 2.6 | 2.8 | 2.2 | 2.6 | 2.4 |

**Contents: -**

**Unit- 1.** ᱱᱚ.ᱚᱨ ᱡᱟᱛᱤᱜ ᱩᱯᱚᱨᱮ ᱦᱮᱫᱟᱹᱲᱩ (General Introduction of Cast)

- ᱱᱚ.ᱚᱨ ᱡᱟᱛᱤᱜ ᱩᱫᱮᱥᱚ, ᱛᱚ.ᱮᱚ.ᱡᱮᱨ, ᱥᱩᱥᱮᱥᱩ, ᱜᱚ.ᱢᱨᱟᱹ, ᱜᱵᱮᱵᱚ, ᱩᱵᱢᱜᱚ.ᱮ।

**Unit- 2.** ᱱᱚ.ᱚᱨ ᱣᱟᱣᱚᱞᱚᱣ ᱡᱟᱛᱤᱜ ᱩᱯᱚᱨᱮ ᱦᱮᱫᱟᱹᱲᱩ

(General Introduction to the Cast System)

- ᱱᱚ.ᱚᱨ ᱣᱟᱣᱚᱞᱚᱣ ᱡᱟᱛᱤᱜ ᱩᱫᱮᱥᱚ, ᱛᱚ.ᱮᱚ.ᱡᱮᱨ, ᱜᱵᱮᱵᱚ।

**Unit- 3.** ᱴᱚᱮᱚᱥᱟᱛ ᱵᱚᱡᱚᱣᱜ ᱛᱚ.ᱡᱟᱨᱴ ᱜᱚ.ᱢᱨᱟᱹ ᱵᱚᱣᱚᱜᱚ

(Division of Gotra in the Santal)

- ᱴᱚᱮᱚᱥᱟᱛ ᱵᱚᱡᱚᱣᱜ ᱛᱚ.ᱡᱟᱨᱴ, ᱠᱚᱮᱚᱥ (ᱣᱚᱢᱟᱹᱲᱩ), ᱣᱚᱡᱚᱵᱮ (ᱢᱟᱣᱵ), ᱥᱩᱠᱚᱮ। ᱛᱚ.ᱡᱟᱨᱴ ᱚᱡ ᱜᱚᱛᱟ, ᱡᱵᱚᱣ., ᱯᱟᱮᱡᱚᱣ:, ᱜᱚ.ᱣᱟ ᱥᱩᱠᱚᱮ।

**Unit- 4.** ᱚᱰᱟᱨᱤᱥᱚ ᱡᱟᱮ ᱵᱚᱜᱚ.ᱨ ᱚ.ᱣᱟᱲᱵᱚ (Major Tribes of Odisha)

- ᱵᱮᱵᱚᱡᱵᱩ, ᱛᱚ.ᱡᱨᱟᱹ, ᱛᱚ.ᱡᱟᱨᱴ।

**Reference Books:**


1. ᱠᱚ.ᱡᱜᱟ ᱵᱚᱡᱚᱜ ᱵᱚ.ᱠᱟ ᱡᱚᱡᱚ - ᱮᱟᱚᱨᱚᱢᱮᱚᱮᱜᱮᱱ ᱡᱥᱠᱣᱡᱚᱠ
2. ᱡᱜᱚᱡᱵᱜᱚᱮᱣᱟ ᱚ.ᱣᱟᱣᱚ.ᱨᱟ ᱡᱟᱣᱚᱮ ᱚᱡᱚ ᱨᱚᱠᱚᱢᱡᱱ- ᱣᱡ. ᱵᱥ. ᱨᱟ. ᱢᱵᱣᱵ
3. ᱡᱚᱣᱟ ᱣᱥᱣᱚᱞᱚᱣ - ᱥᱮ. ᱛᱡᱚᱮᱚᱨᱚᱱ
4. ᱚ.ᱣᱟᱠ ᱨᱚᱚᱡᱚᱣ ᱨᱚᱣᱚᱥᱨ - ᱜᱚᱣᱟᱮᱚᱣ ᱠᱚᱮᱚᱣᱟ
5. *Austric Civilization of India* - ᱮᱟᱚᱨᱚᱢᱮᱚᱮᱜᱮᱱ ᱡᱥᱠᱣᱡᱚᱠ
6. ᱵᱜᱥᱡᱚᱡᱚᱣᱜ ᱵᱚᱡᱚᱜ ᱚ.ᱡᱟᱨ-ᱯᱚ.ᱮᱚ ᱚᱡ ᱡᱚᱢᱨ-ᱡᱟᱨᱚ ᱡᱟᱛᱤᱜ ᱚᱥᱚᱥᱣ - ᱮᱟᱚᱨᱚᱢᱮᱚᱮᱜᱮᱱ ᱡᱥᱠᱣᱡᱚᱠ
7. ᱡᱜᱚᱡᱵᱜᱚᱮᱣ ᱵᱟ ᱡᱚᱮᱚᱡᱚᱣᱚᱚᱟ - ᱣᱡ. ᱯᱚᱚᱵᱡᱚᱣᱜᱵᱡᱯᱯ ᱨᱚᱣᱵ ᱮ. ᱯᱜᱚᱢᱚᱮᱚᱣᱜᱱᱛᱵᱡ ᱵᱥ ᱚᱣᱣᱟᱨᱚᱟ ᱵᱮᱵᱟ ᱣᱜᱚᱨᱚᱣᱚᱟ-ᱨᱚᱣ.ᱨᱵᱡᱟᱚᱟ ᱚᱡᱚ ᱜᱚᱚᱡᱚ - ᱡᱚᱨᱟᱛ ᱵᱚᱮᱚᱣᱵᱮᱚᱣ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|

| | | |
|---|---|---|
| **SDG 1** | **No Poverty** | **Examines the socio-economic conditions of tribal communities and promotes awareness of poverty alleviation, livelihood opportunities, and inclusive development.** |
| **SDG 4** | **Quality Education** | **Develops knowledge of tribal social systems, caste dynamics, constitutional rights, and promotes critical thinking, research skills, and lifelong learning.** |
| **SDG 5** | **Gender Equality** | **Encourages understanding of gender roles, social equity, women's rights, and gender justice within tribal communities and social institutions.** |
| **SDG 8** | **Decent Work and Economic Growth** | **Enhances awareness of employment opportunities, tribal livelihoods, skill development, and socio-economic empowerment through education and policy analysis.** |
| **SDG 10** | **Reduced Inequalities** | **Promotes understanding of social exclusion, caste-based discrimination, tribal identity, constitutional safeguards, affirmative action, and inclusive development.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Encourages preservation of tribal culture, customs, traditions, social institutions, and Indigenous Knowledge Systems while promoting social cohesion.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Builds awareness of constitutional values, human rights, social justice, equality before law, democratic governance, and welfare policies for Scheduled Tribes.** |
| **SDG 17** | **Partnerships for the Goals** | **Promotes collaboration among educational institutions, tribal communities, researchers, policymakers, NGOs, and government agencies for inclusive tribal development and research.** |

**Double Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32004** | **Santali Essays**<br>**ᱚᱱᱞᱤᱱᱤᱫᱽ ᱫᱚᱨᱚᱠ ᱚᱱᱚᱭᱟᱛᱤᱠ** | **4** | **3-1-0** |

**Course Objectives:**

ᱫᱚᱨᱚᱠ ᱚᱱᱚᱱᱚᱩ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱱᱟᱨᱚᱱᱚᱴ ᱩᱱ.ᱢᱟᱭᱦᱚᱱ. ᱦᱚ ᱫᱮᱫᱚᱨ ᱚᱱᱚᱭᱟᱛᱤᱠ ᱵᱟᱹᱞᱩᱜᱱ. ᱜᱟᱭᱵ ᱜᱟᱨᱮᱱᱮ ᱨᱩᱱ ᱦᱚᱨᱚᱱ ᱣᱱᱚᱴ ᱫᱮᱫᱚᱨ ᱚᱱᱚᱭᱟᱛᱤᱠ ᱨᱚ ᱵᱟᱹᱞᱩᱜᱱ ᱶᱟᱱᱟᱜᱱ.ᱭ ᱦᱚ ᱣᱱᱚᱱᱚᱩ᱾

**Course Outcomes:**

**CO1.** ᱩᱱ.ᱢᱟᱭᱦᱚᱱ. ᱦᱚ ᱫᱮᱫᱚᱨ ᱚᱱᱚᱭᱟᱛᱤᱠ ᱦᱚ ᱩᱱᱟᱛᱤᱣᱱᱚᱭ ᱯᱟᱹᱦᱟᱣᱱᱮ ᱮᱦᱚᱱ ᱵᱟᱹᱞᱩᱜᱱ ᱜᱟᱨᱮᱱᱮ ᱦᱚ ᱣᱱᱚᱱᱚᱩ᱾

**CO2.** ᱫᱮᱫᱚᱨ ᱚᱱᱚᱭᱚᱭᱟᱛᱤᱠ ᱵᱟᱹᱞᱩᱜᱱ ᱣᱚᱛᱟᱣ ᱣᱱ.ᱢᱟᱹᱣ ᱦᱚ ᱣᱱᱚᱱᱚᱱᱟ ᱣᱱᱚᱱᱚᱩ᱾

**CO3.** ᱯᱟᱹᱦᱟᱣᱱᱮ-ᱯᱟᱹᱦᱟᱣᱱᱮᱫᱮᱫᱚᱨ ᱦᱚ ᱣᱱᱚᱱᱚᱱᱟ ᱦᱚᱱᱚᱴ ᱚᱵᱯᱚᱱ. ᱣᱚᱦᱟᱣᱱ ᱦᱚ ᱜᱚᱱᱮᱱ᱾

**CO4.** ᱫᱮᱫᱚᱨ ᱚᱱᱚᱭᱟᱛᱤᱠ ᱵᱟᱹᱞᱩᱜᱱ ᱜᱟᱵᱮ ᱯᱚᱨ ᱦᱚ ᱣᱱᱚᱱᱚᱱᱟ ᱯᱚᱱᱟᱛᱟᱨᱮᱱᱜ-ᱱ᱾

**CO5.** ᱫᱮᱫᱚᱨ ᱚᱱᱚᱭᱟᱛᱤᱠ ᱵᱟᱹᱞᱩᱜᱱ ᱵᱟ ᱚᱫᱚ ᱦᱱ.ᱡᱟ ᱣᱱᱚᱱᱚᱱᱟ ᱦᱚᱱᱚᱴ ᱯᱚᱱᱣᱚ ᱯᱟᱨᱛᱤ ᱦᱚ ᱣᱚᱱᱵᱚ ᱣᱚᱵᱵᱚ ᱯᱚᱱᱟᱛᱟᱨᱮᱱᱜ-ᱱ᱾

**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 | 3 | 2 | 3 | 3 | 3 | 2 | 1 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 |
| CO2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO5 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.4 | 2.2 | 2.6 | 2.8 | 2.4 | 2.6 | 2.4 | 2.6 | 2.4 | 2.2 | 2.6 | 2.4 | 2.8 | 2.4 | 2.4 | 2.4 |

**Contents: -**

**Unit- 1.** (i) ꯀꯥꯟ ꯑꯣꯡ ꯊꯥꯟ

(ii) ꯀꯣꯝꯄꯣꯑꯦꯡ ꯁꯤ.ꯑꯀꯤ ꯑꯆꯧꯑꯣꯒ ꯆꯄꯣꯒ ꯑꯣꯡ ꯄꯦꯑꯣ- ꯍꯑ. ꯍꯑꯍꯣꯄ ꯀꯣꯍꯥ 'ꯀꯑꯍꯦꯑ'

**Unit- 2. (i)** ꯇꯥꯔꯦꯑꯣꯡ ꯀꯣꯏꯣꯑꯣꯔ ꯁꯤ.ꯑꯀꯤ ꯇꯥꯟꯇ- ꯍꯑ. ꯇꯔ. ꯀꯤ. ꯑꯟꯍꯟ

(ii) ꯀꯣꯝꯄꯣꯑꯦꯡ ꯁꯤ.ꯑꯀꯤ ꯑꯣꯡ ꯑꯊ- ꯀꯣꯑꯑꯨꯞꯣꯡ ꯁꯑꯑꯀꯣꯞꯨ ꯇꯤꯀꯟꯇ

**Unit- 4.** (i) ꯑꯤꯊꯇꯣꯡ. ꯍꯡ.ꯁꯥꯤ

(ii) ꯀꯣꯝꯄꯣꯑꯦꯡ ꯀꯣꯏꯥꯡꯔꯞ ꯑꯔ ꯀꯣꯝꯄꯣꯑꯦꯡ ꯑꯤꯑꯊꯣꯡ. ꯥꯨꯁꯨꯞ ꯇꯨꯑꯣꯡ ꯆꯦꯔꯍ- ꯁꯑꯨ. ꯞꯤꯒꯨꯍꯥꯡꯨ ꯥꯡ.ꯀꯞꯣꯡ ꠉ

(iii) ꯍꯤꯑꯀꯣꯡ ꯍꯇꯝꯣꯡ, ꯍꯤꯑ ꯍꯣꯡꯁꯣꯡꯊ ꯀꯨꯑꯔꯝ, ꯑꯤꯍꯣꯡ. ꯇꯤꯀꯇꯝ, ꯀꯞꯣꯡꯍ ꯁꯣꯡꯑꯒꯣꯡꯝꯣꯡ, ꯍꯨꯣꯡꯒꯤꯑꯣꯡ.ꯑꯨꯤ ꯍꯡ.ꯁꯥꯤ, ꯀꯇꯝꯣꯡ.ꯑꯣꯡꯍ ꯀꯨꯑꯔꯝ

## Reference Books:


1. ꯑꯔꯑꯔ – ꯀꯣꯡꯁꯤꯔꯑ:-ꯍꯣꯡꯥꯣꯞꯞꯍꯥꯡ.ꯀꯞꯣꯡ
2. ꯇꯥꯔꯦꯑꯣꯡꯇ ꯣ.ꯑꯤ ꯍꯣꯡ:ꯞꯤ – ꯍꯑ. ꯇꯔ. ꯀꯤ. ꯇꯇꯍꯇ
3. ꯀꯣꯏꯑꯣꯡ ꯀꯣꯥꯍꯣꯡ- ꯇꯞꯩꯀ ꯀꯣꯡꯑꯥ ꯍꯡ.ꯁꯥꯤ
4. ꯁꯇꯍꯣ.ꯀꯤ ꯐꯀꯐ ꯍꯣꯡꯇꯣꯡ- ꯀꯣꯑꯑꯨꯞꯣꯡ ꯁꯑꯑꯀꯣꯞꯨ ꯇꯤꯀꯟꯇ
5. ꯒꯣꯀꯣꯡꯒ ꯍꯣꯡꯇꯣꯡ – ꯁꯑꯨ.ꯞꯤꯒꯣꯡꯍꯥꯡꯩꯑ ꯥꯡ.ꯀꯞꯣꯡꯒ
6. ꯍꯤꯑ ꯍꯣꯡꯁꯣꯡꯊ ꯞꯨ ꯍꯣꯡꯇꯨ ꯁꯣꯡ.ꯀꯤ ꯄꯆꯞꯆꯀꯣꯡ – ꯀꯀꯣꯡꯍꯀꯤ. ꯇꯇꯍꯇ
7. ꯍꯤꯑ ꯍꯣꯡꯁꯣꯡꯊ– ꯁꯨꯀꯎꯤꯍ ꯍꯨ.ꯒꯣꯡ ꯣꯡꯞꯤꯍꯣꯡ.ꯀꯤ ꯒꯣꯡꯏꯣꯡ
8. ꯑꯤꯊꯇꯣꯡ ꯍꯡ.ꯁꯥꯤ- ꯍꯑ.ꯇꯆ. ꯀꯤ. ꯇꯇꯍꯇ
9. ꯀꯣ.ꯒꯥꯣꯡꯑ (ꯁꯣꯡ.ꯥꯤꯊ ꯥꯣ.ꯇꯤꯍꯞ)– ꯣꯍꯁꯣꯡꯇꯇꯍꯑ ꯥꯆꯍꯍꯑꯑꯨꯍ
10. 'ꯍꯥꯨ.ꯁꯑ ꯍꯤꯑ' ꯀꯇꯦꯣꯡ.ꯑꯣꯡꯍ ꯀꯨꯑꯔꯝ –ꯍꯨꯨꯒꯨꯝ ꯇꯇꯍꯇ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 3 | Good Health and Well-being | The essays strengthen social harmony, cultural identity, emotional well-being, and collective responsibility through indigenous knowledge and social ethics. |
| SDG 4 | Quality Education | Study of Santali essays develops critical thinking, language competence, literary understanding, historical awareness, and appreciation of indigenous knowledge systems and cultural education. |
| SDG 5 | Gender Equality | The essays create awareness regarding women's participation, social roles, education, and equality within Santali society and cultural transformation. |
| SDG 11 | Sustainable Cities and Communities | The essays preserve Santali cultural heritage, language, literature, script, and community traditions, supporting sustainable and culturally resilient communities. |
| SDG 16 | Peace, Justice and Strong Institutions | Essays such as *Tilka Majhi* promote awareness of justice, resistance, leadership, social responsibility, indigenous rights, and strong community institutions. |

**Double Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32006** | **TTribal Freedom Fighters**<br>**ঙ.ক্সাঃ ইঙ্গ্যঙ্গেঙ.প ৱাঙ্গক্সঙ্গ** | **4** | **3-1-0** |

**Course Objectives:**

ইত্যঙ ঙ.ক্সাঃ ইঙ্গ্যঙ্গেঙ.প ৱাঙ্গক্সঙ্গ ৮ত্যঙ্গে ৱাৰেত্ই ঙ্গ ৮ঙ.ঘাঃ ৮ঙ.ৰ্ইৰা ইঙ.ঢ়ঙ্গ্যত্যঙ. ৮ত ইঙ্গৱাঙ্গত্য ত্তত্ত ৮ত্যঙ ।  ঙ.ক্সাঃ ইঙ্গ্যঙ্গেঙ.প ৱাঙ্গক্সঙ্গ ৮ত্যঙ্গে ইঙ্গেঙ্গঘ ৮ঙ্গওঙ্গ ৮ত ৱঙ্গওঙ্গৰে ত্তত্ত ৮ত্যঙ ।

**Course Outcomes:**

**CO1.** ইত্যঙ ৲ঙ্গওঙ্গঘ ইতইত্তৱত্ই ওঙ্গপঙ্গওৱ ইঙ.ঢ়ঙ্গ্যঙ.৮ত ঙ.ক্সাঃ ইঙ্গ্যঙ্গেঙ.প ৱাঙ্গক্সঙ্গ৮ত ৱঙ্গওঙ্গৰে ৭ঙ্গঘ ৮ৱৰেঙ।

**CO2**. ইত্যঙ ৲ঙ্গওঙ্গঘ ইতইত্তৱত্ই ওঙ্গপঙ্গওৱ ইঙ.ঢ়ঙ্গ্যঙ. ৮ত ঙ.ক্সাঃ ইঙ্গ্যঙ্গেঙ.প ৱাঙ্গক্সঙ্গ ৮ত্যঙ্গে প্ঙ.ত্তঙ.ৰ ঘাৰেত্ই ঙ্গ ঘত্তঘত্ত ৮ত ৱঙ্গওঙ্গৰে ৭ঙ্গঘ ৮ৱৰেঙ।

**CO3.** ইত্যঙ ৲ঙ্গওঙ্গঘ ইতইত্তৱত্ই ওঙ্গপঙ্গওৱ ইঙ.ঢ়ঙ্গ্যঙ.৮ত ঙ.ক্সাঃ ইঙ্গ্যঙ্গেঙ.প ৱাঙ্গক্সঙ্গ ৮ত্যঙ্গে ইঙ্গেঙ্গঘ ঙ্গ ইইৱঘ ৮ত প্ঙ.ৰ ক্সঙ্গত্তৰেঙ্গে-ঙ।

**CO4**. ইত্যঙ ৲ঙ্গওঙ্গঘ ইতইত্তৱত্ই ওঙ্গপঙ্গওৱ ইঙ.ঢ়ঙ্গ্যঙ.৮ত ঙ.ক্সাঃ ৱাঙ্গক্সঙ্গ ৮ত্যঙ্গে প্ঙ.ত্তঙ.ৰ ঘাৰেত্ই, ইইৱঘ ঙ্গ ঘত্তঘত্ত ৮ত ওঙ্গইঙ্গত্ত ৱাঙ্গইত্তা ক্সঙ্গত্তৰেঙ্গে-ঙ।

**CO5.** ইত্যঙ ৲ঙ্গওঙ্গঘ ইতইত্তৱত্ই ওঙ্গপঙ্গওৱ ইঙ.ঢ়ঙ্গ্যঙ.৮ত ঙ.ক্সাঃ ইঙ্গ্যঙ্গেঙ.প ৱাঙ্গক্সঙ্গ ৮ত্যঙ্গে ইঙ্গ্যঙ্গেঙ.প প্ঙ.ত্তঙ.ৰ ইইৱঘ ঌইৰেঙ্গে ক্সঙ্গঘ ৮ত ৮ত ওঙ্গপঙ্গ-ইঙ.ৰপঙ্গ. ৭ঙ্গঘ ক্সঙ্গত্তৰেঙ্গে-ঙ।

**CO-PO-PSO Mapping**

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

| Course Outcomes | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 3 | 2 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO3** | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| **Average** | **2.6** | **2.6** | **2.4** | **2.8** | **2.2** | **2.4** | **1.8** | **2.2** | **2.2** | **1.8** | **2.0** | **2.4** | **2.8** | **2.6** | **2.4** | **3.0** | **2.4** |

**Contents:**

**Unit-1.** ᱯᱷᱚᱨᱢ ᱚᱨᱮᱞᱚᱢ. ᱛᱷᱚ.ᱞᱟᱠᱷᱢᱤᱱ ᱴᱟᱭᱤᱜᱷᱚᱨ ᱯᱷᱚ.ᱡᱟᱚᱱ.ᱧ ᱞᱟᱨᱮᱫᱮ ।

**Unit-2.** ᱰᱷᱚᱲ ᱴᱷᱚᱭᱤᱜᱷᱚᱨᱮᱢ, ᱰᱟᱨᱩᱭ, ᱯᱷᱚ.ᱰᱩᱵ, ᱣᱷᱚ᱾ᱩᱭ, ᱯᱷᱚᱨᱟᱭᱚ, ᱴᱟᱭᱤᱜᱷᱚᱨ, ᱞᱟᱜᱷᱢᱮᱭ : ᱴᱟᱭᱤᱜᱷᱚᱨᱜᱷᱚ.ᱯ ᱯᱷᱚ.ᱡᱟᱚᱱ.ᱧ ᱞᱟᱨᱮᱫᱮ।

**Unit-3** ᱯᱟᱲᱰᱷᱤ ᱩᱵᱮᱜᱷᱚ : ᱴᱟᱭᱤᱜᱷᱚᱨᱜᱷᱚ.ᱯ ᱯᱷᱚ.ᱡᱟᱚᱱ.ᱧ ᱞᱟᱨᱮᱫᱮ।

**Unit-4** ᱯᱷᱚᱵᱟᱩᱟᱜᱷ ᱰᱷᱚᱨᱮᱜᱷᱵ : ᱴᱟᱭᱤᱜᱷᱚᱨᱜᱷᱚ.ᱯ ᱯᱷᱚ.ᱡᱟᱚᱱ.ᱧ ᱞᱟᱨᱮᱫᱮ।

**Reference Books –**


1. ᱰᱵᱚᱜ ᱣᱮᱡ - ᱰᱷᱚᱯᱟᱚᱨᱮ ᱩᱵᱟᱩ
2. ᱣᱮᱡ ᱩᱮᱣᱮᱯ ᱱᱵᱮ ᱜ.ᱵᱟᱯᱩᱜᱷᱮ ᱣᱮᱡ ᱵᱮ
3. ᱣᱷᱴᱡᱜᱷᱩ ᱵᱮᱲᱷᱜᱷᱮ ᱞᱟᱨᱮᱫᱮ ᱥᱵᱟᱨᱚ - ᱱᱮᱩᱮᱨᱰ ᱥᱮ᱾ᱩᱭ ᱵᱟᱨᱰᱵᱩ
4. ᱞᱟᱜᱷᱢᱱᱵᱟᱮ᱾ᱩ ᱵᱨ ᱰᱮᱣᱟᱨᱩ- ᱡᱱ. ᱯᱷᱚᱵᱯᱮᱨᱰᱨᱰᱮᱱ ᱮᱰᱵᱞᱮ
1. From Silence to Sacrifice (Undying Legacy of Sahid Laxman Nayak)- Prof. Chittaranjan Bhoi, Dr. Sunaram Soren


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| | | |

| | | |
|---|---|---|
| **SDG 4** | Quality Education | Develops knowledge of tribal freedom movements, indigenous history, leadership, and critical historical understanding. |
| **SDG 5** | Gender Equality | Recognizes the role of women freedom fighters such as Phulo and Jhano, promoting gender-inclusive historical perspectives. |
| **SDG 10** | Reduced Inequalities | Promotes awareness of tribal rights, social justice, equality, and the struggle against historical discrimination. |
| **SDG 11** | Sustainable Cities and Communities | Encourages preservation of tribal heritage, cultural identity, historical memory, and indigenous traditions. |
| **SDG 15** | Life on Land | Highlights tribal struggles for the protection of forests, land rights, and natural resources. |
| **SDG 16** | Peace, Justice and Strong Institutions | Strengthens understanding of justice, democratic values, human rights, and resistance against colonial oppression. |

**Double Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST32008** | **Santali Travel Narratives**<br>**ᱦᱚᱨᱚᱢᱟᱫ ᱦᱚᱸᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱨᱛᱤ ᱠᱚᱛᱚᱣᱟᱞ** | **4** | **3-1-0** |

**Course Objectives:**

ᱫᱚᱭᱚᱢ ᱦᱚᱱᱚᱢᱤᱧ ᱩᱫᱽᱞᱟᱣᱟᱫ ᱚᱢᱯᱚᱢᱚᱴ ᱩᱢ.ᱱᱟᱵᱭᱚᱢ.. ᱠᱚ ᱦᱚᱸᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱨᱛᱤ ᱣᱚᱣᱟᱜᱚ ᱣᱚᱣᱚᱨᱮ ᱚᱞᱚᱠᱚᱭᱚᱢ ।

**Course Outcomes:**

**CO1** ᱫᱚᱭᱚᱢ ᱦᱚᱱᱚᱢᱤᱧ ᱩᱫᱽᱞᱟᱣᱟᱫ ᱠᱚᱛᱚᱴ ᱩᱢ.ᱱᱟᱵᱭᱚᱢ. ᱠᱚ ᱦᱚᱸᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱨᱛᱤ ᱚᱫᱤᱯ ᱰᱟᱨᱤᱜ ᱫᱚᱜᱚᱱᱤ ᱚᱱ ᱯᱚᱠᱟᱱᱰᱟᱨᱤᱮ. ᱠᱚᱱᱚᱢᱚᱠ ᱣᱚᱣᱚᱨᱮ ᱳᱚᱱᱤᱜ ।

**CO2** .ᱫᱚᱭᱚᱢ ᱦᱚᱱᱚᱢᱤᱧ ᱩᱫᱽᱞᱟᱣᱟᱫ ᱠᱚᱛᱚᱴ ᱩᱢ.ᱱᱟᱵᱭᱚᱢ. ᱠᱚ ᱦᱚᱸᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱨᱛᱤ ᱠᱚ ᱚᱯ ᱪᱚᱞᱟᱣ ᱠᱚ ᱦᱟᱲᱟᱣᱚᱱᱟ ।ᱦᱚᱸᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱨᱛᱤ ᱰᱟᱨᱤᱜ ᱥᱤᱧᱜ ᱥᱤᱧᱜ ᱩᱵᱩᱜᱚᱱ.ᱮ ᱚᱱ ᱦᱟᱨᱮᱯᱟ ᱠᱚ ᱠᱚ ᱣᱟᱨᱦᱟᱲᱟᱨᱮᱱ ।

**CO3.** ᱫᱚᱭᱚᱢ ᱦᱚᱱᱚᱢᱤᱧ ᱩᱫᱽᱞᱟᱣᱟᱫ ᱠᱚᱛᱚᱴ ᱩᱢ.ᱱᱟᱵᱭᱚᱢ. ᱠᱚ ᱦᱚᱸᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱨᱛᱤ ᱥ-ᱥᱚᱨᱟᱴ ᱥᱤᱧᱜ ᱯᱚᱠᱟᱱᱰᱟᱨᱤᱧ ᱠᱚ ᱚᱢᱯᱚᱢᱚᱨᱟᱴ ᱣᱚᱨᱚᱢ.ᱜᱟ ᱣᱟᱞᱚᱢ.ᱚ ᱠᱚ ᱩᱢ.ᱵᱚᱨᱮᱢ ।

**CO4.** ಕಲಿಯಲು ಸಹಾಯಮಾಡುವ ಬಹುಪರ ಮಾದರಿಗಳನ್ನು ಸಹಯೋಗಿ ಕಲಿಕೆಯ ಅನುಕೂಲಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಅನುವು ಮಾಡಿಕೊಡುವುದು.

**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 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.4 | 2.4 | 2.4 | 2.6 | 2.4 | 2.2 | 2.4 | 2.2 | 2.4 | 2.8 | 2.6 | 2.4 | 2.6 | 2.4 | 2.8 | 2.2 |

**Contents:**

**Unit-1** ಕಲಿಕಾಸಿದ್ಧಾಂತಗಳ ಪರಿಚಯ ।

**Unit-2** ಡಾ. ಕಾಯಾರ್ಥದೀಪಿಕೆ ಮಧ್ಯಪ್ರವೇಶ ಕಲಿಕಾಸಿದ್ಧಾಂತ ।

**Unit-3** ಮಾರ್ಗದರ್ಶಿ ಮತ್ತಿತರೆ ವೈಯಕ್ತಿಕ ಸಂಪರ್ಕ ಕಲಿಕಾಸಿದ್ಧಾಂತ ।

**Unit-4** ತಂತ್ರಜ್ಞಾನಾಧಾರಿತ ಪ್ರಾಯೋಗಿಕ ಸಂಪರ್ಕ ಕಲಿಕಾಸಿದ್ಧಾಂತ ।

**Reference Books:**

1. ಕಲಿಕಾಸಿದ್ಧಾಂತ ಕಲಿಯುವಿಕೆ - ಡಾ. ಕಾಯಾರ್ಥದೀಪಿಕೆ ಮಧ್ಯಪ್ರವೇಶ
2. ಕಲಿಕಾಸಿದ್ಧಾಂತ ಕಲಿಯುವಿಕೆ - ಮಾರ್ಗದರ್ಶಿಮತ್ತಿತರೆವೈಯಕ್ತಿಕ ಸಂಪರ್ಕ
3. ಕಲಿಕಾಸಿದ್ಧಾಂತ ಕಲಿಯುವಿಕೆ - ತಂತ್ರಜ್ಞಾನಾಧಾರಿತ ಪ್ರಾಯೋಗಿಕ ಸಂಪರ್ಕ

**SDGs Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Study of Santali travelogues develops critical thinking, communication skills, cultural literacy, geographical understanding, creativity, and interdisciplinary learning. |
| SDG 5 | Gender Equality | Travel narratives encourage awareness regarding women's participation, representation, and changing social roles in different cultural and social contexts. |
| SDG 8 | Decent Work and Economic Growth | Travelogue literature reflects rural occupations, traditional livelihoods, tourism-related experiences, labour dignity, and local economic practices. |
| SDG 10 | Reduced Inequalities | The course develops understanding of social diversity, ethnicity, marginalization, cultural identity, and inequalities through comparative observation of different communities and regions. |
| SDG 16 | Peace, Justice and Strong Institutions | Travel writings encourage social understanding, cultural tolerance, peaceful coexistence, and awareness of social institutions and community values. |
| SDG 17 | Partnerships for the Goals | Encourages cultural exchange, academic collaboration, preservation of indigenous knowledge, and cooperation among communities, researchers, and literary institutions. |

***Students who want to undertake a 3-year UG Programme will be awarded UG Degree in the relevant Discipline/Subject upon securing 120 credits.***

## SEMESTER- VII
## (Single Major)

### Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| RS40001 | Research Methods in Santali Studies<br>ᱠᱚᱢᱯᱮᱚᱢᱟᱨ ᱫᱚᱫᱚᱟᱡᱚᱮ ᱚᱮ<br>ᱲᱚᱚᱫᱚᱭᱚᱮ ᱚᱢ.ᱮᱚᱢ.ᱚᱨ | 4 | 3-1-0 |

**Course Objectives:**

ಕಲಿಯುವ ಸಂಯೋಜನೆ ಮತ್ತುಯತೆ ಅಭಿಪ್ರಾಯ. ಬಿ ಬಯೋಫಿಸಿಕ್ಸ್ ಮತ್ತು ಬಯೋಫಿಸಿಕ್ಸ್ ಪಿ.ಕಿನ ಅಧ್ಯಯನ ಮಾಡುವ ಮಾರ್ಗದರ್ಶನ ಕ್ರಮದಲ್ಲಿ ಸಮಾಜದಲ್ಲಿ, ಬಯೋಫಿಸಿಕ್ಸ್ ಪ್ರಮುಖ ಪಾತ್ರ, ಪ್ರಮುಖ ಪಿ.ಬಿಯ ಯಾದೃಚ್ಛಿಕ-ಪಿ, ಬಯೋಫಿಸಿಕ್ಸ್ ಕಲಿಯುವ ಪ್ರಮುಖ ಪಿಬಿಪಿ ಮಾಪನಶಾಲ ಯಾದೃಚ್ಛಿಕ-ಪಿ, ಬಯೋಫಿಸಿಕ್ಸ್ ತಿದ್ದುವ ಪ್ರಮುಖ ಪಿ.ಯಗ ಯಾದೃಚ್ಛಿಕ-ಪಿ, ಬಯೋಫಿಸಿಕ್ಸ್ ಸಿದ್ಧಾಂತ ಬಿ ಮಿಟಿಯಾಲಜಿ ಯಾದೃಚ್ಛಿಕ-ಪಿ, ಕಲಿಯುವ ಗಣಿಯಾಬಿಗಿದೆ. ಬಿ.ಯಗ ಪಿಯ ಕಲಿಯುವಲ್ಲಿ ಇಪ್ಪತ್ತು ಪಿ.ತಿನ ತಿದೆಗಳು ಬಿ ಪಿ.ಡಿಣಿಬಿಯಪಿ, ಬಯೋಫಿಸಿಕ್ಸ್ ಪಿದಿಪ ತಿದೆಗಳು ಯಿತಿಪ ಬಿ ಮಿಗಿಪಿ. ಕಲಿ.ಯಗಟ ಮಣಿಯಣಿ ಪಿಟ್ಟಪಿಬಿಯಪಿ, ಟಿದಿಪಿದೆ ಯಿ ಪಿಣಿ.ಗಿಯಪಿ.ಯಪಿ. ಬಿ ಬಯೋಫಿಸಿಕ್ಸ್ ಪಿದಿಪ ಬಿ ಪಿ ಫಿಣಿಡಿದಿಣಿಟ-ಯಪಿ, ಬಯೋಫಿಸಿಕ್ಸ್ ಬಣಿಯಿ ಕಲಿಯುಣಿತಿಗೆ ಯಿಪಿ ಬಿ ಟಿಕ್ಷ ಪಣಿಮಿಗ ಬಿ ಡಿಣಿಯಪಿ ಕಿಪಿಯಪಿ ಪಿ.ಗಿಣಿಯಪಿ .ಬಿ ಮಿಟಿಯಪಿ.ಯ ಯಾದೃಚ್ಛಿಕ-ಪಿ, ಬಯೋಫಿಸಿಕ್ಸ್ ತಿ ಯಪಿದಿಪಿಣಿಟಿಣಿಟಿಪಿ ಪಿಯಿ, ಬಯೋಫಿಸಿಕ್ಸ್ ಪಿ.ತಿಗ ಮಿಟಿಯಪಿ.ಯ, ಬಯೋಫಿಸಿಕ್ಸ್ ಬಣಿ.ಯಗ ಪಣಿಯಣಿರ ಪಿತಿ ಬಯೋಫಿಸಿಕ್ಸ್ ಬಣಿ.ಯಗ ಮಣಿಯಣಿರ ಪಿಟ್ಟಪಿಬಿಯಪಿ.

**Course Outcomes:**

**CO1.** ಟಿಪಿ.ಗಿಯಪಿಯ .ಬಿ ಬಯೋಫಿಸಿಕ್ಸ್ ತಿತ ಬಯೋಫಿಸಿಕ್ಸ್ತಿಪಿ.ಲಿ ಪಿ.ತಿ.ಗ ಬಿ ಮಿಟಿಯಪಿ.ಯ ಪಿದಿಬಿಪಿಲಿ ಬಯೋಫಿಸಿಕ್ಸ್ ಬಣಿ.ಯಗ ಯಿಪಿಯ ಪಿಗಿಪಿಲಿ ಯಿಪಿಟಿಪಿ ಬಿ ಗಿಫಿಗಿರಿಪಿಲಿ ತಿತ ಬಿ ಕಲಿ.ಯ ಫಿಣಿಡಿದಿಣಿಟಿಪಿ-ಪಿ.

**CO2.** ಬಯೋಫಿಸಿಕ್ಸ್ ಬಣಿ.ಯಗತಿ ಯಿಲಿದಿ ಪಣಿಟಿಪಿಟ ಯಣಿಬಿಪಿಯಪಿ, ಮಿಟಿಯಪಿ.ಯ ಫಿಣಿಡಿದಿಣಿಟಿ-ಪಿಬಿಪಿತಿ ಲಿಪಿಯಣಿತಿದಿಣಿಟಿಪಿ ಬಿ ಮಿಟಿಯಪಿ.ಯ ಗಣಿಯಪಿ.

**CO3.** ಬಯೋಫಿಸಿಕ್ಸ್ ತಿದೆಗಳು ಬಿ ಮuಟಿಯಪಿಯ. ಗಣಿಯಬಿಪಿಯಿ ಬಯೋಫಿಸಿಕ್ಸ್ ತಿದಿಪಿಟಿಪಿ ಮಿಪಿ.Gi ಕಲಿಯಣಿಯ ಬಿ ಮಿಪಿಣಿಟಿಪಿಪಿ ಪಿಯಿದಿಬಿ ಬಯೋಫಿಸಿಕ್ಸ್ ಬದಿಣಿಪಿ ।

**CO4.** ಬಯೋಫಿಸಿಕ್ಸ್ ಯಣಿತಿಣಿಲಿ ತಿದ ಬಯೋಫಿಸಿಕ್ಸ್ ಕಲಿಟಿತಿಯ ಬಿ ಟಿದಿಪಿ ಪಿದಿಬಿಪಿಣಿಪಿ ಬಯೋಫಿಸಿಕ್ಸ್ ಟಿಪಿಬಿಪಿ ಸಿಗಿಬಿದಿ-ಗಿಪಿಬಿMದಿ ಮಣಿಡಿಟಿಯದಿಡಿಲಿ-ಪಿ.

**CO5.** ಬಯೋಫಿಸಿಕ್ಸ್ ತಿದೆಗಳು ಟಿಪಿಯ ಬಿ ಮಣಿಯaಡಿಣಿ ಬಣಿಯಿ ಮಿಪಿಣಿ.ಲಿಗ ಕಲಿ.ಟಿಗಿಟ ಫಿಣಿಯಣಿತಿ ಕಲಿಪಿಯಣಿತಿಗಿಗ ಬಯೋಫಿಸಿಕ್ಸ್ ಪಿಬಿಬಿ ಪಿಬಿಪಿ.

**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-1.** ৮ৰণ'ষ্ণণৰষ্ট ভূচনৰভ (Introduction to Research) -ঽ৴ষ্ট৴০, ঢ়ঋ.ষ্টঋ.ৰষ্ট৲, ৱঋ.ন৲ভ, ঽষ্ট৲, ঌভষ্ট, ঀঋ.৮০৲, ঽষ্ণৱষ্ণ০, ৮ৰণ'ষ্ণণৰষ্ট ৰ৴ষ্ণ৻ঌ ৱঋ.ন৲ভ

**Unit-2.** ৮ৰণ'ষ্ণণৰষ্ট ঋষ্টঋন (Research Problem)- ঽ৴ষ্ট৴০, ঢ়ঋ.ষ্টঋ.ৰষ্ট৲, ঽষ্ণৱষ্ণ০, ঋঽ৴, ঋঽণষ্টঌ, ৺ঋৡণ্ণঋ৩, ঀ৴৮ঋষ্ট, ৲ঋ০ঋঽ৲৲ঽঋ., ০৴০৴ষ্ণ ০ভঽঋ.ঀ, ৮ৰণ'ষ্ণণৰষ্ট ৲ঋ০ঋঽ ৺ঋৡণ্ণঋষ্ট

**Unit-3.** (a) ৮ৰণ'ষ্ণণৰষ্ট ঋ.ষ্টঋ.ৰ৲ (Research Methodology)-ঽ৴ষ্ট৴০, ঢ়ঋ.ষ্টঋ.ৰষ্ট৲, ৱঋ.ন৲ভ, ঽষ্ট৲, ঌভষ্ট ঀঋ.৮০৲, ঽষ্ণৱষ্ণ০, ৮ৰণ'ষ্ণণৰষ্ট ঋ.ষ্টঋ.ৰ৲ ৱঋ.ন৲ভ, ৲ঋ৩ৱ৴ষ্ণ ভ৴ঀঋ.ৰভ (Literature Review), ন৺নণঋ৮৲৻ঋ. ৮ঋ.ঽ৲ৱণৰঋ (Field work)

(b) ৮ৰণ'ষ্ণণৰষ্ট ৲ঋঢ়ঋ৩ (Research Design)-ঽ৴ষ্ট৴০, ঢ়ঋ.ষ্টঋ.ৰষ্ট৲, ৱঋ.ন৲ভ, ঽষ্ট৲, ঌভষ্ট ঀঋ.৮০৲, ঽষ্ণৱষ্ণ০

**Unit-4.** ৮ৰণ'ষ্ণণৰষ্ট ষ্টষ্টঀ ৰ৴ষ্ণ৻ঌ ৱণৰঋ ৮ণ: ৮ৰণঋন৺ ৮ঋ০ৰণঋ (Abstract), ভূষ্টনৰভ (Introduction), ঽষ্ট৲ (Objectives), ৲ঋ০ঋঽ ৲৲ঽঋ., ০৴০৴ষ্ণ ০ভঽঋ.ঀ, ৲ঋ৩ৱ৴ষ্ণ ভ৴ঀঋ.ৰভ (Literature Review), ৮ৰণ'ষ্ণণৰষ্ট ঋ.ৰ৲ (Research Method), ৺৲৲৴৲(Analysis), ঢ়ঋ.ঽঋন৺ঋঽ, ০ভষ্টঀৰণ৲ ০ণঀঋঽ, ৲ঋৰ৮ঋ০ৰণঋ (Conclusion), ঌণ৴ণ-৲ণৱণষ্ণ ঢ়ণ০ণ৺০৮ণ (Bibliography)।

**Reference Books:**


1. ৮ৰণ'ষ্ণণৰষ্ট ৱণৰঋ- ঀঌ.ষ্ণণঽঋণ৴ষ্টণ০৲ঀ৴৲ঌ৺ঋ
2. Research Methodology and Techniques- C.R Kothahari and Gourav Garg
3. Research Methodology- Ram Abhuja
4. Sothprotha –Dr. Kiran Tripati
5. Anusandhanprobidhi O Prokriya- S.N Ganeshan
6. ৮ৰণ'ষ্ণণৰষ্ট ০ভঀঀভ ভূঢ়ৰভ- ঀঌ. ৰণ০ণষ্ট ৱ৴ঽ৺ণৰণঽ


**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.** |

## Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|

| ST40003 | **History of Santali Literature**<br>ᱦᱚᱲᱚᱱᱟᱞ ᱦᱚᱪᱟᱨᱛᱮ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱦᱚᱱ | 4 | 3-1-0 |
|---|---|---|---|

**Course Objectives**

ᱫᱚᱪᱚᱢ ᱦᱚᱱᱚᱱᱟ ᱡᱚᱣᱟᱞᱮᱫ ᱚᱱᱯᱚᱱᱚᱛ ᱡᱚᱢ.ᱢᱟᱪᱚᱢ.ᱠᱚ ᱦᱚᱫᱚᱱᱟᱨᱤ ᱦᱚᱪᱟᱨᱛᱮ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱦᱚᱱ ᱪᱚᱲᱟᱣᱟᱞ ᱫᱚᱱᱮᱱᱟ ᱠᱚᱱᱚᱱᱟᱣᱟᱠᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱭᱟᱭ ᱠᱚᱪᱚᱢ᱾

**Course Outcomes**

**CO1.** ᱦᱚᱫᱚᱱᱟᱨᱤ ᱦᱚᱪᱟᱨᱛᱮ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱦᱚᱱ ᱦᱚᱱᱚᱱᱟ ᱡᱚᱣᱟᱞᱮᱫ ᱚᱱᱯᱚᱱᱚᱛ ᱡᱚᱢ.ᱢᱟᱪᱚᱢ.ᱠᱚ ᱫᱚᱦᱚᱱ ᱦᱚᱪᱟᱨᱛᱮ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱦᱚᱱ ᱠᱚᱱᱚᱱᱟᱣᱟᱠᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱵᱟᱱᱟᱣ ᱠᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱣᱟᱭᱛᱟᱨᱤ ᱯᱚᱲᱚᱠᱷᱟ᱾

**CO2.** ᱫᱚᱪᱚᱢ ᱦᱚᱱᱚᱱᱟ ᱡᱚᱱᱟᱣᱟᱞᱮᱫ ᱚᱱᱯᱚᱱᱚᱛ ᱡᱚᱢ.ᱢᱟᱪᱚᱢ.ᱠᱚ ᱦᱚᱫᱚᱱᱟᱨᱤ ᱦᱚᱪᱟᱨᱛᱮ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱦᱚᱱ ᱵᱮᱝᱞᱟᱝ, ᱡᱚᱢ.ᱫᱚᱢ.ᱥᱮᱨᱟ, ᱡᱟᱫᱮᱡᱚᱛᱚᱠᱚ ᱣᱟᱨᱮᱞᱟᱨᱤ ᱦᱚᱢ.ᱣᱟᱨᱣᱚᱠᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱵᱟᱱᱟᱱ ᱱᱚ ᱜᱟᱨᱚᱱᱮ ᱠᱚ ᱱᱚᱣᱟᱱᱚᱭ᱾

**CO3.** ᱫᱚᱪᱚᱢ ᱦᱚᱱᱚᱱᱟ ᱡᱚᱣᱟᱞᱮᱫ ᱚᱱᱯᱚᱱᱚᱛ ᱦᱚᱫᱚᱱᱟᱨᱤ ᱦᱚᱪᱟᱨᱛᱮ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱦᱚᱱ ᱡᱚᱣᱟᱞᱮᱫ ᱚᱱᱯᱚᱱᱚᱛ ᱦᱚᱫᱚᱱᱟᱨᱤ ᱦᱚᱪᱟᱨᱛᱮ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱦᱚᱱ ᱣᱟᱭ.ᱵ ᱣᱚᱢ.ᱢᱟᱣᱩ “ᱣᱚᱡ ᱦᱚᱱᱚᱱᱟᱨᱤ” ᱱᱟᱹᱨᱮᱢᱟᱜ ᱠᱚᱱᱚᱱᱟᱣᱟᱠᱚ ᱡᱚᱢ.ᱢᱟᱪᱚᱢ.ᱠᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱵᱟᱱᱟᱣ᱾

**CO4.** ᱫᱚᱪᱚᱢ ᱦᱚᱱᱚᱱᱟ ᱡᱚᱣᱟᱞᱮᱫ ᱚᱱᱯᱚᱱᱚᱛ ᱫᱚᱱᱚᱢᱜ ᱱᱚᱵᱩ ᱱᱟᱹᱨᱮᱢᱟᱜ ᱦᱚᱪᱟᱨᱛᱮ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱦᱚᱱ ᱠᱚᱱᱚᱱᱟᱣᱟᱠᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱵᱟᱱᱟᱣ ᱠᱚᱱᱚᱱᱟᱣᱟᱠᱚ ᱡᱚᱢ.ᱢᱟᱪᱚᱢ.ᱠᱚ ᱡᱚᱱᱟᱣᱟᱞᱮᱫ ᱠᱚᱱᱚᱱᱟᱣᱟᱠᱚ ᱢᱚᱠᱚ ᱣᱚᱭ᱾ ᱦᱚᱫᱚᱱᱟᱨᱤ ᱡᱚᱱᱟᱣᱟᱞᱮᱫ ᱥᱟᱦᱤᱭᱟᱹᱥᱤ ᱱᱟᱸ ᱵᱩᱞᱩᱜᱚᱱ.ᱭ ᱠᱚ ᱵᱟᱱᱟᱣ᱾

**CO5.** ᱫᱚᱪᱚᱢ ᱦᱚᱱᱚᱱᱟ ᱚᱱᱯᱚᱱ ᱚᱴ ᱦᱚᱱᱚᱱᱟᱨᱤ ᱱᱟᱹᱨᱮᱢᱟᱜ ᱫᱚᱱᱚᱢᱜ ᱱᱚᱵᱩ ᱠᱚᱱᱚᱱᱟᱣᱟᱠᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱵᱟᱱᱟᱣ ᱠᱚᱱᱚᱱᱟᱣᱟᱠᱚ ᱣᱚᱱᱚᱣᱚ ᱡᱟᱫᱮᱡᱚᱛᱚᱠᱚ ᱦᱚᱫᱚᱱᱟᱨᱤ ᱡᱚᱱᱟᱣᱟᱞᱮᱫ ᱚᱱᱯᱚᱱᱚᱛ ᱵᱟᱹᱞᱟᱝᱜ᱾

**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 | 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 | 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.** ᱚᱢᱟᱱᱚᱢᱫᱟᱨᱤ ᱚᱢᱭᱩᱜᱩᱞ ᱱᱟᱨᱮᱢᱜ ᱮᱢᱜᱢᱩ
ᱦᱮᱦᱱᱟᱦᱩ, ᱡᱢ.ᱮᱢ.ᱱᱮᱨᱤ, ᱩᱞᱮᱞᱚ

**Unit – 2.** Ancient oral literature (Before 1854)
ᱢ.ᱫᱭᱮᱢᱤ ᱱᱟᱨᱮᱢᱜ ᱡᱚᱫ ᱚᱢᱭᱩᱜᱩᱞ

**Unit – 3.** Medieval literature 1854-1946
ᱚᱢᱯᱚ ᱮᱢᱤ ᱱᱟᱨᱮᱢᱜ ᱚᱢᱭᱩᱜᱩᱞᱫᱚ

**Unit – 4.** Modern literature from 1947 to till date
ᱮᱢᱣᱚᱜ ᱮᱢᱤ ᱱᱟᱨᱮᱢᱜ ᱚᱢᱭᱩᱜᱩᱞᱫᱚ

## Reference Books


1. ᱚᱢᱮᱚᱢᱫᱟᱨᱤ ᱚᱢᱭᱩᱜᱩᱞ ᱱᱟᱨᱮᱢᱜ ᱭᱩᱣᱮᱭᱩᱞ ᱚᱱ ᱡᱚᱱᱚᱢ- ᱣᱢ. ᱦᱷ. ᱚᱨ. ᱝᱦᱣᱦ
2. ᱚᱢᱮᱚᱢᱫᱟᱨᱤ ᱭᱮᱭᱯ ᱱᱟᱨᱮᱢᱜ ᱮᱢᱜᱢᱩ- ᱦᱭᱯᱨᱮᱫᱩᱱᱭ ᱮᱢᱚᱭ ᱩᱢᱮᱣᱨ
3. ᱚᱢᱭᱩᱜᱩᱞ ᱢ.ᱱᱨ- ᱡᱱ. ᱚᱭᱩᱣᱭᱦᱮᱢᱚᱭ ᱚᱭᱱᱨᱮ
4. ᱚᱢᱮᱚᱢᱫᱟᱨᱤ ᱢᱣᱭᱢᱱᱮ: ᱭᱩᱡᱨ- ᱫᱦᱱᱜᱢ. ᱤᱭᱱᱮ ᱩᱦᱱᱩᱦ
5. ᱡᱭᱫ ᱡᱢ.ᱱᱨᱣ ᱚᱢ ᱚᱢᱭᱩᱜᱩᱞ ᱱᱟᱨᱮᱢᱜ ᱮᱢᱜᱢᱩ- ᱦᱦ.ᱫᱩᱭᱭᱫᱢᱮ ᱩᱦᱱᱩᱦ


**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 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 No. | SDG Title | Nature of Contribution through the History of Santali Literature |
|---|---|---|
| **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. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST40005** | **Linguistics**<br>**ꯂꯥ.ꯅꯤꯡ ꯏꯝꯆꯤꯟ** | **4** | **3-1-0** |

**Course Objectives:**

ꯑꯁꯤꯒꯝ ꯏꯝꯑꯅꯤꯡ ꯂꯥꯏꯁꯤꯡꯊꯣꯀꯄꯥ ꯑꯃꯁꯨꯡꯑꯣꯏꯕꯥ. ꯅꯥ ꯂꯥ.ꯅꯤꯡ ꯏꯝꯆꯤꯟ ꯒꯥ.ꯑꯤꯅ ꯑꯣ ꯑꯃꯑꯃꯥꯡ ꯑꯊꯅꯥꯅꯒꯤꯗꯃꯛ ꯂꯥ.ꯃꯊꯛꯇꯒꯤ. ꯅꯥ ꯂꯥ.ꯅꯤꯡ ꯅꯤꯡꯊꯧꯒꯤꯊꯤꯡ ꯑꯃꯅ ꯑꯥ.ꯃꯤꯡ ꯅꯥ ꯅꯤꯒꯝꯕꯒꯤꯊꯤꯡ ꯏꯤꯡꯏꯤꯡꯑꯃꯁꯨ ꯅꯤꯡꯊꯧꯒꯤ ꯏꯁꯥꯒꯠꯂꯀꯄꯥ ꯃꯇꯝ ꯑꯥ.ꯃꯤꯡ ꯅꯥ ꯅꯤꯒꯝꯕꯒꯤꯊꯤꯡ ꯏꯤꯡꯏꯤꯡꯑꯃꯒꯤꯗꯃꯛ ꯁꯤꯡꯍꯥꯁꯟ ꯇꯥꯀꯄꯥ ꯌꯥꯏ ꯅꯥ ꯂꯥ.ꯅꯤꯡ ꯅꯤꯡꯊꯧꯒꯤ ꯏꯁꯥꯒꯠꯂꯀꯄꯥ ꯃꯇꯝ ꯑꯃꯁꯨ ꯅꯤꯡꯊꯧꯒꯤ ꯏꯁꯥꯒꯠꯂꯀꯄꯥ ꯃꯇꯝ ꯑꯃꯒꯤ ꯃꯔꯛꯇꯥ ꯑꯁꯤꯒꯝ ꯑꯣꯏꯕꯥ ꯑꯃꯁꯨꯡ ꯑꯁꯤꯒꯝ ꯑꯣꯏꯕꯥ ꯑꯃꯒꯤ ꯃꯔꯛꯇꯥ ꯑꯁꯤꯒꯝ ꯑꯣꯏꯕꯥ ꯑꯃ ꯌꯥꯏ ꯅꯥ ꯂꯥ.ꯅꯤꯡ ꯅꯤꯡꯊꯧꯒꯤ ꯏꯁꯥꯒꯠꯂꯀꯄꯥ ꯃꯇꯝ

**Unit-2.** ᱚᱨ.ᱥᱟᱱ ᱞᱤᱢᱚᱠᱷ ᱥᱟᱨᱨᱤᱢᱟ ᱯᱩᱞᱩᱥᱫᱩᱞᱩ ᱢᱤᱥ ᱚᱵᱮᱵᱩᱞᱟ/ᱣᱟᱠᱟᱞᱟ : ᱣᱟᱣᱩᱜᱢᱨᱟᱨᱮ ᱚᱜᱟᱨᱮᱜᱟᱱᱟ, ᱢᱤᱞᱟᱱᱟᱞᱮᱦᱤᱢ ᱚᱜᱟᱨᱮᱜᱟᱱᱟ, ᱱᱚᱦ ᱚᱜᱟᱨᱮᱜᱟᱱᱟ, ᱵᱩᱮᱢᱢᱵ ᱚᱜᱟᱨᱮᱜᱟᱱᱟ, ᱞᱨᱢᱟᱣᱩᱜᱮᱞᱵ ᱚᱜᱟᱨᱮᱜᱟᱱᱟ।

**Unit-3.** ᱚᱨ.ᱥᱟᱱ ᱢᱤᱥ ᱚᱨ.ᱥᱟᱱ ᱞᱤᱢᱚᱠᱷ ᱞᱤᱢᱩ ᱞᱤ.ᱜᱤ.ᱨ : ᱞᱤᱢᱮᱚᱢᱛᱟ ᱚᱨ.ᱥᱟᱱ ᱢᱤᱥ ᱡᱮᱣᱩᱜ-ᱡᱨᱭᱟᱜᱩᱚᱨᱟᱨᱢᱮ ᱚᱨ.ᱥᱟᱱ, ᱞᱤᱢᱮᱚᱢᱛᱟ ᱚᱨ.ᱥᱟᱱ ᱢᱤᱥ ᱣᱟᱨᱩᱵᱟᱵ ᱞᱩ᱾ᱞᱵᱥᱟᱣᱚ।

**Unit- 4.** ᱞᱤᱢᱮᱚᱢᱛᱟ ᱚᱨ.ᱥᱟᱱ ᱞᱤᱢᱚᱠᱷ ᱢᱤᱥ ᱣᱩᱜᱢᱥᱩᱜᱩᱚᱠᱟᱨᱩ ᱜᱟᱨᱩᱢᱮ ᱞᱟᱥᱩᱢ

**(I)** ᱢᱛᱢᱤ ᱞᱤᱢᱚᱠᱷ, ᱢ.ᱛᱢ. ᱞᱤᱢᱚᱠᱷ, ᱡᱟᱮᱟᱚ ᱞᱤᱢᱚᱠᱷ, ᱥᱚᱠ ᱞᱤᱢᱚᱠᱷ ᱢᱤᱥ ᱢ.ᱨᱢ.ᱚ ᱞᱤᱢᱚᱠᱷ ।

**(II)** ᱞᱤᱢᱮᱚᱢᱛᱟ ᱥᱚᱠ ᱞᱤᱢᱚᱠᱷ ᱢ.ᱥᱟ ᱯᱟᱵᱢᱚᱟ ᱯᱩᱜᱩᱮᱩᱜ

(i) ᱞᱤᱢᱮᱚᱢᱛᱟ ᱢᱤᱥ ᱡᱟᱮᱩᱟ ᱥᱚᱠᱤᱞᱤᱢᱚᱠᱷ।

(ii) ᱞᱤᱢᱮᱚᱢᱛᱟ ᱢᱤᱥ ᱞᱩ᱾ᱞᱵᱥᱟᱣᱚ ᱥᱚᱠᱤᱞᱤᱢᱚᱠᱷ।

(iii) ᱞᱤᱢᱮᱚᱢᱛᱟ ᱥᱚᱠ ᱞᱤᱢᱚᱠᱷ ᱥᱟᱨᱨᱤᱢᱟ ᱡᱟᱞᱤᱢ.ᱣ ᱮᱡᱵᱢ.ᱞ।

(iv) ᱞᱤᱢᱮᱚᱢᱛᱟ ᱚᱨ.ᱥᱟᱱ ᱣᱩᱮᱩᱯᱩᱯᱩᱜ ᱥᱟᱮᱢᱤᱩ ᱯᱟᱡ।

## Reference Books:


1. ᱚᱨ.ᱥᱟᱱ ᱞᱤᱢᱚᱠᱷ – ᱞᱨᱢᱟᱣ ᱞᱟ. ᱦᱵᱣᱵ
2. ᱚᱨ.ᱥᱟᱱ ᱞᱤᱢᱚᱠᱷ – ᱞᱤᱢ.ᱯᱡᱟᱣ ᱩᱯᱮᱩᱯᱩᱥᱩᱯ ᱞᱩᱯᱥᱟᱮ
3. ᱥᱩᱛ ᱞᱤᱢᱚᱠᱷ – ᱣᱥ. ᱩᱯᱟᱩᱨᱢᱮᱚᱟ ᱣᱟᱞᱥᱩᱢ
4. ᱣᱩᱜᱢᱞᱤᱢ ᱣᱟᱜᱨᱢᱤᱮ – ᱣᱥ.ᱣᱩᱜᱩᱯᱢᱤᱮᱢᱚᱩ ᱚᱟᱭᱢᱥᱟᱨ
5. ᱞᱤᱢᱮᱚᱢᱛ ᱥᱩᱛ – ᱞᱤᱢᱯᱵᱩᱵ ᱡᱵᱥᱟᱵ।
6. ᱡᱟᱮᱩᱟ ᱓ᱥ ᱞᱤᱢᱮᱚᱢᱯᱟ: ᱚᱵᱯᱮᱢᱚᱡᱟᱩᱵ ᱢᱩᱩᱜᱨᱨᱮᱩᱮ – ᱣᱩᱡᱢᱤᱮᱞᱤᱢᱡᱵ ᱞᱡᱟᱥ
7. ᱞᱤᱢᱮᱚᱢᱯᱟ ᱡᱩᱥᱡᱩᱩᱯᱩᱜᱟ - ᱣᱥ. ᱢᱥᱵᱮ ᱜᱩᱩᱞ
8. ᱞᱨᱥᱨᱭ ᱚᱩᱡᱩᱥ ᱞᱤᱢᱚᱠᱷ – ᱡᱢᱮᱞᱟᱨ ᱡᱵᱥᱡᱵ
9. ᱞᱤᱢᱮᱚᱢᱯᱟ ᱣᱩᱜᱢᱞᱤᱢ ᱩᱵᱥᱩᱩᱢ ᱓ ᱣᱟᱵᱢᱞᱨᱨᱥ ᱡᱚᱟᱡᱥᱢᱞ – ᱚᱩᱥᱡᱟᱡᱩᱵ ᱡᱨᱡᱣᱩᱩᱵᱩ
10. ᱚᱨ.ᱥᱟᱱ ᱞᱤᱢᱚᱠᱷ – ᱣᱥ. ᱢ.ᱡᱚᱢ. ᱡᱢ.ᱥᱚᱟ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Enhances linguistic knowledge, analytical ability, communication skills, and research-oriented learning in Santali language studies. |
| SDG 5 | Gender Equality | Encourages inclusive language practices and understanding of gender representation in linguistic communication. |
| SDG 9 | Industry, Innovation and Infrastructure | Promotes language documentation, digital preservation, and use of linguistic technologies and research tools. |

| | | |
|---|---|---|
| **SDG 10** | **Reduced Inequalities** | **Supports recognition and preservation of tribal and indigenous languages, ensuring linguistic inclusion and equity.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Contributes to safeguarding intangible cultural heritage through preservation and study of Santali language and oral traditions.** |
| **SDG 13** | **Climate Action** | **Linguistic expressions related to nature and indigenous ecological knowledge foster environmental awareness and sustainability.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Encourages respect for linguistic rights, cultural diversity, and inclusive participation in society.** |
| **SDG 17** | **Partnerships for the Goals** | **Promotes collaboration among researchers, educational institutions, and indigenous communities for language preservation and development.** |

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST40007 | Santali Novel and Story<br>ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱞᱚᱯᱚ ᱟᱨ ᱵᱟ.ᱜᱚᱞ | 4 | 3-1-0 |

## Course Objectives

ᱚᱫᱚᱞ ᱚᱱᱚᱜᱚᱞ ᱡᱚᱡᱚᱫᱟᱜᱟᱣᱚᱞ ᱚᱱᱮᱛᱚᱜᱚᱰ ᱡᱟ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱚᱱᱚᱜᱚᱞᱟ ᱜᱚᱞᱚᱯᱚ ᱟᱨ ᱵᱟ.ᱜᱚᱞ ᱣᱟᱨᱣᱚ ᱜᱟ.ᱜᱟᱱ ᱜᱮᱨᱮᱱᱚ ᱚᱱᱚᱮᱨᱮᱱᱚᱰ ᱨᱩᱱ ᱵᱚᱣᱟᱱ। ᱚᱱᱚᱜᱚᱞᱟ ᱚᱱᱡᱟᱜᱟᱰ ᱯᱟ.ᱜᱟᱰ ᱜᱚᱞᱚᱯᱚ ᱟᱨ ᱵᱟ.ᱜᱚᱞ ᱡᱚᱢᱚᱣᱵᱚ ᱵᱚ ᱜᱚᱫᱟᱣᱟᱱ ᱵᱮᱨᱮᱱ |

## Course Outcomes

CO1. ᱡᱟ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱚᱱᱚᱜᱚᱞᱟ ᱜᱚᱞᱚᱯᱚ ᱟᱨ ᱵᱟ.ᱜᱚᱞ ᱚᱱᱡᱟᱜᱟᱰ ᱭᱮᱨᱮᱱᱜ ᱜᱟ.ᱜᱟᱱ ᱜᱮᱨᱮᱱᱚ ᱵᱚ ᱳᱱᱚᱯ।

CO2. ᱚᱱᱚᱜᱚᱞᱟ ᱜᱚᱞᱚᱯᱚ ᱟᱨ ᱵᱟ.ᱜᱚᱞ ᱭᱮᱨᱮᱱᱜ ᱚᱵᱢᱟᱣᱟ.ᱚ, ᱚᱮᱚᱮᱛᱚ, ᱡᱟ.ᱚᱱ.ᱭᱚᱞ, ᱚᱛᱚᱛᱟᱰ ᱟᱨ ᱣᱟᱞᱮᱛᱮᱞᱚᱱ ᱵᱚ ᱣᱚᱱᱣᱚᱱᱮ ᱳᱱᱚᱯ।

CO3. ᱚᱱᱚᱜᱚᱞᱟ ᱜᱚᱞᱚᱯᱚ ᱟᱨ ᱵᱟ.ᱜᱚᱞ ᱡᱚᱡᱚᱫᱟᱜᱟᱣᱚᱞ ᱵᱚᱢᱚᱛ ᱣᱟᱱ.ᱜᱟ ᱮᱛᱟᱛᱟᱰ ᱟᱨ ᱢᱟᱱᱭᱟ-ᱣᱟᱣᱟᱱᱟ ᱵᱚ ᱱᱟᱛᱟᱱ।

CO4. ᱚᱱᱚᱜᱚᱞᱟ ᱜᱚᱞᱚᱯᱚ ᱟᱨ ᱵᱟ.ᱜᱚᱞ ᱭᱮᱨᱮᱱᱜ ᱡᱚᱡᱚᱫᱟᱜᱟᱣᱚᱞ ᱚᱱᱚᱮᱨᱮᱱᱚᱰ ᱡᱟ.ᱢᱟᱣᱟᱱ. ᱵᱚᱣᱚᱱᱜ ᱵᱟᱨᱣᱟ.ᱭ ᱴᱚᱱᱟᱛ ᱣᱚᱱᱭᱚᱱᱜ-ᱚ, ᱮᱱᱚᱣᱚ ᱡᱟᱨᱮᱟᱞ ᱵᱚ ᱱᱟᱛᱟᱱ, ᱮᱱᱚᱣᱚ ᱮᱱᱚᱣᱚ ᱵᱟᱨᱣᱟ.ᱭ ᱣᱟᱱᱣᱟᱶᱮᱱ ᱡᱟᱜᱮᱡᱟᱶ ᱭᱟᱛ ᱣᱟᱡᱟᱵᱜ ᱚᱱᱚᱵᱚᱣᱚᱱ ᱚᱱᱭ ᱭᱱ.ᱮᱵᱱ. ᱣᱚ᱾ᱵᱚ ᱣᱵᱡᱟᱴᱟᱱ.ᱣᱚᱱ।

CO5. ᱮᱚᱣᱚᱱ ᱡᱚᱡᱚᱫᱟᱜᱟᱣᱚᱞ ᱚᱱᱚᱮᱨᱮᱱᱚᱰ ᱡᱟ.ᱢᱟᱵᱣᱚᱱ. ᱵᱚ ᱚᱱᱚᱜᱚᱞᱟ ᱜᱚᱞᱚᱯᱚ ᱟᱨ ᱵᱟ.ᱜᱚᱞ ᱚᱯ ᱚᱱᱯ ᱵᱟ.ᱡᱟ ᱭᱟᱛ ᱵᱩᱯᱹᱜᱟ.ᱡᱵᱚ ᱳᱱᱚᱯ, ᱜᱚᱞᱚᱯᱚ ᱟᱨ ᱵᱟ.ᱜᱚᱞ ᱡᱚᱡᱚᱫᱟᱣ ᱵᱚ ᱵᱚ ᱜᱚᱫᱟᱜᱟᱣᱮᱱ ᱟᱨ ᱚᱱᱡᱟᱜᱟᱰ ᱵᱚ ᱜᱟᱨᱭᱟᱨᱣᱵᱵᱮᱱ।

## CO-PO-PSO Mapping

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

| COs | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | | | | | | | | | | | | | | | | | |
| CO 2 | | | | | | | | | | | | | | | | | |
| CO 3 | | | | | | | | | | | | | | | | | |
| CO 4 | | | | | | | | | | | | | | | | | |
| CO 5 | | | | | | | | | | | | | | | | | |

**Course Contents:**

**ଓଡ଼ିଆ**

Unit-1. I. ଏଡ଼ିଆଭାଷା ଓ.ଠ୍ୟ ଆଃ II. ଦଶ.ଃଚ ଦଽଠଡ଼ଆ

Unit-2. I. ଆଧୁନିକ ଓଡ଼ିଆ ଦଶ୍ୟାପ୍ତିଃଽ ଆଃ II. ଏଡ଼.ଥଚ ଏଡ଼ଠ୍ୟ

**ବଡ଼.ଏଥ୍ୟ**

Unit-3. I. ଏଡ଼ିନେଧାଡ଼ି II. ଡ଼.ଃଥ୍ୟ III. ଫ୍ରଡ଼.ଏଥ୍ୟ IV. ବଡ଼.ଏଥ୍ୟ ଏଡ଼ିପଡ଼ି

Unit-4. I. ଥଡ଼ିଜଠଡ଼ି II. ଓଦ୍ଧଡ଼ିଃଡ଼.ଧ III. ଦ୍ୟଠ ଆଃ ଏଡ଼ିଃଥଡ଼ିପ IV. ଫ୍ରଚପଡ଼ି.ଅ ଝ୍ୟଥଏଡ଼ି.

**Reference Books**


1. ଏଡ଼ିଅଏଡ଼ି.ଠଚ- ଆଃ. ଆଃ.ବ୍ୟଥବଚ ଃଡ଼ିଘଡ଼ିଧଃ

2. ଦଶ.ଃଚଦଥଠଡ଼ି- ଦଦ୍ଧଡ଼ିଓଃଜଠ ଏଚଃଏଚ 'ଢଦ୍ଧଡ଼ିବଚଃ'

3. ଆଧୁନିକ ଓଡ଼ିଆ ଦଦ୍ୟାପ୍ତି ଃଽ- ଥଡ଼ିଠଦ୍ଧଡ଼ିଥ୍ୟାନେଶ.ପ ଏଚଃଏଚ

4. ଏଡ଼.ଥଚ ଏଡ଼.ଠଥ୍ୟ- ଝଡ଼.ଫ୍ରଃଡ଼ ଏଡ଼ଧଏଡ଼ି ଧଡ଼.ଥଫ୍ରଡ଼ଓ

5. ଏଡ଼ିନେଧାଡ଼ିପ- ଦଃ. ଦଡ଼ଏଡ଼ଡ଼ି ଥଡ଼ିଧଚ 'ଥଏଥ୍ୟଃ'

6. ଆ.ଃଥ୍ୟ- ବପ୍ତଥଡ଼ିଫ୍ରଃଃଃଡ଼ଥଡ଼ିଠଦ୍ଧ ଏଡ଼.ଥଠଥ୍ୟ

7. ᱫᱚᱦᱚᱱ- ᱦᱩᱞᱩᱢᱩ ᱚᱞᱤᱭᱟᱢ 'ᱢᱟᱭᱟᱱᱚᱛᱟᱞ'

8. ᱠᱚᱞ.ᱜᱮᱨᱟ ᱩᱚᱨᱟᱢ- ᱦᱚᱜᱟᱨᱚᱛᱮ ᱚᱠᱚᱫᱚᱜᱚᱩᱟ

9. ᱦᱚᱡᱚᱦᱚᱚ- ᱚᱣ. ᱠᱮ ᱦᱟ. ᱱᱵᱚᱵ

10. ᱜᱩᱚᱚᱣᱤᱢᱤ- ᱚᱣ. ᱠᱮ. ᱦᱟ. ᱱᱵᱚᱵ

11. ᱡᱵᱚ ᱚᱣ ᱩᱚᱣᱦᱚᱚᱨ- ᱚᱫᱟᱚᱛᱮ ᱩᱟᱚᱣᱚ 'ᱦᱚᱮᱚᱚᱨᱟ'

12. ᱫᱵᱨᱚ.ᱟ ᱥᱟᱮᱜᱚ.- ᱮᱵᱮᱵᱨᱚᱨ ᱜᱮᱩᱚᱚᱣᱚᱩ

**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 No. | SDG Title | Nature of Contribution through Santali Novel and Story |
|---|---|---|
| **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 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. |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST42001** | **Editing and Preparation of Newsletters in Santali**<br>**ᱪᱷᱮᱞᱷᱟᱨ ᱠᱷᱚᱢᱚᱞᱚ ᱠᱷᱚᱛᱚᱞᱤ ᱢᱚ ᱚᱮᱚᱠ ᱠᱷᱚᱞᱟᱨ** | **4** | **3-1-0** |

**Course objective:**
The purpose of studying on the subject of editing and preparation of Newsletters in Santali is to attract students to study in this field. To promote the publication of Newsletters and Journals in Santali language so that students can get jobs in this field.

**Course Outcome:**

**CO1**.Students will be introduced to Santali language and journalism. Such as - Santali language, Santali literature and media, origin of journalism and role of newspaper in community communication.

**CO2**. Through the Santali Newsletter editing and preparation the Santali language relationship will be strengthened with media and journalism

**CO3**. Students will learn about content development and editing such as- news writing, editorial writing, editing techniques and ethical considerations in editing.

**CO4.** Students will learn about the design and layout of the newsletters. They will learn how to use its software and tools. They will learn illustration and photography and they will create a visual identity.

**CO5.** Students will learn about print vs. digital newsletters. They will learn the challenge of newsletter distribution and strategize audience engagement and future trends in newsletter publishing.

**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 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.6 | 2.6 | 3.0 | 3.0 | 2.6 | 2.4 | 2.6 | 2.6 | 2.4 | 2.6 | 2.8 | 2.2 | 3.0 | 2.8 | 2.6 | 3.0 | 2.8 |

**Contents:**

**Unit – 1. Introduction to Santali Language and Journalism**

- Overview of Santali Language
- Santali Literature and Media
- Basics of Journalism
- Role of Newsletters in Community Communication

**Unit-2. Content Development and Editing**

- News Writing in Santali
- Editorial Writing
- Editing Techniques
- Ethical Consideration in Editing

**Unit- 3. Design and Layout of Newsletters**

- Introduction to Newsletter Design
- Software and Tools
- Illustrations and Photography
- Creating a Visual Identity

**Unit- 4. Distribution and Audience Engagement**

- Print vs. Digital Newsletters
- Distribution Strategies
- Engaging with the Audience
- Future Trends in Newsletter Publishing

**Reference books**

1. Editing for Print and Electronic Media: trends, Ethics and Laws. **Vivek Sehgal**

2. Print Media: Reporting, Writing and Editing. **N.K. Singh**
3. Text Editing Print and the Laws Digital World. **Kathrine Sutherland.**

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Develops communication skills, media literacy, editing techniques, and practical knowledge in journalism and publication. |
| SDG 5 | Gender Equality | Encourages inclusive and gender-sensitive reporting in newsletters and media communication. |
| SDG 8 | Decent Work and Economic Growth | Provides professional skills in editing, publishing, journalism, and digital content creation that enhance employability. |
| SDG 9 | Industry, Innovation and Infrastructure | Promotes use of digital tools, publishing technologies, and innovative communication methods in Santali media practices. |
| SDG 10 | Reduced Inequalities | Supports representation of tribal communities, indigenous voices, and marginalized groups through local-language media. |
| SDG 11 | Sustainable Cities and Communities | Preserves Santali language, script, and cultural heritage through newsletters and community-based publications. |
| SDG 13 | Climate Action | Newsletter articles on environmental conservation and sustainability create awareness about ecological issues. |
| SDG 16 | Peace, Justice and Strong Institutions | Encourages ethical journalism, responsible communication, transparency, and informed public participation. |
| SDG 17 | Partnerships for the Goals | Promotes collaboration among educational institutions, media organizations, writers, and communities for cultural and informational development. |

## SEMESTER - VII
## (Double Major)

### Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **RS40001** | **Research Methods in Santali Studies**<br>**ᱚᱱᱚᱞᱚᱢᱟᱨ ᱩᱫᱩᱜᱟᱣᱮᱫ ᱯᱟᱹᱨ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱢᱤ.ᱮᱢ.ᱯᱷᱤ** | **4** | **3-1-0** |

**Course Objectives:**

ᱮᱫᱚᱜ ᱚᱱᱚᱞᱚᱢᱤ ᱩᱫᱩᱜᱟᱣᱮᱫ ᱚᱢᱯᱚᱨᱚᱛ ᱩᱢ.ᱢᱟᱣᱚᱜ. ᱦᱚ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱢᱤᱭ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱢᱤ.ᱮᱢ.ᱯᱷᱤ ᱛᱚᱢᱛᱚᱚ ᱛᱷᱤᱣᱥᱷᱤᱥᱤᱢᱚᱛ ᱜᱤᱨᱤᱢᱮᱫ ᱤᱥᱚᱢᱦᱚᱭᱚᱜ᱾ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱩᱫᱩᱜ ᱦᱚᱢᱮᱢ, ᱩᱫᱩᱜ ᱯᱢ.ᱦᱚᱷ ᱡᱤᱮᱢᱜ-ᱢ, ᱦᱟᱱᱰᱤᱞᱮᱫ ᱚᱱᱚᱞᱚᱢᱤ ᱩᱫᱩᱜ ᱯᱤᱦᱚᱢ ᱛᱚᱢᱩᱜᱟᱢᱭ ᱜᱷᱚᱨᱦᱚᱜ-ᱢ, ᱦᱟᱱᱰᱤᱞᱮᱫ ᱭᱤᱨᱮᱢᱜ ᱩᱫᱩᱜ ᱯᱤᱦᱚᱢ ᱦᱢ.ᱡᱟ ᱜᱚᱭᱟᱢ ᱜᱷᱚᱨᱦᱚᱜ-ᱢ᱾ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱢᱮᱢᱚᱢ ᱦᱚ ᱛᱷᱚᱡᱟᱜᱚ ᱚᱱᱚᱞᱚᱢᱤ, ᱚᱱᱚᱞᱚᱢᱟᱨ ᱚᱱᱚᱞᱚᱢᱤ ᱚᱱᱚᱞᱚᱢᱤᱠᱷᱚᱱ. ᱦᱢ.ᱡᱟ ᱢᱭ ᱮᱢᱭᱡᱤᱮᱜ ᱳᱫᱭ ᱢ.ᱭᱷ ᱭᱤᱨᱮᱢᱜ ᱡᱚᱜᱚᱜ ᱦᱚ ᱯᱢ.ᱨᱢᱦᱚᱭᱚᱢ᱾ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱭᱮᱭᱯ ᱭᱤᱨᱮᱢᱜ ᱜᱚᱭᱟᱢ ᱦᱚ ᱛᱷᱚᱢᱟᱢ. ᱮᱢ.ᱜᱚᱡᱤ ᱚᱱᱚᱞᱚᱢᱤ ᱢᱚᱢᱚᱢᱨ ᱭᱩᱭᱦᱚᱭᱚᱢ, ᱡᱤᱡᱩᱭᱮ ᱚᱡ ᱩᱫᱩᱜ.ᱢᱟᱣᱚᱜ. ᱦᱚ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱭᱮᱭᱯ ᱦᱚ ᱚᱯ ᱯᱢᱛᱷᱤᱨᱮᱢᱜ-ᱡᱟᱢ᱾ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱦᱢᱚᱨ ᱮᱢᱭᱡᱤᱮᱜ ᱜᱚᱭᱟᱢᱭᱟᱨᱮ ᱜᱚᱭᱟ ᱦᱚ ᱩᱭᱤᱢ ᱚᱯ ᱯᱢᱜᱚᱛᱚᱢ ᱦᱚ ᱨᱚᱯᱚᱨ ᱮᱢᱭᱡᱤᱮᱜ ᱩᱫᱩᱜ.ᱢᱟᱣᱚᱜ .ᱦᱚ ᱛᱷᱚᱡᱟᱜᱚ ᱜᱚᱭᱟᱢ ᱩᱫᱩᱜ.ᱢᱟᱣᱚᱜ, ᱦᱟᱱᱰᱤᱞᱮᱫ ᱦᱢ.ᱡᱟ ᱯᱢᱜᱚᱡᱟᱨ ᱢᱭ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱦᱢ.ᱡᱟ ᱛᱚᱢᱛᱚᱚ ᱨᱚᱯᱚᱨ ᱮᱢᱭᱡᱤᱮᱜ᱾

**Course Outcomes:**

**CO1.** ᱩᱢ.ᱢᱟᱣᱚᱜ .ᱦᱚ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱢᱭ ᱦᱟᱱᱰᱤᱞᱮᱫᱢ.ᱮ ᱢ.ᱭ.ᱡ ᱦᱚ ᱛᱷᱚᱡᱟᱜᱚ ᱯᱷᱤᱦᱚᱢ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱦᱢ.ᱡᱟ ᱜᱚᱭᱟᱢ ᱢᱯᱜᱢ ᱚᱡ ᱯᱢᱜᱚᱭᱮᱡᱷᱚᱨ ᱦᱚ ᱡᱷᱚᱨᱡᱮᱢ ᱢᱭ ᱦᱚ ᱮᱢ.ᱚ ᱚᱢᱟᱨᱮᱨᱮᱢᱜ-ᱢ᱾

**CO2.** ᱦᱟᱱᱰᱤᱞᱮᱫ ᱦᱢ.ᱡᱟᱭᱮ ᱡᱚᱮᱮ ᱯᱢᱜᱢᱜ ᱚᱢᱦᱚᱭᱚᱢ, ᱛᱷᱚᱡᱟᱜᱚ.ᱭ ᱚᱢᱟᱨᱮᱨᱮᱢᱜ-ᱢᱦᱚᱭᱮ ᱮᱫᱭᱚᱢᱭᱮᱨᱮᱢᱜ ᱦᱚ ᱛᱷᱚᱡᱟᱜᱚ.ᱭ ᱡᱚᱢᱟᱜ᱾

**CO3.** ᱦᱟᱱᱰᱤᱞᱮᱫ ᱢᱤᱭᱢᱤ ᱦᱚ ᱛᱩᱡᱟᱜᱚᱭ. ᱡᱚᱢᱩᱦᱚᱢᱚᱨ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱭᱮᱨᱮᱢᱜ ᱛᱟᱜ.ᱜi ᱚᱱᱚᱞᱚᱢᱤ ᱦᱚ ᱛᱟᱜᱩᱜᱟᱜᱚᱭᱮ ᱢᱚᱨᱦᱚ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱦᱨᱮᱢ ᱾

**CO4.** ᱦᱟᱱᱰᱤᱞᱮᱫ ᱡᱚᱢᱡᱚᱢ ᱭᱤ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱮᱢᱩᱡᱟᱢᱭ ᱦᱚ ᱜᱷᱚᱨᱦᱚᱜ ᱯᱷᱤᱦᱚᱢᱭᱮ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱡᱟᱜᱚᱜ ᱵᱷᱚᱨᱛ-ᱦᱟᱜᱚᱢᱵ ᱛᱚᱢᱨᱟᱣᱥᱨᱚᱵᱚᱜ-ᱢ᱾

**CO5.** ᱦᱟᱱᱰᱤᱞᱮᱫ ᱭᱮᱭᱯ ᱣᱚᱭᱟᱢ ᱦᱚ ᱛᱚᱢᱛᱟᱨᱮᱢ ᱦᱚᱢᱚᱵ ᱛᱟᱜ.ᱜᱟ ᱮᱢ.ᱣᱟᱠ ᱜᱚᱢᱟᱢᱮ ᱮᱢᱚᱨᱚᱢᱟᱨ ᱦᱟᱱᱰᱤᱞᱮᱫ ᱚᱯᱦᱚ ᱚᱯᱚᱢ᱾

**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-1.** ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱵᱩᱵᱱᱚᱵᱩ (Introduction to Research) -ᱩᱮᱫᱮᱡᱚ, ᱩᱢ.ᱮᱢ.ᱱᱰᱚ, ᱡᱢ.ᱢᱚᱩ, ᱡᱣᱰ, ᱜᱵᱮ, ᱯᱢ.ᱚᱡᱚᱚ, ᱩᱣᱡᱣᱡᱚ, ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱱᱮᱨᱣᱢᱜ ᱡᱢ.ᱢᱚᱩ

**Unit-2.** ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱢᱮᱢᱢ (Research Problem)- ᱩᱮᱫᱮᱡᱚ, ᱩᱢ.ᱮᱢ.ᱱᱰᱚ, ᱩᱣᱡᱣᱡᱚ, ᱦᱡᱮ, ᱦᱩᱣᱮᱣᱜ, ᱣᱢᱥᱣᱢᱵ, ᱯᱮᱚᱢᱮ, ᱰᱢᱚᱢᱩᱰᱚᱩᱢ., ᱚᱮᱚᱮᱣ ᱚᱵᱩᱢ.ᱯ, ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱰᱢᱚᱢᱩ ᱣᱢᱥᱣᱢᱮ

**Unit-3.** (a) ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱢ.ᱮᱢ.ᱱᱨ (Research Methodology)-ᱩᱮᱫᱮᱡᱚ, ᱩᱢ.ᱮᱢ.ᱱᱰᱚ, ᱡᱢ.ᱢᱚᱩ, ᱡᱣᱰ, ᱜᱵᱮ ᱯᱢ.ᱚᱡᱚᱚ, ᱩᱣᱡᱣᱡᱚ, ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱢ.ᱮᱢ.ᱱᱨ ᱡᱢ.ᱢᱚᱩ, ᱰᱢᱵᱩᱡᱮᱣ ᱣᱮᱯᱢ.ᱱᱵ (Literature Review), ᱢᱣᱢᱣᱢᱚᱨᱮᱢ. ᱚᱢ.ᱩᱨᱡᱣᱱᱣᱢ (Field work)

(b) ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱰᱢᱩᱮᱣᱢᱵ (Research Design)-ᱩᱮᱫᱮᱡᱚ, ᱩᱢ.ᱮᱢ.ᱱᱰᱚ, ᱡᱢ.ᱢᱚᱩ, ᱡᱣᱰ, ᱜᱵᱮ ᱯᱢ.ᱚᱡᱚᱚ, ᱩᱣᱡᱣᱡᱚ

**Unit-4.** ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱱᱮᱣᱯ ᱱᱮᱨᱣᱢᱜ ᱡᱣᱱᱢ ᱚᱱ: ᱚᱣᱢᱢᱣ ᱚᱢᱚᱣᱢ (Abstract), ᱵᱮᱵᱱᱚᱵᱩ (Introduction), ᱡᱣᱰ (Objectives), ᱰᱢᱚᱢᱩ ᱰᱨᱩᱢ., ᱚᱮᱚᱮᱣ ᱚᱵᱩᱢ.ᱯ, ᱰᱢᱵᱩᱡᱮᱣ ᱣᱮᱯᱢ.ᱱᱵ (Literature Review), ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱢ.ᱱᱨ (Research Method), ᱣᱨᱰᱨᱣᱨ(Analysis), ᱩᱢ.ᱡᱢᱣᱢᱩ, ᱚᱵᱮᱚᱣᱨ ᱚᱣᱯᱢᱰ, ᱰᱢᱱᱚᱚᱢᱚᱣᱢ (Conclusion), ᱜᱣᱡᱣ-ᱰᱣᱡᱣᱣᱯ ᱩᱣᱚᱣᱢᱚᱣ (Bibliography)।

**Reference Books:**


1. ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱡᱣᱱᱢ- ᱣᱱ.ᱯᱣᱡᱣᱨᱣᱮᱣᱚᱨᱣᱣᱨᱰᱮᱱᱢ
2. Research Methodology and Techniques- C.R Kothahari and Gourav Garg
3. Research Methodology- Ram Abhuja
4. Sothprotha –Dr. Kiran Tripati
5. Anusandhanprobidhi O Prokriya- S.N Ganeshan
6. ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱚᱵᱯᱵᱡ ᱵᱩᱵᱱᱚᱵᱩ- ᱣᱱ. ᱱᱣᱚᱣᱮ ᱡᱩᱡᱣᱦᱱᱣᱣᱡᱩ


**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. |

## Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST40003 | **History of Santali Literature**<br>**ᱦᱟᱹᱨᱤᱛᱚᱨᱤ ᱦᱟᱹᱱᱰᱟᱨᱫ ᱱᱮᱛᱟᱹᱜ ᱫᱟᱹᱜᱟᱹᱞ** | 4 | 3-1-0 |

### Course Objectives

ᱫᱚᱣᱟᱱ ᱦᱟᱹᱣᱟᱹᱞ ᱛᱚᱨᱟᱜᱚᱫ ᱚᱱᱞᱟᱭᱱ ᱛᱟᱹ.ᱢᱟᱹᱵᱚᱱᱟᱹ.ᱵᱚ ᱦᱟᱹᱫᱚᱱᱟᱹᱨᱤ ᱦᱟᱹᱰᱟᱨᱫ ᱱᱮᱛᱟᱹᱜ ᱣᱚᱨᱟᱜᱚᱫ ᱫᱟᱹᱜᱟᱹᱞ ᱢᱟᱹᱣᱟᱹᱞᱚᱣ ᱫᱟᱹᱜᱟᱹᱞ ᱢᱟᱹᱣᱟᱹᱞᱚᱣᱟᱹᱨᱤ ᱚᱱᱞᱟᱭᱱ ᱵᱚᱞᱚᱱᱟᱹ ᱢᱟᱹᱣᱟᱹᱞᱚᱣᱟᱹᱨᱤ ᱫᱚᱲᱚᱣᱟᱹᱱ ᱛᱮᱭᱟᱨ ᱢᱮᱭᱟᱱ ᱢᱟᱹᱣᱟᱹᱞᱚᱣᱟᱹᱨᱤ ᱫᱚᱲᱚᱣᱟᱹᱱ ᱢᱮᱭᱟᱱ ᱫᱚᱲᱚᱣᱟᱹᱱ ᱢᱮᱭᱟᱱ ᱢᱟᱹᱣᱟᱹᱞᱚᱣᱟᱹᱨᱤ

| CO–PO–PSO | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | | | | | | | | | | | | | | | |
| CO2 | | | | | | | | | | | | | | | | | |
| CO3 | | | | | | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | | | | | | |

## Course Contents

**Unit – 1.** ᱚᱢᱟᱱᱚᱢᱡᱟᱨ ᱚᱢᱭᱩᱜᱩᱫ ᱱᱟᱨᱮᱢᱜ ᱟᱢᱜᱢᱩ ᱵᱟᱹᱞᱟᱵᱩ, ᱩᱢ.ᱟᱢ.ᱱᱟᱨ, ᱩᱟᱟᱛᱚ

**Unit – 2.** Ancient oral literature (Before 1854)
ᱢ.ᱫᱩᱟᱢᱤ ᱱᱟᱨᱮᱢᱜ ᱡᱚᱡ ᱚᱢᱭᱩᱜᱩᱫ

**Unit – 3.** Medieval literature 1854-1946
ᱚᱢᱯᱢ ᱟᱢᱤ ᱱᱟᱨᱮᱢᱜ ᱚᱢᱭᱩᱜᱩᱫᱵᱚ

**Unit – 4.** Modern literature from 1947 to till date
ᱟᱢᱡᱢᱜ ᱟᱢᱤ ᱱᱟᱨᱮᱢᱜ ᱚᱢᱭᱩᱜᱩᱫᱵᱚ

## Reference Books


1. ᱚᱢᱟᱱᱚᱢᱡᱟᱨ ᱚᱢᱭᱩᱜᱩᱫ ᱱᱟᱨᱮᱢᱜ ᱨᱩᱞᱨᱮᱨᱩ ᱢᱱ ᱡᱢᱱᱢ- ᱡᱢ. ᱠᱯ. ᱚᱨ. ᱚᱵᱡᱵ
2. ᱚᱢᱟᱱᱚᱢᱡᱟᱨ ᱨᱮᱨᱯ ᱱᱟᱨᱮᱢᱜ ᱟᱢᱜᱢᱩ- ᱠᱨᱯᱯᱮᱫᱩᱱᱨ ᱟᱢᱚᱩ ᱩᱢᱟᱮᱡᱨ
3. ᱚᱢᱭᱩᱜᱩᱫ ᱢ.ᱱᱨ- ᱩᱱ. ᱚᱨᱩᱡᱩᱵᱵᱮᱢᱚᱩ ᱚᱨᱱᱯᱮ
4. ᱚᱢᱟᱱᱚᱢᱡᱟᱨ ᱢᱡᱩᱩᱢᱱᱮ: ᱨᱡᱡᱩ- ᱫᱵᱱᱜᱢ. ᱩᱨᱱᱨᱮ ᱩᱵᱱᱩᱵ
5. ᱡᱨᱩ ᱩᱢ.ᱱᱨᱤ ᱢᱱ ᱚᱢᱭᱩᱜᱩᱫ ᱱᱟᱨᱮᱢᱜ ᱟᱢᱜᱢᱩ- ᱠᱵ᱾ᱣᱡᱨᱫᱢᱤ ᱩᱵᱱᱩᱵ


## 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 No. | SDG Title | Nature of Contribution through the History of Santali Literature |
|---|---|---|
| **SDG 3** | **Good Health and Well-Being** | Traditional healing practices, cultural rituals, and community solidarity reflected in literature contribute to social well-being. |
| **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. |

## Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST40005** | **Linguistics**<br>**ꯂꯥ.ꯅꯤꯡ ꯀꯥꯡꯂꯤꯟ** | **4** | **3-1-0** |

### Course Objectives:

ꯀꯦꯜꯁꯥ ꯀꯥꯑꯥꯁ ꯂꯦꯞꯂꯦꯡꯇꯅꯦꯀ ꯑꯥꯏꯥꯑꯂꯑꯥ ꯂꯥ.ꯁꯦꯅꯔꯁꯥ. ꯅꯦ ꯂꯥ.ꯅꯤꯡ ꯀꯥꯡꯂꯤꯟ ꯇꯥ.ꯑꯤꯅ ꯑꯣ ꯑꯥꯏꯥꯑꯂꯑꯥ ꯑꯦꯇꯦꯑꯦꯇꯦꯑꯣꯏꯥ। ꯂꯥ.ꯅꯤꯡ ꯅꯣꯡꯄꯥꯇ ꯑꯤꯡꯀꯤꯡꯀꯣꯏꯥ ꯍꯥ ꯑꯥ.ꯁꯤꯡꯉ ꯅꯦ ꯅꯣꯡꯄꯥꯇ ꯑꯤꯡꯇꯤꯡꯀꯥꯑꯣꯏꯥ ꯀꯤꯡꯒꯤꯡ ꯀꯤꯡꯒꯤꯡꯇꯣꯏꯥ ꯑꯦꯅꯦ ꯑꯦꯁꯦꯡꯁꯦ ꯅꯦ ꯑꯣꯏꯥ।

### Course Outcomes:

**CO1.** ꯂꯥ.ꯅꯤꯡ ꯀꯥꯡꯂꯤꯟ ꯀꯥꯑꯥꯁ ꯂꯦꯞꯂꯦꯡꯇꯅꯦꯀ ꯑꯥꯏꯥꯑꯂꯑꯥ ꯂꯥ.ꯁꯦꯅꯔꯁꯥ. ꯅꯦ ꯂꯥ.ꯅꯤꯡ, ꯂꯥ.ꯅꯤꯡ ꯅꯣꯡꯄꯥꯇ ꯂꯥ.ꯑꯥ.ꯅꯤꯡ, ꯂꯥ.ꯅꯤꯡ ꯒꯦꯑꯥꯅꯣꯛ.ꯀꯤ ꯍꯥ ꯑꯦꯑꯥ ꯅꯣꯡꯄꯥꯇ ꯑꯦꯇꯦꯑꯦꯇꯦꯑꯣꯏꯥꯅꯦ ꯅꯣꯡꯄꯥꯇ ꯒꯥ.ꯑꯤꯅꯒꯣꯡꯄꯥꯇꯤ ꯅꯦ ꯊꯥꯑꯥ।

**CO2.** ꯂꯥ.ꯅꯤꯡ ꯀꯥꯡꯂꯤꯟ ꯅꯣꯡꯄꯥꯇ ꯂꯥ.ꯑꯥ.ꯅꯤꯡ।

**CO3.** ꯂꯥ.ꯅꯤꯡ ꯀꯥꯡꯂꯤꯟ ꯅꯣꯡꯄꯥꯇ ꯑꯣꯊꯣꯡꯑꯣꯑꯥ.ꯁꯤꯡꯉ ꯅꯦ ꯑꯦꯅꯦ ꯊꯥꯑꯥ।

**CO4.** ꯂꯥ.ꯁꯦꯅꯔꯁꯥ. ꯅꯦ ꯂꯥ.ꯅꯤꯡ ꯀꯥꯡꯂꯤꯟ ꯂꯦꯞꯂꯦꯡꯇꯅꯦꯀ ꯑꯥꯏꯥꯑꯂꯑꯥ ꯀꯥꯡꯑꯣꯏꯥꯡꯇꯥꯡꯇ ꯂꯥ.ꯅꯤꯡ ꯑꯥ ꯅꯣꯡꯄꯥꯇ ꯂꯥ.ꯒꯥ.ꯀ ꯅꯦ ꯑꯦꯅꯦ ꯊꯥꯑꯥ।

**CO5.** ꯂꯥ.ꯁꯦꯅꯔꯁꯥ. ꯅꯦ ꯂꯥ.ꯅꯤꯡ ꯀꯥꯡꯂꯤꯟ ꯅꯣꯡꯄꯥꯇ ꯄꯥ.ꯅꯑꯤ ꯅꯦ ꯑꯦꯅꯦ ꯊꯥꯑꯥ।

### 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 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.4 | 2.8 | 2.6 | 2.8 | 2.8 | 2.8 | 2.2 | 2.0 | 2.8 | 2.6 | 2.4 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**Contents: -**

**Unit- 1.** ꣑꣇.ꣃꣂ꣆ ꣃ꣆꣇꣇꣇꣆ꣁ ꣑꣇.ꣂ꣇.ꣃꣂ꣆, ꣆꣆ꣂ꣇꣇, ꣇.꣆꣇., ꣇꣇꣆ꣁ꣇ ꣇ꣃ ꣇ꣁ꣇ꣃ꣇꣇꣇꣆ꣁ ꣁ꣆꣇ꣂ ꣁ꣆꣇ꣂ

**Unit-2.** ꣑꣇.ꣃꣂ꣆ ꣂ꣇꣇꣆ꣂ ꣃ꣆꣇꣇꣇꣆ꣁ ꣇꣆ꣁꣂ꣇ꣁ ꣇ꣃ ꣇꣆ꣂꣂꣁ/꣇꣆ꣂ꣆ : ꣇꣆꣇ꣁ꣇꣇꣆ꣂ ꣇ꣁ꣆꣇ꣂ꣇ꣃ, ꣇ꣁꣃ꣆꣆꣆ꣂꣂ꣇ ꣇ꣁ꣆꣇ꣂ꣇ꣃ, ꣃ꣇ ꣇ꣁ꣆꣇ꣂ꣇ꣃ, ꣁ꣇ꣂ꣇꣇ꣁ꣇ ꣇ꣁ꣆꣇ꣂ꣇ꣃ, ꣂ꣇ꣂ꣇꣇ꣁ꣇꣇꣇ꣁ ꣇ꣁ꣆꣇ꣂ꣇ꣃ।

**Unit-3.** ꣑꣇.ꣃꣂ꣆ ꣇ꣃ ꣑꣇.ꣃꣂ꣆ ꣂ꣇꣇꣆ꣂ ꣂ꣇꣇꣇ ꣂ꣇.ꣁ꣇.꣇ : ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣑꣇.ꣃꣂ꣆ ꣇ꣃ ꣆ꣂ꣇꣇-꣆꣇ꣁꣃ꣇꣑꣇꣆ꣁ꣇ꣂꣂ ꣑꣇.ꣃꣂ꣆, ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣑꣇.ꣃꣂ꣆ ꣇ꣃ ꣇꣆ꣂ꣇ꣁ꣇ꣃ ꣂꣁ.ꣂꣁꣃ꣆꣇।

**Unit- 4.** ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣑꣇.ꣃꣂ꣆ ꣂ꣇꣇꣆ꣂ ꣇ꣃ ꣇ꣁ꣇ꣃ꣇꣇꣇꣆ꣁ ꣁ꣆꣇ꣂ꣇ꣃ ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ

(I) ꣇꣆꣇ꣁ ꣂ꣇꣇꣆ꣂ, ꣇.꣆꣇. ꣂ꣇꣇꣆ꣂ, ꣆꣆ꣂ꣇꣇꣇ ꣂ꣇꣇꣆ꣂ, ꣃ꣑꣑ ꣂ꣇꣇꣆ꣂ ꣇ꣃ ꣇.ꣁ꣇.꣇ ꣂ꣇꣇꣆ꣂ ।

(II) ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣃ꣑꣑ ꣂ꣇꣇꣆ꣂ ꣇.ꣃꣁ ꣇꣆ꣂ꣇꣇꣇ꣂ ꣁ꣆꣇ꣂ꣇ꣃ

(i) ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣇ꣃ ꣆ꣁꣂꣂꣁ ꣃ꣑꣑꣇ꣂ꣇꣇꣆ꣂ।

(ii) ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣇ꣃ ꣂꣁ·ꣂ꣇ꣃꣁ꣇꣇ ꣃ꣑꣑꣇ꣂ꣇꣇꣆ꣂ।

(iii) ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣃ꣑꣑ ꣂ꣇꣇꣆ꣂ ꣃ꣆ꣁꣂ꣇꣇꣇ ꣆ꣁꣂ꣇.꣇ ꣂꣁ꣇꣇꣇.ꣂ।

(iv) ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣑꣇.ꣃꣂ꣆ ꣇꣇ꣂ꣇ꣁꣁ꣇꣇꣇ꣁ ꣃ꣆ꣁꣂ꣇꣇꣇ ꣁ꣆ꣂ।

**Reference Books:**


1. ꣑꣇.ꣃꣂ꣆ ꣂ꣇꣇꣆ꣂ – ꣂꣁ꣇꣇ ꣂ꣆. ꣇ꣃ꣇ꣃ

2. ꣑꣇.ꣃꣂ꣆ ꣂ꣇꣇꣆ꣂ – ꣂ꣇.꣇꣆꣇ ꣁꣁꣂꣁꣁꣁꣁ ꣂꣁꣁ꣆ꣂ

3. ꣃꣁ꣆ ꣂ꣇꣇꣆ꣂ – ꣇ꣃ. ꣁꣁ꣇ꣁꣁ꣆ꣂ꣇ꣁ ꣇꣆ꣂꣂꣁꣁ꣇

4. ꣇ꣁ꣇ꣂ꣇꣇ ꣇꣆ꣁꣁ꣆ꣂꣂ – ꣇ꣃ.꣇ꣁꣁ꣇꣇꣇ꣂ꣇ꣃ꣇ꣁ ꣆꣆ꣁ꣇꣇꣇ꣃ

5. ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣃꣁ꣆ – ꣂ꣇꣇꣇ꣁꣁ ꣇꣇ꣃꣁ꣇꣇।

6. ꣆꣆ꣂꣁ꣆ ꣃꣃ ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ: ꣇꣇꣇ꣂꣂ꣇ꣃ꣇ꣁ ꣇ꣁꣁꣁ꣆ꣂꣁꣂꣂ꣇ꣂ – ꣇ꣁ꣇ꣃ꣇ꣂꣂ꣇ꣃ꣆ꣁ ꣂ꣇꣇ꣃ

7. ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣇ꣁꣃ꣆ꣁꣁꣁ꣇꣇ꣁ꣆ꣁ - ꣇ꣃ. ꣇ꣃꣃ꣇ꣂ ꣁꣁꣁꣂ

8. ꣂꣃꣃꣁ ꣇꣇꣆꣆ꣁ ꣂ꣇꣇꣆ꣂ – ꣇꣇ꣂꣂꣂꣃ ꣇꣇ꣃꣁ꣇꣇

9. ꣂ꣇ꣂ꣇꣇꣇꣆ꣁ ꣇ꣁꣁ꣇ꣂ ꣁꣁꣃꣁꣁ ꣃ ꣇꣆꣇꣇꣇ꣂꣂꣃ ꣆꣇꣆꣆꣇ꣂ – ꣇ꣁꣃ꣇ꣂꣂ꣇꣇ꣁ ꣆꣆ꣃ꣆꣇꣇ꣁꣁꣁꣁꣁꣁ ꣆꣆ꣃ꣆ꣁꣁꣁꣁꣁꣁ

| | | |
|---|---|---|
| **SDG 4** | **Quality Education** | Enhances linguistic knowledge, analytical ability, communication skills, and research-oriented learning in Santali language studies. |
| **SDG 5** | **Gender Equality** | Encourages inclusive language practices and understanding of gender representation in linguistic communication. |
| **SDG 9** | **Industry, Innovation and Infrastructure** | Promotes language documentation, digital preservation, and use of linguistic technologies and research tools. |
| **SDG 10** | **Reduced Inequalities** | Supports recognition and preservation of tribal and indigenous languages, ensuring linguistic inclusion and equity. |
| **SDG 11** | **Sustainable Cities and Communities** | Contributes to safeguarding intangible cultural heritage through preservation and study of Santali language and oral traditions. |
| **SDG 13** | **Climate Action** | Linguistic expressions related to nature and indigenous ecological knowledge foster environmental awareness and sustainability. |
| **SDG 16** | **Peace, Justice and Strong Institutions** | Encourages respect for linguistic rights, cultural diversity, and inclusive participation in society. |
| **SDG 17** | **Partnerships for the Goals** | Promotes collaboration among researchers, educational institutions, and indigenous communities for language preservation and development. |

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST40007 | Santali Novel and Story<br>ᱚᱱᱚᱠᱷᱟᱱ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ | 4 | 3-1-0 |

**Course Objectives**

ᱚᱫᱣᱟᱞ ᱚᱱᱚᱱᱚ ᱡᱚᱡᱚᱫᱟᱣᱟᱫᱚ ᱚᱞᱮᱠᱟᱚᱨ ᱡᱟ.ᱢᱟᱣᱟᱞ.ᱛᱚ ᱚᱱᱚᱠᱷᱟᱱ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱣᱟᱢᱣᱚᱚ ᱜᱟ.ᱣᱟᱨ ᱜᱟᱨᱮᱟᱱ ᱚᱱᱚᱨᱮᱠᱟᱨᱚᱨ ᱨᱚᱟ ᱛᱚᱣᱟᱞ, ᱚᱱᱚᱠᱷᱟᱱ ᱚᱱᱚᱣᱟᱨᱩ ᱮᱟ.ᱜᱟᱩ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱡᱚᱡᱚᱛᱚᱣᱟᱛᱚ ᱛᱚ ᱜᱚᱫᱟᱣᱟᱫᱚ ᱛᱟᱨᱮᱟ |

**Course Outcomes**

**CO1.** ᱡᱟ.ᱢᱟᱣᱟᱞ.ᱛᱚ ᱚᱱᱚᱠᱷᱟᱱ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱚᱱᱚᱣᱟᱨᱩ ᱭᱟᱨᱮᱟᱱᱜ ᱜᱟ.ᱣᱟᱭ ᱜᱟᱨᱮᱟᱱ ᱛᱚ ᱳᱟᱱᱚᱱ᱾

**CO2.** ᱚᱱᱚᱠᱷᱟᱱ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱭᱟᱨᱮᱟᱱᱜ ᱩᱵᱢᱣᱟ.ᱮ, ᱩᱟᱮᱭᱚ, ᱡᱟ.ᱮᱟ.ᱭᱚᱨ, ᱚᱟᱚᱟᱨᱩ ᱟᱨ ᱣᱟᱩᱟᱨᱟᱩᱚᱟ ᱛᱚ ᱣᱟᱢᱣᱟᱟᱨ ᱳᱟᱱᱚᱱ᱾

**CO3.** ᱚᱱᱚᱠᱷᱟᱱ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱡᱚᱡᱚᱫᱟᱣᱟᱫᱚ ᱛᱟᱢᱚᱟ ᱣᱟᱣᱟ.ᱜᱟ ᱮᱟᱥᱟᱨᱩ ᱟᱨ ᱢᱤᱧᱟ-ᱣᱟᱢᱣᱟᱣᱟ ᱛᱚ ᱥᱟᱨᱩᱱ᱾

**CO4.** ᱚᱱᱚᱠᱷᱟᱱ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱭᱟᱨᱮᱟᱱᱜ ᱡᱚᱡᱚᱫᱟᱣᱟᱫᱚ ᱚᱱᱚᱠᱷᱟᱱ ᱡᱟ.ᱢᱟᱣᱟᱞ. ᱛᱚᱣᱟᱱᱜ ᱶᱨᱣᱟᱱ.ᱭ ᱩᱱᱟᱨ ᱣᱟᱱᱭᱟᱱᱜ-ᱱᱤ, ᱮᱱᱚᱣᱟᱱ ᱱᱟᱮᱨᱮᱞ ᱛᱚ

ꯎꯀꯨꯔ, ꯀꯣꯝꯄꯣꯟ ꯀꯣꯝꯄꯣꯟ ꯁꯔꯍꯧꯅ.ꯅ ꯑꯦꯛꯁꯣꯟꯑꯦꯟ ꯍꯧꯒꯦꯜꯌꯥ ꯅꯀ ꯑꯃꯁꯨꯡꯁꯤꯒ ꯐꯣꯟꯁꯧꯄꯣꯟ ꯑꯣꯅ ꯅꯣ.ꯌꯁꯣ. ꯑꯧ.ꯁꯧ ꯑꯁꯁꯦꯛꯣꯟ.ꯄꯣꯟ।

**CO5.** ꯀꯧꯄꯣꯟ ꯎꯧꯎꯧꯇꯑꯦꯛꯧꯀ ꯐꯣꯟꯄꯣꯟꯐꯔ ꯎꯣ.ꯃꯦꯁꯄꯣꯟ. ꯁꯧ ꯌꯣꯟꯀꯐꯣꯟꯇꯃ ꯒꯣꯟꯍꯣꯟ ꯑꯣ ꯁꯣ.ꯑꯀꯃ ꯧꯄ ꯐꯧꯄ ꯁꯣ.ꯍꯃ ꯅꯔ ꯇꯤꯅꯒꯣꯟ.ꯄꯁꯧ ꯇꯣꯅꯍꯣꯟ, ꯒꯣꯟꯍꯣꯟ ꯑꯣ ꯁꯣ.ꯑꯀꯃ ꯎꯧꯐꯧꯒꯑ ꯁꯧ ꯁꯧ ꯒꯧꯇꯑꯦꯛꯧꯀ ꯑꯣ ꯌꯣꯟꯄꯦꯛꯔꯤꯒ ꯁꯧ ꯑꯣꯟꯅꯣꯟꯑꯁꯅꯁꯔꯣꯟ।

**CO-PO-PSO Mapping**

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

| **COs** | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | | | | | | | | | | | | | | | | | |
| **CO 2** | | | | | | | | | | | | | | | | | |
| **CO 3** | | | | | | | | | | | | | | | | | |
| **CO 4** | | | | | | | | | | | | | | | | | |
| **CO 5** | | | | | | | | | | | | | | | | | |

**Course Contents:**

**ꯒꯣꯟꯍꯣꯟ**

Unit-1. I. ꯑꯣꯟꯇꯍꯣꯟꯒ ꯣ.ꯐꯎ ꯑꯣ II. ꯐꯣ.ꯅꯎ ꯐꯆꯐꯣ

Unit-2. I. ꯏꯁꯏꯔ ꯒꯣꯟꯐꯣ ꯐꯣꯡꯇꯤꯎꯆ ꯑꯣ II. ꯍꯣ.ꯉꯎ ꯍꯣꯐꯖ

**ꯁꯣ.ꯑꯀꯃ**

Unit-3. I. ꯍꯣꯔꯣꯟꯁꯣꯟꯇ II. ꯣ.ꯅꯀꯃ III. ꯓꯣ.ꯍꯃꯉ IV. ꯁꯣ.ꯑꯀꯃ ꯍꯣꯟꯇꯣꯟ

Unit-4. I. ꯀꯣꯝꯄꯐꯣꯟ II. ꯒꯡꯣꯅꯎꯅ꯭ꯗ III. ꯈꯎꯖ ꯣꯅ ꯍꯣꯅꯎꯀꯣꯟꯇ IV. ꯓꯎꯇꯣ.ꯆ ꯎꯃꯉꯀꯣꯟ.

## Reference Books


1. ᱜᱚᱛᱟᱹᱣᱚᱱ.ᱚᱫ- ᱚᱱ. ᱚᱱ.ᱠᱨᱤᱥᱛᱷ ᱯᱚᱞᱮᱚᱞᱩ
2. ᱣᱚᱱ.ᱯᱫᱣᱟᱹᱨᱚᱱ- ᱣᱟᱹᱚᱱᱜᱩᱡᱚ ᱩᱫᱯᱩᱫ ‘ᱢᱟᱹᱚᱱᱛᱫᱯ’
3. ᱚᱞᱚᱨ ᱜᱚᱣᱚᱱ ᱣᱟᱹᱨᱛ ᱯᱟ- ᱮᱱᱚᱟᱹᱚᱱᱮᱨᱮᱱ.ᱯ ᱩᱫᱯᱩᱫ
4. ᱩᱱ.ᱮᱫ ᱩᱱ.ᱚᱨ- ᱥᱚ᱾ᱹᱯᱯᱚ ᱩᱚᱣᱚᱮ ᱜᱚ᱾ᱮᱹᱱᱜ
5. ᱩᱱᱨᱮᱱᱟᱱᱯ- ᱣᱯ. ᱣᱚᱩᱱᱮ ᱮᱱᱣᱫ ‘ᱮᱩᱨᱯ’
6. ᱚ.ᱯᱮᱨ- ᱠᱮᱯᱮᱹᱯᱯᱚᱮᱱᱚᱟ ᱩᱱ.ᱮᱣᱨ
7. ᱹᱱ.ᱩᱨᱮ- ᱮᱯᱨᱮᱱᱩ ᱣᱯᱮᱯᱯᱚ ‘ᱟᱨᱚᱨᱯᱯᱚᱨᱯᱯᱟ’
8. ᱠᱚ.ᱜᱮᱨ ᱩᱚᱱᱮᱱ- ᱮᱱᱜᱨᱚᱣᱨᱚ ᱚᱠᱚᱹᱱᱚᱨ
9. ᱮᱱᱚᱡᱚᱱ- ᱣᱯ. ᱠᱯ ᱮᱨ. ᱱᱠᱣᱠ
10. ᱜᱹᱱᱯᱯᱚ᱾ᱟᱹ- ᱣᱯ. ᱠᱯ. ᱮᱨ. ᱱᱠᱣᱠ
11. ᱹᱠᱣ ᱚᱱ ᱩᱚᱱᱯᱮᱱᱮᱱ- ᱚᱹᱨᱚᱣᱨᱮᱱ ᱩᱨᱚᱯᱯᱚ ‘ᱮᱱᱮᱣᱚᱱᱮᱨᱚ’
12. ᱹᱠᱱᱮᱱ.ᱯ ᱥᱚᱮᱣᱚᱱ.- ᱮᱠᱮᱠᱮᱱᱮᱱ ᱯᱯᱩᱣᱫᱯᱯᱚᱩ


**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 No. | SDG Title | Nature of Contribution through Santali Novel and Story |
|---|---|---|
| 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 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 No. | SDG Title | Nature of Contribution through Santali Novel and Story |
|---|---|---|
| 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. |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST42001 | Editing and Preparation of Newsletters in Santali<br>ᱪᱷᱮᱞᱷᱮᱫᱷᱟᱨ ᱠᱷᱚᱞᱚᱞᱚᱵ ᱠᱷᱮᱞᱚᱞᱚᱵ ᱚᱵ ᱚᱮᱚᱠ ᱠᱷᱟ.ᱵᱟ | 4 | 3-1-0 |

**Course objective:**

The purpose of studying on the subject of editing and preparation of Newsletters in Santali is to attract students to study in this field. To promote the publication of Newsletters and Journals in Santali language so that students can get jobs in this field.

**Course Outcome:**

**CO1.**Students will be introduced to Santali language and journalism. Such as - Santali language, Santali literature and media, origin of journalism and role of newspaper in community communication.

**CO2.** Through the Santali Newsletter editing and preparation the Santali language relationship will be strengthened with media and journalism

**CO3.** Students will learn about content development and editing such as- news writing, editorial writing, editing techniques and ethical considerations in editing.

**CO4.** Students will learn about the design and layout of the newsletters. They will learn how to use its software and tools. They will learn illustration and photography and they will create a visual identity.

**CO5.** Students will learn about print vs. digital newsletters. They will learn the challenge of newsletter distribution and strategize audience engagement and future trends in newsletter publishing.

**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 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.6 | 2.6 | 3.0 | 3.0 | 2.6 | 2.4 | 2.6 | 2.6 | 2.4 | 2.6 | 2.8 | 2.2 | 3.0 | 2.8 | 2.6 | 3.0 | 2.8 |

**Contents:**

**Unit – 1. Introduction to Santali Language and Journalism**

- Overview of Santali Language
- Santali Literature and Media
- Basics of Journalism
- Role of Newsletters in Community Communication

**Unit-2. Content Development and Editing**

- News Writing in Santali

- Editorial Writing
- Editing Techniques
- Ethical Consideration in Editing

**Unit- 3. Design and Layout of Newsletters**

- Introduction to Newsletter Design
- Software and Tools
- Illustrations and Photography
- Creating a Visual Identity

**Unit- 4. Distribution and Audience Engagement**

- Print vs. Digital Newsletters
- Distribution Strategies
- Engaging with the Audience
- Future Trends in Newsletter Publishing

**Reference books**


1. Editing for Print and Electronic Media: trends, Ethics and Laws. **Vivek Sehgal**
2. Print Media: Reporting, Writing and Editing. **N.K. Singh**
3. Text Editing Print and the Laws Digital World. **Kathrine Sutherland.**


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Develops communication skills, media literacy, editing techniques, and practical knowledge in journalism and publication. |
| SDG 5 | Gender Equality | Encourages inclusive and gender-sensitive reporting in newsletters and media communication. |
| SDG 8 | Decent Work and Economic Growth | Provides professional skills in editing, publishing, journalism, and digital content creation that enhance employability. |
| SDG 9 | Industry, Innovation and Infrastructure | Promotes use of digital tools, publishing technologies, and innovative communication methods in Santali media practices. |
| SDG 10 | Reduced Inequalities | Supports representation of tribal communities, indigenous voices, and marginalized groups through local-language media. |

| | | |
|---|---|---|
| **SDG 11** | **Sustainable Cities and Communities** | **Preserves Santali language, script, and cultural heritage through newsletters and community-based publications.** |
| **SDG 13** | **Climate Action** | **Newsletter articles on environmental conservation and sustainability create awareness about ecological issues.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Encourages ethical journalism, responsible communication, transparency, and informed public participation.** |
| **SDG 17** | **Partnerships for the Goals** | **Promotes collaboration among educational institutions, media organizations, writers, and communities for cultural and informational development.** |

## Double Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST42003** | **Santali Folklore and Oral Traditions**<br>**ᱪᱚᱲᱚᱢᱫᱟ ᱢᱚᱫ ᱪᱚᱢᱪᱟᱞᱮ ᱚᱨ ᱨᱚᱫ ᱪᱮᱨᱨᱚᱢ** | **4** | **3-1-0** |

### Course Objectives:

ᱮᱚᱢᱚᱢ ᱪᱚᱠᱚᱢ ᱫᱚᱫᱚᱫᱫᱚᱮ ᱠᱚᱢᱠᱚᱠᱮ ᱫᱚ.ᱢᱷᱣᱚᱢ.ᱠᱚ ᱢᱚᱫ ᱪᱚᱢᱪᱟᱞᱮ ᱧᱚᱧᱚᱠ ᱫᱚ.ᱢᱟᱨ

ଠଟ ଡଜଡଜଜଟ ଅଭଅ ଚଅଠଜ, ଏଅଟ ଏଜଠଇ ଟଜ ଝଟଢଜଜ ଘଜ.ଏଜ.ଝଏଏ, ଅଏଅଏଅ, ଏଜଏଜଝଜ,ଏଅଟ ଏଜଠଇଏଟଜଘଅଘଟଅଟଏଅଏ ଝଟଢଜଜ ଫଜ.ଚଠଏ ଜଝ ଏଅଏଅଠ ଚଅ ଡଜଡଜଜଟ ଅଭଅ ଚଅଠଜ।

**Course Outcomes:**

**CO1.** ଏଅଟ ଏଜଠଇଏଟଫ ଏଜଠଜଜଏ ଘଅଘଟଅଟଏଅଏ ଠଜଫଜଜଟ ଘଜ.ଈଅଚଠଜ. ଚଅ ଏଅଟ ଏଜଠଇଏଟଫ ଝଟଏଜଜଜ ଏଜଜଜଜଏ ଚଅ ଡଜଡଜଜଟ ଫଜଟଢଟଜଜଜ-ଜ।

**CO2.** ଏଅଟ ଏଜଠଇଏଟଫ ଠଜଫଜଜଟ ଜଚଅଠଜଜଜ ଏଜଜଜଜଏ, ଫଜଚଅଜଜଝ, ଜ.ଝଏଅଜ.ଫଏ, ଡଏଏଠଏ, ଡଜଚଅଜଢଟ, ଡଅ·ଜଜଡଚଠଝଚ, ଫଅଅଝଝଅଏ ଚଜଜଠଅଜ ଚଅ ଡଜଡଜଜଟ ଘଜଏ ଫଜଟଢଟଜଜଜ-ଜ।

**CO3.** ଫଏଏଅଏ ଝଏଏ ଜଜ ଜଜ ଏଜ.ଠଜଜ ଏଅଟ ଏଜଠଇଏଟଫ ଏଜଠଇଚଅ ଠଠଫଜ. ଏଅଚଅଜଜ ଫଜଟଢଟଜଜଜ-ଜ।

**CO4.** ଘଜଘଅଜଠଇଜ. ଚଅ ଏଜଏଅଜଜ ଏଠଜଜଅ ଝଟ ଏଅଟ ଏଜଠଇଏଟଫ ଝଟଢଜଜ ଫଜଚଅଠଏ ଚଅ ଡଜଡଜଜଟ ଘଜଏଫଫଜଟଢଟଜଜଜ-ଜ।

**CO5.** ଘଜ.ଘଅଜଠଇଜ. ଚଅ ଏଠଢଜଫ ଝଟ ଏଅଟ ଏଜଠଇଏଟଫ ଝଟଢଜଜ ଜଝଏଅଫ ଚଅ ଡଜଡଜଜଟ ଫଜଟଢଟଜଜଜ-ଜ।

**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 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| Average | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.4 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 |

**Contents:**

**Unit-1.** ଏଅଟ ଏଜଠଇଏଟଫ : ଘଜ.ଏଜ.ଝଏଏ, ଅଏଅଏଅ, ଏଜଏଜଝଜ ।

**Unit-2.** ଏଅଟ ଏଜଠଇଏଟଫ ଝଟଢଜଜଜ ଉଠଏ ଜଝ ଏଅଏଅଠ ।

**Unit-3.** ଏଅଟ ଏଜଠଇଏଟଫ ଝଟଢଜଜଜ ଏଅ.ଜଏଏ :

**(i)** ଏଅଟ ଏଟଝଟଏ, ଏଅଟ ଚଅ.ଏଜଏ, ଡଏଏଠଏ, ଏଟଏଚଜଜଠଅଜ, ଡଅଟଏଠଅଜ ଚଜଜଠଅଜ, ଚଠଫଠଏ।

**(ii)** ᱜᱚᱛ ᱯᱟᱨᱥᱤ ᱯᱟᱹᱨᱛᱷᱟᱜᱟᱹᱨᱤ ᱫᱤᱵᱤᱡ.ᱧ ᱥᱮᱱ ᱜᱚᱲ᱾ᱜᱮ ᱜᱤᱱᱟᱹᱣ ᱯᱮᱱᱟᱹᱣ ᱯᱮᱱ.ᱜᱮ.ᱧ᱾

**Unit-4.** ᱮᱢᱟᱜᱮ ᱯᱮᱱᱡᱟᱨᱠ ᱯᱟᱹᱨᱛᱷᱟᱜᱟᱹᱨᱤ ᱯᱟᱨᱤᱥᱮᱱᱟᱹᱣ ᱛᱮᱭᱟᱹᱨᱤ ᱠᱮᱭᱟ ᱾

**Reference Books:**


1. ᱯᱮᱱᱮᱣᱮᱞᱚᱯᱢᱮᱱᱴ ᱯᱮᱱᱡᱟᱨᱠ ᱯᱟᱹᱨᱛᱷᱟᱜᱟᱹᱨᱤ ᱥᱮᱱ ᱣᱮᱱᱯᱮᱱ – ᱰᱮ. ᱦᱟ.ᱯᱟ. ᱢᱩᱨᱢᱩ
2. ᱯᱮᱱᱡᱟᱨᱠ ᱯᱮᱱ.ᱫᱟᱞᱩ – ᱯᱨᱮᱢᱪᱮᱯᱟ. ᱢᱩᱨᱢᱩ
3. ᱯᱮᱱᱮᱣᱮᱞᱚᱯᱢᱮᱱᱴ ᱜᱚᱲᱫᱟᱨᱤᱯᱟᱹᱨᱛᱷᱟᱜᱟᱹᱨᱤ ᱯᱟᱹᱨᱛᱷᱟᱜᱟᱹᱨᱤ ᱥᱮᱱ ᱯᱟᱨᱤᱥᱮᱱᱟᱹᱣ ᱥᱮᱱ–ᱰᱮ. ᱥᱚᱣᱚᱵᱟ ᱜᱟᱞᱩᱢᱩᱞᱩᱥᱚᱩ
4. ᱥᱱᱮᱵᱚᱩ ᱦᱮᱢᱩᱚᱵ (ᱯᱮᱱ.ᱯᱮᱱ.ᱨᱮᱯᱟᱨᱛᱷᱟᱜᱟᱹᱨᱤ)- ᱰᱮ. ᱜᱩᱢᱩᱯᱮᱱ. ᱩᱮᱱ.ᱥᱮᱰᱟ
5. ᱰᱮᱢᱟᱱ ᱯᱟᱨᱛᱷᱟᱜᱟᱹᱨᱤ – ᱰᱮᱯᱮᱵ ᱥᱮᱱᱩ ᱢᱩᱨᱢᱩ
6. ᱯᱮᱱᱮᱣᱮᱞᱚᱯᱢᱮᱱᱴ ᱯᱮᱱᱡᱟᱨᱠ ᱥᱮᱱᱮᱱᱟᱹᱣ ᱮᱢᱮᱜᱮᱱᱩ - ᱰᱮ. ᱯᱮᱩᱮᱵᱮᱵᱮᱰᱚᱨ ᱰᱩᱨᱩᱥᱮᱱ
7. ᱩᱨᱮ ᱦᱮᱱᱚᱩᱮᱱ :ᱰᱮᱵᱨᱮᱰᱚᱱᱦᱮᱱᱚᱩᱮᱱ – ᱨᱟᱥᱮᱵ ᱩᱦᱥᱩᱦ
8. ᱦᱦᱯᱦᱩ – ᱰᱮ. ᱯᱮᱩᱟᱥᱮᱵᱯᱮᱥᱮᱯ ᱮᱢᱚᱩ ᱰᱮᱢᱨᱦᱵᱨ
9. ᱜᱮᱥᱨᱮᱨᱥᱮᱨᱤ – ᱡᱮ᱾ ᱥᱮᱱ.ᱜᱮᱦᱵᱮᱢᱚᱩ ᱩᱦᱥᱩᱦ
10. ᱜᱮᱫᱨᱮᱱᱡᱟᱨᱠ -ᱰᱮ. ᱥᱮᱱᱣᱟᱰᱮ ᱩᱦᱥᱩᱦ
11. ᱰᱮᱢᱟᱱᱥ ᱨᱟᱥᱮᱨᱤ –ᱰᱮᱯᱨᱮᱟᱮᱱ ᱰᱟᱨᱨᱨᱮᱢᱚᱩ ᱢᱩᱨᱢᱩ
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**


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes indigenous knowledge, cultural literacy, oral traditions, critical understanding, and experiential learning through Santali folk literature. |
| SDG 5 | Gender Equality | Reflects women's participation, gender roles, and social relationships in Santali folk songs, tales, and cultural practices, encouraging awareness of equality and inclusion. |
| SDG 10 | Reduced Inequalities | Preserves and promotes Santali tribal identity, oral heritage, and indigenous cultural traditions within mainstream education and literary discourse. |
| SDG 11 | Sustainable Cities and Communities | Safeguards intangible cultural heritage including folk songs, myths, rituals, customs, festivals, and community traditions of the Santali people. |

| | | |
|---|---|---|
| **SDG 12** | **Responsible Consumption and Production** | **Encourages traditional sustainable lifestyles, indigenous resource management, and responsible community practices reflected in folk traditions.** |
| **SDG 13** | **Climate Action** | **Folk literature expresses ecological consciousness, environmental ethics, forest-centered life, seasonal knowledge, and harmonious human–nature relationships.** |
| **SDG 15** | **Life on Land** | **Highlights the significance of forests, biodiversity, wildlife, agriculture, and indigenous ecological practices central to Santali cultural life.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Promotes ethical values, social harmony, cooperation, conflict resolution, collective responsibility, and community justice through oral narratives and folk traditions.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaborative learning, community participation, cultural exchange, and field-based documentation for preservation of folk heritage and indigenous knowledge systems.** |

## SEMESTER-VIII
## (Single Major)

### For the Students opt for Degree in Honours without Research

### Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **SJ40002** | **Santali Magazine and Journal**<br>**ᱚᱞᱪᱤᱠᱤ ᱢᱟᱜᱟᱡᱤᱱ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱷᱮᱫ** | **4** | **3-1-0** |

**Course Objective:**

ᱫᱚᱣᱟᱨ ᱚᱞᱪᱤᱠᱤ ᱢᱮᱞᱚᱛᱟᱭᱮᱫ ᱥᱟᱱᱛᱟᱞᱤ ᱢᱤ.ᱢᱟᱣᱟᱨ.ᱵᱚ ᱢᱟᱜᱟᱡᱤᱱ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱷᱮᱫ ᱯᱚᱲᱷᱟᱣ ᱛᱟᱦᱮᱸᱜ ᱛᱟᱱᱟᱭᱮᱫ, ᱫᱷᱮᱜᱮᱱᱟᱱᱮ ᱜᱚᱲᱚᱱ ᱵᱚ ᱡᱚᱱᱚᱱᱚᱨ ᱜᱚᱲᱚᱱ᱾ ᱚᱞᱪᱤᱠᱤ ᱢᱟᱜᱟᱡᱤᱱ ᱟᱨ

ಬಿಇಬಿಇಇ ಬಿಇಜಿಐಗ ಇಎರಿಇಜ ಎಂಇಂಜಿಇಂ ಇಇ.ಇಎಗ ಇಇ ಎಇಐಂಇಇಇ ಇಇ.ಇಎಗ ಇಇ ಎಇಐಎಎರಿ ಇಎ ಐಕಇ ಇಎರಿಇಜ ಎಕಕಎ ಬಿಇ ಎಇಂಎಂಇರ ಎಇಎಇ।

**Course Outcomes:**

**CO1**. ಐಇ.ಂಇಐಇ.ಬಿಇ ಐಇಂಎಇಎ ಇಇ ಬಿಇಇಬಿಇ ಬಿಇಜಿಐಗ ಇಎರಿಇಜ ಇಎಎಬಿಇ, ಎಇಜಿಇಎಇಎ ಎಇಇಇ ಇಇ ಐಇಂಎಇಎ ಇಇ ಬಿಇಇಬಿಇ ಬಿಇಜಿಐಗ ಂಇಐಂಇಂ ಇಇ.ಇಎಗ ಇಇ ಎಇಐಎಎರಿ ಇಇಎಇ ಬಿಇ ಎಇಂಎಂಇರ ಎಇಎಇ।

**CO2**. ಎಇಐಇ ಎಇಂಇಎ ಐಇಐಇಇಎಎಬಿ ಂಇಐಇಂಎ ಐಇ.ಂಇಐಇ.ಬಿಇ ಎಇಬಿಂಇಇಇಎ ಐಇಂಎಇಎ ಇಇ ಬಿಇಇಬಿಇ ಬಿಇಜಿಐಗ ಬಿಇ ಎಇಂಎಂಇರ ಎಇಎಇ। ಐಇಂಎಇಎ ಇಇ ಬಿಇಇಬಿಇ ಬಿಇಜಿಐಗ ಎಇಬಿಎಇಐಇಇಎಇ ಬಿಇಐಇಗ ಎಇಐಎಎರಿ ಇಇ ಎಇಎಇ ಬಿಇ ಎಇಂಎಂಇರ ಎಇಎಇ।

**CO3**. ಎಇಐಇ ಎಇಂಇಎ ಐಇಐಇಇಎಎಬಿ ಂಇಐಇಂಎ ಐಇ.ಂಇಐಇ.ಬಿಇ ಎಇಬಿಂಇಇಇಎ ಐಇಂಎಇಎ ಇಇ ಬಿಇಇಬಿಇ ಬಿಇಜಿಐಗ ಇಎ ಖಏಇಇ.ಬಿ ಇಂಬಇಬಿ ಬಿಇಇ·ಔಖಇಇಬಿ ಐಇಂಎಇಎಬಿಇ ಂಖಬಿಬಿಇಎ ಎಎಎಬಿಎಎರಿಎಇ।

**CO4**. ಎಇಐಇ ಎಇಂಇಎ ಐಇಐಇಇಎಎಬಿ ಂಇಐಇಂಎ ಐಇ.ಂಇಐಇ.ಬಿಇ ಎಇಬಿಂಇಇಇಎ ಐಇಂಎಇಎ ಇಇ ಬಿಇಇಬಿಇ ಇಎರಿಇಜ ಔಇಎ, ಆಖಬಿಂಎ ಇಇ ಎಇಐಎಎರಿ ಬಿಇ ಂಖಬಿಇ-ಎಇಬಿಇಇ ಔಇಇಎರಿಇಜಿಆ-ಇ।

**CO5.** ಎಇಐಇ ಎಇಂಇಎ ಐಇಐಇಇಎಎಬಿ ಂಇಐಇಂಎ ಐಇ.ಂಇಐಇ.ಬಿಇ ಎಇಬಿಂಇಇಇಎ ಐಇಂಎಇಎ ಇಇ ಬಿಇಇಬಿಇ ಬಇ.ಎಎ ಬಿಇ ಎಇ.ಂ ಔಇಇಎರಿಇಜಿಆ-ಇ ಇಇ ಎಎಎಬಿಇಇ ಇಎಬಿಇ ಇ.ಆಖ ಔಇಇಎರಿಇಜಿಆ-ಇ।

CO-PO-PSO Mapping

| Course Outcomes (COs) | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 3 | 1 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 1 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 |
| CO5 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Average | 1.6 | 2.8 | 2.2 | 2.6 | 2.2 | 2.2 | 1.6 | 2.0 | 2.2 | 2.4 | 2.2 | 2.0 | 2.6 | 2.6 | 2.2 | 2.8 | 2.4 |

**Unit-1:**

**ᱯᱟᱢᱷᱤᱞᱚᱛ ᱱᱮᱴᱟᱹᱨᱜ ᱵᱮᱵᱥᱛᱷᱟ᱾ (Introduction to Magazine)**

- ᱯᱟᱢᱷᱤᱞᱚᱛ ᱱᱮᱴᱟᱹᱨᱜ ᱩᱮᱞᱮᱛᱚ, ᱯᱟᱢ.ᱮᱢ.ᱱᱮᱞ, ᱜᱵᱮᱵᱚ, ᱡᱟᱢ.ᱢᱟᱛᱩ, ᱩᱵᱢᱡᱟᱢ.ᱮ ᱩᱱᱡᱟᱱᱚ᱾

**Unit-2:**

**ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱢᱷᱤᱞᱚᱛ ᱦᱚ ᱱᱮᱴᱟᱹᱨᱜ ᱮᱢᱜᱟᱱᱩ᱾**
**(History of Santali Magazine)**

- ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱢᱷᱤᱞᱚᱛ ᱱᱮᱴᱟᱹᱨᱜ ᱦᱩᱱᱮᱱᱟᱹ, ᱡᱟᱢᱱᱟᱱ᱾
- ᱥᱟᱱᱡᱟᱨᱮᱫ ᱡᱟᱢᱱᱟᱱ ᱢᱤᱞᱟᱹᱣ ᱱᱮ ᱯᱟᱢᱷᱤᱞᱚᱛ ᱱᱮᱴᱟᱹᱨᱜ ᱥᱮᱴᱩ᱾
- ᱮᱟᱚᱢᱜ ᱦᱣᱚᱦ ᱱᱮ ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱢᱷᱤᱞᱚᱛ ᱱᱮᱴᱟᱹᱨᱜ ᱯᱟᱢ.ᱣᱚᱟ᱾
  ᱯᱟᱢᱷᱤᱞᱚᱛ ᱢᱟᱱ ᱣᱚᱦᱩᱣᱟᱱᱟᱢ (ᱩᱮᱢᱟᱨᱮᱢ), ᱟ-ᱯᱟᱢᱷᱤᱞᱚᱛ

**Unit-3:**

**ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱢᱷᱤᱞᱚᱛ ᱢᱟᱱ ᱣᱚᱦᱩᱣᱚᱱ ᱣᱟᱜᱚᱡᱤᱭ**
**(Santali Magazine and Journals)**

- ᱡᱚᱰ ᱥᱚᱦᱩᱣᱟᱜᱚᱭ, ᱡᱚᱣᱚᱰᱤᱜ ᱜᱟᱢᱢᱟ, ᱥᱟᱣᱟᱹ, ᱥᱟᱱᱡᱤᱚᱦ ᱪᱩᱪᱣ, ᱡᱪᱣ ᱥᱚᱦᱩᱣᱟᱜᱚᱭ,  ᱳᱰᱚᱱᱮ ᱮᱩᱱᱚᱢ᱾

ᱯᱟᱱᱟ.ᱜᱪᱮ, ᱜᱟᱥᱚᱦ ᱣᱚᱦᱩᱣᱟᱱ, ᱡᱟᱢᱮᱴᱚᱦ ᱜᱟᱥᱚᱦ, ᱣᱚᱦᱩᱣᱟᱱ ᱣᱟᱜᱚᱡᱤᱭ, ᱥᱟᱱ ᱥᱟ.ᱜᱪᱮ ᱮᱩᱱᱚᱢ᱾

**Unit-4:**

**ᱯᱟᱢᱷᱤᱞᱚᱛ ᱥᱟᱱᱯᱩᱨᱳ ᱢᱟᱱ ᱣᱚᱦᱩᱣᱚᱱᱟᱨᱮᱢ. (Editors and Journalist)**

- ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱢᱷᱤᱞᱚᱛ ᱥᱟᱱᱯᱩᱨᱳ ᱱᱮ ᱩᱟᱨᱮᱫᱮ ᱢᱟᱱ ᱩᱟᱨᱮᱫᱮᱢᱟᱨ ᱣᱚᱡᱟᱢᱜ ᱮᱫᱮᱭᱩ᱾

ᱩᱟᱨᱮᱫᱮᱢᱟᱨ ᱦᱣᱚᱦ ᱣᱚᱦᱩᱫ ᱮᱟᱚ ᱡᱟᱢ.ᱣᱟᱞ ᱱᱮᱫ ᱥᱟᱱᱯᱩᱨᱳ ᱣᱚᱡᱟᱢᱜ ᱞᱟᱨᱮᱫ ᱣᱩᱱᱟᱭᱚ᱾

**Reference Books**


1. ᱥᱟᱱᱛᱚᱞᱤ ᱥᱟᱱᱡᱟᱨᱮᱫ ᱱᱮᱴᱟᱹᱨᱜ ᱦᱩᱱᱮᱱᱟᱹ ᱢᱟᱱ ᱡᱟᱢᱱᱟᱱ- ᱚᱱ. ᱵᱮ. ᱥᱟ. ᱢᱵᱚᱵ
2. ᱥᱟᱱᱛᱚᱞᱤ ᱥᱟᱱᱡᱟᱨᱮᱫ ᱱᱮᱴᱟᱹᱨᱜ ᱮᱢᱜᱟᱱᱩ- ᱯᱣᱵᱣᱣᱮ ᱣᱩ᱾ᱯᱣᱣᱣ ᱩᱵᱱᱟᱱᱵ
3. ᱡᱚᱰ ᱯᱟᱢ.ᱱᱮᱞ ᱢᱟᱱ ᱥᱟᱱᱡᱟᱨᱮᱫ ᱱᱮᱴᱟᱹᱨᱜ ᱮᱢᱜᱟᱱᱩ - ᱵᱵᱣᱞᱡᱚ ᱯᱟᱢᱮ ᱩᱵᱱᱟᱱᱵ


| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes knowledge of Santali magazines and journals, strengthens critical reading, writing, research, and editorial skills, and enhances lifelong learning. |

| | | |
|---|---|---|
| **SDG 5** | **Gender Equality** | **Encourages the study of literary works and journalistic contributions addressing gender equality, women's voices, and inclusive representation in Santali media.** |
| **SDG 8** | **Decent Work and Economic Growth** | **Develops professional competencies in editing, publishing, journalism, creative writing, and media communication, enhancing employability.** |
| **SDG 9** | **Industry, Innovation and Infrastructure** | **Encourages the use of digital publishing platforms, e-journals, and innovative media technologies for the promotion of Santali language and literature.** |
| **SDG 10** | **Reduced Inequalities** | **Highlights the role of Santali periodicals in representing tribal voices, marginalized communities, and promoting social inclusion and linguistic diversity.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Preserves and documents Santali cultural heritage, indigenous knowledge, and community history through magazines and journals.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Promotes responsible journalism, ethical publishing, freedom of expression, democratic values, and informed public discourse.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaboration among writers, editors, researchers, academic institutions, publishers, and cultural organizations for the development of Santali literature and media.** |

## Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST40004 | **Elements of Santali Literature and Criticism**<br>ᱠᱚᱢᱯᱚᱢᱫᱟᱨ ᱠᱚᱢᱵᱡᱮᱫ ᱣᱮᱞᱚᱢᱠ ᱚᱮᱚᱮᱫ ᱚᱣ ᱚᱢᱯᱟᱫᱟᱠᱚᱢ | 4 | 3-1-0 |

**Course Objectives:**

ᱩᱱ.ᱢᱚᱦᱟᱱ. ᱦᱚ ᱫᱚᱞᱚᱱ ᱰᱟᱣᱚᱱᱚᱨ ᱩᱫᱩᱫᱚᱣᱟᱞᱮ ᱚᱱᱟᱯᱱᱚᱨ ᱰᱟᱲᱤᱡᱟᱨᱛᱮ ᱯᱟᱨᱤᱵᱟᱹᱥᱤᱠ ᱵᱤᱥᱚᱭᱨᱮ ᱦᱚᱲᱟᱹᱱᱤ ᱜᱚᱲᱚᱠᱷᱚᱱᱟᱛ, ᱜᱚᱨᱟᱠᱷ, ᱨᱤᱵᱮᱞᱚᱱᱟᱛ, ᱫᱮᱵᱚᱱᱟᱛ, ᱰᱟᱲᱤᱡᱟᱨᱛᱮ ᱯᱟᱨᱤᱵᱟᱹᱥᱤᱠ ᱵᱤᱥᱚᱭᱨᱮ ᱰᱟᱲᱤᱡᱟᱨᱛᱮ ᱚᱱᱟᱯᱱᱚᱨ ᱰᱟᱲᱤᱡᱟᱨᱛᱮ ᱚᱱᱟᱯᱱᱚᱨ ᱯᱟᱨᱤᱵᱟᱹᱥᱤᱠ ᱵᱤᱥᱚᱭᱨ

4.Sahityo Sondorson – *Shirsha Chandra Das*
5.Alankar muktabali – *Debendra Nath Sharma*
6.Bangla Chhander Bibron– *Dr. S.K. Bhowmik*
7. ᱫᱟᱛᱚᱠᱚᱛᱚᱱ– ᱠᱚᱞᱚᱛᱚᱛᱚᱞᱚᱛ ᱞᱟᱠᱚᱛ
8. ᱠᱚᱛᱚᱡᱟᱛᱚ ᱚᱟᱠᱚᱛᱜ ᱡᱚᱠᱚᱛ.ᱚ ᱚᱟᱚᱟᱛᱚ– ᱚᱠᱚᱛᱚ ᱠᱚᱚᱡᱚᱛᱠᱚᱛᱚ
9. ᱚᱠᱚᱛᱡᱟᱛ᱾ ᱠᱚ.ᱚᱭ– ᱚᱚᱛᱚᱜ ᱠᱚᱡᱚᱛᱚ ᱡᱚᱚᱡᱚ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | The course develops literary understanding, language competence, critical thinking, creativity, theoretical knowledge, and appreciation of indigenous literature and literary criticism. |
| SDG 5 | Gender Equality | Santali literature and criticism promote awareness about women's experiences, representation, dignity, participation, and gender equality within social and literary contexts. |
| SDG 10 | Reduced Inequalities | Santali literary criticism addresses issues of caste, class, ethnicity, marginalization, and social inequality while strengthening indigenous voices and cultural inclusion. |
| SDG 16 | Peace, Justice and Strong Institutions | Literary criticism and narratives support critical engagement with justice, ethics, governance, social harmony, indigenous institutions, and collective responsibility. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration among scholars, indigenous communities, educational institutions, cultural organizations, and researchers for preservation and promotion of Santali literature and criticism. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|

| ST40006 | **Application of Artificial Intelligence in Literary Studies (Santali)**<br>**ᱪᱚᱞᱚᱛᱚ ᱛᱚᱛᱚᱫᱚᱞᱚᱛᱚ ᱵᱚ Artificial Intelligence ᱵᱚᱭᱚᱜ ᱢᱚᱢᱞᱚᱵᱚ (ᱪᱚᱞᱚᱛᱚᱫᱚ)** | **4** | **3-1-0** |
|---|---|---|---|

**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 | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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**

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

**Unit – II. Santali Language and AI**

1. Structure of Santali Language and its Digital Presence
2. Santali Script (Olchiki) and AI-based Text Processing
3. 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**


- Research papers on artificial intelligence and linguistics books published on Santali language and literature.
- Online courses and tools related to AI and NLP
- 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 No. | SDG Title | Nature of Contribution |
|---|---|---|
| **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 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 No. | SDG Title | Nature of Contribution |
|---|---|---|
| **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. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST40008** | **One Act Play and Its Elements**<br>**ꯑꯥꯏꯗ ꯄꯥꯑꯣꯃ. ꯁꯦꯝꯃꯦꯟ ꯃꯅꯤ ꯂꯩꯕꯥ ꯅꯥꯏꯁꯦꯝꯁ ꯑꯣꯏꯑꯣꯏꯗꯤ** | **4** | **3-1-0** |

**Course Objectives:**

ꯏꯃ.ꯍꯔꯤꯕꯥ. ꯄꯩ ꯂꯩꯕꯥ ꯀꯃꯑꯃ ꯏꯄꯏꯄꯤꯌꯦꯡ ꯑꯃꯁꯨꯡꯒꯤ ꯀꯥꯈꯜ ꯀꯔꯤꯒꯨꯝꯕ ꯑꯥꯏꯗ ꯄꯥꯑꯣꯃ. ꯁꯦꯝꯃꯦꯟ ꯅꯥꯏꯁꯦꯝꯁ ꯁꯔꯦꯝꯃꯦꯟ ꯀꯃꯑꯦꯞꯇꯔꯣꯟꯁ ꯄꯃ.ꯔ ꯃꯇꯤꯌꯥ꯫ ꯑꯥꯏꯗ ꯄꯥꯑꯣꯃ. ꯁꯦꯝꯃꯦꯟ ꯃꯄ ꯑꯄꯤ ꯅꯥꯏ ꯑꯥꯏ ꯄꯃꯁꯤꯡ ꯃꯤꯅ ꯁꯦꯝꯃꯦꯟ ꯅꯥꯏꯊꯦꯟꯁ ꯍꯥꯌ ꯁꯔꯤ ꯄꯩ ꯊꯃꯍꯃꯔ ꯃꯤꯗ ꯄꯩꯔꯤ꯫

**Course Outcomes:**

**CO1.** ᗡᗰ.ᑎᘐᖶᘐᗰ. ᑲᘐ ᕮᘐᘐᗰ ᘉᗰᗝᗰᑌ ᗡᘐᗡᘐᘁᐯᘐᕮ ᝪᗰᑭᗰᝪᑐ ᘉᗰᕮᝪᗰᘁᘁᖇ ᑌᖇᘓ ᑲᖇᝪᗰ. ᘜᗰᖇᗰᕮ ᗰᘉ ᕮᘐᘐᗰ ᘉᘁᖇᗰᘜ ᝪᘁᝪᘁᘓ ᑲᘐ ᙅᗰᙅᗰᖇ ᑫᗰᑌᗰ।

**CO2.** ᗡᗰ.ᑎᘐᖶᘐᗰ. ᑲᘐ ᕮᘐᘐᗰ ᘉᗰᗝᗰᑌ ᗡᘐᗡᘐᘁᐯᘐᕮ ᑲᘐ ᘉᗰ.ᝪ ᑭᘁᑲᘐᗰᕮ ᕮᗰᐯᗰᘜ ᕮᗰᔕ ᘉᘁ ᘉᗰᕮᝪᗰᘁᘁᖇ ᑌᖇᘓ ᑲᖇᝪᗰ. ᘜᗰᖇᗰᕮ ᘓᑭ ᝪᘓᑭ ᘉᘁᖇᗰᘜ ᑌᖶᙅ ᘜᖶᕮ ᑲᘐ ᑲᘐ ᙅᗰᙅᗰᖇ ᑫᗰᑌᗰ ᗰᘉ ᘓᑭ ᝪᘓᑭ ᑲᗰ.ᑌᘁ ᐯᘐᘉᗰ ᑲᘐ ᐯᗰᘉᗰ ᙅᖶᘉᖶᖇᗰ।

**CO3.** ᗡᗰ.ᑎᘐᖶᘐᗰ. ᑲᘐ ᑌᖇᘓ ᑲᖇᝪᗰ. ᘜᗰᖇᗰᕮ ᘉᘁᖇᗰᘜ ᐯᗰ.ᑎᘁᑫ ᑲᘐ ᙅᗰᙅᗰᖇ ᑫᗰᑌᗰ।

**CO4.** ᗡᗰ.ᑎᘐᖶᘐᗰ. ᑲᘐ ᑌᖇᘓ ᑲᖇᝪᗰ. ᘜᗰᖇᗰᕮ ᘉᘁᖇᗰᘜ ᗡᗰ.ᕮᗰ.ᘉᘁᘁ ᗰᘉ ᑌᘁᕮᘁᝪ ᑲᘐ ᙅᗰᙅᗰᖇ ᑫᗰᑌᗰ।

**CO5.** ᗡᗰ.ᑎᘐᖶᘐᗰ. ᑲᘐ ᑌᖇᘓᑲᖇᝪᗰ. ᘜᗰᖇᗰᕮ ᗰᘉ ᘜᗰᖇᗰᕮ ᝪᗰᑭᗰᘉᘁᕮ ᗡᘐᘓᘉᘓᑲ ᑲᘐ ᙅᗰᙅᗰᖇ ᑫᗰᑌᗰ।

**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 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
| CO2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 |
| CO3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO4 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 1 |
| Average | 2.6 | 2.8 | 2.6 | 2.2 | 2.2 | 2.6 | 2.6 | 2.4 | 2.2 | 2.8 | 2.4 | 2.4 | 2.4 | 2.2 | 2.8 | 2.4 | 2.2 |

**Course Inputs:**

**Contents:**

**Unit- 1.** ᕮᘁᔕᐯᘐᕮ

**Unit- 2.** ᑲᘐᘜᘁ ᑲᗰᗰᑫᗰ

**Unit- 3.** ᑌᗰᑭᗰ ᑌᖶᘓᗰ.ᑌ

**Unit- 4.** ᑌᗰᖇᗰ ᕮᖶᝪᗰ.ᑌ

**Reference Books:**


1. ᕮᘁᔕᐯᘐᕮ- ᗰᔕ. ᑲᙅ. ᕮᘁ. ᑎᖶᗰᖶ
2. ᑲᘐᘜᘁ ᑲᗰᗰᑫᗰ- ᕮᘐᑭᘐᑌᗰᕮᑌᖶᔕᐯᑌ
3. ᑌᗰᑭᗰ ᑌᖶᘓᗰ.ᑌ- ᐯᗰᑌᗰᘓᗰᔕᑲᘁᕮᑲᖶ

4. ᑌᑐᑭᑐ ᔪᖁᑐᑐ.ᑌ- ᑎᑐᑭᑐᑭᑐᑕᑌᑎᑫᑐᑌ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Santali one-act plays portray the economic realities and struggles of rural and marginalized communities and encourage awareness about social justice, livelihood, and collective welfare. |
| SDG 4 | Quality Education | The study of Santali one-act plays develops literary understanding, communication skills, creativity, critical thinking, and appreciation of indigenous dramatic traditions. |
| SDG 5 | Gender Equality | Santali dramatic narratives create awareness about women's participation, gender relations, dignity, and equality within traditional and modern society. |
| SDG 15 | Life on Land | Santali one-act plays portray forests, biodiversity, agriculture, and human–nature relationships, encouraging protection of land and ecosystems. |
| SDG 16 | Peace, Justice and Strong Institutions | Dramatic narratives critically engage with justice, leadership, social harmony, conflict resolution, and ethical community life while strengthening indigenous cultural values and institutions. |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST42002** | **Introduction to Santali Theatre**<br>**ᔪᑐᕮᑐᑐᕗᕕ ᑌᕮᑭᑐᕙᖅᕕ ᕗᕮᕭᑐᕮ ᖁᕮᖁᕗᖁᑌ** | **4** | **3-1-0** |

**Course Objectives:**

ಕಲಿಯುವ ಸಾಂಖ್ಯಿಕ ವಿಶ್ಲೇಷಣೆಯ ಬಗ್ಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಪರಿಚಯಿಸುವುದು, ಅನ್ವಯಿಸಿ, ವಿಶ್ಲೇಷಿಸಿ ಮತ್ತು ಕಂಪ್ಯೂಟರ್ ಅನ್ವಯಿಕೆಗಳ ಸಾಂಖ್ಯಿಕ ಸಾಧನಗಳನ್ನು ಬಳಸಿ ಮೌಲ್ಯಮಾಪನ ಮಾಡಿ ಮತ್ತು ಕಲಿಯುವ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅಭಿವೃದ್ಧಿ ಮಾಡಿ.

**Course Outcomes:**

**CO1.** ಕಲಿಯುವ ಸಾಂಖ್ಯಿಕ ವಿಶ್ಲೇಷಣೆಯ ಬಗ್ಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪರಿಕಲ್ಪನೆಗಳು, ಕಂಪ್ಯೂಟೇಶನ್ ಅನ್ವಯಿಕೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ.

**CO2.** ಕಲಿಯುವ ಸಾಂಖ್ಯಿಕ ವಿಶ್ಲೇಷಣೆಯ ಬಗ್ಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪರಿಕಲ್ಪನೆಗಳು ಮತ್ತು ಕೌಶಲ್ಯಗಳ ಮೌಲ್ಯಮಾಪನ ಮಾಡಿ , ಪರಿಕಲ್ಪನೆಗಳ ಅರ್ಥ ಕೊಡಲಿಕ್ಕೆಯನ್ನುವುದಕ್ಕೆ ಮತ್ತು ನಿಜಕ್ಕುವುದಕ್ಕೆ ಬಳಸಿ ಮೌಲ್ಯಮಾಪನ ಮಾಡಿ.

**CO3.** ಕಲಿಯುವ ಸಾಂಖ್ಯಿಕ ವಿಶ್ಲೇಷಣೆಯ ಬಗ್ಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪರಿಚಯಿಸಿ ಕೊಡುವುದು, ಸಾಂಖ್ಯಿಕ, ಪ್ರಶ್ನಾವಳಿ, ಕೊಟ್ಟುಪಾಯಗಳನ್ನು ಮತ್ತು ಕೊಟ್ಟಿರುವ ಯಾವುದೇ ಸಮಸ್ಯೆಯ ಮೌಲ್ಯಮಾಪನ-ಗಾ.

**CO4.** ಕಲಿಯುವ ಸಾಂಖ್ಯಿಕ ವಿಶ್ಲೇಷಣೆಯ ಬಗ್ಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬಳಕೆಯ ಸಾಧ್ಯತೆ, ಆಪರೇಟಿಂಗ್ ಸಿಸ್ಟಮ್, ಮಷೀನ್ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪರಿಚಯಿಸಿ ಮತ್ತು ಪರಿಚಯಿಸುವುದು. ಆಪರೇಟ ಕೊಡಿ.ಎಸ್ಸ ಯಾವಾಗಲು ಮೌಲ್ಯಮಾಪನ-ಗಾ.

**CO5.** ಕಲಿಯುವ ಸಾಂಖ್ಯಿಕ ವಿಶ್ಲೇಷಣೆಯ ಬಗ್ಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪರಿಚಯಿಸಿ ಕೊಡುವುದು, ಆಪರೇಟಿಂಗ್ ಬಳಕೆಯ ಸಾಧ್ಯತೆ, ಬಿಡಿ.ಫಿಲೆಯ ಮತ್ತು ಎಐಗಾಲ ಎಐಯಲಿಯ ಬಗ್ಗೆ ಫಿಲಿಗಾ. ಫಿಗಾಪಿರಿಗಾ-ಗಾ.

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

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Average | 1.8 | 2.6 | 2.2 | 2.6 | 2.2 | 2.2 | 2.0 | 2.0 | 2.2 | 2.4 | 2.2 | 2.0 | 2.6 | 2.6 | 2.2 | 3.0 | 2.4 |

**Contents:**

**Unit–I: ᱦᱚᱲᱚᱱᱟᱞ ᱯᱮᱥᱟᱜᱤ ᱵᱤᱪᱟᱨ ᱠᱟᱹᱱᱛᱮᱥᱟᱞᱤ ᱟᱨ ᱜᱚᱲᱚᱱ**

- ᱯᱮᱥᱟᱜᱤ, ᱨᱮᱵᱟᱵᱤᱛ ᱟᱨ ᱯᱮᱥᱟᱜᱤᱵᱟᱲ ᱵᱤᱪᱟᱨᱠᱚᱱ ᱱᱚᱲᱠᱚᱱ
- ᱦᱚᱲᱚᱱᱟᱞ ᱯᱮᱥᱟᱜᱤᱵᱟᱲ ᱵᱤᱪᱟᱨᱠᱚᱱ ᱛᱚᱞᱛᱮᱞᱟ ᱟᱨ ᱜᱚᱲᱚᱱ
- ᱦᱚᱲᱚᱱᱟᱞ ᱯᱮᱥᱟᱜᱤᱵᱟᱲ ᱵᱤᱪᱟᱨᱠᱚᱱ ᱮᱢᱠᱚᱱᱤ ᱟᱨ ᱜᱚᱲᱚᱱ
- ᱜᱚᱛ ᱯᱮᱥᱟᱜᱤᱵᱟᱲ ᱦᱤᱱᱚᱲᱟᱱ ᱟᱨ ᱦᱤᱱᱚᱲᱟᱱᱵᱟᱨᱮᱱ. ᱵᱩᱞᱵᱩᱞ ᱦᱚᱛᱚᱱ
- ᱦᱚᱲᱚᱱᱟᱞ ᱱᱚ.ᱱᱤᱨ, ᱦᱚᱲᱜᱩᱡᱩ ᱟᱨ ᱯᱚᱵᱞᱤᱛ ᱱᱟ ᱯᱮᱥᱟᱜᱤᱵᱟᱲ ᱵᱤᱪᱟᱨᱠᱚᱱ ᱪᱮᱫᱤᱫ

**Unit–II: ᱜᱚᱨᱚᱢᱮᱫᱚᱱᱟ ᱟᱨ ᱜᱚᱨᱚᱢᱮᱫ ᱦᱚᱲᱜᱩᱡᱩ**

- ᱜᱚᱨᱚᱢᱮᱫᱚᱱᱟ ᱵᱚᱲᱚᱱᱠ ᱞᱟᱨᱚᱫ ᱟᱨ ᱵᱚ.ᱡᱟ
- ᱦᱚᱲᱚᱱᱟᱞ ᱯᱮᱥᱟᱜᱤᱵᱟᱲ ᱱᱟ ᱜᱩᱞᱩ ᱜᱚᱞᱚᱵᱤ ᱱᱚᱹ.ᱚᱨᱤᱭ ᱱᱚᱜᱚᱣᱩᱫᱚᱭ ᱡᱩᱞᱩᱡᱩᱴᱚᱱᱠ ᱪᱮᱫᱤᱫ
- ᱫᱟᱚᱱᱠ ᱚᱵᱚᱚ ᱱᱚᱨᱚᱢᱮᱫ ᱡᱮᱥᱟᱜᱤᱵᱟᱲ ᱟᱨ ᱡᱮᱥᱟᱜᱤᱵᱟᱲ ᱜᱚᱡᱚᱱᱚᱵᱚ

**Unit–III: Elements and Techniques of Santali Theatre**

- ᱜᱚᱨᱚᱢᱮᱫ ᱱᱚᱨᱚᱢᱮᱫᱠ ᱚᱨᱚᱨᱮᱠ: ᱵᱚ.ᱣᱮᱨᱟ, ᱥᱩᱞᱱᱟᱱᱚ, ᱜᱩᱴᱟᱯᱩᱞᱟᱱᱟᱱᱚᱡ, ᱦᱚᱲᱚᱱᱩ, ᱵᱚ.ᱡᱟ ᱟᱨ ᱚᱵᱚᱚ
- ᱡᱚᱣᱟᱥᱚ-ᱵᱚ.ᱱᱟ: ᱡᱚᱣᱟᱥᱚ ᱜᱚᱫᱟᱣᱚᱫ, ᱣᱚᱱᱟᱚᱜ-ᱣᱚᱢ.ᱹᱨᱮ, ᱦᱚᱢᱟᱡᱚ-ᱦᱚᱢᱩᱫᱟᱡᱚ, ᱣᱚᱢ.ᱚᱨᱟ, ᱟᱨ ᱱᱚ-ᱱᱚᱢᱟᱜ
- ᱣᱟᱨᱤᱥᱜᱟ ᱚᱨᱵᱟᱮᱨᱵᱟ ᱟᱨ ᱹᱨᱤᱦᱚ. ᱵᱩᱞᱵᱩᱞ
- ᱡᱚᱨᱚᱢᱮᱫᱚᱱᱟ ᱵᱩᱞᱵᱩᱞ ᱦᱚᱛᱚᱱ ᱟᱨ ᱫᱟᱨᱫᱟᱨᱤᱨᱚᱢ.ᱵᱚ ᱦᱚᱲᱩ ᱫᱟᱩᱛᱟᱨ-ᱱᱚᱩᱵᱚᱫ
- ᱜᱚᱨᱚᱢᱮᱫᱚᱮ ᱜᱚᱫᱟᱣᱚᱫ ᱟᱨ ᱜᱚᱨᱚᱢᱮᱫ ᱞᱟᱱᱚᱡ

**Unit–IV: Santali Theatre in Contemporary Perspective**

- ᱦᱚᱲᱩᱚᱢ ᱪᱣᱟᱫᱮ ᱟᱨ ᱯᱚᱵᱞᱤᱛ ᱣᱚᱢᱟᱞᱤᱛᱩ ᱯᱮᱵᱚᱢᱚᱪ ᱦᱚᱢᱮᱚᱢᱟᱜ ᱡᱮᱥᱟᱜᱤᱵᱟᱲ
- ᱦᱚᱢᱮᱚᱢᱟᱜ ᱡᱮᱥᱟᱜᱤᱵᱟᱲ ᱱᱟ ᱞᱟᱱᱚᱡ ᱟᱨ ᱜᱮᱨᱚᱢᱮ ᱣᱚᱱᱟᱜ
- ᱡᱮᱥᱟᱜᱤᱵᱟᱲ ᱟᱨ ᱮᱢᱣᱚᱜ media (radio, television, digital platforms)
- ᱦᱚᱲᱚᱱᱟᱞ ᱡᱮᱥᱟᱜᱤᱵᱟᱲ ᱵᱤᱪᱟᱨᱠᱚᱱ ᱪᱷᱚᱵᱷᱤᱵᱷᱩᱛᱤᱵᱚ ᱟᱨ ᱟᱜᱮᱢᱩ ᱱᱟ ᱵᱚᱱᱟᱜᱩᱡ ᱯᱟᱨᱫᱟᱨ
- ᱣᱤᱣᱩᱯᱟᱱᱟᱱᱮ ᱨᱮᱨᱮᱫᱟᱣᱚᱫ : ᱜᱚᱨᱚᱢᱮᱫᱚᱱᱟᱱᱚᱡ ᱵᱟᱱᱚᱯᱟ ᱨᱮᱟᱣᱟᱱᱩᱡ, ᱡᱚᱨᱚᱢᱚ ᱵᱩᱞᱵᱩᱞ ᱦᱚᱛᱚᱱ, ᱵᱩᱞᱵᱩᱞ ᱦᱚᱛᱚᱱᱟᱱᱮᱱᱟᱜ ᱣᱟᱨᱤᱥᱟᱨ

**Reference Books:**

1. Bhartiya Rangmanch ka vikas : Dr. Sadhna Tripathi
2. Rangmanch : Dr. Pratibha Rana
3. Hindi Rangmanch : Dr. Vinita Rani
4. Bharat Muni ka Natyashastra : Shalina Chaturvedi
5. Traditional Indian Theatre : Kapila Vatsyayan
6. Sangeet Natak Akademi. *Traditional Theatre Forms of India*. New Delhi.
7. Murmu, Raghunath. *Bidu Chandan*. ASECA Publications.
8. Murmu, Raghunath. *Kherwal Bir*. ASECA Publications.

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | **Quality Education** | **Develops knowledge of Santali theatre, dramatic literature, critical thinking, creativity, and lifelong learning through theatre studies.** |
| **SDG 5** | **Gender Equality** | **Encourages the study of gender representation and equal participation in theatrical performances and dramatic literature.** |
| **SDG 8** | **Decent Work and Economic Growth** | **Enhances employability in theatre, performing arts, cultural industries, script writing, acting, and event management.** |
| **SDG 10** | **Reduced Inequalities** | **Promotes indigenous voices, tribal identity, and social inclusion through Santali theatre and dramatic expression.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Preserves and promotes Santali theatrical traditions, indigenous performing arts, and cultural heritage.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Encourages theatre as a medium for social awareness, peace, justice, ethical values, and democratic participation.** |
| **SDG 17** | **Partnerships for the Goals** | **Promotes collaboration among theatre artists, educational institutions, cultural organizations, and community groups for preserving Santali theatre.** |

## SEMESTER-VIII

## (Single Major with Research)

### Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| SJ40002 | **Santali Magazine and Journal**<br>**ᱶᱟᱹᱨᱛᱚᱢᱟᱱ ᱯᱟᱛᱨᱤᱠᱟ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ** | 4 | 3-1-0 |

**Course Objective:**

ᱮᱫᱟᱭ ᱶᱟᱹᱨᱛᱚᱢᱟᱱ ᱯᱮᱯᱮᱞᱟᱣᱮᱞ ᱚᱢᱯᱚᱨᱚᱴ ᱯᱟ.ᱦᱟᱣᱟᱱ.ᱫᱮ ᱯᱟᱛᱚᱢᱟᱱ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ ᱚᱱᱟᱭᱟᱹ ᱮᱴᱮᱢᱟᱜ ᱭᱩᱱᱮᱯᱮᱞ, ᱮᱢᱮᱜᱮᱱᱤᱮᱴ ᱡᱚᱵᱟᱹᱱ ᱫᱮ ᱣᱟᱜᱟᱜᱟᱨ ᱳᱢᱟᱱ᱾ ᱶᱟᱹᱨᱛᱚᱢᱟᱱ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ ᱚᱱᱟᱭᱟᱹ ᱮᱴᱮᱢᱟᱜ ᱥᱚᱭᱟᱹᱣᱟᱜ ᱟᱨ ᱶᱟᱹᱨᱛᱚᱢᱟᱱ ᱮᱴᱮᱢᱟᱜ ᱚᱱᱟᱭᱟᱹ ᱮᱴᱮᱢᱟᱜ ᱥᱮᱞᱤᱯ ᱫᱮ ᱣᱟᱜᱟᱜᱟᱨ ᱳᱢᱟᱱ᱾

**Course Outcomes:**

**CO1**. ᱯᱟ.ᱦᱟᱣᱟᱱ.ᱫᱮ ᱯᱟᱛᱚᱢᱟᱱ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ ᱚᱱᱟᱭᱟᱹ ᱮᱴᱮᱢᱟᱜ ᱭᱩᱱᱮᱯᱮᱞ, ᱮᱢᱮᱜᱮᱱᱤᱮᱴ ᱡᱚᱵᱟᱹᱱ ᱟᱨ ᱯᱟᱛᱚᱢᱟᱱ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ ᱚᱱᱟᱭᱟᱹ ᱚᱢᱯᱚᱨᱚᱴ ᱮᱴᱮᱢᱟᱜ ᱨᱮ.ᱥᱮᱨ ᱟᱨ ᱮᱢᱮᱜᱮᱱᱤᱮᱴ ᱡᱚᱵᱟᱹᱱ ᱫᱮ ᱣᱟᱜᱟᱜᱟᱨ ᱳᱢᱟᱱ ᱥᱮᱨᱠᱟᱨ ᱠᱚᱨᱮᱱ᱾

**CO2**. ᱮᱫᱟᱭ ᱶᱟᱹᱨᱛᱚᱢᱟᱱ ᱯᱮᱯᱮᱞᱟᱣᱮᱞ ᱚᱢᱯᱚᱨᱚᱴ ᱯᱟ.ᱦᱟᱣᱟᱱ.ᱫᱮ ᱮᱴᱮᱢᱟᱜ ᱯᱟᱛᱚᱢᱟᱱ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ ᱫᱮ ᱣᱟᱜᱟᱜᱟᱨ ᱳᱢᱟᱱ᱾ ᱯᱟᱛᱚᱢᱟᱱ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ ᱚᱱᱟᱭᱟᱹ ᱮᱴᱮᱢᱟᱜᱤᱯᱤᱠᱟᱞ ᱫᱮᱵᱮᱞᱚᱯᱢᱮᱱᱴ ᱫᱮᱵᱚᱨᱟᱹᱜ ᱮᱴᱮᱢᱟᱜ ᱥᱮᱨᱠᱟᱨ ᱠᱚᱨᱮᱱ᱾

**CO3**. ᱮᱫᱟᱭ ᱶᱟᱹᱨᱛᱚᱢᱟᱱ ᱯᱮᱯᱮᱞᱟᱣᱮᱞ ᱚᱢᱯᱚᱨᱚᱴ ᱯᱟ.ᱦᱟᱣᱟᱱ.ᱫᱮ ᱮᱴᱮᱢᱟᱜ ᱯᱟᱛᱚᱢᱟᱱ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ ᱥᱮ ᱦᱩᱢᱟᱱ.ᱮ ᱱᱤᱫᱱᱮ ᱫᱟᱣᱤ᱾ᱜᱤᱣᱮᱫ ᱯᱟᱛᱚᱢᱟᱱᱟᱫᱮ ᱚᱵᱮᱫᱟᱣ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱨᱤᱥᱮᱟᱨᱪᱮᱱ᱾

**CO4**. ᱮᱫᱟᱭ ᱶᱟᱹᱨᱛᱚᱢᱟᱱ ᱯᱮᱯᱮᱞᱟᱣᱮᱞ ᱚᱢᱯᱚᱨᱚᱴ ᱯᱟ.ᱦᱟᱣᱟᱱ.ᱫᱮ ᱮᱴᱮᱢᱟᱜ ᱯᱟᱛᱚᱢᱟᱱ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ ᱥᱮᱨᱠᱟᱨ ᱪᱟᱱᱟ, ᱜᱚᱮᱵᱚ ᱟᱨ ᱡᱚᱵᱟᱹᱱ ᱫᱮ ᱚᱵᱚᱨᱟᱹ-ᱡᱚᱵᱚᱜᱟ ᱪᱟᱱᱟᱨᱮᱠᱟᱜ-ᱟ᱾

**CO5.** ᱮᱫᱟᱭ ᱶᱟᱹᱨᱛᱚᱢᱟᱱ ᱯᱮᱯᱮᱞᱟᱣᱮᱞ ᱚᱢᱯᱚᱨᱚᱴ ᱯᱟ.ᱦᱟᱣᱟᱱ.ᱫᱮ ᱮᱴᱮᱢᱟᱜ ᱯᱟᱛᱚᱢᱟᱱ ᱟᱨ ᱫᱟᱹᱣᱟᱞ ᱫᱟᱨᱮᱫᱟᱭ ᱫᱟ.ᱩᱨ ᱫᱮ ᱮᱴ.ᱚ ᱪᱟᱱᱟᱨᱮᱠᱟᱜ-ᱟ ᱟᱨ ᱣᱟᱨᱣᱟᱜᱟᱱ ᱱᱟᱨᱵᱮ ᱟ.ᱜᱵ ᱪᱟᱱᱟᱨᱮᱠᱟᱜ-ᱟ᱾

CO-PO-PSO Mapping

| Course Outco | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| mes (COs) | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 3 | 1 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 1 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 |
| CO5 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Average | 1.6 | 2.8 | 2.2 | 2.6 | 2.2 | 2.2 | 1.6 | 2.0 | 2.2 | 2.4 | 2.2 | 2.0 | 2.6 | 2.6 | 2.2 | 2.8 | 2.4 |

**Unit-1:**

**ᱤᱢᱚᱥᱢᱩ ᱯᱟᱹᱨᱛᱷᱚᱠ ᱦᱮᱞᱚᱠᱩ᱾ (Introduction to Magazine)**

- ᱤᱢᱚᱥᱢᱩ ᱯᱟᱹᱨᱛᱷᱚᱠ ᱩᱯᱮᱠᱚ, ᱤᱢ.ᱮᱢ.ᱯᱷᱤ, ᱜᱦᱮᱦᱚ, ᱡᱢ.ᱢᱱᱛᱳ, ᱩᱦᱢᱥᱢ.ᱮ ᱩᱵᱡᱵᱚ᱾

**Unit-2:**

**ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱠᱷ ᱯᱟᱹᱨᱛᱷᱚᱠ ᱮᱢᱜᱚᱨᱩ᱾**
**(History of Santali Magazine)**

- ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱯᱟᱹᱨᱛᱷᱚᱠ ᱚᱩᱵᱮᱚᱨᱩ, ᱡᱢᱢᱯᱢ᱾
- ᱥᱟᱦᱤᱡᱤᱨᱮ ᱡᱢᱯᱢ ᱣᱦᱯᱦ ᱯᱟ ᱤᱢᱚᱥᱢᱩ ᱯᱟᱹᱨᱛᱷᱚᱠ ᱮᱢᱜᱚᱨᱩ᱾
- ᱮᱱᱚᱢᱜ ᱚᱠᱚᱚ ᱯᱟ ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱯᱟᱹᱨᱛᱷᱚᱠ ᱮᱢᱜᱚᱨᱩ ᱯᱢ.ᱠᱚᱱ᱾

ᱤᱢᱚᱥᱢᱩ ᱢᱯ ᱠᱡᱚᱣᱚᱡᱯᱢ (ᱩᱮᱣᱱᱮᱢ), ᱱ-ᱤᱢᱚᱥᱢᱩ

**Unit-3:**

**ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱢᱯ ᱠᱡᱚᱣᱚᱡᱯ ᱠᱢᱜᱚᱡᱱᱚ**
**(Santali Magazine and Journals)**

- ᱡᱚᱰ ᱥᱚᱩᱣᱢᱩᱭᱚ, ᱡᱚᱯᱚᱜ ᱜᱢᱣᱢ, ᱥᱱᱯᱱ, ᱥᱟᱢᱢᱟᱢᱩ ᱵᱩᱵᱯ, ᱡᱵᱯ ᱥᱚᱩᱣᱢᱩᱭᱚ, ᱚᱰᱚᱱᱮ ᱰᱩᱵᱮ᱾
  ᱤᱡᱢ.ᱜᱵᱮ, ᱭᱱᱥᱚᱩ ᱠᱡᱚᱣᱚᱡᱯ, ᱡᱢᱮᱢᱩ ᱭᱱᱥᱚᱩ, ᱠᱡᱚᱣᱚᱡᱯ ᱠᱢᱜᱚᱡᱱᱚ, ᱥᱢᱱ ᱥᱢ.ᱜᱵᱮ ᱰᱩᱵᱮ᱾

**Unit-4:**

**ᱤᱢᱚᱥᱢᱩ ᱥᱢᱤᱰᱚ ᱢᱱ ᱠᱡᱚᱣᱚᱡᱯᱱᱟᱨᱮᱢ. (Editors and Journalist)**

- ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱥᱢᱤᱰᱢᱩ ᱱᱮ ᱩᱱᱥᱚᱮ ᱢᱱ ᱩᱱᱥᱚᱮᱢᱱᱟᱨᱮ ᱠᱡᱩᱢᱜ ᱰᱩᱵᱮ᱾

ᱩᱱᱟᱞᱚᱫᱤᱱᱟᱹᱨ ᱚᱵᱚᱨ ᱢᱟᱹᱱᱚᱜᱚᱲ ᱫᱚᱨᱚᱠᱟᱥᱟᱱ ᱥᱤᱞᱵᱚᱱᱤ ᱥᱟᱦᱟᱨᱟ ᱵᱤᱥᱣᱵᱤᱫᱭᱟᱞᱚᱭ ᱨᱟᱭᱚᱜᱚᱲ ᱯᱩᱨᱞᱤᱭᱟ

## Reference Books


1. ᱞᱟᱨᱚᱢᱟᱡᱤ ᱞᱟᱦᱤᱞᱩᱨᱤ ᱥᱟᱨᱡᱟᱢ ᱚᱩᱚᱫᱭᱚᱩ ᱢᱟᱥ ᱡᱟᱦᱟᱨᱟ- ᱰᱟ. ᱦᱮ. ᱞᱟ. ᱢᱩᱰᱤ
2. ᱞᱟᱨᱚᱢᱟᱡᱤ ᱞᱟᱦᱤᱞᱩᱨᱤ ᱥᱟᱨᱡᱟᱢ ᱮᱢᱜᱟᱩ- ᱯᱚᱦᱚᱫᱮ ᱤᱰᱤᱭᱟᱹᱨ ᱩᱱᱟᱞᱩ
3. ᱡᱚᱜ ᱤᱢ.ᱥᱤᱞ ᱢᱟᱥ ᱞᱟᱦᱤᱞᱩᱨᱤ ᱥᱟᱨᱡᱟᱢ ᱮᱢᱜᱟᱩ - ᱦᱩᱞᱩᱡᱚ ᱣᱟᱨᱤ ᱩᱱᱟᱞᱩ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes knowledge of Santali magazines and journals, strengthens critical reading, writing, research, and editorial skills, and enhances lifelong learning. |
| SDG 5 | Gender Equality | Encourages the study of literary works and journalistic contributions addressing gender equality, women's voices, and inclusive representation in Santali media. |
| SDG 8 | Decent Work and Economic Growth | Develops professional competencies in editing, publishing, journalism, creative writing, and media communication, enhancing employability. |
| SDG 9 | Industry, Innovation and Infrastructure | Encourages the use of digital publishing platforms, e-journals, and innovative media technologies for the promotion of Santali language and literature. |
| SDG 10 | Reduced Inequalities | Highlights the role of Santali periodicals in representing tribal voices, marginalized communities, and promoting social inclusion and linguistic diversity. |
| SDG 11 | Sustainable Cities and Communities | Preserves and documents Santali cultural heritage, indigenous knowledge, and community history through magazines and journals. |

| | | |
|---|---|---|
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Promotes responsible journalism, ethical publishing, freedom of expression, democratic values, and informed public discourse.** |
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaboration among writers, editors, researchers, academic institutions, publishers, and cultural organizations for the development of Santali literature and media.** |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST42002** | **Introduction to Santali Theatre**<br>**ᱶᱚᱨᱚᱱᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱯᱨᱟᱨᱚᱢᱷ ᱵᱷᱩᱠᱷᱟᱹᱣ** | **4** | **3-1-0** |

**Course Objectives:**

ᱫᱚᱣᱟᱱ ᱶᱚᱨᱚᱱᱟᱞ ᱚᱞᱚᱪᱟᱣᱟᱭᱮ ᱵᱚᱱᱚᱸ ᱚᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱶᱚᱨᱚᱱᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱯᱨᱟᱨᱚᱢᱷ ᱵᱷᱩᱠᱷᱟᱹᱣ ᱯᱩᱨᱚᱱᱚ, ᱣᱚᱱᱟᱜ, ᱚᱵᱟᱨᱣᱚ ᱚᱱ ᱫᱚᱜᱚᱢᱟᱱᱮ ᱣᱚᱱᱟᱜ ᱵᱚ ᱛᱚᱢᱚᱛᱚᱨᱮ ᱳᱚᱞᱟᱹ। ᱶᱚᱨᱚᱱᱟᱞ ᱶᱚᱭᱟᱨᱫᱷ ᱚᱱ ᱯᱚᱵᱞᱤᱥᱤᱱᱜ ᱱᱟᱸ ᱫᱚᱜᱚᱢᱟᱱᱮ ᱵᱷᱩᱠᱷᱟᱹᱣ ᱱᱟᱸᱛᱮᱭᱚ ᱵᱚ ᱛᱚᱢᱚᱛᱚᱨᱮ ᱳᱚᱞᱟᱹ।

**Course Outcomes:**

**CO1.** ᱫᱚᱣᱟᱱ ᱶᱚᱨᱚᱱᱟᱞ ᱚᱞᱚᱪᱟᱣᱟᱭᱮ ᱵᱚᱱᱚᱸ ᱚᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱶᱚᱨᱚᱱᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱯᱨᱟᱨᱚᱢᱷ ᱵᱷᱩᱠᱷᱟᱹᱣ ᱫᱚᱜᱚᱢᱟᱱᱮ ᱳᱚᱞᱟᱹ, ᱫᱚᱜᱚᱢᱟᱱᱮ ᱣᱚᱱᱟᱜ ᱚᱱ ᱜᱩᱫᱩᱜ ᱵᱚ ᱛᱚᱢᱚᱛᱚᱨᱮ ᱳᱚᱞᱟᱹ।

**CO2.** ᱫᱚᱣᱟᱱ ᱶᱚᱨᱚᱱᱟᱞ ᱚᱞᱚᱪᱟᱣᱟᱭᱮ ᱵᱚᱱᱚᱸ ᱚᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱶᱚᱨᱚᱱᱟᱞ ᱯᱨᱟᱨᱚᱢᱷ ᱵᱷᱩᱠᱷᱟᱹᱣ ᱜᱚᱲᱚᱱᱚᱵᱚ ᱚᱱ ᱜᱚᱨᱮᱛᱮ ᱴᱮᱠᱱᱤᱠᱚᱵᱚ ᱛᱚᱢᱚᱛᱚᱨᱮ ᱳᱚᱞᱟᱹ । ᱯᱨᱟᱨᱚᱢᱷ ᱣᱟᱭᱟ ᱜᱚᱨᱮᱛᱮᱫᱚᱣᱟᱱᱚᱵᱚ ᱚᱱ ᱵᱟᱦᱟᱲᱤᱭᱟᱵᱟᱦᱟᱵᱚ ᱛᱚᱢᱚᱛᱚᱨᱮ ᱴᱮᱠᱱᱤᱠ ᱵᱚ ᱛᱚᱢᱚᱛᱚᱨᱮ ᱳᱚᱞᱟᱹ।

**CO3.** ᱫᱚᱣᱟᱱ ᱶᱚᱨᱚᱱᱟᱞ ᱚᱞᱚᱪᱟᱣᱟᱭᱮ ᱵᱚᱱᱚᱸ ᱚᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱶᱚᱨᱚᱱᱟᱞ ᱯᱨᱟᱨᱚᱢᱷ ᱵᱷᱩᱠᱷᱟᱹᱣ ᱫᱚᱜᱚᱢᱟᱱᱮ, ᱶᱚᱨᱚᱱᱟᱞ, ᱥᱩᱱᱟᱨᱣᱚ, ᱜᱚᱱᱚᱚᱨᱚᱱᱟᱱᱟᱜᱚᱡ ᱱᱟᱸ ᱜᱚᱨᱮᱛᱮ ᱚᱨᱵᱟᱨᱮᱣᱟᱵᱟᱨᱵᱚ ᱛᱟᱨᱮᱫᱟᱨ ᱯᱚᱲᱷᱟᱭ-ᱱᱤ।

**CO4.** ᱫᱚᱣᱟᱱ ᱶᱚᱨᱚᱱᱟᱞ ᱚᱞᱚᱪᱟᱣᱟᱭᱮ ᱵᱚᱱᱚᱸ ᱚᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱶᱚᱨᱚᱱᱟᱞ ᱯᱨᱟᱨᱚᱢᱷ ᱵᱷᱩᱠᱷᱟᱹᱣ ᱵᱟᱹᱜᱵᱟᱹᱜ ᱶᱚᱜᱚᱱ, ᱣᱚᱣᱟᱞᱚ-ᱵᱚᱱ.ᱱᱟᱨ, ᱛᱟᱡᱤᱜᱤᱨᱟ ᱱᱟᱸ ᱶᱚᱨᱚᱱᱟᱞ ᱯᱨᱟᱨᱚᱢᱷ ᱵᱷᱩᱠᱷᱟᱹᱣ ᱜᱚᱨᱮᱛᱮ ᱶᱚᱭᱟᱨᱫᱷ ᱱᱟᱸ ᱯᱚᱵᱞᱤᱥᱤᱱᱜᱱᱟᱨᱮᱛᱮ. ᱣᱚᱣᱟᱱᱚ ᱜᱚ.ᱡᱟᱱ ᱚᱡᱵᱚ ᱛᱤᱡᱟᱜᱚᱱ.ᱭ ᱯᱚᱵᱞᱤᱥᱤᱱᱜ-ᱱᱤ।

**CO5.** ᱫᱚᱭᱟᱹ ᱨᱮᱱᱚᱢᱤ ᱩᱫᱩᱜᱩᱞᱩᱫᱮ ᱦᱟᱹᱱᱚᱴ ᱩᱱ.ᱢᱟᱭᱟᱱ.ᱦᱚ ᱨᱮᱱᱮᱚᱢᱤᱞᱤ ᱡᱮᱯᱟᱜᱦᱟ ᱯᱟᱨᱛᱷᱚᱠ ᱜᱮᱞᱩᱱᱢᱩᱱᱟᱱᱟᱭ, ᱡᱚᱣᱟᱞᱚ ᱵᱟᱵᱟᱜ ᱨᱚᱯᱚᱜ, ᱦᱚᱵ·ᱯᱟᱚᱫ ᱥᱟ ᱡᱚᱜᱟᱭ ᱡᱚᱚᱫ ᱦᱚ ᱯᱤᱨᱮᱱ. ᱯᱟᱤᱯᱚᱨᱮᱱᱜ-ᱱᱤ।

**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 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 3 | 1 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 1 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Average | 1.8 | 2.6 | 2.2 | 2.6 | 2.2 | 2.2 | 2.0 | 2.0 | 2.2 | 2.4 | 2.2 | 2.0 | 2.6 | 2.6 | 2.2 | 3.0 | 2.4 |

**Contents:**

**Unit–I: ᱨᱮᱱᱮᱚᱢᱤᱞᱤ ᱡᱮᱯᱟᱜᱦᱟ ᱥᱟᱨᱠᱷᱮᱜ ᱚᱩᱫᱮᱫᱚᱩ ᱢᱟ ᱡᱚᱜᱟᱭ**

- ᱡᱮᱫᱮᱚ, ᱩᱦᱟᱵᱦᱟᱚ ᱢᱟ ᱡᱮᱯᱟᱜᱦᱟ ᱥᱟᱨᱠᱷᱮᱜ ᱡᱚᱨᱠᱷᱮᱜ
- ᱨᱮᱱᱮᱚᱢᱤᱞᱤ ᱡᱮᱯᱟᱜᱦᱟ ᱥᱟᱨᱠᱷᱮᱜ ᱚᱩᱫᱮᱫᱚᱩ ᱢᱟ ᱡᱚᱜᱟᱭ
- ᱨᱮᱱᱮᱚᱢᱤᱞᱤ ᱡᱮᱯᱟᱜᱦᱟ ᱥᱟᱨᱠᱷᱮᱜ ᱫᱚᱜᱚᱠᱩ ᱢᱟ ᱡᱚᱜᱟᱭ
- ᱡᱚᱫᱟ ᱡᱮᱯᱟᱜᱦᱟ ᱨᱮᱥᱟᱭᱚᱢ ᱢᱟ ᱨᱮᱥᱟᱭᱚᱢᱦᱟᱨᱮᱢ. ᱦᱚᱦᱚᱜ ᱨᱚᱯᱚᱭ
- ᱨᱮᱱᱮᱚᱢᱤᱞᱤ ᱩᱱ.ᱭᱨᱤ, ᱨᱮᱱᱤᱡᱟᱨᱯ ᱢᱟ ᱯᱟᱦᱩᱢᱟ ᱭᱟ ᱡᱮᱯᱟᱜᱦᱟ ᱥᱟᱨᱠᱷᱮᱜ ᱪᱮᱨᱩ

**Unit–II: ᱜᱟᱨᱮᱱᱮᱫᱟᱣᱟᱱ ᱢᱟ ᱜᱟᱨᱮᱱᱮᱫ ᱨᱮᱱᱤᱡᱟᱨᱯ**

- ᱜᱟᱨᱮᱱᱮᱫᱟᱣᱟᱱ ᱦᱚᱡᱚᱢᱜ ᱣᱟᱨᱮᱫᱮ ᱢᱟ ᱦᱟ.ᱡᱟ
- ᱨᱮᱱᱮᱚᱢᱤᱞᱤ ᱡᱮᱯᱟᱜᱦᱟ ᱥᱟ ᱜᱤᱥᱟᱣ ᱜᱚᱞᱚᱵᱚ ᱩᱫ·ᱣᱨᱮᱚ ᱥᱚᱜᱟᱜᱤᱫᱟᱣᱚᱟ ᱡᱤᱥᱟᱡᱤᱢᱟᱜ ᱪᱮᱨᱩ
- ᱫᱟᱚᱢᱜ ᱚᱦᱚᱚ ᱥᱟᱨᱠᱷᱮᱜ ᱡᱮᱯᱟᱜᱦᱟ ᱢᱟ ᱡᱮᱯᱟᱜᱦᱟ ᱜᱟᱡᱤᱚᱢᱦᱚ

**Unit–III: Elements and Techniques of Santali Theatre**

- ᱜᱟᱨᱮᱱᱮ ᱥᱟᱨᱠᱷᱮᱜ ᱚᱨᱚᱨᱯ: ᱦᱟ.ᱣᱮᱨᱟ, ᱯᱤᱥᱟᱨᱟᱚ, ᱜᱩᱟᱢᱯᱩᱢᱟᱱᱟᱢᱤ, ᱨᱮᱱᱚᱢᱤᱞᱤ, ᱦᱟ.ᱡᱟ ᱢᱟ ᱚᱦᱚᱚ

- ᱡᱚᱣᱟᱦᱚ-ᱵᱟ.ᱵᱟ: ᱡᱚᱣᱟᱦᱚ ᱜᱚᱥᱟᱣᱚᱞ, ᱣᱚᱵᱵᱚᱜ-ᱣᱟ'ᱹᱨ, ᱞᱟᱢᱵᱟᱹᱲᱟᱢᱵᱩ, ᱣᱟ.ᱚᱨ, ᱟᱵ ᱵᱩ-ᱵᱟᱢᱣᱟ
- ᱣᱚᱵᱟᱜᱜᱟ ᱚᱨᱵᱟᱞᱞᱟᱵᱟ ᱟᱵ ᱹᱟᱞᱟ. ᱵᱹᱵᱩᱜ
- ᱡᱞᱹᱟᱜᱵᱟ ᱵᱹᱵᱩᱜ ᱞᱚᱹᱹᱚᱵ ᱟᱵ ᱣᱞᱹᱞᱹᱟᱨᱟ.ᱵᱚ ᱞᱟᱢᱡ ᱣᱞᱠᱞᱹ-ᱵᱚᱠᱚᱹᱣ
- ᱜᱟᱨᱟᱢᱞᱟᱢᱞ ᱜᱚᱥᱟᱣᱚᱞ ᱟᱵ ᱜᱟᱨᱟᱢᱞ ᱡᱞᱚᱵᱟᱢ

**Unit–IV: Santali Theatre in Contemporary Perspective**

- ᱞᱟᱢᱡᱚᱟ ᱡᱣᱚᱣᱞ ᱟᱵ ᱯᱟᱵᱩᱹᱟᱵ ᱣᱟᱣᱩᱹᱟᱵᱡ ᱯᱡᱵᱟᱢᱚᱡ ᱞᱟᱢᱞᱚᱟᱢᱣᱟ ᱡᱞᱹᱟᱜᱵᱟ
- ᱞᱟᱢᱞᱚᱟᱢᱣᱟ ᱡᱞᱹᱟᱜᱵᱟ ᱵᱡ ᱡᱞᱚᱵᱟᱢ ᱟᱵ ᱜᱞᱟᱨᱟᱢᱞ ᱣᱚᱵᱵᱚᱜ
- ᱡᱞᱹᱟᱜᱵᱟ ᱟᱵ ᱞᱟᱢᱣᱟᱢᱜ media (radio, television, digital platforms)
- ᱞᱟᱢᱞᱚᱟᱢᱣᱟ ᱡᱞᱹᱟᱜᱵᱟ ᱵᱡᱨᱟᱢᱜ ᱡᱢᱵᱡᱢᱵᱚᱵ ᱟᱵ ᱢᱜᱟᱢᱡ ᱵᱡ ᱵᱚᱵᱵᱟᱢᱡ ᱹᱟᱢᱡᱡ
- ᱣᱡᱣᱚᱹᱟᱢᱵᱟᱢᱞ ᱤᱵᱤᱵᱡᱣᱚᱵᱞ : ᱜᱟᱤᱟᱢᱯᱡᱟᱢᱵᱟᱢᱡ ᱵᱟᱢᱚᱹᱟ ᱤᱟᱢᱡᱣᱟᱢᱡ, ᱡᱚᱵᱵᱚᱜ ᱵᱹᱵᱩᱜ, ᱵᱹᱵᱩᱜ ᱞᱟᱢᱵᱩᱹᱟᱵᱟᱢᱜ ᱣᱟᱞᱡᱡᱟ

**Reference Books:**


1. Bhartiya Rangmanch ka vikas : Dr. Sadhna Tripathi
2. Rangmanch : Dr. Pratibha Rana
3. Hindi Rangmanch : Dr. Vinita Rani
4. Bharat Muni ka Natyashastra : Shalina Chaturvedi
5. Traditional Indian Theatre : Kapila Vatsyayan
6. Sangeet Natak Akademi. *Traditional Theatre Forms of India*. New Delhi.
7. Murmu, Raghunath. *Bidu Chandan*. ASECA Publications.
8. Murmu, Raghunath. *Kherwal Bir*. ASECA Publications.


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Develops knowledge of Santali theatre, dramatic literature, critical thinking, creativity, and lifelong learning through theatre studies. |
| SDG 5 | Gender Equality | Encourages the study of gender representation and equal participation in theatrical performances and dramatic literature. |
| SDG 8 | Decent Work and Economic Growth | Enhances employability in theatre, performing arts, cultural industries, script writing, acting, and event management. |

| | | |
|---|---|---|
| **SDG 10** | **Reduced Inequalities** | **Promotes indigenous voices, tribal identity, and social inclusion through Santali theatre and dramatic expression.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Preserves and promotes Santali theatrical traditions, indigenous performing arts, and cultural heritage.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Encourages theatre as a medium for social awareness, peace, justice, ethical values, and democratic participation.** |
| **SDG 17** | **Partnerships for the Goals** | **Promotes collaboration among theatre artists, educational institutions, cultural organizations, and community groups for preserving Santali theatre.** |

## Research

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **RD40082** | **Research and Dissertation** | **12** | **0-0-12** |

**Course Objectives**

This course aims to introduce students to the fundamentals of academic research and research methodology in language and literary studies. It enables them to identify research problems, formulate research objectives, and prepare a systematic research proposal. The course develops skills in collecting, analyzing, interpreting, and presenting data using appropriate research methods. It also enhances critical thinking, analytical ability, and academic writing through the preparation of a dissertation. Furthermore, the course familiarizes students with research ethics, plagiarism awareness, citation practices, and scholarly documentation while encouraging independent inquiry, problem-solving, and effective communication of research findings.

**Course Outcomes**

After successful completion of the course, students will be able to:
**CO1:** Explain the basic concepts and methods of academic research.
**CO2:** Apply appropriate research tools to collect and analyze data.
**CO3:** Analyze research problems using critical and systematic approaches.
**CO4:** Prepare a well-structured dissertation following academic and ethical standards.
**CO5:** Evaluate and communicate research findings effectively through academic writing and presentation.

**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 | 1 | – | – | – | – | 2 | – | 2 | – | 1 | 3 | 2 | – | – | 1 |
| CO2 | 2 | 3 | 2 | 3 | 2 | – | – | 2 | 1 | 2 | – | 2 | 2 | 3 | 2 | – | 2 |
| CO3 | 2 | 3 | 3 | 2 | 2 | 1 | – | 2 | 1 | 2 | – | 2 | 2 | 3 | 3 | 1 | 2 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO4 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| Average | 2.20 | 2.40 | 2.000 | 2.50 | 2.00 | 1.67 | 1.50 | 2.40 | 1.75 | 2.20 | 2.00 | 1.80 | 2.40 | 2.60 | 2.75 | 1.67 | 1.80 |

**Content:**

**Unit I: Introduction to Research and Research Methodology**

- Meaning, Nature, Types, and Significance of Research
- Research Problem, Research Questions, Objectives and Hypothesis
- Research Design, Ethics in Research and Plagiarism Awareness

**Unit II: Research Methods and Data Collection**

- Qualitative, Quantitative, and Mixed Research Methods
- Data Collection Techniques: Primary and Secondary Sources, Observation, Interview, Questionnaire and Survey
- Sampling Techniques and Data Organization

**Unit III: Academic Writing and Dissertation Preparation**

- Structure of a Dissertation: Title, Abstract, Introduction, Literature Review, Methodology, Analysis, Conclusion
- Citation Styles (MLA 9th Edition), Referencing, Footnotes and Bibliography
- Academic Writing Skills, Editing, Proofreading and Avoiding Plagiarism

**Unit IV: Data Analysis, Presentation, and Viva Voce**

- Data Analysis and Interpretation using Appropriate Research Tools
- Presentation of Research Findings through Tables, Charts and Academic Writing
- Dissertation Submission, Viva Voce, Research Presentation and Future Scope of Research

**Recommended Learning Resources**


1. Best, John W., and James V. Kahn. *Research in Education*. 10th ed., Pearson Education, 2006.
2. Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 6th ed., SAGE Publications, 2023.
3. Kothari, C. R., and Gaurav Garg. *Research Methodology: Methods and Techniques*. 4th ed., New Age International Publishers, 2019.
4. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*.

5th ed., SAGE Publications, 2019.
5. Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *The Craft of Research*. 5th ed., University of Chicago Press, 2024.
6. Gibaldi, Joseph. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.
7. Walliman, Nicholas. *Research Methods: The Basics*. 3rd ed., Routledge, 2021.
8. Punch, Keith F. *Introduction to Social Research: Quantitative and Qualitative Approaches*. 4th ed., SAGE Publications, 2014.
9. Bryman, Alan. *Social Research Methods*. 6th ed., Oxford University Press, 2021.
10. Singh, Yogesh Kumar. *Fundamentals of Research Methodology and Statistics*. New Age International Publishers, 2006.

**SDG Mapping for this course**

| SDG No. | Sustainable Development Goal | Relevance to the Course: Research and Dissertation |
|---|---|---|
| SDG 4 | Quality Education | Develops research skills, critical thinking, academic writing, and lifelong learning through independent research and dissertation work. |
| SDG 5 | Gender Equality | Encourages inclusive and gender-sensitive research by addressing equality, representation, and diversity in research topics and methodologies. |
| SDG 9 | Industry, Innovation and Infrastructure | Promotes innovation, creativity, and the use of research methodologies, digital tools, and technological resources in academic inquiry. |
| SDG 10 | Reduced Inequalities | Supports research on marginalized, tribal, indigenous, and underrepresented communities, fostering social inclusion and equitable development. |
| SDG 11 | Sustainable Cities and Communities | Encourages research related to cultural heritage, indigenous knowledge, language preservation, and sustainable community development. |
| SDG 16 | Peace, Justice and Strong Institutions | Promotes ethical research practices, academic integrity, evidence-based decision-making, and responsible knowledge creation. |
| SDG 17 | Partnerships for the Goals | Encourages collaborative research, interdisciplinary studies, and partnerships among institutions, researchers, and communities. |

## SEMESTER-VIII
## (Double Major without Research)

### Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| SJ40002 | **Santali Magazine and Journal**<br>**ᱦᱚᱨᱯᱚᱨᱟ ᱨᱚᱢᱟᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ** | 4 | 3-1-0 |

**Course Objective:**

ᱫᱚᱣᱚᱱ ᱦᱚᱢᱚᱱ ᱨᱮᱫᱨᱮᱛᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱨᱚᱢ.ᱢᱟᱣᱚᱱ.ᱯᱭ ᱨᱚᱢᱚᱣᱚᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ ᱥᱟᱨᱦᱚᱱᱜ ᱭᱩᱱᱤᱫᱭᱩ, ᱫᱚᱱᱜᱚᱞᱚᱱᱫᱮ ᱡᱚᱱᱟᱣ ᱯᱭ ᱛᱚᱢᱚᱱᱚᱨ ᱣᱚᱱᱚ, ᱦᱚᱢᱮᱛᱟᱣᱟᱫᱟ ᱨᱚᱢᱚᱣᱚᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ ᱥᱟᱨᱦᱚᱱᱜ ᱡᱚᱰᱣᱟᱣᱚ ᱚᱨ ᱦᱚᱢᱮᱛᱟᱣᱟᱫᱟ ᱨᱚᱢ.ᱥᱮᱞ ᱚᱨ ᱦᱚᱵᱡᱟᱨᱮᱠ ᱥᱟᱲᱮ ᱚᱮᱚᱨ ᱥᱟᱨᱦᱚᱱᱜ ᱡᱮᱡᱮᱞ ᱯᱭ ᱛᱚᱢᱚᱱᱚᱨ ᱣᱚᱱᱚ।

**Course Outcomes:**

**CO1**. ᱨᱚᱢ.ᱢᱟᱣᱚᱱ.ᱯᱭ ᱨᱚᱢᱚᱣᱚᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ ᱥᱟᱨᱦᱚᱱᱜ ᱡᱚᱰᱣᱟᱣᱚ ᱚᱨ ᱦᱚᱢᱮᱛᱟᱣᱟᱫᱟ ᱨᱚᱢ.ᱥᱮᱞ ᱚᱨ ᱦᱚᱵᱡᱟᱨᱮᱠ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ ᱥᱟᱨᱦᱚᱱᱜ ᱡᱚᱰᱣᱟᱣᱚ ᱚᱨ ᱦᱚᱢᱮᱛᱟᱣᱟᱫᱟ ᱨᱚᱢᱚᱣᱚᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ ᱥᱟᱨᱦᱚᱱᱜ ᱡᱚᱰᱣᱟᱣᱚ ᱚᱨ ᱦᱚᱢᱮᱛᱟᱣᱟᱫᱟ ᱨᱚᱢ.ᱥᱮᱞ ᱚᱨ ᱦᱚᱵᱡᱟᱨᱮᱠ ᱡᱚᱱᱟᱣ ᱯᱭ ᱛᱚᱢᱚᱱᱚᱨ ᱣᱚᱱᱚ।

**CO2**. ᱫᱚᱣᱚᱱ ᱦᱚᱢᱚᱱ ᱨᱮᱫᱨᱮᱛᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱨᱚᱢ.ᱢᱟᱣᱚᱱ.ᱯᱭ ᱦᱚᱢᱮᱛᱟᱣᱟᱫᱟ ᱨᱚᱢᱚᱣᱚᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ ᱯᱭ ᱛᱚᱢᱚᱱᱚᱨ ᱣᱚᱱᱚ। ᱨᱚᱢᱚᱣᱚᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ ᱦᱚᱢᱦᱚᱢᱨᱮᱫᱚᱱ ᱯᱟᱲᱤᱠᱟ ᱫᱚᱣᱚᱱᱜ ᱦᱚᱢᱡᱟᱨᱮᱛ ᱥᱟᱲᱮ ᱪᱩᱞᱩ ᱯᱭ ᱛᱚᱢᱚᱱᱚᱨ ᱣᱚᱱᱚ।

**CO3**. ᱫᱚᱣᱚᱱ ᱦᱚᱢᱚᱱ ᱨᱮᱫᱨᱮᱛᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱨᱚᱢ.ᱢᱟᱣᱚᱱ.ᱯᱭ ᱦᱚᱢᱮᱛᱟᱣᱟᱫᱟ ᱨᱚᱢᱚᱣᱚᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ ᱥᱟᱨ ᱶᱬᱚᱱ.ᱮ ᱱᱵᱱᱮ ᱯᱚᱱ᱾ᱨᱭᱚᱱᱮ ᱨᱚᱢᱚᱣᱚᱱᱟᱵᱚ ᱚᱶᱮᱵᱚᱟᱨ ᱣᱟᱞᱮᱟᱨᱮᱱ।

**CO4**. ᱫᱚᱣᱚᱱ ᱦᱚᱢᱚᱱ ᱨᱮᱫᱨᱮᱛᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱨᱚᱢ.ᱢᱟᱣᱚᱱ.ᱯᱭ ᱦᱚᱢᱮᱛᱟᱣᱟᱫᱟ ᱨᱚᱢᱚᱣᱚᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱥᱟᱨᱦᱚᱱᱜ ᱪᱚᱱᱟ, ᱜᱬᱮᱵᱚ ᱱᱚᱨ ᱡᱚᱣᱚᱱ ᱚᱨ ᱚᱵᱯᱚᱱ-ᱢᱟᱱᱵᱟᱜᱚᱱ ᱪᱚᱱᱟᱨᱮᱛᱚᱱᱜ-ᱱᱚ।

**CO5**. ᱫᱚᱣᱚᱱ ᱦᱚᱢᱚᱱ ᱨᱮᱫᱨᱮᱛᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱨᱚᱢ.ᱢᱟᱣᱚᱱ.ᱯᱭ ᱦᱚᱢᱮᱛᱟᱣᱟᱫᱟ ᱨᱚᱢᱚᱣᱚᱱ ᱚᱨ ᱯᱟᱲᱤᱠᱟ ᱯᱩᱛᱷᱤ ᱨᱚᱢ.ᱡᱤ ᱯᱭ ᱦᱚᱢ.ᱳ ᱪᱚᱱᱟᱨᱮᱛᱚᱱᱜ-ᱱᱚ ᱱᱚᱨ ᱛᱚᱢᱚᱱᱚᱨ ᱥᱟᱨᱦᱚᱱ ᱥᱟᱨᱦᱚᱱ ᱯᱭ ᱨᱚᱢ.ᱜᱵ ᱪᱚᱱᱟᱨᱮᱛᱚᱱᱜ-ᱱᱚ।

CO-PO-PSO Mapping

| Course Outcomes (COs) | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 3 | 1 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 1 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 |
| CO5 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Average | 1.6 | 2.8 | 2.2 | 2.6 | 2.2 | 2.2 | 1.6 | 2.0 | 2.2 | 2.4 | 2.2 | 2.0 | 2.6 | 2.6 | 2.2 | 2.8 | 2.4 |

**Unit-1:**

**ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱮᱫᱟᱜ ᱵᱮᱵᱥᱟᱹᱭ। (Introduction to Magazine)**

- ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱮᱫᱟᱜ ᱩᱮᱵᱮᱣ, ᱯᱟᱹ.ᱮᱢ.ᱨᱮᱞ, ᱜᱵᱮᱵ, ᱡᱢ.ᱢᱞᱟᱩ, ᱩᱵᱢᱡᱟᱹ.ᱮ ᱩᱜᱡᱜᱣ।

**Unit-2:**

**ᱮᱢᱮᱣᱟᱞᱤ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱵᱟ ᱨᱮᱫᱟᱜ ᱮᱢᱜᱟᱹᱭ।**
**(History of Santali Magazine)**

- ᱮᱢᱮᱣᱟᱞᱤ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱮᱫᱟᱜ ᱜᱩᱜᱮᱜᱩ, ᱡᱢᱢᱨᱟᱢ।
- ᱮᱢᱥᱡᱮᱴ ᱡᱢᱨᱟᱢ ᱣᱵᱨᱵ ᱨᱮ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱮᱫᱟᱜ ᱪᱮᱮᱩ।
- ᱮᱞᱚᱢᱜ ᱜᱵᱚᱜ ᱨᱮ ᱮᱢᱮᱣᱟᱞᱤ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱮᱫᱟᱜ ᱯᱢ.ᱵᱚᱞ।
  ᱯᱟᱹᱛᱨᱤᱠᱟ ᱢᱨ ᱵᱟᱜᱣᱜᱨᱟᱢ (ᱩᱮᱣᱞᱮᱢ), ᱞ-ᱯᱟᱹᱛᱨᱤᱠᱟ

**Unit-3:**

**ᱮᱢᱮᱣᱟᱞᱤ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱢᱨ ᱵᱟᱜᱣᱜᱨ ᱵᱢᱜᱜᱣᱞᱜ**
**(Santali Magazine and Journals)**

- ᱡᱜᱩ ᱮᱜᱩᱣᱢᱜᱩᱜ, ᱡᱜᱯᱜᱤ ᱜᱢᱣᱢ, ᱮᱞᱯᱞ, ᱮᱢᱨᱡᱟᱜᱩ ᱵᱩᱵᱯ, ᱡᱵᱯ ᱮᱜᱩᱣᱢᱜᱩᱜ, ᱚᱰᱚᱨᱮ ᱰᱩᱢᱮ।
  ᱯᱟᱹᱛ.ᱜᱵᱮ, ᱜᱞᱮᱜᱩ ᱵᱟᱜᱣᱜᱨᱟ, ᱡᱢᱮᱢᱩ ᱜᱞᱮᱜᱩ, ᱵᱟᱜᱣᱜᱨᱟ ᱵᱢᱜᱜᱣᱞᱜ, ᱮᱢᱨ ᱮᱢ.ᱜᱵᱮ ᱰᱩᱢᱮ।

**Unit-4:**

**ᱯᱟᱹᱛᱨᱤᱠᱟ ᱮᱢᱯᱤᱰᱚ ᱢᱨ ᱵᱟᱜᱣᱜᱨᱟᱨᱮᱢ. (Editors and Journalist)**

- ᱮᱢᱮᱣᱟᱞᱤ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱮᱢᱯᱤᱰᱢᱩ ᱨᱮ ᱩᱞᱮᱜᱮ ᱢᱨ ᱩᱞᱮᱜᱮᱢᱨᱟ ᱵᱜᱡᱢᱜ ᱰᱮᱮᱩ।
  ᱩᱞᱮᱜᱮᱢᱨᱟ ᱜᱵᱚᱜ ᱵᱟᱜᱮ ᱮᱞᱚ ᱡᱢ.ᱣᱞᱪ ᱨᱮᱮ ᱮᱢᱯᱤᱰᱚ ᱵᱜᱡᱢᱜ ᱪᱞᱮᱨᱮ ᱤᱞᱨᱮ।

**Reference Books**

1. ᱮᱢᱮᱣᱟᱞᱤ ᱮᱢᱥᱡᱮᱴ ᱨᱮᱫᱟᱜ ᱜᱩᱜᱮᱜᱩ ᱢᱨ ᱡᱢᱨᱟᱢ- ᱣᱨ. ᱵᱰ. ᱮᱞ. ᱯᱵᱣᱵ

2. ᱪᱟᱢᱠᱟᱞᱟ ᱪᱟᱢᱠᱤᱞᱤᱞᱤᱠᱤ ᱯᱟᱨᱤᱢᱤᱞ ᱠᱟᱨᱤᱢᱤᱞ- ᱮᱟᱲᱢᱟᱠᱤ ᱥᱟᱫᱤᱠᱤᱞᱟ ᱢᱩᱯᱩᱢᱩ
3. ᱢᱟᱞᱟ ᱡᱟᱢ.ᱯᱪᱟ ᱟᱯᱟ ᱪᱟᱢᱠᱤᱞᱤᱞᱤᱠᱤ ᱯᱟᱨᱤᱢᱤᱞ - ᱲᱩᱢᱤᱞᱟ ᱠᱟᱪᱟ ᱢᱩᱯᱩᱢᱩ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes knowledge of Santali magazines and journals, strengthens critical reading, writing, research, and editorial skills, and enhances lifelong learning. |
| SDG 5 | Gender Equality | Encourages the study of literary works and journalistic contributions addressing gender equality, women's voices, and inclusive representation in Santali media. |
| SDG 8 | Decent Work and Economic Growth | Develops professional competencies in editing, publishing, journalism, creative writing, and media communication, enhancing employability. |
| SDG 9 | Industry, Innovation and Infrastructure | Encourages the use of digital publishing platforms, e-journals, and innovative media technologies for the promotion of Santali language and literature. |
| SDG 10 | Reduced Inequalities | Highlights the role of Santali periodicals in representing tribal voices, marginalized communities, and promoting social inclusion and linguistic diversity. |
| SDG 11 | Sustainable Cities and Communities | Preserves and documents Santali cultural heritage, indigenous knowledge, and community history through magazines and journals. |
| SDG 16 | Peace, Justice and Strong Institutions | Promotes responsible journalism, ethical publishing, freedom of expression, democratic values, and informed public discourse. |

| | | |
|---|---|---|
| **SDG 17** | **Partnerships for the Goals** | **Encourages collaboration among writers, editors, researchers, academic institutions, publishers, and cultural organizations for the development of Santali literature and media.** |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST40004** | **Elements of Santali Literature and Criticism**<br>**ᱚᱞᱚᱪᱤᱛᱟ ᱚᱞᱮᱡᱟᱨᱫ ᱯᱟᱹᱨᱦᱮᱝ ᱚᱛᱚᱨᱫ ᱟᱨ ᱢᱩᱞᱭᱟᱭᱮᱱ** | **4** | **3-1-0** |

**Course Objectives:**

ᱩᱱ.ᱢᱟᱭᱪᱟᱱ. ᱦᱚ ᱫᱚᱪᱟᱱ ᱚᱞᱚᱱᱟ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱱᱯᱷᱚᱛ ᱚᱞᱮᱡᱟᱨᱫ ᱯᱟᱹᱨᱦᱮᱝ ᱜᱱ.ᱟᱨᱯ ᱜᱟᱨᱮᱱᱮ ᱦᱚ ᱣᱟᱲᱟᱭ, ᱜᱯᱜᱭᱯᱟᱨᱟ, ᱰᱚ·ᱨᱦᱯᱟᱨᱚ, ᱟᱨᱮᱫᱟ, ᱡᱱᱛᱷᱚᱱ, ᱚᱞᱮᱡᱟᱨᱫ ᱯᱟᱹᱨᱦᱮᱝ ᱚᱞᱟᱱᱚ ᱱᱚ ᱱᱟᱡᱟᱣᱟᱱᱮ ᱩᱫᱚᱞᱩᱨᱟ ᱚᱛᱚᱨᱫ ᱱᱚ ᱢᱩᱞᱭᱟᱭᱮᱱ ᱯᱟᱨᱦᱚᱛᱚᱨ᱾

**Course Outcomes:**

**CO1.** ᱩᱱ.ᱢᱟᱭᱪᱟᱱ. ᱦᱚ ᱫᱚᱪᱟᱱ ᱚᱞᱚᱱᱟ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱱᱯᱷᱚᱛ ᱚᱞᱮᱡᱟᱨᱫ ᱚᱞᱚᱪᱤᱛᱟ ᱚᱞᱮᱡᱟᱨᱫ ᱯᱟᱹᱨᱦᱮᱝ ᱚᱛᱚᱨᱫ ᱱᱚ ᱢᱩᱞᱭᱟᱭᱮᱱ ᱟᱱᱟᱭ ᱦᱚ ᱣᱱᱟᱱᱮᱨ ᱜᱱᱟᱨᱤ᱾

**CO2.** ᱩᱱ.ᱢᱟᱭᱪᱟᱱ. ᱦᱚ ᱫᱚᱪᱟᱱ ᱚᱞᱚᱱᱟ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱱᱯᱷᱚᱛ ᱯᱷᱚᱞᱮᱡᱟᱨᱫ ᱚᱛᱚᱨᱫ ᱯᱟᱹᱨᱦᱮᱝ ᱟᱱᱟᱭᱱᱤᱥᱟᱥ ᱱᱚ ᱚᱞᱮᱡᱟᱨᱫ ᱚᱞᱚᱪᱤᱛᱟ ᱯᱟᱹᱨᱦᱮᱝ ᱯᱷᱚᱞᱮᱡᱟᱨᱫ ᱚᱛᱚᱨᱫ ᱦᱚ ᱣᱱᱟᱱᱮᱨ ᱜᱱᱟᱨᱤ᱾

**CO3.** ᱯᱷᱚᱞᱮᱡᱟᱨᱫ ᱦᱚ.ᱟᱨ ᱟᱱᱟᱭ ᱦᱚ ᱣᱱᱟᱱᱮᱨ ᱜᱱᱟᱨᱤ᱾

**CO4.** ᱯᱷᱚᱞᱮᱡᱟᱨᱫ ᱚᱛᱚᱨᱫ ᱦᱚ ᱦᱚ ᱣᱱᱟᱱᱮᱨ ᱜᱱᱟᱨᱤ᱾

**CO5.** ᱚᱞᱚᱪᱤᱛᱟ ᱯᱷᱚᱞᱮᱡᱟᱨᱫ ᱟᱨᱮᱱᱮ ᱯᱟ.ᱦᱚᱨ ᱦᱚ ᱣᱱᱟᱱᱮᱨ ᱜᱱᱟᱨᱤ᱾

**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 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 |
| CO5 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.8 | 2.4 | 2.2 | 2.8 | 2.2 | 2.6 | 2.2 | 2.4 | 2.4 | 2.8 | 2.4 | 2.2 | 2.8 | 2.6 | 2.6 | 2.2 |

**Contents:**

**Unit-1.** ᱦᱚᱨᱚᱱᱟᱲ ᱦᱚᱩᱜᱟᱨᱵ ᱦᱚᱩ ᱵᱩᱞᱵᱚᱱ : ᱩᱚ.ᱮᱚ.ᱚᱦᱟ, ᱱᱚᱦ ᱚᱱ ᱯᱚ.ᱵᱟᱡ, ᱵᱚᱩ, ᱜᱵᱮ ᱵᱵ ।

**Unit-2.** ᱦᱚᱩᱜᱟᱨᱵ ᱚᱨᱮᱚᱜ ᱚ.ᱵᱵᱟ : ᱵᱯᱚᱦᱨᱟᱱᱟᱹ, ᱚᱵᱚᱜᱮᱚᱦᱟᱦᱨᱟᱱᱟᱹ, ᱮᱚᱞᱩᱵᱚᱱᱚᱯᱨᱟᱱᱟᱹ, ᱦᱨᱚᱡᱚᱵᱚᱯᱨᱟᱱᱟᱹ, ᱱᱩᱩᱚᱨᱮᱦᱨᱟᱱᱟᱹ, ᱦᱵᱚᱨᱮᱚᱯᱨᱟᱱᱟᱹ, ᱦᱚᱱᱚᱵᱞᱩᱵᱚᱱᱚᱯᱨᱟᱱᱟᱹ, ᱩᱚᱦᱚ-ᱦᱚᱱᱚᱵᱞᱩᱵᱚᱱᱚᱯᱨᱟᱱᱟᱹ ।

**Unit-3.** ᱦᱚᱩᱜᱟᱨᱵ ᱚᱨᱮᱚᱜ ᱡᱚ.ᱱᱟᱵ : ᱚᱮᱚᱯᱡᱟ, ᱵᱡᱚᱱᱚ ᱚᱮᱚᱯᱡᱟ, ᱜᱚᱨᱮᱚᱮ, ᱡᱟᱵᱵᱟᱡᱚᱚ. ᱜᱚᱨᱮᱚᱮ, ᱜᱚᱡᱚᱚ, ᱚᱮᱚᱮ, ᱡᱟᱨᱮᱚᱮ ᱵᱚᱚᱡᱚ ᱚᱮᱚᱮ,ᱚᱩᱩᱟᱨᱮᱚᱜ ᱡᱟᱨᱮᱚᱮ ᱵᱚᱚᱡᱚ ᱚᱮᱚᱮ, ᱦᱚ.ᱜᱡᱚᱚ ᱚᱮᱚᱮ, ᱜᱟᱵᱱᱚ. ᱦᱚᱩᱜᱟᱨᱵ ।

**Unit- 4.** ᱚᱵᱡᱚᱚᱚᱮ ᱚᱱ ᱯᱡᱚ.ᱵᱚ ᱦᱚᱞᱚᱚᱚ ।

ᱩᱚᱮᱚ.ᱚᱞᱟ, ᱡᱟᱮᱟᱚ ᱚᱱ ᱡᱚ.ᱱᱟᱵ, ᱦᱚᱩᱜᱟᱨᱵ ᱚᱨᱮᱚᱜ ᱚᱟᱚᱟᱨᱵ ᱚᱱ ᱚᱵᱚᱯᱵᱚᱮᱚ।

**Reference Books:**


1.Kabya Tatta – Aristotal – *Sisir Kumar Das.*
2.Sahitya – *Rabindra Nath Tagore*
3. ᱦᱚᱩᱜᱟᱨᱵ– ᱡᱚᱵᱡᱚᱵᱵᱚᱵ ᱡᱚᱱᱚᱡᱚ ‘ᱚᱵᱟᱡᱚ.ᱞᱟ’
4.Sahityo Sondorson – *Shirsha Chandra Das*
5.Alankar muktabali – *Debendra Nath Sharma*
6.Bangla Chhander Bibron– *Dr. S.K. Bhowmik*
7. ᱚᱟᱚᱛᱵᱚᱚ– ᱦᱚᱡᱚᱵᱚᱮᱚᱚᱚ ᱡᱟᱨᱞᱚᱚ
8. ᱦᱚᱩᱜᱟᱨᱵ ᱚᱨᱮᱚᱜ ᱡᱚᱮᱚ.ᱚ ᱚᱟᱚᱟᱨᱵ– ᱚᱮᱡᱚᱮ ᱵᱚᱚᱚᱡᱚᱵᱚᱚ
9. ᱚᱮᱚᱡᱚᱟᱨ ᱵᱚ.ᱚᱟ– ᱚᱚᱡᱚᱚ ᱵᱡᱡᱚᱚ ᱡᱡᱚᱡ


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | The course develops literary understanding, language competence, critical thinking, creativity, theoretical knowledge, and appreciation of indigenous literature and literary criticism. |
| SDG 5 | Gender Equality | Santali literature and criticism promote awareness about women's experiences, representation, dignity, participation, and gender equality within social and literary contexts. |
| SDG 10 | Reduced Inequalities | Santali literary criticism addresses issues of caste, class, ethnicity, marginalization, and social inequality while strengthening indigenous voices and cultural inclusion. |
| SDG 16 | Peace, Justice and Strong Institutions | Literary criticism and narratives support critical engagement with justice, ethics, governance, social harmony, indigenous institutions, and collective responsibility. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration among scholars, indigenous communities, educational institutions, cultural organizations, and researchers for preservation and promotion of Santali literature and criticism. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST40006 | **Application of Artificial Intelligence in Literary Studies (Santali)**<br>**ᱪᱚᱞᱪᱟᱞᱫᱤ ᱵᱚᱵᱚᱫᱟᱣᱚᱠᱮ ᱚᱞ Artificial Intelligence ᱚᱞᱫᱚᱜ ᱢᱞᱫᱚᱢᱚᱚ (ᱪᱚᱞᱫᱚᱢᱫᱟ)** | 4 | 3-1-0 |

**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 | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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**

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

**Unit – II. Santali Language and AI**

4. Structure of Santali Language and its Digital Presence
5. Santali Script (Olchiki) and AI-based Text Processing
6. 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**


- Research papers on artificial intelligence and linguistics books published on Santali language and literature.
- Online courses and tools related to AI and NLP
- 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 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 No. | SDG Title | Nature of 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. |

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST40008 | **One Act Play and Its Elements**<br>**ଏକ ବାଚିକ. ଓଡ଼ିଆରେ ଆଉ ଦେଖାଯାଇ ଅଛନ୍ତି ଏପରିକି** | 4 | 3-1-0 |

**Course Objectives:**

ଯେ.ମାଧ୍ୟମାଳ. ବେ ଦେଖାଯାଇ ଏମାଦାଏ ଯେଉଁଥିରେ ଏମାଦାଏ ଦେଏଦାଗରୀ ଏକ ବାଚିକ. ଓଡ଼ିଆରେ ଝରିଆରେ ଓରିଆରେ ଏମାଏପ୍ରାରିଦି ପ୍ର.ରି ମାବେଦାଳ। ଏକ ବାଚିକ. ଓଡ଼ିଆରେ ଥିବା ଦିବା ଝରି ଏବେ ପ୍ରାଓଡ଼ାଦା ଥିଲେ ଆଉ ଓଡ଼ିଆରେ ଝରିଏଆରେ ଏକ ଦେଏ ବେ ଦାଦାଦାରି ଥିଲେ ବେଦାଳ।

**Course Outcomes:**

**CO1.** ଯେ.ମାଧ୍ୟମାଳ. ବେ ଦେଖାଯାଇ ଏମାଦାଏ ଯେଉଁଥିରେ ଏମାଦାଏ ଦେଏଦାଗରୀ ଏକ ବାଚିକ. ଓଡ଼ିଆରେ ଆଉ ଦେଖାଯାଇ ଝରିଆରେ ଦିଦିଦିଏ ବେ ଦାଦାଦାରି ଦାଏଦାଳ।

**CO2.** ଯେ.ମାଧ୍ୟମାଳ. ବେ ଦେଖାଯାଇ ଏମାଦାଏ ଯେଉଁଥିରେ ବେ ଏମ.ଦ ପ୍ରଦବଥିରେ ଦେଥାରେ ଦେଓ ଝରି ଏଦେଦାଗରୀ ଏକ ବାଚିକ. ଓଡ଼ିଆରେ ଥିବା ଦିବା ଝରିଆରେ ଏକ ଦେଏ ଓଡ଼ିଆରେ ବେ ବେ ଦାଦାଦାରି ଦାଏଦାଳ ଆଉ ଥିବା ଦିବା ବେ.ଏକ ଏଥିଝା ବେ ଏଆଝା ଦାବିଝାରେଳ।

**CO3.** ଯେ.ମାଧ୍ୟମାଳ. ବେ ଏକ ବାଚିକ. ଓଡ଼ିଆରେ ଝରିଆରେ ଏଆ.ମାଏଦ ବେ ଦାଦାଦାରି ଦାଏଦାଳ।

**CO4.** ꠸ꠓ.ꠇꠋꠎꠋꠓ. ꠎꠓ ꠁꠗꠐ ꠎꠗꠇꠓ. ꠋꠓꠉꠓꠉ ꠘꠉꠓꠋ ꠸ꠓ.ꠉꠓ.ꠘꠉꠗ ꠓꠘ ꠁꠉꠉꠇꠇ ꠎꠒ ꠇꠓꠇꠓꠉ ꠊꠓꠁ꠹

**CO5.** ꠸ꠓ.ꠇꠋꠎꠋꠓ. ꠎꠓ ꠁꠗꠐꠎꠗꠇꠓ. ꠋꠓꠉꠓꠉ ꠓꠘ ꠋꠓꠉꠓꠉ ꠇꠓꠐꠓꠓꠘ ꠸ꠋꠐꠐꠐꠎ ꠎꠒ ꠇꠓꠇꠓꠉ ꠊꠓꠁ꠹

## 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 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
| CO2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 |
| CO3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO4 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 1 |
| Average | 2.6 | 2.8 | 2.6 | 2.2 | 2.2 | 2.6 | 2.6 | 2.4 | 2.2 | 2.8 | 2.4 | 2.4 | 2.4 | 2.2 | 2.8 | 2.4 | 2.2 |

**Course Inputs:**

**Contents:**

**Unit- 1.** ꠸ꠗꠘꠓꠎꠉ

**Unit- 2.** ꠇꠎꠑꠉ ꠇꠓꠋꠇꠓ

**Unit- 3.** ꠁꠓꠋꠓ ꠁꠇꠐꠓ.ꠁ

**Unit- 4.** ꠁꠓꠉꠓ ꠸ꠇꠇꠓ.ꠁ

**Reference Books:**

1. ꠸ꠗꠘꠓꠎꠉ- ꠇꠘ. ꠇꠋ. ꠸ꠗ. ꠊꠇꠇꠇ
2. ꠇꠎꠑꠉ ꠇꠓꠋꠇꠓ- ꠸ꠎꠋꠎꠁꠓꠉ꠸ꠁꠇꠘꠗꠁ
3. ꠁꠓꠋꠓ ꠁꠇꠐꠓ.ꠁ- ꠓꠓꠁꠓꠓꠐꠐꠓꠘꠇꠗ꠸ꠇꠇ
4. ꠁꠓꠉꠓ ꠸ꠇꠇꠓ.ꠁ- ꠇꠓꠐꠎꠋꠓꠐꠋꠎꠁꠇꠇꠘꠎꠘꠎꠁ

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Santali one-act plays portray the economic realities and struggles of rural and marginalized communities and encourage awareness about social justice, livelihood, and collective welfare. |
| SDG 4 | Quality Education | The study of Santali one-act plays develops literary understanding, communication skills, creativity, critical thinking, and appreciation of indigenous dramatic traditions. |
| SDG 5 | Gender Equality | Santali dramatic narratives create awareness about women's participation, gender relations, dignity, and equality within traditional and modern society. |
| SDG 15 | Life on Land | Santali one-act plays portray forests, biodiversity, agriculture, and human–nature relationships, encouraging protection of land and ecosystems. |
| SDG 16 | Peace, Justice and Strong Institutions | Dramatic narratives critically engage with justice, leadership, social harmony, conflict resolution, and ethical community life while strengthening indigenous cultural values and institutions. |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST42002** | **Introduction to Santali Theatre**<br>**ᱠᱚᱢᱯᱚᱡᱟᱨ ᱡᱮᱠᱚᱢᱥᱚᱢ ᱯᱮᱨᱚᱢᱜ ᱪᱮᱪᱟᱪᱡ** | **4** | **3-1-0** |

**Course Objectives:**

ಕಲಿಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಜ್ಞಾನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು, ಅನ್ವಯಿಸುವುದು, ವಿಶ್ಲೇಷಿಸುವುದು ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ಮಾಡುವುದು ಕಲಿಕೆಯ ಫಲಿತಾಂಶಗಳಾಗಿವೆ ಮತ್ತು ಕಲಿಕೆಯ ಪ್ರಕ್ರಿಯೆಯ ಬಗ್ಗೆ ಪ್ರತಿಬಿಂಬಿಸುವುದು ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ಮಾಡುವುದು.

**Course Outcomes:**

**CO1.** ಕಲಿಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಜ್ಞಾನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು, ವಿಶ್ಲೇಷಿಸುವುದು ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ಮಾಡುವುದು.

**CO2.** ಕಲಿಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಜ್ಞಾನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು ಮತ್ತು ಜ್ಞಾನವನ್ನು ಸೃಷ್ಟಿಸುವುದು ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ಮಾಡುವುದು , ಅಭಿವೃದ್ಧಿಪಡಿಸಿದ ಜ್ಞಾನವನ್ನು ಮತ್ತು ಕೌಶಲ್ಯಗಳನ್ನು ಸಂವಹನ ಮಾಡುವುದು.

**CO3.** ಕಲಿಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಜ್ಞಾನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು, ಸಾಮಾನ್ಯ, ಪ್ರಾಜೆಕ್ಟ್, ವೈಯಕ್ತಿಕ ಮತ್ತು ಸಾಂಸ್ಥಿಕ ಸಂಬಂಧಗಳನ್ನು ಗುರುತಿಸುವುದು.

**CO4.** ಕಲಿಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಜ್ಞಾನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು, ಆಜೀವ ಕಲಿಕೆ-ಬಿ.ತಿ, ಯೋಜನೆಗಳ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಜ್ಞಾನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು ಮತ್ತು ಪ್ರತಿಬಿಂಬಿಸುವುದು. ಆಜೀವ ವೈ.ಎನ್ ಐಬಿ ಯಾಚಿಸಿ.ಎ ಪ್ರಾಮಾಣೀಕರಿಸಿ-ಸಿ.

**CO5.** ಕಲಿಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಜ್ಞಾನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು, ಆಜೀವ ಕಲಿಕೆ, ಕಾರ್ಯಕ್ಷಮತೆ ಮತ್ತು ಸಾಧನೆಯ ಸಾಧಿಸಿದ ಬಗ್ಗೆ ಪ್ರತಿಬಿಂ. ಪ್ರಾಮಾಣೀಕರಿಸಿ-ಸಿ.

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

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Average | 1.8 | 2.6 | 2.2 | 2.6 | 2.2 | 2.2 | 2.0 | 2.0 | 2.2 | 2.4 | 2.2 | 2.0 | 2.6 | 2.6 | 2.2 | 3.0 | 2.4 |

**Contents:**

**Unit–I: ᱶᱚᱨᱚᱱᱛᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱚᱱᱚ ᱚᱞᱚᱪᱚᱞ ᱚᱨ ᱜᱚᱞᱚᱚ**

- ᱩᱫᱪᱩ, ᱥᱵᱚᱦᱟᱣ ᱚᱨ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱚᱱᱚ ᱣᱚᱨᱞᱰᱚ
- ᱶᱚᱨᱚᱱᱛᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱚᱱᱚ ᱚᱞᱚᱪᱚᱞ ᱚᱨ ᱜᱚᱞᱚᱚ
- ᱶᱚᱨᱚᱱᱛᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱚᱱᱚ ᱰᱚᱰᱚᱞ ᱚᱨ ᱜᱚᱞᱚᱚ
- ᱜᱚᱰ ᱩᱫᱯᱚᱛᱚᱨ ᱫᱩᱞᱚᱡ ᱚᱨ ᱫᱩᱞᱚᱡᱚᱣᱟᱨᱤ. ᱵᱷᱵᱷᱰ ᱫᱚᱷᱚᱚ
- ᱶᱚᱨᱚᱱᱛᱟᱞ ᱤᱚ.ᱚᱫᱟ, ᱶᱚᱡᱜᱩᱴᱷ ᱚᱨ ᱯᱚᱣᱩᱚᱚ ᱚᱯ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱚᱱᱚ ᱯᱮᱯᱩ

**Unit–II: ᱜᱚᱨᱚᱱᱮᱚᱜᱚᱚ ᱚᱨ ᱜᱚᱨᱚᱱᱮ ᱶᱚᱡᱜᱩᱴᱷ**

- ᱜᱚᱨᱚᱱᱮᱚᱜᱚᱚ ᱵᱚᱡᱚᱱᱚ ᱣᱟᱨᱚᱮ ᱚᱨ ᱵᱚ.ᱩᱟ
- ᱶᱚᱨᱚᱱᱛᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱯ ᱜᱵᱚᱵ ᱜᱚᱩᱦᱚᱯ ᱤᱚ·ᱣᱯᱩ ᱯᱚᱜᱜᱚᱵᱮᱚᱚᱜ ᱩᱵᱚᱩᱵᱡᱚᱱ ᱯᱮᱯᱩ
- ᱮᱟᱚᱚᱱ ᱚᱵᱚᱚ ᱯᱩᱨᱚᱱᱚ ᱩᱫᱯᱚᱛᱚᱨ ᱚᱨ ᱩᱫᱯᱚᱛᱚᱨ ᱜᱚᱡᱩᱚᱚᱱᱵᱚ

**Unit–III: Elements and Techniques of Santali Theatre**

- ᱜᱚᱨᱚᱱᱮ ᱯᱩᱨᱚᱱᱚ ᱚᱯᱚᱯᱜ: ᱵᱚ.ᱣᱮᱟ, ᱥᱵᱚᱟᱚ, ᱜᱤᱚᱱᱵᱩᱚᱱᱯᱚᱡ, ᱶᱚᱚᱱᱩ, ᱵᱚ.ᱩᱟ ᱚᱨ ᱚᱵᱚᱚ
- ᱩᱫᱣᱥᱚ-ᱵᱚ.ᱯᱟ: ᱩᱫᱣᱥᱚ ᱜᱚᱫᱣᱩᱚᱮ, ᱣᱚᱯᱚᱜ-ᱣᱚ·ᱹᱯᱮ, ᱶᱚᱡᱚᱡ-ᱶᱚᱤᱫᱚᱡ, ᱣᱚ.ᱚᱟ, ᱚᱨ ᱯᱵ-ᱯᱚᱩᱚᱚ
- ᱣᱚᱟᱚᱜᱜᱟ ᱚᱟᱵᱟᱮᱟᱵᱟ ᱚᱨ ᱹᱟᱶᱚ. ᱵᱷᱵᱷᱜ
- ᱩᱫᱯᱚᱛᱚᱨ ᱵᱷᱵᱷᱜ ᱶᱚᱹᱚᱚ ᱚᱨ ᱣᱟᱣᱟᱫᱟᱨᱮᱚ.ᱵᱚ ᱶᱚᱡ ᱣᱟᱤᱫᱮᱯ-ᱯᱚᱤᱚᱣᱟ
- ᱜᱚᱨᱚᱱᱮᱚᱮ ᱜᱚᱫᱟᱣᱚᱮ ᱚᱨ ᱜᱚᱨᱚᱱᱮ ᱮᱟᱚᱚᱱ

**Unit–IV: Santali Theatre in Contemporary Perspective**

- ᱶᱚᱡᱚᱚ ᱮᱣᱟᱟᱮ ᱚᱨ ᱯᱚᱵᱷᱚᱚ ᱣᱚᱣᱟᱚᱚ ᱯᱮᱵᱚᱚᱮ ᱶᱚᱮᱚᱚᱜᱟ ᱩᱫᱯᱚᱛᱚᱨ
- ᱶᱚᱨᱚᱱᱛᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱯ ᱮᱟᱚᱚᱱ ᱚᱨ ᱜᱮᱨᱚᱱᱮ ᱣᱚᱯᱚᱚ
- ᱩᱫᱯᱚᱛᱚᱨ ᱚᱨ ᱮᱚᱣᱚᱚᱜ media (radio, television, digital platforms)
- ᱶᱚᱨᱚᱱᱛᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱚᱱᱚ ᱮᱚᱵᱮᱚᱵᱚᱣᱮᱵᱚ ᱚᱨ ᱚᱜᱚᱚᱩ ᱯᱯ ᱵᱚᱯᱯᱚᱚᱡ ᱹᱚᱚᱱᱮ
- ᱣᱮᱣᱯᱚᱚᱯᱚᱚᱮ ᱤᱚᱤᱚᱮᱟᱣᱚᱮ : ᱜᱚᱤᱚᱚᱩᱚᱚᱯᱚᱚᱡ ᱵᱚᱚᱣᱯᱚ ᱤᱚᱚᱟᱣᱚᱚᱡ, ᱩᱫᱯᱚᱛᱚᱨ ᱵᱷᱵᱷᱜ ᱶᱚᱹᱚᱚ, ᱵᱷᱵᱷᱜ ᱶᱚᱹᱚᱚᱯᱚᱚᱮᱚᱚᱜ ᱣᱚᱶᱚᱟᱚ

**Reference Books:**

1. Bhartiya Rangmanch ka vikas : Dr. Sadhna Tripathi
2. Rangmanch : Dr. Pratibha Rana
3. Hindi Rangmanch : Dr. Vinita Rani
4. Bharat Muni ka Natyashastra : Shalina Chaturvedi
5. Traditional Indian Theatre : Kapila Vatsyayan
6. Sangeet Natak Akademi. *Traditional Theatre Forms of India*. New Delhi.
7. Murmu, Raghunath. *Bidu Chandan*. ASECA Publications.
8. Murmu, Raghunath. *Kherwal Bir*. ASECA Publications.

**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Develops knowledge of Santali theatre, dramatic literature, critical thinking, creativity, and lifelong learning through theatre studies. |
| SDG 5 | Gender Equality | Encourages the study of gender representation and equal participation in theatrical performances and dramatic literature. |
| SDG 8 | Decent Work and Economic Growth | Enhances employability in theatre, performing arts, cultural industries, script writing, acting, and event management. |
| SDG 10 | Reduced Inequalities | Promotes indigenous voices, tribal identity, and social inclusion through Santali theatre and dramatic expression. |
| SDG 11 | Sustainable Cities and Communities | Preserves and promotes Santali theatrical traditions, indigenous performing arts, and cultural heritage. |
| SDG 16 | Peace, Justice and Strong Institutions | Encourages theatre as a medium for social awareness, peace, justice, ethical values, and democratic participation. |
| SDG 17 | Partnerships for the Goals | Promotes collaboration among theatre artists, educational institutions, cultural organizations, and community groups for preserving Santali theatre. |

## Double Major

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST42004** | **Introduction to Santali Short Poems**<br>**ᱚᱱᱚᱣᱚᱱᱛᱟᱨ ᱵᱟᱝᱞᱟ ᱥᱮᱨᱢᱚᱞ᱾ ᱱᱟᱹᱨᱮᱢ ᱫᱚᱠᱚᱭᱟ** | **4** | **3-1-0** |

**Course Objectives:**

ᱩᱱᱤ.ᱱᱟᱹᱫᱚᱭᱟᱱ. ᱵᱚ ᱫᱚᱭᱟᱱ ᱚᱱᱚᱱᱟ ᱩᱫᱩᱫᱟᱣᱟᱫ ᱚᱱᱟᱹᱠᱚᱠ ᱚᱱᱚᱣᱚᱱᱛᱟᱨ ᱥᱮᱨᱢᱚᱞ᱾ ᱚᱱᱭᱟᱜᱤᱧ ᱱᱟᱹᱨᱮᱢ ᱫᱚᱠᱚᱭᱟ ᱪᱤᱞᱟᱣ ᱵᱚᱭᱟᱱ ᱱᱤᱱ ᱚᱱᱚᱣᱚᱱᱛᱟᱨ ᱥᱮᱨᱢᱚᱞ᱾ ᱱᱤ ᱡᱚᱫ ᱯᱟᱱᱟᱱᱭ ᱥᱟᱱᱟ ᱵᱚᱭᱟᱱ᱾

**Course Outcomes:**

**CO1.** ᱩᱱᱤ.ᱱᱟᱹᱫᱚᱭᱟᱱ. ᱵᱚ ᱫᱚᱭᱟᱱ ᱚᱱᱚᱱᱟ ᱩᱫᱩᱫᱟᱣᱟᱫ ᱵᱚ ᱚᱱ.ᱚ ᱯᱷᱚᱞᱟᱱᱤ ᱚᱱᱚᱣᱚᱱᱛᱟᱨ ᱥᱮᱨᱢᱚᱞ᱾ ᱱᱟᱹᱨᱮᱢ ᱚᱪᱚᱪᱟᱜ ᱵᱚ ᱵᱚ ᱚᱱᱚᱱᱟᱱᱚᱨ ᱳᱱᱟᱱ ᱱᱟᱹ ᱫᱟᱱᱟᱱᱟᱜ ᱚᱱᱚᱣᱚᱱᱛᱟᱨ ᱥᱮᱨᱢᱚᱞ᱾ ᱱᱟᱹᱨᱮᱢ ᱚᱱᱚᱱᱟᱱᱚᱨ ᱳᱱᱟᱱ ᱵᱚ ᱵᱚᱚᱱᱟᱱᱚᱨ ᱳᱱᱟᱱ᱾

**CO2.** ᱩᱱᱤ.ᱱᱟᱹᱫᱚᱭᱟᱱ. ᱵᱚ ᱥᱮᱨᱢᱚᱞ᱾ ᱥᱚᱯ ᱚᱫᱚᱯ ᱵᱱ.ᱩᱨ ᱱᱟᱹ ᱵᱟᱜᱫᱱ.ᱭ ᱵᱚ ᱳᱱᱟᱱ ᱱᱟᱹ ᱥᱮᱨᱢᱚᱞ᱾ ᱚᱱᱭᱟᱜᱤᱧ ᱡᱱᱟᱱᱚᱱᱚᱵᱟᱵ ᱱᱟᱹ ᱪᱮᱫᱩ ᱵᱚ ᱪᱩᱱᱟ᱾

**CO3.** ᱩᱱᱤ.ᱱᱟᱹᱫᱚᱭᱟᱱ. ᱵᱚ ᱵᱟᱝᱞᱟ ᱥᱮᱨᱢᱚᱞ᱾ ᱱᱟᱹᱨᱮᱢ ᱮᱱᱜᱟᱞ ᱵᱚ ᱚᱱᱚᱱᱟᱱᱚᱨ ᱳᱱᱟᱱ᱾

**CO4.** ᱩᱱᱤ.ᱱᱟᱹᱫᱚᱭᱟᱱ. ᱵᱚ ᱵᱟᱝᱞᱟ ᱥᱮᱨᱢᱚᱞ᱾ ᱱᱟᱹᱨᱮᱢ ᱴᱮᱨᱯᱨ (ᱴᱮᱥᱟᱱᱭ) ᱵᱚ ᱚᱱᱚᱱᱟᱱᱚᱨ ᱳᱱᱟᱱ᱾

**CO5.** ᱩᱱᱤ.ᱱᱟᱹᱫᱚᱭᱟᱱ. ᱵᱚ ᱵᱟᱝᱞᱟ ᱥᱮᱨᱢᱚᱞ᱾ ᱱᱟᱹᱨᱮᱢ ᱱᱤᱱ ᱯᱤ.ᱱᱚ ᱥᱮᱨᱢᱚᱞ᱾ ᱱᱟᱹ ᱩᱪᱟᱱᱟᱵ ᱵᱚ ᱚᱱᱚᱱᱟᱱᱚᱨ ᱳᱱᱟᱱ᱾

**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 | 3 | 3 | 3 | 2 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO4 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| Average | 2.6 | 2.2 | 2.4 | 2.8 | 2.4 | 2.8 | 2.0 | 1.6 | 2.6 | 2.4 | 2.6 | 2.6 | 2.8 | 2.4 | 2.4 | 2.2 | 2.2 |

**Contents:**

**Unit- 1**. ᱚᱱᱚᱣᱚᱱᱛᱟᱨ ᱵᱟᱝᱞᱟ ᱥᱮᱨᱢᱚᱞ᱾ ᱱᱟᱹᱨᱮᱢ ᱪᱩᱱᱟᱵ᱾

**Unit- 2.** (i) ᱚᱱᱚᱨ ᱚᱱᱭᱟᱜᱤᱧ,

(ii) ᱥᱩᱱ᱾ᱯᱩ ᱡᱟᱱᱟᱱ᱾

**Unit- 3** (i) ᱥᱩᱱ᱾ᱯᱚ ᱡᱚ᱾ᱜᱟᱱ

(ii) ᱯᱩᱡᱟᱱ.ᱜ ᱾

**Unit- 4**. (i) [illegible]

(ii) [illegible]

**Reference Books:**


1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 2 | Zero Hunger | Poems connected with agriculture, seasons, forests, and rural life reflect the importance of food security, farming traditions, and sustainable community practices. |
| SDG 4 | Quality Education | The study of Santali short poems develops literary appreciation, language skills, creativity, critical thinking, and awareness of indigenous knowledge and oral traditions. |
| SDG 4 | Quality Education | The study of Santali drama develops literary understanding, critical thinking, communication skills, creativity, and appreciation of indigenous knowledge and cultural heritage. |
| SDG 5 | Gender Equality | Santali poetry reflects women's participation in cultural and social life and encourages understanding of gender dignity and equality in society. |
| SDG 13 | Climate Action | Nature-oriented poetic themes create environmental consciousness and awareness about protecting forests, land, and ecological systems. |
| SDG 15 | Life on Land | Santali poems strongly reflect forests, biodiversity, flora, fauna, and harmonious coexistence with nature, encouraging protection of terrestrial ecosystems. |
| SDG 16 | Peace, Justice and Strong Institutions | The poems promote peace, moral responsibility, collective harmony, justice, and respect for traditional community values and institutions. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration among indigenous communities, academic institutions, cultural organizations, and literary scholars for preservation and promotion of Santali poetic heritage. |

**SEMESTER-VIII**
**(Double Major with Research)**

**Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| SJ40002 | **Santali Magazine and Journal**<br>**ᱚᱨᱚᱲᱟᱹᱱ ᱯᱤᱛᱚᱨᱟ ᱟᱨ ᱯᱟᱲᱤᱠᱷᱟ ᱯᱨᱠᱟᱥᱚᱱ** | **4** | **3-1-0** |

**Course Objective:**

ᱧᱚᱭᱟᱢ ᱚᱨᱚᱱᱚ ᱯᱚᱲᱚᱫᱟᱣᱟᱱᱮ ᱚᱢᱯᱚᱱᱚᱴ ᱯᱟ.ᱢᱟᱭᱟᱢ.ᱠᱚ ᱯᱟᱤᱚᱟᱱᱚ ᱟᱨ ᱯᱟᱲᱤᱠᱷᱟ ᱯᱨᱠᱟᱥᱚᱱ ᱫᱟᱱᱟᱭᱟᱹ ᱮᱥᱛᱮᱨ ᱥᱩᱧᱮᱫᱚ, ᱧᱟᱱᱟᱱᱚᱟᱱᱮ ᱜᱟᱣᱮᱢ ᱠᱚ ᱞᱟᱢᱟᱢᱮᱨ ᱣᱟᱢᱟᱢ, ᱚᱨᱚᱲᱟᱹᱱ ᱯᱤᱛᱚᱨᱟ ᱟᱨ ᱯᱟᱲᱤᱠᱷᱟ ᱯᱨᱠᱟᱥᱚᱱ ᱫᱟᱱᱟᱭᱟᱹ ᱮᱥᱛᱮᱨ ᱡᱚᱲᱚᱜ ᱥᱟᱶᱟᱛ ᱟᱨ ᱥᱟᱦᱤᱛᱭ ᱯᱨᱠᱟᱥᱚᱱ ᱟᱨ ᱚᱨᱚᱲᱟᱹᱱ ᱯᱤᱛᱚᱨᱟ ᱟᱨ ᱯᱟᱲᱤᱠᱷᱟ ᱯᱨᱠᱟᱥᱚᱱ ᱫᱟᱱᱟᱭᱟᱹ ᱮᱥᱛᱮᱨ ᱡᱚᱲᱚᱜ ᱡᱚᱠᱟᱱᱟᱭ ᱠᱚ ᱚᱨᱚᱲᱟᱹᱱ ᱯᱤᱛᱚᱨᱟ ᱯᱟ.ᱭᱮᱞ ᱟᱨ ᱧᱟᱱᱡᱟᱲᱮᱞ ᱭᱟ ᱚᱨᱚᱲᱟᱹᱱ ᱯᱤᱛᱚᱨᱟ ᱟᱨ ᱯᱟᱲᱤᱠᱷᱟ ᱯᱨᱠᱟᱥᱚᱱ ᱫᱟᱱᱟᱭᱟᱹ ᱮᱥᱛᱮᱨ ᱡᱚᱲᱚᱜ ᱠᱚᱞᱟᱵᱚᱨᱮᱴᱤᱝ ᱟᱨ ᱥᱟᱦᱤᱛᱭ ᱯᱨᱠᱟᱥᱚᱱ ᱟᱨ

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO2 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 1 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 |
| CO5 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Average | 1.6 | 2.8 | 2.2 | 2.6 | 2.2 | 2.2 | 1.6 | 2.0 | 2.2 | 2.4 | 2.2 | 2.0 | 2.6 | 2.6 | 2.2 | 2.8 | 2.4 |

**Unit-1:**

**ᱯᱟᱛᱨᱤᱠᱟ ᱚᱨᱮᱱᱟᱜ ᱫᱚᱨᱥᱟᱱ। (Introduction to Magazine)**

- ᱯᱟᱛᱨᱤᱠᱟ ᱚᱨᱮᱱᱟᱜ ᱩᱫᱮᱥᱚ, ᱯᱟ.ᱮᱥ.ᱚᱞᱟ, ᱜᱩᱮᱵᱚ, ᱜᱟ.ᱢᱟᱨᱩ, ᱩᱵᱢᱚᱜ.ᱮ ᱩᱜᱜᱚ।

**Unit-2:**

**ᱞᱟᱢᱮᱚᱛᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱠᱚ ᱚᱨᱮᱱᱟᱜ ᱮᱢᱜᱟᱹ।**
**(History of Santali Magazine)**

- ᱞᱟᱢᱮᱚᱛᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱚᱨᱮᱱᱟᱜ ᱜᱩᱜᱩᱮᱜᱟ, ᱜᱟᱛᱟᱚ।
- ᱞᱟᱹᱡᱜᱟᱨᱫ ᱜᱟᱚᱟ ᱢᱩᱵᱟᱵ ᱚᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱚᱨᱮᱱᱟᱜ ᱮᱨᱮᱫ।
- ᱮᱨᱟᱱᱟᱜ ᱜᱠᱚᱜ ᱚᱨ ᱞᱟᱢᱮᱚᱛᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱚᱨᱮᱱᱟᱜ ᱯᱟ.ᱠᱚᱨ।

ᱯᱟᱛᱨᱤᱠᱟ ᱚᱱ ᱠᱟᱜᱢᱩᱱᱚᱱ (ᱱᱮᱢᱟᱨᱮᱱ), ᱨ-ᱯᱟᱛᱨᱤᱠᱟ

**Unit-3:**

**ᱞᱟᱢᱮᱚᱛᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱚᱱ ᱠᱟᱜᱢᱩᱱ ᱠᱟᱜᱮᱜᱢᱟᱹ**
**(Santali Magazine and Journals)**

- ᱜᱚᱫ ᱞᱟᱜᱢᱩᱱᱟᱹ, ᱜᱚᱞᱠᱚᱫ ᱜᱟᱢᱟᱱ, ᱞᱟᱞᱠᱟ, ᱞᱟᱱᱚᱢᱚᱜ ᱵᱟᱵᱠ, ᱜᱵᱠ ᱞᱟᱜᱢᱩᱱᱟᱹ, ᱚᱡᱚᱱᱮᱨ ᱮᱨᱮᱫ।

ᱯᱟᱜ.ᱜᱵᱮ, ᱹᱨᱟᱞᱟᱜ ᱠᱟᱜᱢᱩᱱᱟᱱ, ᱢᱟᱱᱮᱟᱜ ᱹᱨᱟᱞᱟᱜ, ᱠᱟᱜᱢᱩᱱᱟᱱ ᱠᱟᱜᱮᱜᱢᱟᱹ, ᱞᱟᱱ ᱞᱟ.ᱜᱵᱮ ᱮᱨᱮᱫ।

**Unit-4:**

**ᱯᱟᱛᱨᱤᱠᱟ ᱞᱟᱯᱤᱫᱮᱚ ᱚᱱ ᱠᱟᱜᱢᱩᱱᱟᱱᱨᱮᱢ. (Editors and Journalist)**

- ᱞᱟᱢᱮᱚᱛᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱞᱟᱢᱯᱤᱫᱟᱭ ᱱᱮ ᱢᱟᱞᱮᱜᱮᱫ ᱚᱱ ᱢᱟᱞᱮᱜᱮᱫᱟᱱᱨ ᱠᱟᱭᱟᱜ ᱮᱨᱮᱫ।

ᱢᱟᱞᱮᱜᱮᱫᱟᱱᱨ ᱜᱠᱚᱜ ᱠᱟᱜᱮᱫ ᱮᱨᱟᱚ ᱜᱟ.ᱢᱟᱞ ᱱᱮᱫ ᱞᱟᱢᱯᱤᱫᱮᱚ ᱠᱟᱭᱟᱜ ᱣᱟᱨᱮᱫ ᱯᱵᱟᱱᱟᱚ।

**Reference Books**

1. ᱞᱟᱢᱮᱚᱛᱟᱨ ᱞᱟᱹᱡᱜᱟᱨᱫ ᱱᱮᱨᱮᱫᱟᱜ ᱜᱩᱜᱩᱮᱜᱟ ᱚᱱ ᱜᱟᱱᱟᱚ- ᱢᱱ. ᱠᱮ. ᱞᱟ. ᱢᱵᱢᱵ
2. ᱞᱟᱢᱮᱚᱛᱟᱨ ᱞᱟᱹᱡᱜᱟᱨᱫ ᱱᱮᱨᱮᱫᱟᱜ ᱮᱢᱜᱟᱹᱣ- ᱯᱜᱠᱟᱜᱮ ᱯᱜ᱾ᱹᱨᱟᱜ ᱩᱵᱱᱩᱵ
3. ᱜᱚᱫ ᱯᱟ.ᱱᱮᱞ ᱚᱱ ᱞᱟᱹᱡᱜᱟᱨᱫ ᱱᱮᱨᱮᱫᱟᱜ ᱮᱢᱜᱟᱹᱣ - ᱠᱵᱟᱡᱜ ᱹᱨᱚᱮ ᱩᱵᱱᱩᱵ

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Promotes knowledge of Santali magazines and journals, strengthens critical reading, writing, research, and editorial skills, and enhances lifelong learning. |
| SDG 5 | Gender Equality | Encourages the study of literary works and journalistic contributions addressing gender equality, women's voices, and inclusive representation in Santali media. |
| SDG 8 | Decent Work and Economic Growth | Develops professional competencies in editing, publishing, journalism, creative writing, and media communication, enhancing employability. |
| SDG 9 | Industry, Innovation and Infrastructure | Encourages the use of digital publishing platforms, e-journals, and innovative media technologies for the promotion of Santali language and literature. |
| SDG 10 | Reduced Inequalities | Highlights the role of Santali periodicals in representing tribal voices, marginalized communities, and promoting social inclusion and linguistic diversity. |
| SDG 11 | Sustainable Cities and Communities | Preserves and documents Santali cultural heritage, indigenous knowledge, and community history through magazines and journals. |
| SDG 16 | Peace, Justice and Strong Institutions | Promotes responsible journalism, ethical publishing, freedom of expression, democratic values, and informed public discourse. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration among writers, editors, researchers, academic institutions, publishers, and cultural organizations for the development of Santali literature and media. |

**Minor**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| ST42002 | **Introduction to Santali Theatre**<br>**ᱦᱚᱱᱚᱢᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱵᱟᱨᱮᱱ ᱫᱚᱨᱥᱟᱱ** | 4 | 3-1-0 |

**Course Objectives:**

ᱫᱚᱶᱟ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱜ ᱵᱚᱱᱚᱸ ᱡᱚ.ᱣᱟᱶᱟ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱵᱟᱨᱮᱱ ᱥᱩᱵᱟᱹᱫᱚᱞ, ᱣᱚᱱᱶᱚ, ᱡᱤᱶᱵᱟᱞᱤ ᱚᱨ ᱫᱚᱜᱚᱢᱟᱱᱮ ᱣᱚᱱᱶᱚ ᱵᱚ ᱢᱚᱣᱚᱱᱨᱮ ᱩᱚᱱᱟᱱ। ᱦᱚᱱᱚᱢᱟᱞ ᱦᱚᱨᱤᱡᱟᱸ ᱚᱨ ᱯᱚᱵᱞᱤᱠᱚ ᱯᱟᱨᱛᱤ ᱫᱚᱶᱟ ᱵᱟᱨᱮᱱ ᱡᱚᱰᱟᱭᱚᱛᱮ ᱵᱚ ᱢᱚᱣᱚᱱᱨᱮ ᱩᱚᱱᱟᱱ।

**Course Outcomes:**

**CO1.** ᱫᱚᱶᱟ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱜ ᱵᱚᱱᱚᱸ ᱡᱚ.ᱣᱟᱶᱟ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚᱡᱟᱨᱮᱱ ᱥᱩᱵᱟᱹᱫᱚᱞ, ᱫᱚᱜᱚᱢᱟᱱᱮ ᱣᱚᱱᱶᱚ ᱚᱨ ᱜᱮᱫᱮᱥᱚ ᱵᱚ ᱢᱚᱣᱚᱱᱨᱮ ᱩᱚᱱᱟᱱ।

**CO2.** ᱫᱚᱶᱟ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱜ ᱵᱚᱱᱚᱸ ᱡᱚ.ᱣᱟᱶᱟ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱜᱚᱨᱩᱚᱱᱚᱵᱚ ᱚᱨ ᱜᱚᱨᱮᱱᱮ ᱨᱮᱶᱮᱡᱚᱱᱵᱚ ᱢᱚᱣᱚᱱᱨᱮ ᱩᱚᱱᱟᱱ ।ᱛᱷᱤᱭᱮᱛᱨᱚ ᱶᱟᱞᱮ ᱜᱚᱨᱮᱱᱮᱱᱣᱚᱱᱶᱚᱵᱚ ᱚᱨ ᱦᱮᱞᱚᱪᱮᱱᱚᱜ ᱥᱮᱴᱩ ᱵᱚ ᱢᱚᱣᱚᱱᱨᱮ ᱩᱚᱱᱟᱱ।

**CO3.** ᱫᱚᱶᱟ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱜ ᱵᱚᱱᱚᱸ ᱡᱚ.ᱣᱟᱶᱟ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱵᱟᱨᱮᱱ ᱜᱚᱵᱟᱣᱚᱜ, ᱦᱚᱱᱚᱢᱟᱞ, ᱥᱮᱶᱟᱨᱤᱭᱚ, ᱜᱚᱡᱚᱱᱯᱩᱱᱶᱚᱱᱚᱡ ᱚᱨ ᱜᱚᱨᱮᱱᱮ ᱚᱨᱵᱟᱨᱮᱨᱵᱟᱨᱵᱚ ᱢᱟᱨᱮᱞᱟᱨ ᱯᱚᱨᱟᱯᱟᱨᱮᱜ-ᱚ।

**CO4.** ᱫᱚᱶᱟ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱜ ᱵᱚᱱᱚᱸ ᱡᱚ.ᱣᱟᱶᱟ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱵᱩᱜᱩᱜ ᱦᱚᱜᱚᱫᱚ, ᱡᱚᱜᱟᱞᱚ-ᱵᱚ.ᱱᱟ, ᱢᱟᱵᱩᱥᱮᱜᱟ ᱚᱨ ᱦᱚᱱᱚᱢᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱥᱮᱴᱩᱜ ᱦᱚᱱᱚᱡᱚᱱᱟ ᱚᱨ ᱯᱚᱵᱞᱤᱠᱚᱱᱟᱨᱮᱱ. ᱡᱚᱣᱚᱵᱚ ᱜᱚ.ᱡᱟᱱ ᱚᱵᱚᱵ ᱢᱩᱞᱟᱡᱚ.ᱭ ᱯᱚᱨᱟᱯᱟᱨᱮᱜ-ᱚ।

**CO5.** ᱫᱚᱶᱟ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱜ ᱵᱚᱱᱚᱸ ᱡᱚ.ᱣᱟᱶᱟ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱞ ᱛᱷᱤᱭᱮᱛᱨᱚ ᱥᱮᱴᱩᱜ ᱜᱚᱡᱚᱱᱯᱩᱱᱶᱚᱱᱚᱡ, ᱡᱚᱜᱟᱞᱚ ᱵᱩᱜᱩᱜ ᱦᱚᱜᱚᱫᱚ, ᱵᱚᱰ᱾ᱯᱚᱰᱚᱭ ᱚᱨ ᱡᱚᱜᱚᱢᱟᱡ ᱡᱚᱰᱚᱭ ᱵᱚ ᱯᱟᱞᱮᱚ. ᱯᱚᱨᱟᱯᱟᱨᱮᱜ-ᱚ।

**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 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 3 | 1 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 1 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Average | 1.8 | 2.6 | 2.2 | 2.6 | 2.2 | 2.2 | 2.0 | 2.0 | 2.2 | 2.4 | 2.2 | 2.0 | 2.6 | 2.6 | 2.2 | 3.0 | 2.4 |

**Contents:**

**Unit–I: ᱦᱚᱲᱚᱱᱟᱞ ᱩᱯᱚᱢᱮᱫᱟ ᱵᱤᱪᱚᱨ ᱚᱞ ᱜᱚᱵᱮᱥᱚᱱ**

- ᱩᱯᱮᱴᱚ, ᱨᱮᱵᱟᱫᱟᱣ ᱚᱞ ᱩᱯᱚᱢᱮᱫᱟ ᱵᱤᱪᱚᱨ ᱞᱚᱨᱮᱜᱚᱱ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱯᱚᱢᱮᱫᱟ ᱵᱤᱪᱚᱨ ᱚᱵᱚᱲᱚᱩ ᱚᱞ ᱜᱚᱵᱮᱥᱚᱱ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱯᱚᱢᱮᱫᱟ ᱵᱤᱪᱚᱨ ᱠᱚᱜᱚᱱᱩ ᱚᱞ ᱜᱚᱵᱮᱥᱚᱱ
- ᱜᱚᱛ ᱩᱯᱚᱢᱮᱫᱟ ᱦᱤᱵᱟᱡ ᱚᱞ ᱦᱤᱵᱟᱡᱚᱱᱚᱨᱤᱱ. ᱢᱣᱢᱜ ᱦᱚᱣᱚᱞ
- ᱦᱚᱲᱚᱱᱟᱞ ᱨᱚ.ᱵᱟᱨ, ᱦᱚᱡᱜᱤᱱᱣ ᱚᱞ ᱯᱚᱱᱚᱣᱚᱞ ᱵᱟᱨ ᱩᱯᱚᱢᱮᱫᱟ ᱵᱤᱪᱚᱨ ᱥᱮᱥᱩ

**Unit–II: ᱜᱚᱨᱚᱢᱮᱴᱚᱜᱚᱞ ᱚᱞ ᱜᱚᱨᱚᱢᱮᱴ ᱦᱚᱡᱜᱤᱱᱣ**

- ᱜᱚᱨᱚᱢᱮᱴᱚᱜᱚᱞ ᱢᱚᱡᱚᱜ ᱞᱟᱨᱚᱴ ᱚᱞ ᱢᱚ.ᱩᱟ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱯᱚᱢᱮᱫᱟ ᱵᱟ ᱜᱣᱵᱣ ᱜᱚᱩᱢᱵ ᱨᱚ.ᱛᱥᱮ ᱵᱚᱜᱜᱚᱵᱮᱴᱚᱛᱚ ᱢᱣᱜᱩᱢᱵᱚᱜ ᱥᱮᱥᱩ
- ᱮᱟᱛᱚᱜ ᱚᱢᱚᱛ ᱵᱤᱪᱚᱨ ᱩᱯᱚᱢᱮᱫᱟ ᱚᱞ ᱩᱯᱚᱢᱮᱫᱟ ᱜᱚᱡᱚᱛᱚᱢᱵᱚ

**Unit–III: Elements and Techniques of Santali Theatre**

- ᱜᱚᱨᱚᱢᱮᱴ ᱵᱤᱪᱚᱨ ᱚᱥᱚᱥᱤᱭ: ᱢᱚ.ᱡᱮᱟ, ᱯᱣᱵᱟᱚ, ᱜᱩᱱᱚᱢᱩᱞᱚᱱᱚᱡ, ᱦᱚᱛᱚᱢᱩ, ᱢᱚ.ᱩᱟ ᱚᱞ ᱚᱢᱚᱛ
- ᱩᱚᱣᱯᱚ-ᱢᱚ.ᱵᱟ: ᱩᱚᱣᱯᱚ ᱜᱚᱛᱩᱡᱚᱴ, ᱡᱚᱵᱚᱜ-ᱛᱚ᱾ᱨᱤ, ᱦᱚᱞᱚᱡ-ᱦᱚᱩᱛᱚᱡ, ᱛᱚ.ᱚᱟ, ᱚᱞ ᱵᱣ-ᱵᱚᱞᱡᱚ
- ᱛᱡᱟᱵᱤᱜᱟ ᱚᱟᱢᱟᱦᱮᱟᱢᱟ ᱚᱞ ᱣᱟᱦᱚ. ᱢᱣᱢᱜ
- ᱩᱯᱚᱢᱮᱫᱟ ᱢᱣᱢᱜ ᱦᱚᱲᱚᱱᱟᱞ ᱚᱞ ᱣᱟᱦᱚ᱾ᱨᱚᱢᱮᱴᱚᱨ ᱦᱚᱡᱩ ᱣᱟᱩᱩᱟᱯ-ᱵᱚᱩᱛᱚᱣ
- ᱜᱚᱨᱚᱢᱮᱴᱚᱨ ᱜᱚᱛᱩᱡᱚᱴ ᱚᱞ ᱜᱚᱨᱚᱢᱮᱴ ᱥᱮᱥᱩ

**Unit–IV: Santali Theatre in Contemporary Perspective**

- ᱦᱚᱡᱚᱞ ᱥᱛᱚᱣᱮᱴ ᱚᱞ ᱯᱚᱱᱚᱣᱚᱞ ᱛᱚᱱᱣᱚᱞᱚᱡ ᱯᱮᱵᱚᱞᱚᱣ ᱦᱚᱲᱚᱱᱟᱞ ᱩᱯᱚᱢᱮᱫᱟ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱯᱚᱢᱮᱫᱟ ᱵᱤᱪᱚᱨ ᱥᱮᱥᱩ ᱚᱞ ᱜᱮᱨᱚᱢᱮᱴ ᱜᱚᱛᱩᱡᱚᱴ
- ᱩᱯᱚᱢᱮᱫᱟ ᱚᱞ ᱮᱞᱚᱜᱚᱞ media (radio, television, digital platforms)

- ᱞᱟᱨᱮᱣᱟᱞ ᱩᱯᱫᱟᱹᱥᱚᱨ ᱯᱩᱨᱚᱱᱚ ᱥᱟᱦᱤᱛᱭ ᱠᱷᱚᱱᱚᱜ ᱠᱚᱢᱤᱥᱚᱱ ᱯᱟᱹᱨᱛᱤ ᱯᱟᱹᱨᱥᱤ ᱥᱟᱦᱤᱛᱭ ᱯᱚᱨᱛᱤᱠᱟ
- ᱛᱤᱨᱤᱞᱤᱱᱜ ᱤᱱᱰᱤᱭᱟᱱ ᱛᱷᱤᱭᱮᱴᱨᱮ : ᱫᱷᱟᱨᱢᱤᱠ ᱯᱨᱚᱥᱟᱝᱜ ᱵᱷᱟᱨᱛᱤᱭ ᱤᱱᱰᱤᱭᱟᱱ ᱛᱷᱤᱭᱮᱴᱨᱮ, ᱩᱫᱭᱥᱟᱝ ᱵᱟᱞᱤᱜ ᱞᱮᱠᱪᱟᱨ, ᱵᱟᱞᱤᱜ ᱞᱮᱠᱪᱟᱨᱮᱱᱛᱮᱜ ᱛᱟᱞᱮᱡᱟ

**Reference Books:**


1. Bhartiya Rangmanch ka vikas : Dr. Sadhna Tripathi
2. Rangmanch : Dr. Pratibha Rana
3. Hindi Rangmanch : Dr. Vinita Rani
4. Bharat Muni ka Natyashastra : Shalina Chaturvedi
5. Traditional Indian Theatre : Kapila Vatsyayan
6. Sangeet Natak Akademi. *Traditional Theatre Forms of India*. New Delhi.
7. Murmu, Raghunath. *Bidu Chandan*. ASECA Publications.
8. Murmu, Raghunath. *Kherwal Bir*. ASECA Publications.


**SDG Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | **Quality Education** | **Develops knowledge of Santali theatre, dramatic literature, critical thinking, creativity, and lifelong learning through theatre studies.** |
| **SDG 5** | **Gender Equality** | **Encourages the study of gender representation and equal participation in theatrical performances and dramatic literature.** |
| **SDG 8** | **Decent Work and Economic Growth** | **Enhances employability in theatre, performing arts, cultural industries, script writing, acting, and event management.** |
| **SDG 10** | **Reduced Inequalities** | **Promotes indigenous voices, tribal identity, and social inclusion through Santali theatre and dramatic expression.** |
| **SDG 11** | **Sustainable Cities and Communities** | **Preserves and promotes Santali theatrical traditions, indigenous performing arts, and cultural heritage.** |
| **SDG 16** | **Peace, Justice and Strong Institutions** | **Encourages theatre as a medium for social awareness, peace, justice, ethical values, and democratic participation.** |

| | | |
|---|---|---|
| **SDG 17** | **Partnerships for the Goals** | **Promotes collaboration among theatre artists, educational institutions, cultural organizations, and community groups for preserving Santali theatre.** |

**Double Major**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **ST42004** | **Introduction to Santali Short Poems**<br>**ᱚᱱᱚᱞᱚᱢᱡᱟ ᱦᱚᱱᱦᱚᱨ ᱥᱟᱨᱦᱩᱭ᱾ ᱱᱟᱹᱨᱤᱢᱜ ᱵᱮᱵᱷᱟᱹᱨ** | **4** | **3-1-0** |

**Course Objectives:**

ᱩᱱ.ᱦᱚᱵᱟᱱ. ᱦᱚ ᱮᱞᱟᱱ ᱚᱱᱚᱢᱤᱞ ᱩᱞᱩᱞᱡᱟᱣᱟᱮ ᱚᱱᱨᱚᱢᱚᱱ ᱚᱱᱮᱚᱢᱡᱟ ᱥᱮᱞᱢᱩᱭ᱾ ᱚᱱᱭᱩᱱᱜ ᱱᱟᱹᱨᱤᱢᱜ ᱵᱩᱵᱟᱱᱟᱹᱵ ᱥᱟᱨᱦᱩᱭ᱾ ᱱᱚᱸᱟ ᱦᱚᱱᱮᱚᱢᱡᱟ ᱥᱮᱞᱢᱩᱭ᱾ ᱱᱟᱹ ᱤᱞᱮ ᱨᱚᱱᱜᱚᱱᱚ ᱥᱩᱧᱤ ᱦᱚᱭᱟᱱ᱾

**Course Outcomes:**

**CO1.** ᱩᱱ.ᱦᱚᱵᱟᱱ. ᱦᱚ ᱮᱞᱟᱱ ᱚᱱᱚᱢᱤᱞ ᱩᱞᱩᱞᱡᱟᱣᱟᱮ ᱦᱚ ᱚᱱ.ᱚ ᱨᱮᱵᱚᱜᱚᱱᱮ ᱚᱱᱮᱚᱢᱡᱟ ᱥᱮᱞᱢᱩᱭ᱾ ᱱᱟᱹᱨᱤᱢᱜ ᱚᱡᱚᱡᱜ ᱦᱚ ᱦᱚ ᱡᱚᱱᱚᱱᱚᱨ ᱣᱚᱱᱟ ᱱᱚᱸᱟ ᱮᱱᱟᱣᱚᱱᱜ ᱚᱱᱮᱚᱢᱡᱟ ᱥᱮᱞᱢᱩᱭ᱾ ᱱᱟᱹᱨᱤᱢᱜ ᱚᱵᱟᱣᱚᱱ ᱦᱚ ᱦᱚᱡᱚᱱᱚᱱᱚᱨ ᱣᱚᱱᱟ᱾

**CO2.** ᱩᱱ.ᱦᱚᱵᱟᱱ. ᱦᱚ ᱵᱮᱵᱷᱟᱹᱨ ᱱᱚᱹᱨ ᱚᱵᱚᱨ ᱦᱚ.ᱩᱨ ᱱᱟᱹᱨ ᱶᱩᱜᱜ.ᱭ ᱦᱚ ᱣᱚᱱᱟ ᱱᱚᱸᱟ ᱵᱮᱵᱷᱟᱹᱨ᱾ ᱚᱱᱭᱩᱱᱜ ᱡᱚᱱᱚᱱᱚᱱᱚᱶ ᱱᱟᱹᱨ ᱵᱮᱞᱩ ᱦᱚ ᱵᱩᱵᱟᱱᱟᱹᱵ᱾

**CO3.** ᱩᱱ.ᱦᱚᱵᱟᱱ. ᱦᱚ ᱦᱚᱱᱦᱚᱨ ᱵᱮᱵᱷᱟᱹᱨ᱾ ᱱᱟᱹᱨᱤᱢᱜ ᱮᱱᱜᱚᱱᱩ ᱦᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱣᱚᱱᱟ᱾

**CO4.** ᱩᱱ.ᱦᱚᱵᱟᱱ. ᱦᱚ ᱦᱚᱱᱦᱚᱨ ᱵᱮᱵᱷᱟᱹᱨ᱾ ᱱᱟᱹᱨᱤᱢᱜ ᱨᱚᱨᱚᱠᱟ (ᱨᱚᱱᱡᱚᱱᱚ) ᱦᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱣᱚᱱᱟ᱾

**CO5.** ᱩᱱ.ᱦᱚᱵᱟᱱ. ᱦᱚ ᱦᱚᱱᱦᱚᱨ ᱵᱮᱵᱷᱟᱹᱨ᱾ ᱱᱟᱹᱨᱤᱢᱜ ᱱᱚᱸᱟ ᱠᱚ.ᱱᱚ ᱵᱮᱵᱷᱟᱹᱨ᱾ ᱱᱟᱹ ᱩᱞᱚᱵᱟᱹᱵ ᱦᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱣᱚᱱᱟ᱾

**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 | 3 | 3 | 3 | 2 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO4 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| Average | 2.6 | 2.2 | 2.4 | 2.8 | 2.4 | 2.8 | 2.0 | 1.6 | 2.6 | 2.4 | 2.6 | 2.6 | 2.8 | 2.4 | 2.4 | 2.2 | 2.2 |

**Contents:**

**Unit- 1**. ᱚᱱᱚᱞᱚᱢᱡᱟ ᱦᱚᱱᱦᱚᱨ ᱵᱮᱵᱷᱟᱹᱨ᱾ ᱱᱟᱹᱨᱤᱢᱜ ᱩᱞᱩᱞᱡᱟ᱾

**Unit- 2.**(i) ᱮᱱᱚ ᱮᱱᱭᱩᱱᱜ,

(ii) ᱥᱩᱱ᱾ᱜᱩᱞ ᱩᱱᱚᱨ᱾

**Unit- 3** (i) ᱥᱩᱱ᱾ᱜᱩᱞ ᱣᱚ᱾ᱜᱚᱱ

(ii) ꯄꯤꯇꯔ.꯳ ।

**Unit- 4**. (i) ꯀꯥꯏꯥꯡꯗꯤꯔꯣꯡ.꯲

(ii) ꯑꯦꯑꯣꯑꯨꯅꯤꯡ ꯇꯧꯄꯤ।

**Reference Books:**


1. ꯀꯧꯔ ꯀꯧꯖꯥꯡꯆꯦꯟ – ꯍꯤ.ꯟꯑꯇꯑꯔꯑꯦꯑꯣꯥꯍꯥꯏꯑꯧꯅ

2. ꯐꯧ.ꯟ꯱ ꯇꯧꯄꯤ –ꯒꯑꯤꯐꯧ.ꯟ꯱꯵ꯍ꯵

3. ꯐꯧ.ꯟꯑꯍꯑ.ꯒꯧ – ꯗ.ꯔꯂꯤꯏꯥꯆꯍ꯱ꯔꯑꯇ

4.ꯄꯤꯇꯔ.꯳– ꯏꯑꯏꯟꯑꯤꯥꯏꯔꯑꯤꯥꯤ (ꯀꯧ.ꯒꯆꯧꯔꯣꯧꯒꯑꯇ)

5. ꯀꯥꯏꯥꯡꯗꯤꯔꯣꯡ.꯲ – ꯃꯐꯧ.ꯤꯃꯔꯐꯧꯏꯧꯟꯟ꯱ꯇꯔꯤ

6. ꯑꯦꯑꯣꯑꯨꯅꯤꯡ ꯇꯧꯄꯤ – ꯗꯟꯥꯣꯔꯒ ‘ꯇꯥꯣꯣꯔꯧꯑꯦꯧꯏꯣꯗꯟꯄꯥ’

**SDGs Mapping for this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 2 | Zero Hunger | Poems connected with agriculture, seasons, forests, and rural life reflect the importance of food security, farming traditions, and sustainable community practices. |
| SDG 4 | Quality Education | The study of Santali short poems develops literary appreciation, language skills, creativity, critical thinking, and awareness of indigenous knowledge and oral traditions. |
| SDG 4 | Quality Education | The study of Santali drama develops literary understanding, critical thinking, communication skills, creativity, and appreciation of indigenous knowledge and cultural heritage. |
| SDG 5 | Gender Equality | Santali poetry reflects women's participation in cultural and social life and encourages understanding of gender dignity and equality in society. |
| SDG 13 | Climate Action | Nature-oriented poetic themes create environmental consciousness and awareness about protecting forests, land, and ecological systems. |
| SDG 15 | Life on Land | Santali poems strongly reflect forests, biodiversity, flora, fauna, and harmonious coexistence with nature, encouraging protection of terrestrial ecosystems. |
| SDG 16 | Peace, Justice and Strong Institutions | The poems promote peace, moral responsibility, collective harmony, justice, and respect for traditional community values and institutions. |
| SDG 17 | Partnerships for the Goals | Encourages collaboration among indigenous communities, academic institutions, cultural organizations, and literary scholars for preservation and promotion of Santali poetic heritage. |

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **RD40082** | **Research and Dissertation** | **12** | **0-0-12** |

**Course Objectives**

This course aims to introduce students to the fundamentals of academic research and research methodology in language and literary studies. It enables them to identify research problems, formulate research objectives, and prepare a systematic research proposal. The course develops skills in collecting, analyzing, interpreting, and presenting data using appropriate research methods. It also enhances critical thinking, analytical ability, and academic writing through the preparation of a dissertation. Furthermore, the course familiarizes students with research ethics, plagiarism awareness, citation practices, and scholarly documentation while encouraging independent inquiry, problem-solving, and effective communication of research findings.

**Course Outcomes**

After successful completion of the course, students will be able to:

**CO1:** Explain the basic concepts and methods of academic research.
**CO2:** Apply appropriate research tools to collect and analyze data.
**CO3:** Analyze research problems using critical and systematic approaches.
**CO4:** Prepare a well-structured dissertation following academic and ethical standards.
**CO5:** Evaluate and communicate research findings effectively through academic writing and presentation.

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

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| Average | 2.20 | 2.40 | 2.00 | 2.50 | 2.00 | 1.67 | 1.50 | 2.40 | 1.75 | 2.20 | 2.00 | 1.80 | 2.40 | 2.60 | 2.75 | 1.67 | 1.80 |

**Content:**

**Unit I: Introduction to Research and Research Methodology**

- Meaning, Nature, Types, and Significance of Research
- Research Problem, Research Questions, Objectives and Hypothesis
- Research Design, Ethics in Research and Plagiarism Awareness

**Unit II: Research Methods and Data Collection**

- Qualitative, Quantitative, and Mixed Research Methods
- Data Collection Techniques: Primary and Secondary Sources, Observation, Interview, Questionnaire and Survey
- Sampling Techniques and Data Organization

**Unit III: Academic Writing and Dissertation Preparation**

- Structure of a Dissertation: Title, Abstract, Introduction, Literature Review, Methodology, Analysis, Conclusion
- Citation Styles (MLA 9th Edition), Referencing, Footnotes and Bibliography
- Academic Writing Skills, Editing, Proofreading and Avoiding Plagiarism

**Unit IV: Data Analysis, Presentation, and Viva Voce**

- Data Analysis and Interpretation using Appropriate Research Tools
- Presentation of Research Findings through Tables, Charts and Academic Writing
- Dissertation Submission, Viva Voce, Research Presentation and Future Scope of Research

**Recommended Learning Resources**


11. Best, John W., and James V. Kahn. *Research in Education*. 10th ed., Pearson Education, 2006.
12. Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 6th ed., SAGE Publications, 2023.
13. Kothari, C. R., and Gaurav Garg. *Research Methodology: Methods and Techniques*. 4th ed., New Age International Publishers, 2019.
14. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 5th ed., SAGE Publications, 2019.
15. Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *The Craft of Research*. 5th ed., University of Chicago

Press, 2024.
16. Gibaldi, Joseph. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.
17. Walliman, Nicholas. *Research Methods: The Basics*. 3rd ed., Routledge, 2021.
18. Punch, Keith F. *Introduction to Social Research: Quantitative and Qualitative Approaches*. 4th ed., SAGE Publications, 2014.
19. Bryman, Alan. *Social Research Methods*. 6th ed., Oxford University Press, 2021.
20. Singh, Yogesh Kumar. *Fundamentals of Research Methodology and Statistics*. New Age International Publishers, 2006.

| SDG No. | Sustainable Development Goal | Relevance to the Course: Research and Dissertation |
|---|---|---|
| SDG 4 | Quality Education | Develops research skills, critical thinking, academic writing, and lifelong learning through independent research and dissertation work. |
| SDG 5 | Gender Equality | Encourages inclusive and gender-sensitive research by addressing equality, representation, and diversity in research topics and methodologies. |
| SDG 9 | Industry, Innovation and Infrastructure | Promotes innovation, creativity, and the use of research methodologies, digital tools, and technological resources in academic inquiry. |
| SDG 10 | Reduced Inequalities | Supports research on marginalized, tribal, indigenous, and underrepresented communities, fostering social inclusion and equitable development. |
| SDG 11 | Sustainable Cities and Communities | Encourages research related to cultural heritage, indigenous knowledge, language preservation, and sustainable community development. |
| SDG 16 | Peace, Justice and Strong Institutions | Promotes ethical research practices, academic integrity, evidence-based decision-making, and responsible knowledge creation. |
| SDG 17 | Partnerships for the Goals | Encourages collaborative research, interdisciplinary studies, and partnerships among institutions, researchers, and communities. |

***Students will be awarded UG Degree (Honors) / UG Degree (Honors) with Research in the relevant Discipline/Subject upon securing 162 credits.***

**N.B: - In Semester VIII the student can opt for all the advanced Major papers or Research Projects/Dissertations.**

Single Major with Research 162 Credits

Single Major without Research 162 Credits

Double major with research 194 credits

Double major without research 194 credits




# KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

## DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in