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 2025-2026



DEPARTMENT OF SANTALI

SCHOOL OF COMPARATIVE TRIBAL LANGUAGES AND LITERATURES

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

DEEMED TO BE UNIVERSITY

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

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U.G. in SANTALI

With Specialization in Comparative Tribal Languages & Literatures

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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** **85%-94%- 4 Marks** **75%-84%- 3 Marks**	**10**	**05**
With Practical	**30**	(Theory 10 + Practical 10) =20		**05**	**Nil**
Only Practical	**40**	Practical 30		**5**	

Examination Question Pattern of End Term Examination:

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

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

18. a) Grading System:

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

GRADING SYSTEM

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

b) Formula for Conversion of grade Point of Marks:

Grade Point	10	9	8	7	6	5	4	0
Marks in %	**97.5**	**92**	**84.5**	**74.5**	**64.5**	**54.5**	**44.5**	**20**

The following procedure is to be adopted for computation of Semester Grade Point Average

(SGPA) and Cumulative Grade Point Average (CGPA):

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

SGPA $(Si) = \sum(Ci \times Gi) / \sum Ci$

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

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

CGPA = $\sum (Ci \times Si) / \sum Ci$

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

18. HARD CASE RULE:

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

Award of Degree:

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

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

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

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

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

Insert the following table:

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII) **Year 1(Sem I-II)**	UG Honours / Honours with Research Post-Graduate Diploma	Level 6.0	~160
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) ᱪᱟᱯᱚᱞᱫᱟ ᱫᱟ.ᱵᱪᱟ ᱟᱵ ᱥᱟᱲᱟ ᱲᱮᱲᱵᱲᱟ	3 – 1– 0	4
Minor	ST12001	Basics of Santali Literary History (M – I) ᱪᱟᱯᱚᱞᱫᱟ ᱪᱟᱢᱩᱱᱟᱠ ᱮᱟᱜᱟᱞ ᱵᱮᱜᱟᱜ ᱮᱚᱞᱩᱱᱞᱤ ᱫᱞᱫᱞᱫᱟᱠᱮ	3 – 1– 0	4
MDC	ST13001	Introduction to Santali Literature (MD- I) ᱪᱟᱯᱚᱞᱫᱟ ᱪᱟᱢᱩᱱᱟᱠ ᱵᱮᱲᱵᱲᱟ	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) ᱮᱟᱩᱟᱜ ᱪᱟᱭᱞᱚᱟᱞᱟᱜ. ᱫᱟ.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 ᑭᑐᓇᑐᓘ ᓚᑐᓇᑐᓇᓂᒍ ᓚᒍᓇᒍᑭ ᑐᓇ ᑌᖃᒍᑌ ᑎᑐᒋᑭᒍᑎᑦ		
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) ᓚᑐᒋᑕᑐᑐᓇᑌ ᒍᑐᓇ ᓚᒍᓇᒍᑫ	3 – 1– 0	4
Minor	ST12002	Santali Folk Narrative Traditions (M-2) ᓚᑐᒋᑕᑐᑐᓇᑌ ᒍᑐᓇ ᑲᑐ.ᒍᒋᑌ ᓚᒍᓇᒍᑐ	3 – 1 – 0	4
MDC	ST13002	Tribal Heroes (MD-2) ᑐ.ᑭᑌᑌ ᑎᑌᓇᑭᑐᓇ	2 – 1 – 0	3
AEC	AE14002	Choose any one Translation Studies (Odia)	2– 0 – 0	2
	AE14004	Translation Studies (Hindi)		
	AE14006	Translation Studies (Sanskrit)		
	AE14008	Translation Studies (Santali) ᑕᑐᓇᒍᑐᑌᑐ ᓚᑐᒍᒍᒍᒍᑭ		
	AE14010	Translation Studies (English)		
SEC	TL15002	Soft Skill Education	2 – 0 – 1	3
VAC	VA16118	Choose any Two 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) ᱪᱚᱲᱚᱢᱫᱟ ᱡᱚᱫ ᱠᱚ.ᱡᱮᱟ	3 – 1 – 0	4
Major	ST20003	Introduction to Santali Grammar (C- 4) ᱪᱚᱲᱚᱢᱫᱟ ᱣᱚᱮᱚᱫ ᱣᱮᱭᱚᱠ ᱠᱮᱠᱣᱠᱤ	3 – 1 – 0	4
Minor	ST22001	Santali Novel (M- 3) ᱪᱚᱲᱚᱢᱫᱟ ᱠᱚᱤᱚᱢ	3 – 1 – 0	4
MDC	ST23001	Introduction to Santali Folk Literature (MD- 3) ᱪᱚᱲᱚᱢᱫᱟ ᱡᱚᱫ ᱪᱚᱢᱡᱮᱫ ᱣᱮᱭᱚᱠ ᱠᱮᱠᱣᱠᱤ	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) ᱵᱷᱮᱞᱚᱛᱟ ᱠᱷ.ᱚᱞᱮᱛ ᱵᱷᱮᱞᱟᱜᱮᱢ	3 – 1 – 0	4
Major	ST20004	Introduction to Santali Poetry (C-6) ᱵᱷᱮᱞᱚᱛᱟ ᱠᱷᱢᱤᱞᱚ ᱯᱮᱞᱚᱛᱜ ᱪᱮᱪᱯᱪᱩ	3 – 1 –0	4
Major	ST20006	Indian Literature (C-7) ᱢᱞᱚᱛᱚᱞᱚᱞᱚ ᱵᱷᱮᱞᱟᱜᱮᱢ	3 – 1 – 0	4
Practical	CP20082	Course Based Presentation	0 – 0 – 2	2
Minor	ST22002	Santali Drama (M- 4) ᱵᱷᱮᱞᱚᱛᱟ ᱜᱷᱚᱞᱮᱢ	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)	3 – 1 – 0	4

		ᱦᱚᱲᱚᱱᱟᱞ ᱦᱚᱩᱥᱟᱲᱛᱮ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱜᱚᱲᱚᱱ		
Major	**ST30003**	**Studies in Santali Folk Literature (C-9)** **ᱦᱚᱲᱚᱱᱟᱞ ᱜᱚᱲ ᱦᱚᱩᱥᱟᱲᱛᱮ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱛᱚᱯᱚᱛᱚᱞᱟᱜᱚᱭ**	**3 – 1 – 0**	**4**
Major	**ST30005**	**Modern Santali Story (C-10)** **ᱮᱱᱟᱜᱚᱜ ᱦᱚᱲᱚᱱᱟᱞ ᱠᱷ.ᱟᱲᱟ**	**3 – 1 – 0**	**4**
Major	**ST30007**	**Studies in Santali Travel Literature (C- 11)** **ᱦᱚᱲᱚᱱᱟᱞ ᱦᱚᱸᱜᱩᱭᱚᱱ ᱦᱚᱩᱥᱟᱲᱛᱮ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱛᱚᱯᱚᱛᱚᱞᱟᱜᱚᱭ**	**3 – 1– 0**	**4**
Minor	**ST32001**	**Functional Grammar of Santali Language (M - 5)** **ᱦᱚᱲᱚᱱᱟᱞ ᱛᱚ.ᱱᱚᱟ ᱱᱚᱨᱚᱜ ᱠᱷ.ᱩᱜ.ᱱᱟ ᱱᱚᱨᱚᱛᱚᱞ**	**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)** **ᱦᱚᱲᱚᱱᱟᱞ ᱦᱚᱩᱥᱟᱲᱛᱮ ᱱᱚᱨᱚᱜ ᱜᱚᱲᱚᱱ**	**3 – 1 – 0**	**4**
Major	**ST30003**	**Santali Folk Literature (C-9)** **ᱦᱚᱲᱚᱱᱟᱞ ᱜᱚᱲ ᱦᱚᱩᱥᱟᱲᱛᱮ**	**3 – 1 – 0**	**4**
Major	**ST30005**	**Modern Santali Story (C-10)** **ᱮᱱᱟᱜᱚᱜ ᱦᱚᱲᱚᱱᱟᱞ ᱠᱷ.ᱟᱲᱟ**	**3 – 1 – 0**	**4**

Major	**ST30007**	**Studies in Santali Travel Literature (C- 11)** **ᱚᱢᱟᱱᱛᱚᱞᱤ ᱚᱢᱫᱷᱨᱚᱱ ᱚᱢᱮᱞᱤᱛᱷᱚᱨ ᱱᱟᱨᱮᱢᱚᱜ ᱤᱱᱤᱥᱤᱫᱟᱣᱟᱨᱮ**	**3 – 1– 0**	**4**
Minor	**ST32001**	**Functional Grammar of Santali Language (M - 5)** **ᱚᱢᱟᱱᱛᱚᱞᱤ ᱤᱢ.ᱱᱚᱟ ᱱᱟᱨᱮᱢᱚᱜ ᱦᱢ.ᱩᱢ.ᱱᱟ ᱱᱚᱟᱚᱟ**	**3 – 1 – 0**	**4**
(Double Major)	**ST32003**	**Evolution of Santali Literature (DM – I)** **ᱚᱢᱟᱱᱛᱚᱞᱤ ᱚᱢᱮᱞᱤᱛᱷᱚᱨ ᱱᱟᱨᱮᱢᱚᱜ ᱣᱚᱢᱱᱚᱢ**	**3 - 1 – 0**	**4**
(Double Major)	**ST32005**	**Development of Santali Prose Literature (DM – 2)** **ᱚᱢᱟᱱᱛᱚᱞᱤ ᱦᱢ.ᱚᱱᱟᱟ ᱚᱢᱮᱞᱤᱛᱷᱚᱨ ᱱᱟᱨᱮᱢᱚᱜ ᱣᱚᱢᱱᱚᱢ**	**3 - 1 – 0**	**4**
(Double Major)	**ST32007**	**Santali Folk Song Traditions (DM – 3)** **ᱚᱢᱟᱱᱛᱚᱞᱤ ᱣᱚᱜ ᱚᱟᱱᱟᱩ ᱚᱟᱱᱮᱭᱚᱢ**	**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)** **ᱩᱵᱚᱦᱩᱢᱮᱞ ᱚᱢᱟᱱᱛᱚᱞᱤ ᱚᱮᱚᱯᱨᱟᱛᱚᱢ.ᱦᱚ**	**3 – 1 – 0**	**4**
Major	**ST30004**	**The Santals Self-Governance Justice and Legal System**	**3 – 1 – 0**	**4**

		(C-13) ᱟᱱᱚᱞᱚᱱᱟ ᱦᱚᱲᱟᱱᱜ ᱢᱤᱫᱚᱞ ᱟᱱᱚᱞᱚᱞ ᱱᱟᱣᱚᱞᱚᱱ		
Major	**ST30006**	**Development of Santali Drama (C- 14)** ᱟᱱᱚᱞᱚᱱᱟᱛ ᱜᱟᱨᱟᱱᱚᱞ ᱵᱟᱨᱚᱱᱜ ᱚᱨᱟᱱᱚᱜ ᱡᱟᱱᱵᱟ	**3 – 1– 0**	**4**
Major	**ST30008**	**Santali Cinema Literature (C- 15)** ᱟᱱᱚᱞᱚᱱᱟᱛ ᱫᱟᱨᱦᱚᱣ ᱟᱱᱚᱡᱣᱟᱨᱹ	**3 – 1 – 0**	**4**
Minor	**ST32002**	**Santali Cast System of Tribes (M- 6)** ᱢ.ᱹᱨᱟᱣ ᱦᱚᱲᱟᱱᱜ ᱡᱟᱱ.ᱚᱛ	**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)** ᱫᱚᱦᱚᱲᱟᱱᱚᱞ ᱟᱱᱚᱞᱚᱱᱟᱛ ᱥᱟᱦᱹᱨᱤᱫ.ᱦᱹ	**3 – 1 – 0**	**4**
Major	**ST30004**	**The Santals Self-Governance Justice and Legal System (C-13)** ᱟᱱᱚᱞᱚᱱᱟ ᱦᱚᱲᱟᱱᱜ ᱢᱤᱫᱚᱞ ᱟᱱᱚᱞᱚᱞ ᱱᱟᱣᱚᱞᱚᱱ	**3 – 1 – 0**	**4**
Major	**ST30006**	**Development of Santali Drama (C- 14)** ᱟᱱᱚᱞᱚᱱᱟᱛ ᱜᱟᱨᱟᱱᱚᱞ ᱵᱟᱨᱚᱱᱜ ᱡᱟᱱᱵᱟ	**3 – 1– 0**	**4**
Major	**ST30008**	**Santali Cinema Literature (C- 15)** ᱟᱱᱚᱞᱚᱱᱟᱛ ᱫᱟᱨᱦᱚᱣ ᱟᱱᱚᱡᱣᱟᱨᱹ	**3 – 1 – 0**	**4**
Minor	**ST32002**	**Santali Cast System of Tribes (M- 6)** ᱢ.ᱹᱨᱟᱣ ᱦᱚᱲᱟᱱᱜ ᱡᱟᱱ.ᱚᱛ	**3 – 1 – 0**	**4**
Double Major	**ST32004**	**Santali Essays (DM-4)** ᱟᱱᱚᱞᱚᱱᱟᱛ ᱥᱟᱦᱹᱨᱤᱫ ᱟᱱᱚᱡᱣᱟᱨᱹ	**3 – 1 – 0**	**4**

Double Major	ST32006	Tribal Freedom Fighters (DM- 5) ᱥᱟ.ᱫᱟᱞ ᱚᱞᱦᱟᱜᱤᱥᱟ.ᱯ ᱡᱟᱣᱫᱟᱣ	3 – 1 – 0	4
Double Major	ST32008	Santali Travel Narratives (DM- 6) ᱚᱱᱚᱜᱚᱞᱟ ᱚᱱᱟᱹᱜᱩᱥᱟᱣ ᱚᱱᱡᱩᱞᱩᱜ ᱦᱟᱹᱚᱩᱟᱣ	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) ᱚᱱᱚᱜᱚᱞᱟ ᱚᱨᱚᱨᱟᱞᱩᱣᱚᱜ ᱱᱤ ᱦᱩᱣᱟᱹᱨᱫᱤᱜ ᱥᱟ.ᱚᱥ.ᱱᱟ	3 – 1– 0	4
Major	ST40003	History of Santali Literature (C-17) ᱚᱱᱚᱜᱚᱞᱟ ᱚᱱᱡᱩᱞᱩᱜ ᱱᱤᱛᱤᱠᱛᱟ ᱚᱱᱜᱟᱹᱹᱹ

		ᱦᱚᱲᱚᱢᱟᱱ ᱵᱟᱵᱛᱚᱞ ᱵᱚᱜᱚᱞᱤᱧ ᱚᱞᱮᱪᱟᱯ ᱵᱚ.ᱞᱟ		
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)** ᱦᱚᱲᱚᱢᱟᱱ ᱤᱱᱤᱪᱟᱣᱟᱞ ᱞᱟᱹᱜᱤᱫ ᱵᱟᱵᱛᱚᱞ᱾ᱱᱮᱹᱫᱟᱱ ᱚ.ᱮᱚ.ᱞᱟ	**3 – 1– 0**	**4**
Major	**ST40003**	**History of Santali Literature (C-17)** ᱦᱚᱲᱚᱢᱟᱱ ᱦᱚᱪᱟᱨᱮ ᱞᱟᱨᱦᱚᱜ ᱮᱚᱜᱚᱲ	**3 – 1– 0**	**4**
Major	**ST40005**	**Linguistics (C- 18)** ᱤᱚ.ᱞᱟᱨ ᱦᱚᱣᱟᱨ	**3 – 1 – 0**	**4**
Major	**ST40007**	**Santali Novel and Story (C- 19)** ᱦᱚᱲᱚᱢᱟᱱ ᱜᱚᱲᱚᱚ ᱚᱞ ᱵᱚ.ᱡᱮᱨ	**3 – 1 – 0**	**4**
Minor	**ST42001**	**Editing and Preparation of News-letters in Santali (M - 7)** ᱦᱚᱲᱚᱢᱟᱱ ᱵᱟᱵᱛᱚᱞ ᱵᱚᱜᱚᱞᱤᱧ ᱚᱞᱮᱪᱟᱯ ᱵᱚ.ᱞᱟ	**3 – 1– 0**	**4**
Double Major	**ST42003**	**Santali Folklore and Oral Traditions (DM- 7)** ᱦᱚᱲᱚᱢᱟᱱ ᱡᱟᱛ ᱦᱚᱪᱟᱨᱮ ᱚᱞ ᱞᱟᱛ ᱦᱨᱞᱚᱜ	**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) ᱚᱢᱟᱹᱣᱚᱢᱥᱟᱨ ᱯᱟᱹᱞᱤᱛᱤᱠᱟ ᱟᱨ ᱦᱚᱨᱟᱹᱣᱟᱱ ᱦᱟᱹᱡᱚᱞ	3-1-0	4
Major	ST40004	Elements of Santali literature & criticism (C- 21) ᱚᱢᱟᱹᱣᱥᱟᱨᱤ ᱚᱢᱤᱭᱟᱨᱤᱜ ᱵᱟᱹᱞᱟᱣᱟᱱ ᱟᱨ ᱢᱮᱫᱚᱞᱚᱡᱤ	3-1-0	4
Major	ST40006	Application of Artificial Intelligence in Literary Studies (Santali) (C-22) ᱚᱢᱤᱭᱟᱨᱤᱜ ᱯᱚᱯᱚᱞᱟᱨᱤᱫ ᱵᱟ Artificial Intelligence ᱵᱟᱹᱞᱟᱣᱟᱱ ᱡᱟᱣᱟᱹᱱ (ᱚᱢᱟᱹᱣᱥᱟᱨᱤ)	3-1-0	4
Major	ST40008	One Act Play and Its Elements (C-23) ᱩᱱᱤᱜ ᱦᱟᱹᱚᱢ. ᱜᱟᱹᱨᱟᱢᱮᱫ ᱟᱨ ᱮᱞᱮᱢᱮᱱᱴ ᱵᱟᱹᱞᱟᱣᱟᱱ ᱚᱞᱚᱞᱤᱜ	3-1-0	4
Minor	ST42002	Introduction to Santali Theatre (M-8) ᱚᱢᱟᱹᱣᱥᱟᱨᱤ ᱩᱞᱯᱟᱱᱛᱦᱟᱱ ᱵᱟᱹᱞᱟᱣᱟᱱ ᱦᱮᱦᱵᱟᱱᱦᱩ	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)** **ᱪᱟᱯᱚᱛᱟᱨ ᱫᱟᱚᱞᱟᱜ ᱟᱞ ᱠᱞᱚᱞᱚᱞ ᱠᱟᱜᱚᱞᱟᱲ**	**3 – 1 – 0**	**4**
Minor	**ST42002**	**Introduction to Santali Theatre (M-8)** **ᱪᱟᱯᱚᱛᱟᱨ ᱜᱟᱢᱟᱯ ᱠᱟ.ᱞᱟ ᱞᱮᱢᱟᱜ ᱢᱮᱢᱞᱢᱜ**	**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 ᱫᱟᱚᱞᱟᱜ ᱟᱞ ᱠᱞᱚᱞᱚᱞ ᱠᱟᱜᱚᱞᱟᱲ**	**3-1-0**	4

Major	**ST40004**	**Elements of Santali literature & criticism (C- 21)** **ᱚᱱᱚᱠᱚᱱᱟᱲ ᱚᱱᱩᱥᱩᱡᱟᱹ ᱱᱟᱨᱮᱢᱜ ᱚᱟᱚᱟᱹ ᱢᱟᱱ ᱢᱮᱛᱩᱞᱩᱠᱚᱱ**	**3-1-0**	4
Major	**ST40006**	**Application of Artificial Intelligence in Literary Studies (Santali) (C-22)** **ᱚᱱᱩᱥᱩᱡᱟᱹ ᱩᱛᱩᱛᱮᱟᱲᱟᱣᱚᱠ ᱱᱟ Artificial Intelligence ᱱᱟᱨᱮᱢᱜ ᱣᱟᱣᱟᱜᱢᱱ (ᱚᱱᱚᱠᱚᱱᱟᱲ)**	**3-1-0**	4
Major	**ST40008**	**One Act Play and Its Elements (C- 23)** **ᱩᱱᱟᱹ ᱦᱟᱣᱚᱢ. ᱜᱢᱨᱮᱢᱠ ᱢᱟᱱ ᱠᱚᱭᱚᱢ ᱱᱟᱨᱮᱢᱜ ᱚᱟᱚᱟᱹ**	**3-1-0**	4
Minor	**ST42002**	**Introduction to Santali Theatre (M-8)** **ᱚᱱᱚᱠᱚᱱᱟᱲ ᱩᱟᱯᱢᱜᱥᱦᱟ ᱱᱟᱨᱮᱢᱜ ᱦᱚᱹᱞᱚᱦᱩ**	**3-1-0**	4
Double Major	**ST42004**	**Introduction to Santali Short Poems (DM- 8)** **ᱚᱱᱚᱠᱚᱱᱟᱲ ᱦᱩᱢᱤᱱᱚ ᱚᱠᱚᱛᱩᱟᱨ· ᱱᱟᱨᱮᱢᱜ ᱦᱚᱹᱞᱚᱦᱩ**	**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)**	**3 – 1 – 0**	**4**

		ᱪᱚᱛᱚᱚᱛᱟᱨ ᱫᱚᱚᱞᱚᱚᱞᱩ ᱚᱞ ᱠᱞᱚᱞᱚᱞ ᱠᱚᱜᱚᱞᱟᱭ		
Minor	**ST42002**	**Introduction to Santali Theatre (M-8)** ᱪᱚᱛᱚᱚᱛᱟᱨ ᱜᱚᱞᱚᱛᱚ ᱠᱚ.ᱞᱟ ᱞᱟᱞᱚᱜ ᱦᱚᱦᱞᱦᱩ	**3 – 1 – 0**	**4**
Double Major	**ST42004**	**Introduction to Santali Short Poems (DM- 8)** ᱪᱚᱛᱚᱚᱛᱟᱨ ᱠᱞᱚᱛᱚ ᱚᱛᱚᱚᱞᱟᱨ ᱞᱟᱞᱚᱜ ᱦᱚᱦᱞᱦᱩ	**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.

Singal 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** ᱪᱚᱛᱚᱚᱛᱟᱨ ᱫᱚ.ᱞᱪᱟ ᱚᱞ ᱞᱟᱠᱟ ᱦᱚᱦᱞᱦᱩ	**4**	**3-1-0**

Course Objectives:

[illegible]

Course Outcomes:

CO1. [illegible]

CO2. [illegible]

CO3. [illegible]

CO4. [illegible]

CO5. [illegible]

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. [illegible]

a) [illegible]

(i) [illegible]

(ii) [illegible]

b) [illegible]

(i) [illegible]

(ii) [illegible]

(iii) [illegible]

Unit-2. **ಕಾರ್ಯಕ್ರಮ ಯೋಜನೆಯ ಪ್ರಕ್ರಿಯೆಗಳ ಸಂರಚನೆಯ ಅಂಶಗಳು ಮತ್ತು ಪೂರ್ವಾಪೇಕ್ಷಿತ ಸಾ.ಪ್ರ.ಚಿ**

ಸಂರಚನೆ ಲಕ್ಷಣಗಳು :

a) ಸಂಪತ್ತು, ಸಂಪನ್ಮೂಲ

(b)ಸಂಪತ್ತು ಚಿ ಮಾಹಿತಿಯ ಸಂರಚನೆ :

i) ಸಾ.ಪ್ರ.ಚಿ ಸಂರಚನೆ ಲಕ್ಷಣಗಳು :

ii) ಸಮೂಹ ಸಾಧನ ಸಂರಚನೆ ಘಾಸಿದೆ :

iii) ಸಂಪತ್ತು ಚಿ ಸಂರಚನೆ ಬಗೆ :

iv) ಬಿಂಬಿಸು

Unit-3. **ಸಾ.ಪ್ರ. ಚಿ ಸಂರಚನೆ ಯೋಜನೆ ಮತ್ತು ಅಧ ಸಂರಚನೆ ಂಡುಬಂತು :**

a) ಸಾ.ರಂ.ಂ ಸಿ ಸಾ.ಪ್ರ. ಬಿಲುಗಳ ಂಡಿಯಿಂ :

b) ಲಿಖಿತ,ಲಿಂಗನೆ, ಬಳಕೆಗಳು:

c) ಮೌಲಿಂ ಅಧ ಸಂರಚನೆ ಚಿ.ಸಿ :

d) ಕಾ.ಲಿ ಸಾ.ಪ್ರ. - ಯಗಿ ಸಾ.ಪ್ರ.ಂಲಿ ಅಧ :

e) �somಸಾ. ಸಾ.ಪ್ರ., ಕಗಳಿಸು.ಯ ಸಾ.ಪ್ರ.:

Unit-4 **ಯೋಜನಾಂಶಂಗಳಲ್ಲಿ ಲಿಪಿಬದ್ಧ ಕರಡು :**

ಕಾರ್ಯಕ್ರಮಗಳ ಧನಚಿತ್ರಣ ಸಿ ಅಧ ಕರಡು:

ಅಧಿಕೃತ ಅಭಿಪ್ರಾಯ ಚಿ ಸಂರಚನೆ ಕಗಸಬಳಿ ಕಾಲು ಬಂದಿಯಿಂ:

Reference Books:

1. ಸಂಪತ್ತು - ಬಿಂ.ಸಂಲಿಯಂಬಳಿಂಂ ಯಸಮಯ
2. ಕಾರ್ಯಕ್ರಮ ಸಂಪತ್ತು- CIIL Mysore
3. ಕಾರ್ಯಕ್ರಮ ಸಂಪತ್ತು - ಂಸ. ಸಂಂಬಿ ಅಭಿಯಂಸಂ
4. ಲಿಂಅಂಲಿ ಕಾರ್ಯಕ್ರಮ ಸಂಪತ್ತು - ಕಾಂಘಂಬಿ ಚಯಮಿಸ ಯಸಿ.ಲಿಂಗ
5. ಲಿಂಅಂಲಿ ಕಾರ್ಯಕ್ರಮ ಸಂಪತ್ತು - ಂಸ. ಬಿಂಂಗಿಲಿಘಂಸಿ ಲಿಂಂಂ ಂಭಕಗಿಂ
6. ಬಿಂ.ಸಂಗಿ ಬಿಂ.ಬಂ-ಘಂಗಿಸಂಂಂ ಯಸಮಯ
7. ಂಧ ಖಭಯಭಘ- ಬಿಂ.ಂಭಂ ಸಿ.ಅಂಚಿಲಿಂಂ ಯಸಮಯ
8. ಂಧ ಖಂಚಿಗ ಂಧ ಭಂಂ- ಂಸ. ಕಚಿಲಿಂ.ಸಿಂಯ ಕಿಂಸಭಲಿ

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** **ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱵᱟᱥᱤᱠᱥ ᱥᱟᱱᱛᱟᱞᱤ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱦᱤᱥᱴᱚᱨᱤ**	**4**	**3-1-0**

Course Objectives:

ᱚᱫᱚᱹᱜ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱤᱫᱤᱞᱟᱹᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱱ ᱤᱢ.ᱣᱟᱹᱲᱚᱢ. ᱠᱚ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱥᱟᱱᱛᱟᱞᱤ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱦᱤᱥᱴᱚᱨᱤ ᱠᱷᱚᱱᱚᱭᱟᱜ ᱠᱚᱢᱤᱫ ᱠᱚᱨᱟᱹᱣᱟᱱ ᱠᱚ ᱚᱢᱟᱜᱚᱢᱮᱛ ᱚᱞᱚ ᱠᱚᱭᱚᱢ ।

Course Outcomes:

CO1. ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱥᱟᱱᱛᱟᱞᱤ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱤᱫᱤᱞᱟᱹᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱱ ᱤᱢ.ᱣᱟᱹᱲᱚᱢ.ᱠᱚ ᱚᱱᱩᱵᱟᱫ ᱥᱟᱱᱛᱟᱞᱤ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱠᱷᱚᱱᱚᱭᱟᱜᱠᱚ ᱚᱢᱟᱜᱚᱢᱮᱛ ᱫᱟᱱᱚ ᱯᱷᱩᱱᱛᱩᱥᱤᱱᱟᱜ-ᱟ।

CO2. ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱥᱟᱱᱛᱟᱞᱤ ᱣᱟ.ᱣᱟᱹᱲᱫᱚ ᱠᱷᱚᱱ ᱯᱷᱚᱠᱚᱢᱚᱱ ᱠᱚ ᱚᱢᱟᱜᱚᱢᱮᱛ ᱫᱟᱱᱚᱭᱟ।

CO3. ᱚᱫᱚᱹᱜ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱤᱫᱤᱞᱟᱹᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱱ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱥᱟᱱᱛᱟᱞᱤ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱦᱤᱥᱴᱚᱨᱤ, ᱤᱢ.ᱠᱷᱤ.ᱥᱟᱠᱟᱨ, ᱡᱮᱯᱤᱛᱚ ᱠᱚ ᱚᱨᱤᱡᱤᱱᱟᱞ ᱠᱷᱚᱱᱚᱭᱟᱜ ᱚᱢᱟᱜᱚᱢᱮᱛ ᱫᱟᱱᱚᱭᱟ ᱱᱤᱭ ᱜᱮᱨᱮᱱᱮᱫ ᱠᱚ ᱱᱤᱥᱟᱹᱱᱚᱭ-ᱟ।

CO4. ᱚᱫᱚᱹᱜ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱤᱫᱤᱞᱟᱹᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱱ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱥᱟᱱᱛᱟᱞᱤ ᱣᱤ.ᱭ ᱣᱟ.ᱣᱟᱹᱲᱫ “ᱣᱚᱡ ᱚᱱᱩᱵᱟᱫ ᱥᱟᱱᱛᱟᱞᱤ” ᱥᱟᱨᱠᱟᱨ ᱠᱷᱚᱱᱚᱭᱟᱜ ᱠᱚ ᱤᱢ.ᱣᱟᱹᱲᱚᱢ. ᱠᱚ ᱚᱢᱟᱜᱚᱢᱮᱛ ᱫᱟᱱᱚᱭᱟ ।

CO5. ᱚᱫᱚᱹᱜ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱤᱫᱤᱞᱟᱹᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱱ ᱮᱢᱣᱟᱜ ᱣᱷᱟᱜᱩ ᱥᱟᱨᱠᱟᱨ ᱚᱱᱚᱞᱚᱡᱤᱠ ᱚᱱᱩᱵᱟᱫ ᱥᱟᱱᱛᱟᱞᱤᱠᱚ ᱚᱢᱟᱜᱚᱢᱮᱛ ᱫᱟᱱᱚ ᱠᱚᱨᱚ ᱤᱢ.ᱣᱟᱹᱲᱚᱢ.ᱠᱚ ᱚᱱᱩᱵᱟᱫ ᱥᱟᱱᱛᱟᱞᱤ ᱥᱟᱦᱤᱭᱟᱹ ᱥᱟᱹᱠᱷᱤᱜᱮᱢ.ᱭ ᱠᱚ ᱫᱟᱱᱚᱭᱟ ।

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.ᱯᱷᱤᱞᱚᱥ ᱯᱟᱹᱨᱥᱤᱞ ᱡᱚᱲᱟ ᱞᱮᱠᱷᱟᱣᱟᱨᱤ (ᱯᱮᱨᱶᱟ ᱞᱤᱯᱤ ᱠᱚᱢᱯᱤᱫᱟᱨ ᱥᱟᱝᱜᱮᱛ)

Unit-2. ᱚᱱᱞᱟᱭᱮᱱᱥ ᱯᱟᱹᱨᱥᱤᱞ ᱞᱮᱠᱷᱟᱣᱟᱨᱤ ᱠᱚ (ᱯᱮᱨᱶᱟ ᱠᱚᱫᱚᱠ ᱯᱨᱚᱡᱮᱠᱴ ᱡᱟ.ᱛᱟᱲᱤ)

Unit-3. ᱮᱱᱡᱟᱜᱮᱢᱮᱱᱴ ᱯᱟᱹᱨᱥᱤᱞ ᱞᱮᱠᱷᱟᱣᱟᱨᱤ ᱠᱚ (ᱯᱨᱚᱡᱮᱠᱴ ᱠᱚᱫᱚᱠ ᱮᱴᱚ ᱡᱟ.ᱛᱟᱲᱤ)

Unit-4. ᱞᱮᱠᱷᱚᱱᱛᱟᱲᱤ ᱞᱮᱠᱷᱟᱣᱟᱨᱤ ᱯᱟᱹᱨᱥᱤᱞ ᱞᱮᱠᱷᱟᱣᱟᱨᱤ ᱨᱮ ᱛᱟᱡᱱᱟᱣᱚᱞᱚᱨᱤᱛᱚ ᱜᱩᱨᱩᱫᱮᱣ ᱞᱤᱯᱤᱫᱟᱨ

a) ᱡᱚᱲᱟ ᱠᱟᱱ.ᱡᱮᱞ

b) ᱡᱚᱲᱟ ᱞᱤᱯᱤᱨᱟ, ᱢᱟᱨᱮ ᱠᱟᱱᱚᱡᱟᱱ, ᱛᱟᱡᱮᱚᱱ ᱠᱟᱱᱚᱡᱟᱱ, ᱠᱩᱯᱩᱞ

c) ᱯᱟᱱ.ᱨ ᱥᱟ.ᱜᱩᱪᱩᱞᱟᱨᱮᱱ ᱮᱱᱜᱮᱞ

Reference Books:

1. ᱞᱮᱠᱷᱚᱱᱛᱟᱲᱤ ᱞᱮᱠᱷᱟᱣᱟᱨᱤ ᱯᱟᱹᱨᱥᱤᱞ ᱥᱟᱞᱮᱠᱟᱹ ᱥᱟᱱ ᱡᱟᱱᱟᱣᱟᱹ- ᱛᱟ. ᱠᱷ.ᱞᱟ. ᱢᱩᱢᱩᱠ,
2. ᱞᱮᱠᱷᱚᱱᱛᱟᱲᱤ ᱚᱮᱚᱯ ᱯᱟᱹᱨᱥᱤᱞ ᱮᱱᱜᱮᱞ- ᱠᱚᱯᱨᱮᱮᱨᱟᱭ ᱮᱱᱚᱭ ᱞᱮᱠᱷᱚᱱᱛᱟᱲᱤ
3. ᱞᱮᱠᱷᱟᱣᱟᱨᱤ ᱥᱟ.ᱯᱟᱹ -ᱰᱟ.ᱞᱮᱭᱞᱚᱛᱟᱭ ᱮᱱᱚᱭ ᱞᱮᱭᱯᱮ
4. ᱞᱮᱠᱷᱚᱱᱛᱟᱲᱤ ᱥᱚᱡᱟᱱᱚᱮ : ᱚᱣᱟᱯ᱾ -ᱯᱩᱱᱟᱜᱟ. ᱣᱚᱱᱚᱮ ᱢᱩᱱᱟᱢ
5. ᱡᱚᱲᱟ ᱰᱟ.ᱱᱮᱞ ᱥᱟᱱ ᱞᱮᱠᱷᱟᱣᱟᱨᱤ ᱯᱟᱹᱨᱥᱤᱞ ᱮᱱᱜᱮᱞ -ᱠᱩᱞᱩᱢᱚᱯᱚᱥᱟᱨ ᱢᱩᱱᱟᱢ

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 ᱚᱱᱚᱣᱟᱹᱞᱤ ᱚᱱᱩᱥᱩᱞᱤᱠᱥ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱵᱮᱵᱥᱟᱹᱣ**	**3**	**2-1-0**

Course Objectives:

ᱮᱫᱩᱜᱟᱱ ᱚᱱᱚᱱᱟ ᱡᱮᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱸ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ. ᱢᱮ ᱚᱱᱮᱚᱱᱟᱞ ᱚᱱᱩᱥᱩᱞᱤᱠᱥ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱴᱚᱣᱟᱣᱟᱞ ᱮᱱᱜᱟᱱᱟ ᱢᱮᱱᱚᱣᱟᱱ ᱢᱮ ᱣᱟᱱᱜᱟᱱᱨ ᱱᱩᱱᱮ ᱢᱮᱫᱩᱜᱟᱱ ।

Course Outcomes:

CO1. ᱚᱱᱮᱚᱱᱟᱞ ᱚᱱᱩᱥᱩᱞᱤᱠᱥ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱮᱱᱜᱟᱱᱟ ᱚᱱᱚᱱᱟ ᱡᱮᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱸ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ.ᱢᱮ ᱚᱱᱩᱥᱩᱞᱤᱠᱥ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱮᱱᱜᱟᱱᱟ ᱢᱟᱱᱚᱱᱟᱢᱮ ᱣᱟᱱᱜᱟᱱᱨ ᱜᱟᱱᱟ ᱹᱱᱟᱫᱟᱨᱮᱱᱜ-ᱱᱤ।

CO2. ᱚᱱᱮᱚᱱᱟᱞ ᱚᱱᱩᱥᱩᱞᱤᱠᱥ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱡᱟᱱ.ᱢᱟᱨᱣᱟᱢᱮ ᱮᱱᱤ ᱫᱟᱢᱟᱱᱚᱸ ᱢᱮ ᱣᱟᱱᱜᱟᱱᱨ ᱜᱟᱱᱟᱱ।

CO3. ᱮᱫᱩᱜᱟᱱ ᱚᱱᱚᱱᱟ ᱡᱮᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱸ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ. ᱢᱮ ᱚᱱᱮᱚᱱᱟᱞ ᱚᱱᱩᱥᱩᱞᱤᱠᱥ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱵᱮᱵᱥᱟᱹᱣ, ᱡᱟᱱ.ᱮᱱ.ᱯᱮᱞ, ᱩᱵᱮᱵᱚ ᱢᱮ ᱣᱟᱞᱮᱫᱟᱨ ᱚᱱ:ᱣᱟᱲ ᱢᱮ ᱣᱟᱱᱚᱱᱟᱢᱮ ᱜᱟᱱᱟᱱ ᱱᱤᱯ ᱜᱮᱵᱨᱮᱱᱮ ᱢᱮ ᱱᱤᱯᱲᱟᱱᱩ-ᱱᱤ।

CO4. ᱮᱫᱩᱜᱟᱱ ᱚᱱᱚᱱᱟ ᱡᱮᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱸ ᱚᱱᱮᱚᱱᱟᱞ ᱚᱱᱩᱥᱩᱞᱤᱠᱥ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱣᱟᱹᱭ ᱣᱟᱱ.ᱢᱟᱨᱣ “ᱣᱮᱫ ᱚᱱᱩᱥᱩᱞᱤᱠᱥ” ᱯᱟᱹᱨᱥᱤᱱᱜ ᱢᱟᱱᱚᱱᱟᱢᱮ ᱢᱮ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ. ᱢᱮ ᱣᱟᱱᱚᱱᱟᱢᱮ ᱜᱟᱱᱟᱱ ।

CO5. ᱮᱫᱩᱜᱟᱱ ᱚᱱᱚᱱᱟ ᱡᱮᱫᱟᱜᱟᱣᱮᱫ ᱚᱱᱯᱟᱱᱚᱸ ᱮᱱᱣᱟᱱᱜ ᱤᱵᱜᱩ ᱯᱟᱹᱨᱥᱤᱱᱜ ᱚᱱᱮᱚᱱᱟᱞ ᱚᱱᱩᱥᱩᱞᱤᱠᱥᱢᱮ ᱣᱟᱱᱚᱱᱟᱢᱮ ᱜᱟᱱᱟ ᱢᱟᱱᱚᱸ ᱡᱟᱱ.ᱢᱟᱭᱩᱜᱟᱱ.ᱢᱮ ᱚᱱᱩᱥᱩᱞᱤᱠᱥ ᱦᱟᱱᱭᱦᱟᱱ ᱭᱟ ᱵᱦᱩᱜᱮᱱ.ᱭ ᱢᱮ ᱜᱟᱱᱟᱱ ।

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. ᱓.ᱯᱱᱮᱱᱤᱛ ᱯᱟᱹᱨᱦᱟᱜ ᱡᱚᱛᱚ ᱠᱷᱚᱡᱟᱣᱟᱨᱤᱯ (ᱯᱮᱨᱶᱟ ᱠᱟᱱᱟᱣᱟ ᱦᱚᱯᱚᱸ ᱠᱷᱚᱡᱟᱣᱟᱨᱤᱜ)

Unit-2. ᱚᱱᱞᱟᱭᱱᱤᱛ ᱯᱟᱹᱨᱦᱟᱜ ᱠᱷᱚᱡᱟᱣᱟᱨᱤᱯ ᱦᱚ (ᱯᱮᱨᱶᱟ ᱦᱚᱯᱚᱸ ᱯᱶᱟᱨ ᱓.ᱚᱨᱟᱲ)

Unit-3. ᱠᱷᱟᱱᱟᱜᱮᱱᱤᱛ ᱯᱟᱹᱨᱦᱟᱜ ᱠᱷᱚᱡᱟᱣᱟᱨᱤᱯ ᱦᱚ (ᱯᱶᱟᱨ ᱦᱚᱯᱚᱸ ᱮᱨᱚ ᱓.ᱚᱨᱟᱲ)

Unit-4. ᱠᱷᱚᱮᱚᱱᱟᱨᱟ ᱠᱷᱚᱡᱟᱣᱟᱨᱤᱯ ᱯᱟᱹᱨᱦᱟᱜ ᱮᱱᱜᱮᱞᱟ ᱯᱟ ᱚᱯᱚᱱᱯᱚᱱᱚᱨᱚᱛ ᱜᱟᱨᱦᱟᱱᱮ ᱨᱟᱣᱚᱱ

- ᱚᱛᱚ ᱦᱚ.ᱚᱮᱨ
- ᱚᱛᱚ ᱨᱟᱣᱟᱨᱟ, ᱡᱟᱨᱮ ᱦᱚᱱᱚᱯᱚᱱ, ᱚᱯᱟᱨᱮᱚᱱ ᱦᱚᱱᱚᱯᱚᱱ, ᱦᱩᱜᱩᱦᱩ
- ᱯᱚ.ᱢ ᱓.ᱜᱩᱡᱩᱱᱚᱜ ᱮᱱᱜᱮᱞᱟ

Reference Books:

1. ᱠᱷᱚᱮᱚᱱᱟᱨᱟ ᱠᱷᱚᱡᱟᱣᱟᱨᱤᱯ ᱯᱟᱹᱨᱦᱟᱜ ᱭᱩᱜᱚᱮᱭᱩᱞ ᱚᱱᱟ ᱣᱚᱱᱟᱱ- ᱚᱯ. ᱦᱟ.ᱠᱟ. ᱱᱩᱜᱚᱩ,
2. ᱠᱷᱚᱮᱚᱱᱟᱨᱟ ᱭᱮᱭᱯ ᱯᱟᱹᱨᱦᱟᱜ ᱮᱱᱜᱮᱞᱟ- ᱦᱚᱯᱟᱮᱮᱤᱯᱟᱭ ᱮᱱᱚᱤ ᱡᱚᱱᱮᱚᱨ
3. ᱠᱷᱚᱡᱟᱣᱟᱨᱤᱯ ᱚ.ᱯᱟ -ᱚᱯ.ᱠᱭᱡᱚᱩᱤᱵ ᱮᱱᱚᱤ ᱠᱭᱯᱟᱮ
4. ᱠᱷᱚᱮᱚᱱᱟᱨᱟ ᱚᱩᱤᱵᱯᱟᱭ : ᱭᱚᱣᱟ· -ᱤᱵᱯᱟᱜᱚ. ᱥᱭᱯᱟᱮ ᱡᱵᱯᱡᱵ
5. ᱚᱛᱚ ᱚᱚ.ᱯᱠᱟ ᱚᱱᱟ ᱠᱷᱚᱡᱟᱣᱟᱨᱤᱯ ᱯᱟᱹᱨᱦᱟᱜ ᱮᱱᱜᱮᱞᱟ -ᱦᱵᱩᱡᱭᱤᱭᱤᱯᱚᱱᱮ ᱡᱵᱯᱡᱵ

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.**
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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

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)** **ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱥᱟᱱᱛᱟᱞᱤᱨᱮᱫ ᱚᱱ.ᱞᱤᱥ**	**2**	**2-0-0**

Course Objectives:

ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱞᱟᱹᱠᱷᱟᱹᱨᱤᱭᱟᱜ ᱚᱱ.ᱞᱤᱥ ᱥᱩᱫᱷᱤᱫᱟᱹᱨᱤᱭᱟᱜ ᱱᱚᱣ ᱥᱚᱯᱤᱫᱟᱜ ᱵᱮᱱᱤᱯᱤᱛ ᱠᱚᱨᱥᱚ, ᱚᱱᱯᱤᱛ.ᱞᱤᱥ, ᱱ.ᱡᱤ. ᱱᱤᱡᱟᱜ ᱱᱚᱣ ᱜᱟᱞᱩᱛᱱᱤᱯᱚᱫ, ᱚᱱ.ᱦᱟᱣᱭᱟᱱ. ᱠᱚ ᱩᱱᱩᱱᱟᱨᱮ ᱡᱚᱰᱤᱠ ᱡᱚᱠᱛᱚᱜ-ᱱᱤ ।

Course Outcomes:

CO1. ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱚᱱᱟᱞᱚᱜᱤᱡᱚᱯ ᱚᱱᱮᱱᱚᱴ ᱚᱱ.ᱦᱟᱣᱭᱟᱱ.ᱠᱚ ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱚᱱ.ᱞᱤᱥ ᱵᱤᱡᱱᱟᱹᱱ ᱥᱩᱫᱷᱤᱫᱟᱹᱨᱤᱭᱟᱜ ᱚᱱ.ᱦᱟᱣᱭᱟᱱ.ᱠᱚ ᱚᱵᱡᱮᱠᱴᱤᱯ ᱚᱴ ᱚᱱ.ᱦᱟᱣᱭᱟᱱ.ᱠᱚ ᱩᱵᱩᱞᱟᱹᱣ ᱚᱱᱩᱱᱟᱨᱮ ᱜᱟᱱᱟᱜ ।

CO2. ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱵᱤᱡᱱᱟᱹᱱ ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱚᱱᱟᱞᱚᱜᱤᱡᱚᱯ ᱚᱱᱮᱱᱚᱴ ᱚᱱ.ᱦᱟᱣᱭᱟᱱ.ᱠᱚ ᱱ.ᱨᱱ.ᱚ ᱜᱟᱱᱩᱱᱟᱨᱮ ᱱᱚᱣ ᱚᱨᱮᱱ ᱵᱟᱨᱤᱫᱟᱹᱨᱤᱭᱟᱜ ᱠᱚ ᱯᱟᱱᱟᱨᱤᱨᱮᱱᱜ-ᱱᱤ ।

CO3. ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱯᱟᱱᱟᱹᱣᱟᱱᱭ ᱚᱱᱮᱱᱚᱴ ᱵᱤᱡᱱᱟᱹᱱ ᱵᱤᱡᱱᱟᱹᱜ, ᱱᱤᱡᱟᱜ, ᱱ.ᱨᱱ.ᱚ ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱠᱚ ᱥᱟᱨᱯ ᱯᱟᱠᱚᱱᱚᱴ ᱣᱟᱨᱮᱱᱜ ᱠᱚᱱᱮᱱ ᱚᱱ.ᱦᱟᱣᱭᱟᱱ. ᱠᱚ ᱩᱱᱩᱱᱟᱨᱮ ᱜᱟᱱᱟ ᱯᱟᱱᱟᱹᱨᱤᱨᱮᱱᱜ-ᱱᱤ ।

CO4. ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱚᱱ.ᱞᱤᱥ ᱵᱤᱡᱱᱟᱹᱱ ᱯᱟᱱᱟᱹᱣᱟᱱᱭᱚᱴ ᱚᱴᱠᱚ ᱵᱮᱵᱦᱟᱨ ᱚᱱ.ᱦᱟᱣᱭᱟᱱ. ᱠᱚ ᱩᱱᱩᱱᱟᱨᱮ ᱜᱟᱱᱟ ।

CO5. ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱥᱠᱚᱨ ᱥᱚ ᱩᱡᱟᱱᱟᱹᱣᱟᱱᱭᱚᱴᱨᱮᱨᱮ ᱚᱱ.ᱞᱤᱥ ᱠᱚ ᱚᱱᱯᱟᱱᱟᱹᱨᱤᱨᱮ ᱯᱟᱨᱚᱢᱟᱱᱤᱠ ᱚᱱ.ᱞᱤᱥ ᱵᱤᱡᱱᱟᱹᱱ ᱠᱚᱨᱥᱚ ᱠᱚ ᱩᱱᱩᱱᱟᱨᱮ ᱜᱟᱱᱟ ।

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. ಕಾದಂಬರಿಯ ಬಗ್ಗೆ ಸಾಮಾನ್ಯ ಅಧ್ಯಯನ ಮತ್ತು ಪಠ್ಯ-ಪಠ್ಯೇತರ ಪ್ರಬಂಧಗಳ ಅಧ್ಯಯನ ಮಾರ್ಗದರ್ಶನ ।

a) ಅಧ್ಯಾಯ, ಪಾತ್ರ, ಪಾತ್ರಚಿತ್ರಣ (b) ಪಾತ್ರ ಅಥವಾ ವಿಷಯದ ಅಧ್ಯಯನ : (i) ಪ್ರಬಂಧಗಳ ಅಧ್ಯಯನ ಮಾರ್ಗದರ್ಶನ (ii) ಪಠ್ಯೇತರ ಪ್ರಬಂಧಗಳ ಅಧ್ಯಯನ ಮಾರ್ಗದರ್ಶನ ಪ್ರಾಮುಖ್ಯತೆ (iii) ಪಾತ್ರ ಅಥವಾ ವಿಷಯಗಳ ಟಿಪ್ಪಣಿ (iv) ಟಿಪ್ಪಣಿಯ

Unit-2. ಪ್ರಬಂಧ ಅಥವಾ ಪಠ್ಯೇತರ ಪುಸ್ತಕಗಳು : ಭಾವಚಿತ್ರ, ಚಾರಿತ್ರ, ಅಭಿಪ್ರಾಯ, ಕಿರುಚಿತ್ರ, ಅಭಿವೃದ್ಧಿ, ಅಭಿವೃತ್ತಿ, ಕಥಾಸಂಕಲನ, ಟಿಪ್ಪಣಿಯ, ಬರವಣಿಗೆ, ಟಿಪ್ಪಣಿಯ ಪ್ರಕಾರಗಳು (a) ಪಠ್ಯಪುಸ್ತಕ ಪ್ರಬಂಧದ ಪಾತ್ರ ಮತ್ತು ಮಹತ್ವ ಅಥವಾ (b) ಪ್ರಾಥಮಿಕ ಅಥವಾ ಪ್ರೌಢಶಾಲೆ ಅಥವಾ (c) ಕಥಾಪಠ್ಯ, ಕಥಾಸಂಕಲನ, ಟಿಪ್ಪಣಿಯ।

Reference Books:

1. ಪಾಠ್ಯಪುಸ್ತಕ - ಪಠ್ಯಪುಸ್ತಕಸಂಪಾದನಾ ಮಂಡಳಿ
2. ಕಾದಂಬರಿಯ ಪಾಠ್ಯಪುಸ್ತಕ- CIIL Mysore
3. ಕಾದಂಬರಿಯ ಪಾಠ್ಯಪುಸ್ತಕ - ಡಾ. ಪಾಠಾರ್ಥಿ ಎಮ್ಮಿಯಾಪುರ
4. ಕಿಟ್ಟೆಲ್ ಕಾದಂಬರಿಯ ಪಾಠ್ಯಪುಸ್ತಕ - ಕಾಳಪ್ಪಾರ್ಥಿ ಬಿಎಸ್ಸಾ ಮಹಿ.ಕೊರ
5. ಕಿಟ್ಟೆಲ್ ಕಾದಂಬರಿಯ ಪಾಠ್ಯಪುಸ್ತಕ - ಡಾ. ಮಾಠಾರ್ಥಿಪ್ಪಾಠ ಕಿಟ್ಟಾಂಠ ಡಾಕ್ಟಾಠ
6. ಪಠ್ಯಪುಸ್ತಕ ಪಠ್ಯಮಾಪನ-ಪ್ರಾಥಮಿಕಾಂಠ ಮಂಡಳಿ
7. ಕಾದಂಬರಿಯ ಡಾಪ್ಪಾಗಳ ಬಗ್ಗೆ ಒಪ್ಪಡಾಪ್ಪಾಡಿ ತಾಯ್ನಾ ಡಾಬಂಗಳ - ಡಾ. ಬಿ.ಕಾ ಗಂಡಿ
8. ಅಧ್ಯಾಪಕ- ಪಠ್ಯಡಾಂಠ ಪಾಠ್ಯಪುಸ್ತಕಸಂಪಾದನಾ ಮಂಡಳಿ
9. ಅಧ್ಯಾಪಕ ಅಧ್ಯಾಪಕ ಪಾಠ್ಯ- ಡಾ. ಕಿಟ್ಟಪ್ಪ.ಪಾಠಾ ಕಿಪ್ಪಾಟಿ

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).

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 Duration: 34 hours

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:**

- Sinha, P. K. , Computer Fundamentals, BPB Publications
- 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** **ᑭᑐᓇᕐᓂᕐ ᔪᑐᕆᑐᕐᓇᐅᖓᖕ ᔪᖕᕆᕆᕐᕈ ᑐᕐᓇ ᐃᔭᐅᓂᕐᐃ ᖕᑐᕐᕈᕐᖕᖓᕐ**	**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** **ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱪᱟᱭ ᱚᱱᱚᱜᱚᱞ ᱩᱫᱩᱡᱟᱣᱫᱮ ᱚᱢᱟᱹᱨᱚᱠᱚᱱ ᱩᱢ.ᱢᱟᱹᱵᱟᱭ ᱠᱚ ᱚᱢᱫᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱛᱚᱢᱛᱚᱠ ᱛᱚᱢᱟᱢᱚᱨ ᱯᱩᱞᱩᱠᱚᱱ᱾ ᱱᱚᱥᱚᱫᱮ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱭᱟᱨᱮᱱᱜ ᱫᱚᱜᱚᱢᱤ, ᱤᱫᱮᱴᱚ, ᱩᱢ.ᱫᱚ.ᱭᱟᱨ, ᱜᱵᱫᱵᱚ, ᱜᱚ.ᱢᱟᱨᱛ ᱥᱤᱢᱚᱫ ᱛᱚᱢᱟᱢᱚᱨ ᱯᱩᱞᱩ ᱠᱚᱭᱟᱱ᱾ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱭᱟᱨᱮᱱᱜ ᱛᱩᱜᱚᱢᱛᱷ ᱠᱚᱢᱚᱜᱚᱱ ᱢᱚᱭ ᱤᱱᱜᱮᱞ ᱠᱚ ᱛᱚᱢᱟᱢᱚᱨ ᱯᱩᱞᱩ ᱠᱚᱭᱟᱱ ᱢᱚᱭ ᱱᱚᱜᱮᱞᱚᱫᱮ ᱱᱚᱵᱚᱫᱮ ᱛᱚᱢᱛᱩᱞᱩᱢᱚᱫ ᱯᱚᱣᱚᱫ ᱭᱟᱨᱮᱱᱜ ᱜᱚᱭᱟᱱ ᱠᱚ ᱛᱚᱢᱟᱢᱚᱨ ᱯᱩᱞᱩ ᱠᱚᱭᱟᱱ᱾

Course Outcomes:

CO1. ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱩᱫᱩᱡᱟᱣᱫᱮ ᱚᱢᱯᱚᱨᱚᱠ ᱩᱢᱦᱟᱹᱵᱟᱭ.
ᱚᱱᱚᱠᱚᱢᱟ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱭᱟᱨᱮᱱᱜ ᱤᱫᱮᱴᱚ, ᱩᱢ.ᱫᱚ.ᱭᱟᱨ, ᱜᱵᱫᱵᱚ, ᱜᱚ.ᱢᱟᱨᱛ ᱥᱤᱢᱚᱫ ᱠᱚ ᱠᱚ ᱛᱚᱢᱟᱢᱚᱨ ᱣᱚᱦᱚᱱ ᱾

CO2. ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱩᱫᱩᱡᱟᱣᱫᱮ ᱚᱢᱯᱚᱨᱚᱠ ᱩᱢᱦᱟᱹᱵᱟᱭ. ᱚᱨᱟᱭᱚᱱ ᱭᱟᱨᱮᱱᱜ ᱚᱨᱟᱞᱤ ᱛᱚᱢᱩᱞᱯᱚᱱ ᱯᱚᱤᱱᱛ ᱚᱨᱟᱞᱤ, ᱯᱩᱭᱢ.ᱢᱟᱨᱜ.ᱭ .ᱯᱚᱤᱱᱛ ᱚᱨᱟᱞᱤ ᱢᱚᱭ ᱛᱩᱭᱢ.ᱜᱚᱢᱮ ᱯᱚᱤᱱᱛ ᱚᱨᱟᱞᱤ ᱠᱚ ᱛᱚᱢᱟᱢᱚᱨ ᱣᱚᱦᱚᱱ ᱾

CO3. ᱚᱱᱚᱠᱚᱢᱟᱨᱤ ᱜᱤᱛ ᱚᱨᱟᱞᱤ ᱩᱫᱩᱡᱟᱣᱫᱮ ᱚᱢᱯᱚᱨᱚᱠ ᱩᱢᱦᱟᱹᱵᱟᱭ.

ᗡᘻᗩᘻᘺᑌ-ᗡᑎᕮᘻ.ᖇ ᕮᗩᔆᑫ, ᑌᘻᔑᘻ ᕮᗩᔆᑫ, ᕮᘺᔑᗩᘻᖇ ᕮᗩᔆᑫ, ᑲᘻᗩᘻᑌ ᕮᗩᔆᑫ, ᘝᘻᕮᘻ.ᖇ ᕮᗩᔆᑫ,ᗩᔆ.ᒪᘻ. ᕮᗩᔆᑫ ᔆᑌᘻᕮ ᑲᘝ ᑌᘻᑌᘻᖇ ᑫᘻᑌᘻ ।

CO4. ᕮᘻᕮᗝᘻᗡᔆ ᔑᘝᗡ ᕮᗩᔆᑫ ᗡᘝᗡᔑᘝᕮ ᗝᘻᑭᘻᗝᔆ ᗡᘻᑎᔑᑫᘝᘻ. ᑲᘝ ᗩᘝᘓᔑᘝᖇ, ᔑᗩᔆᔑᕮᘝ, ᗡᘻᗝᘻ, ᑭᘻᘓᘜᔆᑫ, ᑌᘻ.ᘝᑭᔆ ᔆᑌᘻᕮ ᕮᗩᔆᑫ ᑲᘝ ᑌᘻᑌᘻᖇ ᑫᘻᑌᘻ ।

CO5. ᕮᘝᘝᘻ ᑲᘝ ᑌᘻᑌᘻᖇ ᑫᘻᑌ ᑲᘻᗝᔆ ᘻᑲᘝᘝᘻᘓ ᘻᘓᘻᑌ ᑌᘻᔑᘻᗩᘻ ᗩᔆ ᑲᘻ.ᑌᔑᗩᔆᑲᘝ ᑭᘻᘓᘻᘝ ᘝᘻᔆᔑᔆᘻᘓ-ᘻ।

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. ᕮᘻᕮᗝᘻᗡᔆ ᔑᘝᗡ ᕮᗩᔆᑫ ᗩᔆᖇᘻᘓ ᑎᕮᑎᗩᑎᑌ : ᕮᘻᕮᗝᘻᗡᔆ ᔑᘝᗡ ᕮᗩᔆᑫ ᗩᔆᖇᘻᘓ ᕮᘻᘓᘻᑌ, ᑌᔆᕮᔆᗝ, ᗡᘻ.ᕮᘻ.ᗩᕮᔆ ᘻᗩ ᘓᑎᕮᑎᗝ, ᑌᘝᔑᘝᗝ, ᔑᘻ.ᑎᔆᑫ ᔆᑌᘻᕮᑎᘝ

Unit-2. ᕮᗩᘝᘻ ᕮᗩᔆᑫ : ᑌᘻᗡᑭᘻ ᑭᘝᘜ ᕮᗩᔆᑫ, ᘓᗝᘻ.ᑎᖇᘻ.ᗩ.ᑭᘝᘜ ᕮᗩᔆᑫ, ᑌᗝᘻ.ᑌᘻᕮ ᑭᘝᘜ ᕮᗩᔆᑫ

Unit-3. ᗡᘻᗩᘻᑌᔆ-ᗡᑎᕮᘻ.ᖇ ᕮᗩᔆᑫ : ᑌᘻᔑᘻ ᕮᗩᔆᑫ, ᕮᘺᔑᗩᘻᖇ ᕮᗩᔆᑫ, ᑲᘻᗩᘻᑌ ᕮᗩᔆᑫ, ᑭᘻᘓᘻᘝ ᕮᗩᔆᑫ

Unit-4. ᑲᘻ.ᑌᔑ ᑲᘻ.ᕮᕮᔑ ᘻᗩ ᗩᘻ.ᕮᑲᘻ. ᒪᘝᘜ ᕮᗩᔆᑫ : ᔑᑎᘜᑲ ᗩᘝᔑᘝᖇ ᘻᗩ ᔑᘝᘓᔑᘝᑭ ᕮᗩᔆᑫ, ᑎᘻᗝᘻ, ᑌᘻ.ᘝᑭᔆ ᕮᗩᔆᑫ, ᑭᘻᘓᘜᔆᑫ ᕮᗩᔆᑫ

Reference Books:

1. ᑭᔑᑎᘜᑲᗩ ᘻᓀᘻᘓ- ᑭᘜᘝᕮᔑᕮᘝᘝᗩ ᑌᘻᕮᒪᘜᔑᔑ
2. ᔑᘝᓀ ᕮᗩᔆᑫ- ᑌᘻᑌᑲᑭᘻᑭ ᑌᑲᗩᑌᑲ ᘻᑭᔑᑌᘻᕮᔑ
3. ᑌᘻᔑᘻ ᕮᗩᔆᑫ- ᑌᘝᑭᘝᗩᘻᑌ ᑎᑲᑌᑲ
4. ᑌᘻᔑᘻ ᕮᘺᔑᗩᘻᖇ ᕮᘻ.ᗩᔆ ᑭᑲᗩᘻᘓ -ᘻᗩᒪᑲᕮ ᑌᑲᗩᑌᑲ
5. ᘓᗝᔑᗝᘻ.-ᑌᘻᔑᘻ ᕮᗩᔆᑫ -ᕮᘻᖇᑲᑫ ᑌᘝᘓᕮᘝᑭ ᘓᘝ.ᑭᘜᗩᘝ ᕮᘺᗩᔆᕮ

6. ᴋᴍᴇᴏᴍᴊᴊᴧ ᴡᴪᴊ ᴋᴄᴚᴢᴑ ᴚᴢ ᴋᴍᴝᴡᴢᴥ ᴍᴚ ᴘᴢᴆᴓᴍᴚ - ᴖᴚ. ᴚᴪᴏᴪᴇ ᴡᴢᴜᴖᴚᴪᴜ
7. ᴍᴒᴇᴪ ᴆᴍᴟᴪᴘ- ᴳᴆᴜᴥᴍ ᴜᴍᴚᴠᴖᴧ
8. ᴡᴪᴚ ᴋᴄᴚᴢᴑ- ᴕᴪ.ᴖᴢᴏ ᚣᴍ.ᴳᴓᴆᴇᴍᴏᴓ ᴜᴆᴚᴜᆼ
9. ᴆᴍᴚᴍᴜ ᴖᴧᴇᴏᴤ-ᴲ- ᴜᴪᴡᴢᴋᴝᴪᴚ ᴋᴪᴚᴢᴇ
10. ᴏᴆᴜᴍ.ᴘ ᴖᴍᴡᴍᴚ ᴋᴄᴚᴢᴑ- ᴖᴧᴋᴪᴇᴍᴏᴓ ᴖᴆᴖᴆ
11. ᴏᴆᴜᴍ.ᴘ ᴘᴍᴳᴝᴖᴢ ᴋᴄᴚᴢᴑ - ᴜᴪᴥᴪᴇ ᴜᴣᴡᴪᴇ ᴖᴆᴖᴆ
12. ᴳᴪᴊ-ᴳᴆᴚ - ᴇᴧᴜᴍ.ᴒ ᴋᴪᴚᴢᴇ

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 ᱚᱞᱚᱦᱚᱱᱟᱨ ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ ᱚᱨᱟᱣᱟᱹ	4	3-1-0

Course Objectives

ᱚᱞᱚᱦᱚᱱᱟᱨ ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ ᱡᱚᱛᱜᱚᱲᱮ ᱚᱱᱨᱚᱱᱚᱴ ᱡᱟ.ᱢᱤᱵᱟᱣᱟ.ᱦᱚ ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ ᱱᱩᱛᱩᱱᱜ ᱩᱨᱮᱫᱚ ,ᱤᱵᱮ ᱠᱱ ᱜᱟ.ᱢᱨᱟ ᱦᱚ ᱣᱟᱢᱟᱱᱨᱮ ᱯᱩᱨᱚᱦᱚᱱᱟ ᱾ ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ ᱚᱱᱨᱚᱱᱚᱴ ᱡᱟ.ᱢᱤᱵᱟᱣᱟ. ᱩᱠᱱᱩᱴ ᱜᱟᱡᱟᱢᱩ ᱦᱚᱣᱟᱱᱤ ᱦᱟᱚᱯᱟᱱ, ᱣᱨᱣᱩ-ᱣᱨᱮᱢᱟᱨᱟ, ᱪᱟᱱᱩᱴ ᱮᱢᱣᱨ, ᱣᱚ·ᱤᱟ ᱠᱱ ᱩᱠ.ᱮᱩᱨ ᱦᱚᱣᱟᱱᱤ ᱱᱚᱡᱚᱱᱤ ᱦᱟ.ᱜᱮᱨ, ᱪᱯᱟ.ᱱᱚᱨ ᱮᱨᱱᱣᱟᱱᱮ, ᱡᱟ.ᱱᱨᱟ. ᱥᱩᱠᱮ ᱦᱟ.ᱜᱮᱨ ᱦᱚ ᱦᱚ ᱣᱟᱢᱟᱱᱨᱮ ᱣᱟᱱᱩᱠ ᱾

Course Outcomes:

CO1. ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ ᱡᱟᱱᱡᱜᱟᱱᱭ ᱦᱟᱚᱰ ᱦᱟ.ᱜᱮᱨ ᱱᱩᱨᱮᱫᱟᱜ ᱥᱡᱥᱱᱥᱩ ᱦᱚ ᱣᱟᱢᱟᱱᱨᱮ ᱣᱟᱱᱩᱠ᱾

CO2. ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ ᱱᱟ ᱡᱟᱭᱟᱨᱮᱱᱮ ᱠᱱ ᱣᱟᱮᱡᱟᱭᱟᱨᱮᱱᱮ ᱦᱚᱣᱟᱱᱤ ᱦᱟ.ᱜᱮᱨ ᱚᱱᱨᱚᱱᱚᱴ ᱜᱩᱨᱮᱫᱮ ᱦᱚ ᱣᱟᱱᱩᱠ᱾

CO3. ᱮᱢᱤᱜᱟᱩ ᱱᱩᱨᱮᱫᱟᱜ ᱦᱟᱚᱯᱟᱱ ᱣᱟᱮᱰᱟ ᱦᱟ.ᱜᱮᱨ ᱚᱱᱨᱚᱱᱚᱴ ᱦᱚ ᱣᱟᱢᱟᱱᱨᱮ ᱣᱟᱱᱩ ᱪᱟᱱᱩᱴᱨᱮᱱᱤ-ᱱᱤ ᱾

CO4. ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ ᱡᱟᱱᱡᱜᱟᱱᱭ ᱦᱟᱚᱰ ᱮᱢᱤᱜᱟᱩ ᱠᱱ ᱢᱤᱜᱟᱩ ᱱᱩᱨᱮᱫᱟᱜ ᱪᱟᱨᱮᱣᱚᱪᱟᱨᱮᱦᱚ ᱣᱟᱢᱟᱱᱨᱮ ᱣᱟᱢᱟᱦᱩᱨᱮᱱᱮ ᱾

CO5. ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ ᱡᱟᱱᱡᱜᱟᱱᱭ ᱦᱟᱚᱰ ᱮᱨᱟᱡᱟ.ᱭᱟᱢᱤᱜ ᱡᱟᱨᱮᱭᱮ ᱱᱩ ᱣᱚᱜᱟ-ᱣᱟ.ᱡᱚᱡ ᱣᱚᱡᱟᱭᱟ.ᱭ ᱪᱟᱱᱩᱴ ᱦᱚ ᱵᱟ.ᱟᱚᱨᱮᱱ᱾

Reference Books:

1. ᱜᱚᱛ ᱠᱱ ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ - ᱮᱢ.ᱯᱦᱟᱦ ᱡᱚᱭᱡᱚ
2. ᱱᱚ ᱱᱩᱵᱨᱯ ᱡᱟ.ᱡᱟ ᱮᱨᱱᱡᱚᱮ - ᱣᱟᱢᱟᱭᱟ ᱣᱩᱨᱮᱭᱟ
3. ᱡᱚᱡᱮᱨᱟᱡ ᱣᱟᱮᱰᱟ - ᱦᱟ.ᱮᱣᱟ.ᱨ ᱯᱟᱯ ᱢᱡᱚᱢ
4. ᱮᱢᱤᱜᱟᱩᱯᱨᱟ ᱯᱟᱦ ᱦᱟᱚᱯᱟᱱᱭᱟ ᱦᱟ ᱪᱡᱮᱨᱟᱨᱮᱱ - ᱣᱭ. ᱪᱟᱱᱮᱨᱮᱣᱭ ᱡᱟᱮᱡᱡᱟᱭ
5. ᱜᱚᱛ ᱦᱟ.ᱜᱮᱨ ᱩᱡᱚᱟᱭ - ᱭᱨᱭ. ᱩᱨ. ᱓. ᱣᱟᱣᱟᱣᱨᱤ
6. ᱡᱚᱡᱮᱨᱟᱡ ᱣᱟᱮᱰᱟ - ᱡᱟ·ᱤᱟᱯ ᱤᱟ·ᱪᱭᱟ ᱚᱵᱟᱦᱵ ᱯᱵᱡᱟ.ᱤ ᱮᱟᱭᱨᱮ

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. ꓘꓷꓰꓞꓳꓷꓫꓵ ꓦꓷꓫ ꓱꓷ.ꓦꓞꓵ ꓩꓩꓞꓷꓶ ꓥꓩꓞꓳ, ꓲꓷ.ꓞꓷ.ꓩꓞꓵ, ꓶꓱꓞ ꓷꓩ ꓦꓷ.ꓱꓵꓠ ।

Unit-2. ꓶꓷꓥ ꓱꓷ.ꓦꓞꓵ

ꓥꓷ.ꓞꓥꓵ ꓱꓷꓳꓷꓶ, ꓲꓵꓥꓠ-ꓲꓵꓞꓷ.ꓟꓵ ꓱꓷꓳꓷꓶ, ꓮꓷꓩꓩ ꓞꓷꓥꓵ ꓱꓷ ꓩꓩꓞꓷꓶ ꓩꓷꓲꓫꓫ ꓱꓷ.ꓦꓞꓵ।

Unit-3. ꓠꓵꓞꓳꓵ ꓱꓷ.ꓦꓞꓵ

ꓮꓠꓷ.ꓩꓳꓵ ꓘꓵꓩꓲꓫꓞ, ꓥꓷ.ꓞꓥꓵ ꓘꓵꓩꓲꓫꓞ, ꓲꓵꓥꓠ-ꓲꓵꓞꓷ.ꓟꓵ ꓘꓵꓩꓲꓫꓞ ।

Unit-4. ꓦꓱꓫ ꓶꓷꓞꓷꓞ

ꓘꓵꓽꓶꓩꓷ.ꓞ - ꓘꓵꓠ ꓘꓵꓽꓶꓩꓷ.ꓞ, ꓠꓵꓩ ꓘꓵꓠꓽꓶꓩꓷ.ꓞ, ꓲꓷ.ꓩꓞꓷ. ।

Reference Books:

1- ꓦꓱꓫ ꓷꓩ ꓦꓱꓫ ꓱꓷ.ꓦꓞꓵ - ꓘꓷ.ꓟꓱꓠꓽ ꓥꓱꓩꓥꓱ
2- ꓦꓵꓳꓷ.ꓟ - ꓲꓱ· ꓩꓷꓶꓠꓽꓱꓞꓷꓳꓠ ꓥꓱꓩꓥꓱ
3- ꓱꓳ ꓱꓲꓵꓟ ꓥꓷ.ꓥꓵ ꓘꓵꓩꓲꓫꓞ - ꓠꓷꓳꓠꓽꓷ ꓠꓵꓘꓩꓷ
4- ꓠꓷꓲꓟꓷ ꓠꓵꓞꓳꓵ - ꓘꓽꓞꓷꓩꓷꓥ ꓘꓱꓩꓵꓞ,
5- ꓲꓱꓥꓘꓵꓥ ꓠꓵꓞꓳꓵ - ꓱꓷ.ꓞꓦꓷ.ꓶ ꓟꓷꓟ ꓵꓱꓳꓵ
6- ꓘꓷꓞꓳꓷꓟꓵ ꓟꓱꓱ ꓱꓷꓳꓠꓽꓷꓲ ꓱꓵ ꓶꓽꓞꓵꓶꓷ -ꓳꓩ. ꓶꓽꓱꓞꓞꓵꓘꓽꓱ ꓥꓷꓞꓘꓲꓽꓵ
7- ꓦꓱꓫ ꓱꓷꓦꓞꓵ ꓲꓽꓳꓠꓽꓵ - ꓩꓵꓲ ꓲꓵ. ꓫ ꓠꓱꓳꓠꓵꓶ
8- ꓲꓱꓥꓘꓵꓥ ꓠꓵꓞꓳꓵ - ꓥꓱ·ꓶꓱꓟ ꓯꓱ·ꓶꓩꓱ ꓳꓽꓵꓱꓱꓱ ꓟꓽꓥꓷꓷ.ꓫ ꓘꓱꓩꓵꓞ

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** **ಹ.ಫಗಳ ಗಗಾಫಹಾ**	**3**	**2-1-0**

Course Objectives:

ಲಶಿಲಹ ಹ.ಫಗಳ ಗಗಾಫಹಾ ಬಶಿಲಹಿಲ ಸಗಲಶಲ ಹಾ ಬಹ.ಳಗ ಬಹ.ಲಲಗ ಬಹ.ಗಯಬಲಹ. ಬಶ ಬಹಡಳಹಲ ಶಹಶ ಬಶಿಲಹ । ಹ.ಫಗಳ ಗಗಾಫಹಾ ಬಶಿಲಹಿಲ ಲಹಿಲಹಳ ಬಹಂಯಹ ಬಶ ಗಹಗಹಲ ಶಹಶ ಬಶಿಲಹ ।

Course Outcomes:

CO1. ಲಶಿಲಹ ಲಹಂಹಳ ಬಶಬಶಡಳಶಲ ಂಹಾಹಂಲ ಬಹ.ಗಯಲಹ.ಬಶ ಹ.ಫಗಳ ಗಗಾಫಹಾಬಶ ಗಹಗಹಲ ಇಹಳ ಬಶಿಲಹ।

CO2. ಲಶಿಲಹ ಲಹಂಹಳ ಬಶಬಶಡಳಶಲ ಂಹಾಹಂಲ ಬಹ.ಗಯಲಹ. ಬಶ ಹ.ಫಗಳ ಗಗಾಫಹಾ ಬಶಿಲಹಿಲ ಾಹ.ಡಳಹ.ಲ ಸಗಲಶಲ ಹಾ ಳಶಳಶಂ ಬಶ ಗಹಗಹಲ ಇಹಳ ಬಲಲಹ।

CO3. ಲಶಿಲಹ ಲಹಂಹಳ ಬಶಬಶಡಳಶಲ ಂಹಾಹಂಲ ಬಹ.ಗಯಲಹ.ಬಶ ಹ.ಫಗಳ ಗಗಾಫಹಾ ಬಶಿಲಹಿಲ ಲಹಿಲಹಳ ಹಾ ಲಲಲಳ ಬಶ ಾಹ.ಲ ಫಹಡಲಲಹಿಲ-ಹ।

CO4. ಲಶಿಲಹ ಲಹಂಹಳ ಬಶಬಶಡಳಶಲ ಂಹಾಹಂಲ ಬಹ.ಗಯಲಹ.ಬಶ ಹ.ಫಗಳ ಗಗಾಫಹಾ ಬಶಿಲಹಿಲ ಾಹ.ಡಳಹ.ಲ ಸಗಲಶಲ, ಲಲಲಳ ಹಾ ಳಶಳಶಂ ಬಶ ಂಬಲಬಯಗ ಗಗಲಡಗ ಫಹಡಲಲಹಿಲ-ಹ।

CO5. ಲಶಿಲಹ ಲಹಂಹಳ ಬಶಬಶಡಳಶಲ ಂಹಾಹಂಲ ಬಹ.ಗಯಲಹ.ಬಶ ಹ.ಫಗಳ ಗಗಾಫಹಾ ಬಶಿಲಹಿಲ ಾಹ.ಡಳಹ.ಲ ಹಾ ಲಲಲಳ ಾಲಲಹಿಲ ಫಹಳ ಬಶ ಬಶ ಂಬಾಹ-ಬಹ.ಲಾಹ. ಇಹಳ ಫಹಡಲಲಹಿಲ-ಹ।

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. ᱱᱚᱹᱰᱤᱭᱟᱹᱞ ᱵᱚᱜᱟᱣᱮᱥᱟᱱ ᱩᱫᱵᱩᱫ : ᱞᱤᱴᱚᱨᱮᱪᱟᱨ ᱥᱤᱧ ᱥᱮᱨᱩ।

Unit-2. ᱞᱚᱜᱱᱟᱹᱲ ᱴᱤᱜ ᱩᱫᱮᱛᱟᱹ : ᱞᱤᱴᱚᱨᱮᱪᱟᱨ ᱥᱤᱧ ᱥᱮᱨᱩ।

Unit-3 ᱛᱤᱛᱟᱹ. ᱴᱚᱣᱮᱨ ᱥᱤᱧ ᱠᱤᱴᱤᱫ ᱩᱫᱵᱩᱫ : ᱞᱤᱴᱚᱨᱮᱪᱟᱨ ᱥᱤᱧ ᱥᱮᱨᱩ।

Unit-4, ᱴᱩᱮᱥᱤᱣᱤᱩ ᱴᱚᱣᱮᱨ ᱥᱤᱧ ᱴᱤᱛᱩ ᱴᱚᱣᱮᱨ : ᱞᱤᱴᱚᱨᱮᱪᱟᱨ ᱥᱤᱧ ᱥᱮᱨᱩ।

Reference Books –

1. ᱴᱮᱢᱟ ᱚᱛᱟ - ᱴᱤᱠᱪᱚᱥᱤᱨ ᱩᱫᱵᱩᱫ
2. ᱚᱛᱟ ᱩᱛᱚᱜᱚᱠ ᱵᱮᱨ ᱥᱤ.ᱠᱟᱠᱩᱥᱤᱨ ᱚᱛᱟ ᱠᱛ
3. ᱚᱥᱴᱟᱥᱤᱩ ᱠᱛᱭᱥᱤᱜ ᱞᱤᱴᱚᱨᱮᱪᱟᱨ ᱣᱩᱫᱷᱤ - ᱵᱚᱩᱨᱮᱞ ᱣᱛ᱓ᱜᱵ ᱠᱟᱴᱠᱛ
4. ᱞᱚᱜᱥᱟᱠᱚᱛ᱓ᱤ ᱠᱛ ᱴᱚᱜᱟᱛᱛᱹ- ᱤᱵ. ᱤᱚᱠᱤᱤᱛᱮᱪᱴᱭᱚᱵ ᱛᱮᱥᱞᱹ

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

Code	Course Title	Credit	L-T-P
AE14008	**Translation Studies (Santali)** **ᱚᱫᱟᱞᱟᱹᱣᱟᱹᱱ ᱠᱷᱚᱡᱟᱨᱫ**	**2**	**2-0-0**

Course Objectives:

ᱩᱱ.ᱱᱟᱵᱟᱱ. ᱢᱤ ᱫᱚᱣᱟᱱ ᱠᱷᱚᱱᱚᱱᱤ ᱩᱫᱡᱟᱣᱫᱮ ᱚᱱᱯᱚᱨᱟ ᱠᱷᱚᱫᱚᱱᱡᱟ ᱚᱫᱟᱞᱟᱹᱣᱟᱹᱱ ᱯᱷᱚᱠᱚᱛ ᱦᱟᱡᱟᱹᱜ ᱣᱫᱟᱹᱱᱟᱹᱢᱤ ᱛᱟᱦᱟᱸ ᱚᱫᱟᱞᱟᱹᱣᱟᱹᱱ ᱠᱷᱚᱡᱟᱨᱫ ᱢᱱ.ᱡᱟ ᱣᱫᱟᱹᱱ ᱛᱟᱦᱟᱸ ᱱᱤᱥᱟᱹᱞᱤ ᱫᱚᱣᱟᱱ ᱱᱚᱟᱨ ᱫᱮᱵᱮᱱ.ᱯ ᱥᱟ ᱵᱮᱦᱚᱱᱫᱮᱵᱮᱱ.ᱯ ᱢᱤᱱᱤᱥᱴᱨᱤ ᱢᱤᱱᱟᱹᱢᱤ ᱢᱱ.ᱡᱟ ᱢᱤ ᱰᱟᱱᱟ ᱹᱱᱟᱹᱰᱮᱛᱮᱱ ᱡᱟᱹ᱾

Course Outcomes:

CO1. ᱩᱱ.ᱱᱟᱵᱟᱱ. ᱢᱤ ᱫᱚᱣᱟᱱ ᱠᱷᱚᱱᱚᱱᱤ ᱩᱫᱩᱫᱡᱟᱣᱫᱮ ᱚᱱᱯᱚᱨᱟ ᱚᱫᱟᱞᱟᱹᱣᱟᱹᱱ ᱵᱮᱦᱚᱱᱫᱮ ᱦᱟᱡᱟᱹᱜ ᱢᱚᱱᱚᱜᱟᱹ ᱥᱟ ᱣᱫᱟᱹᱱ ᱢᱤ ᱛᱟᱦᱟᱸ ᱰᱟᱱᱟ᱾

CO2. ᱩᱱ.ᱱᱟᱵᱟᱱ. ᱢᱤ ᱫᱚᱣᱟᱱ ᱠᱷᱚᱱᱚᱱᱤ ᱩᱫᱩᱫᱡᱟᱣᱫᱮ ᱠᱷᱚ.ᱚ ᱢᱚᱱᱚᱨ ᱫᱮᱵᱮᱱ.ᱯ ᱥᱟ ᱵᱮᱦᱚᱱᱫᱮᱵᱮᱱ.ᱯ ᱢᱤᱱᱤᱥᱴᱨᱤ ᱢᱤᱱᱟᱹᱢᱤ.ᱮᱡ ᱢᱤᱱᱟᱹᱢᱤ ᱢᱱ.ᱡᱟ ᱢᱤ ᱰᱟᱱᱟ᱾

CO3. ᱩᱱ.ᱱᱟᱵᱟᱱ. ᱢᱤ ᱚᱫᱟᱞᱟᱹᱣᱟᱹᱱ ᱵᱮᱦᱚᱱᱫᱮ ᱫᱮᱱᱜᱚᱞ ᱢᱤ ᱛᱟᱦᱟᱸ ᱰᱟᱱᱟ᱾

CO4. ᱩᱱ.ᱱᱟᱵᱟᱱ. ᱢᱤ ᱚᱫᱟᱞᱟᱹᱣᱟᱹᱱ ᱵᱮᱦᱚᱱᱫᱮ ᱡᱚᱱᱟᱹᱣ.ᱮ ᱥᱟ ᱣᱱ.ᱱᱟᱞᱳ ᱢᱤ ᱛᱟᱦᱟᱸ ᱰᱟᱱᱟ᱾

CO5. ᱩᱱ.ᱱᱟᱵᱟᱱ. ᱢᱤ ᱚᱫᱟᱞᱟᱹᱣᱟᱹᱱ ᱵᱮᱦᱚᱱᱫᱮ ᱦᱟᱣᱟᱹᱚ ᱢᱤ ᱛᱟᱦᱟᱸ ᱰᱟᱱᱟ᱾

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. ଠଊଛ୍ୱଠଊଣ ଛଽୈଣଓ ୬ୈ୬ଛ୬ଠ

I. ଠଊଛ୍ୱଠଊଣ ଛଽ୰ଣଓ ଠଽୈଽଠ ଣଛ ଘଣ.ୈଣ.ଛୟ୵

II. ଠଊଛ୍ୱଠଊଣ ଛଽ୰ଣଓ ଠଊଠଊଛ ଣଛ ଠଊଛଣ

III. ଠଊଛ୍ୱଠଊଣ ଛଽ୰ଣଓ ଠଊଠଊଠ

IV. ଠଊଛ୍ୱଠଊଣ ଛଽ୰ଣଓ ଓ୬ୈ

Unit- 2. ଠଊଛ୍ୱଠଊଣ ୬ଣ.ଠ୵ଠଊଛଣ

I. ୮ଣୈଠଣଘ୵୵ ୬ଓଊୈ ଠ୵୵ୈଥ୵, ଛଠ୵୰ଣ., ଡଣଓ୮ଣ, ୸ଓଓ୮୬୵୮

II. ଠ୵୵ୈଥ୵, ଛଠ୵୰ଣ, ଡଣଓ୮ଣ, ୵ଓଓ୮ଣ୵୮ ୬ଓଊୈ ୮ଣୈଠଣଘ୵୵

Reference Books:

1. ଠ୬ଠଣ.୮୵ ଠଣଛ୍ୱଠଊଣ ୬ଣ.ଠୈ୵ ୬ଊ – ଠଛ. ୮୬୮୵୮ ଠଣ·୮ଥଣଓ
2. ଣଛ ୮ଊଠଊଥ. ଘଛଊ. ୮୰ଣଠ୵ ଓଊଛଊୈ ଠ୸୵ଠଠଛଊଠ୵୵୮୵ଥ ଡଣ୮ଣଣଓ – ୮୬ଥଓ୵ଛ ୵୵ଠଛଊ
3. ୮ଣଜଠ୸ଥ ୮ଣ.ଘ୵୵ - ୮୰ଣଠ୵ ୮୵. ଣ୬ଠ୬

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 ଉଦ୍ଦେଶ୍ୟ ଏହି ବିଷୟରେ ବିଷୟବସ୍ତୁ ଓଡ଼ିଶାର. ଆଦିବାସୀ ମହିଳାଙ୍କ ସମ୍ପର୍କରେ, ମହି.ପୁରୁ-ମହି.ଜେଜୁ, ଯେଉଁ ଏବଂ ମଣ୍ଡଳୀ ପ୍ରମାଣପତ୍ର ପ୍ରଦାନ କରିବା।

Course Outcome:

CO1: ଔପଚାରିକତା ଯୋଗାଯୋଗରେ ସମ୍ପର୍କରେ ଏବଂ ସାମାଜିକ ମହି.ପୁରୁ ମହି.ଜେଜୁ ପାଇଁ. ମହି ପ୍ରମାଣପତ୍ର ପ୍ରଦାନ ।

CO2: ଆନୁଷ୍ଠାନିକଜୁରୁ ଦୃଢ଼ିକରଣ ଯୋଗେ ସମ୍ପର୍କରେ ଏବଂ ସାମାଜିକ ମହି.ପୁରୁ ମହି.ଜେଜୁ ପାଇଁ. ମହି ପ୍ରମାଣପତ୍ର ପ୍ରଦାନ ।

CO3: ଆନୁଷ୍ଠାନିକଜୁରୁ ଉତ୍ତରାଧିକାରୀତ୍ୱ ପ୍ରଣାଳୀ ଏବଂ ସମ୍ପର୍କରେ ଏବଂ ସାମାଜିକ ମହି.ପୁରୁ ମହି.ଜେଜୁ ପାଇଁ. ମହି ପ୍ରମାଣପତ୍ର ପ୍ରଦାନ ।

CO4: ଆନୁଷ୍ଠାନିକଜୁରୁ ମଣ୍ଡଳୀ ଅଧ୍ୟୟନରୁ ଏବଂ ସମ୍ପର୍କରେ ଏବଂ ସାମାଜିକ ମହି.ପୁରୁ ମହି.ଜେଜୁ ପାଇଁ. ମହି ପ୍ରମାଣପତ୍ର ପ୍ରଦାନ

CO5: ଜେନ୍ଡର ଓଡ଼ିଶାର. ଆଦିବାସୀ ମଣ୍ଡଳୀକ ସମ୍ପର୍କରେ ଏବଂ ମହି.ପୁରୁ ମହି ପ୍ରମାଣପତ୍ର ମଣ୍ଡଳୀର ଅଂଶ ଅନୁଭବ· ଅଙ୍ଗନ୍ୱାଡ଼ି କର୍ମୀଙ୍କ ମହି.ପୁରୁ ଏବଂ ଜୀବନ ଧାରଣ ମହି ଜୀବନ ଧାରଣ ।

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. ଔପଚାରିକତା ଯୋଗାଯୋ : ସାମାଜିକ, ମହି.ପୁରୁ ମହି.ଜେଜୁ ପାଇଁ ମଣ୍ଡଳୀ।

Unit-2. ଆନୁଷ୍ଠାନିକଜୁରୁ ଓଡ଼ିଶାର ଯୋଗେ : ସାମାଜିକ, ମହି.ପୁରୁ ମହି.ଜେଜୁ ପାଇଁ ମଣ୍ଡଳୀ।

Unit-3. ଆନୁଷ୍ଠାନିକଜୁରୁ ଉତ୍ତରାଧିକାରୀତ୍ୱ : ସାମାଜିକ, ମହି.ପୁରୁ ମହି.ଜେଜୁ ପାଇଁ ମଣ୍ଡଳୀ।

Unit-4. ଆନୁଷ୍ଠାନିକଜୁରୁ ମଣ୍ଡଳୀ ଅଧ୍ୟୟନ : ସାମାଜିକ, ମହି.ପୁରୁ ମହି.ଜେଜୁ ପାଇଁ 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** **ᱥᱟᱱᱛᱟᱞᱤ ᱜᱚᱲᱚ ᱠᱷᱟ.ᱚᱞᱟ**	**4**	**3-1-0**

Course Objectives:

ᱥᱟᱱᱛᱟᱞᱤ ᱜᱚᱲᱚ ᱠᱷᱟ.ᱚᱞᱟ ᱤᱛᱟᱜᱚᱱᱟ ᱚᱢᱯᱚᱡ ᱤᱢ.ᱢᱟᱦᱟᱭᱟᱢ.ᱠᱚ ᱜᱚᱲᱚ ᱠᱷᱟ.ᱚᱞᱟ ᱯᱩᱨᱚᱱᱚ ,ᱫᱟᱭᱚ ᱢᱱ ᱜᱟ.ᱢᱟᱩ ᱠᱚ ᱚᱢᱜᱚᱢᱚᱨ ᱥᱩᱯᱠᱚᱭᱟᱢ । ᱜᱚᱲᱚ ᱠᱷᱟ.ᱚᱞᱟ ᱚᱢᱯᱚᱡᱚᱨ ᱤᱢ.ᱢᱟᱦᱟᱭᱟᱢ. ᱩᱢᱱᱯᱨ ᱜᱢᱤᱛᱟᱩᱞ ᱠᱚᱭᱟᱢᱫ ᱠᱢᱚᱜᱟᱢ, ᱱᱟᱣᱭ-ᱱᱟᱨᱫᱢᱮᱨ, ᱫᱢᱱᱯᱨ ᱮᱢᱣᱟ, ᱣᱭ᱾ᱫᱢ ᱱᱟ ᱩᱢ.ᱮᱩᱟ ᱠᱚᱭᱟᱢᱫ ᱱᱚᱤᱭᱨ ᱠᱷᱟ.ᱚᱞᱟ, ᱫᱩᱜᱟ.ᱱᱚᱟ ᱴᱟᱱᱟᱢᱭᱮ, ᱩᱢ.ᱮᱩᱟ ᱴᱟᱱᱟᱢᱭᱮ, ᱱᱟᱣᱭ-ᱱᱟᱨᱫᱢᱮᱨ ᱴᱟᱱᱟᱢᱭᱮ ᱱᱟᱨᱫᱢᱮᱨ ᱣᱟᱮᱚᱟ ᱠᱷᱟ.ᱚᱞᱟ, ᱴᱟᱶᱫᱟᱱᱟ.ᱨ, ᱤᱢ.ᱱᱨᱫᱢ. ᱥᱩᱢᱤᱮ ᱠᱷᱟ.ᱚᱞᱟ ᱠᱚ ᱠᱚ ᱚᱢᱜᱚᱢᱚᱨ ᱫᱢᱩᱢ ।

Course Outcomes:

CO1. ᱜᱚᱲᱚ ᱠᱷᱟ.ᱚᱞᱟ ᱤᱢᱫᱩᱜᱚᱢᱭ ᱠᱢᱚᱟ ᱠᱷᱟ.ᱚᱞᱟ ᱱᱟᱨᱫᱢᱮᱨ ᱵᱤᱵᱱᱵᱩ ᱠᱚ ᱚᱢᱜᱚᱢᱚᱨ ᱫᱢᱩᱢ।

CO2. ᱜᱚᱲᱚ ᱠᱷᱟ.ᱚᱞᱟ ᱱᱟ ᱱᱟᱭᱣᱟᱨᱫᱢᱮᱢ ᱢᱱ ᱚᱨᱮᱞᱟᱭᱣᱟᱨᱫᱢᱮᱢ ᱠᱚᱭᱟᱢᱫ ᱠᱷᱟ.ᱚᱞᱟ ᱚᱢᱯᱚᱡᱚᱟ ᱜᱟᱨᱫᱢᱮᱢ ᱠᱚ ᱫᱢᱩᱢ।

CO3. ᱮᱢᱜᱚᱩ ᱱᱟᱨᱫᱢᱮᱨ ᱠᱢᱚᱜᱟᱢ ᱚᱨᱮᱚᱟ ᱠᱷᱟ.ᱚᱞᱟ ᱚᱢᱯᱚᱡᱚᱟ ᱠᱚ ᱚᱢᱜᱚᱢᱚᱨ ᱫᱢᱩᱢ ᱫᱢᱩᱢᱟᱨᱫᱢᱮᱢᱜ-ᱢ ।

CO4. ᱜᱚᱲᱚ ᱠᱷᱟ.ᱚᱞᱟ ᱤᱢᱫᱩᱜᱚᱢᱭ ᱠᱢᱚᱟ ᱮᱢᱜᱚᱩ ᱢᱱ ᱢᱜᱚᱩ ᱱᱟᱨᱫᱢᱮᱨ ᱫᱢᱩᱢᱟᱨᱮᱣᱫᱢᱮᱵᱠ ᱚᱢᱜᱚᱢᱚᱨ ᱫᱢᱩᱢᱠᱚᱨᱫᱢᱮᱢ ।

CO5. ᱜᱚᱲᱚ ᱠᱷᱟ.ᱚᱞᱟ ᱤᱢᱫᱩᱜᱚᱢᱭ ᱠᱢᱚᱟ ᱮᱨᱣᱢ.ᱱᱢᱜ ᱣᱟᱨᱫᱢᱮᱨ ᱱᱟ ᱚᱵᱜᱨ-ᱚᱢ.ᱫᱵᱣ ᱚᱵᱣᱟᱜᱢ.ᱭ ᱫᱢᱩᱫᱟ ᱠᱚ ᱢ.ᱜᱵᱨᱢ।

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 ᱜᱚᱛ ᱠᱚ.ᱜᱮᱲ ᱯᱨᱚᱵᱚᱱ ᱩᱫᱮᱫᱚ, ᱰᱚ.ᱮᱚ.ᱯᱤᱲ, ᱜᱟᱮ ᱚᱜ ᱜᱚ.ᱢᱟᱣ ।

Unit-2. ᱜᱚᱞ ᱠᱚ.ᱜᱮᱲ

ᱩᱚ.ᱮᱩᱟ ᱠᱚᱡᱚᱱᱜ, ᱱᱟᱣᱥ-ᱱᱟᱨᱚᱱ.ᱯᱟ ᱠᱚᱡᱚᱱᱜ, ᱣᱚᱱᱯᱮ ᱮᱚᱢᱟ ᱠᱚ ᱯᱨᱚᱵᱚᱱᱜ ᱯᱚᱰᱤᱜᱟ ᱠᱚ.ᱜᱮᱲ।

Unit-3. ᱚᱟᱮᱚᱟ ᱠᱚ.ᱜᱮᱲ

ᱣᱜᱚ.ᱯᱚᱟ ᱴᱟᱯᱱᱚᱜᱮ, ᱩᱚ.ᱮᱩᱟ ᱴᱟᱯᱱᱚᱜᱮ, ᱱᱟᱣᱥ-ᱱᱟᱨᱚᱱ.ᱯᱟ ᱴᱟᱯᱱᱚᱜᱮ ।

Unit-4. ᱜᱚᱛ ᱜᱚᱨᱚᱱᱮ

ᱴᱟᱲᱜᱯᱚ.ᱨ - ᱴᱟᱥ ᱴᱟᱲᱜᱯᱚ.ᱨ, ᱚᱟᱯ ᱴᱟᱥᱲᱜᱯᱚ.ᱨ, ᱰᱚ.ᱯᱨᱚ. ।

Reference Books:

1- ᱜᱚᱛ ᱚᱯ ᱜᱚᱛ ᱠᱚ.ᱜᱮᱲ - ᱴᱚ.ᱯᱠᱜᱣ ᱩᱠᱯᱩᱠ
2- ᱜᱟᱣᱚ.ᱯ - ᱰᱚ᱾ ᱯᱚᱜᱜᱜᱣᱮᱚᱚᱜ ᱩᱠᱯᱩᱠ
3- ᱛᱚ ᱛᱰᱮᱯ ᱩᱚ.ᱩᱟ ᱴᱟᱯᱱᱚᱜᱮ - ᱚᱚᱢᱚᱜᱚ ᱚᱮᱴᱯᱚ
4- ᱚᱚᱰᱯᱚ ᱚᱟᱮᱚᱟ - ᱴᱣᱮᱚᱯᱚᱢᱩ ᱴᱚᱯᱚᱮ,
5- ᱱᱚᱩᱴᱟᱩ ᱚᱟᱮᱚᱟ - ᱠᱚ.ᱮᱜᱚ.ᱨ ᱯᱚᱯ ᱣᱠᱚᱣ
6- ᱴᱚᱮᱚᱚᱯᱟ ᱯᱚᱠ ᱠᱚᱢᱚᱜᱚᱡ ᱠᱟ ᱛᱣᱮᱟᱨᱚᱚ -ᱚᱯ. ᱛᱜᱜᱮᱮᱴᱴᱮᱜᱯ ᱩᱚᱮᱱᱜᱟ
7- ᱜᱚᱛ ᱠᱚᱜᱮᱟ ᱰᱣᱚᱜᱟ - ᱯᱮᱡ ᱰᱟ. ᱓ ᱚᱚᱢᱚᱟᱚ᱓
8- ᱱᱚᱩᱴᱟᱩ ᱚᱟᱮᱚᱟ - ᱩᱚ᱾ᱜᱜᱯ ᱭᱚ᱾ᱛᱯᱯ ᱣᱣᱵᱠᱠ ᱯᱣᱩᱚ.᱓ ᱴᱚᱯᱚᱮ

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** **ᱚᱱᱚᱣᱚᱱᱛᱤᱨ ᱯᱚᱨᱤᱪᱭ ᱯᱩᱞᱤᱱᱥᱚᱱ ᱠᱚᱨᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱧᱚᱣᱚᱱ ᱚᱱᱚᱱᱤᱛ ᱚᱱᱟᱱᱚᱨ ᱤᱱ.ᱦᱚᱵᱚᱣᱚᱱ. ᱠᱚ ᱯᱚᱨᱤᱪᱭ ᱯᱩᱞᱤᱱᱥᱚᱱ ᱠᱚᱨᱚᱱ ᱩᱫᱮᱥᱩ, ᱤᱱᱧᱤᱱ.ᱯᱟᱞᱤ, ᱵᱤ.ᱯᱷᱤ., ᱵᱤᱯᱷᱤᱞ ᱵᱟ ᱜᱚᱲᱚᱱᱧᱤᱧᱠᱚ ᱣᱚᱱᱟᱱᱚᱨ ᱡᱚᱠᱚᱛ ᱡᱚᱲᱩᱠ ᱣᱮᱵᱷᱟᱨ-ᱱᱚ ।

Course Outcomes:

CO1. ᱧᱚᱣᱚᱱ ᱚᱱᱚᱱᱤᱛ ᱤᱱᱛᱚᱨᱯᱨᱮᱴᱮᱫ ᱚᱱᱟᱱᱚᱨ ᱤᱱ.ᱦᱚᱵᱚᱣᱚᱱ. ᱠᱚ ᱚᱱᱧᱤᱱᱚᱱᱤᱛ ᱯᱚᱨᱤᱪᱭ ᱤᱵᱤᱦᱚᱱ.ᱭ ᱚᱰᱠᱚ ᱣᱚᱱᱣᱚᱱᱚᱨ ᱫᱚᱱᱟᱱ ।

CO2. ᱯᱚᱨᱤᱪᱭ ᱤᱱᱛᱚᱨᱯᱨᱮᱴᱮᱫ ᱚᱱᱟᱱᱚᱨ ᱤᱱ.ᱦᱚᱵᱚᱣᱚᱱ. ᱠᱚ ᱵᱤ.ᱨᱚᱱ.ᱚ ᱜᱚᱲᱚᱱᱧᱤᱧᱮ ᱵᱟ ᱭᱮᱱ ᱯᱚᱨᱤᱪᱭ ᱣᱟᱨᱤᱞᱟᱨ ᱠᱚ ᱜᱚᱱᱟᱰᱨᱮᱱᱜ-ᱱᱚ ।

CO3. ᱯᱚᱨᱤᱪᱭ ᱯᱚᱨᱤᱪᱭ ᱯᱚᱫ, ᱵᱤᱯᱷᱤᱞ, ᱵᱤ.ᱨᱚᱱ.ᱚ ᱠᱚ ᱥᱟᱠᱷ ᱯᱷᱚᱠᱚᱱᱚᱨ ᱣᱮᱵᱷᱟᱨ ᱠᱚᱱᱭᱮᱱ ᱤᱱ.ᱦᱚᱵᱚᱣᱚᱱ. ᱠᱚ ᱣᱚᱱᱚᱱᱚᱨ ᱫᱚᱱᱟ ᱜᱚᱱᱟᱰᱨᱮᱱᱜ-ᱱᱚ ।

CO4. ᱤᱱ.ᱦᱚᱵᱚᱣᱚᱱ.ᱠᱚ ᱵᱤ.ᱯᱷᱤ. ᱠᱚᱯᱯᱚᱨᱮᱱᱜ ᱤᱱ.ᱯᱟᱞᱤ ᱱᱚᱶ ᱯᱤ.ᱠᱚᱰᱚ ᱯᱷᱚᱠᱚᱱᱭ ᱯᱚᱯᱷᱚᱠ ᱤᱵᱤᱦᱚᱱ.ᱭ ᱚᱰᱠᱚ ᱣᱚᱱᱣᱚᱱᱚᱨ ᱫᱚᱱᱟ ᱜᱚᱱᱟᱰᱨᱮᱱᱜ-ᱱᱚ ।

CO5. ᱧᱚᱡᱟᱨᱜ ᱜᱚᱲᱚᱱᱧᱤᱧᱮ ᱯᱚ ᱤᱱ.ᱦᱚᱵᱚᱣᱚᱱ.ᱠᱚ ᱜᱚᱲᱚᱱᱠᱚ ᱫᱚᱱᱟᱱ।

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 ᱯᱚᱨᱤᱪᱭ

(a) ᱯᱚᱫ, ᱯᱚᱨᱤᱪᱭ, (b) ᱵᱤ.ᱯᱷᱤ, ᱵᱤ.ᱯᱷᱤᱦᱤ., ᱵᱤᱯᱷᱤᱞ, ᱵᱤᱨᱚᱱ.ᱚ, ᱧᱤ.ᱨᱚᱱ.ᱚ (c) ᱭᱮᱱ ᱡᱚᱱ.ᱦᱟᱞᱩ : ᱥᱭᱮᱱ ᱭᱮᱱ, ᱭᱟᱚᱱᱚᱜ ᱭᱮᱱ, ᱜᱩᱞᱟᱭᱮᱱ.ᱜ ᱭᱮᱱ

Unit-2 ᱵᱤ.ᱯᱷᱤ. ᱠᱚᱯᱯᱚᱨᱮᱱᱜ ᱤᱱ.ᱯᱟᱞᱤ ᱱᱚᱶ ᱯᱤ.ᱠᱚᱰᱚ ᱯᱷᱚᱠᱚᱱᱭ ᱯᱚᱯᱷᱚᱠ

(a) ᱚᱨ.ᱫᱷᱨᱤ ᱨ.ᱫᱟᱜ ᱦᱨᱚᱣᱨ (b) ᱨ.ᱣᱨ.O ᱯᱷ ᱨ.ᱛᱨ. ᱦᱨᱭᱨᱜ Oᱨᱚᱨᱲ (c) ᱴᱨ'ᱜᱨᱣ ᱨᱫ ᱴᱨ.ᱜᱨ.ᱣ ᱜᱨ.ᱴᱨ.ᱢ

Unit-3 ᱦᱨᱴᱭᱨ ᱫᱣᱴᱨᱜ Oᱨᱫᱨᱴ

(a) ᱦᱨ.ᱴᱭᱨ ᱫᱣᱣᱨᱜ ᱴᱨᱜ (b) ᱴᱨᱜ ᱫᱣᱴᱨᱜ ᱡᱨ.ᱢᱫᱭ ᱨᱫ ᱲᱴᱨ ᱫᱣᱴᱨᱜ ᱫᱢᱰ (c) ᱦᱨᱴᱭᱨ ᱫᱣᱴᱨᱜ ᱡᱣᱰᱣᱴᱨ

Unit-4 ᱦᱨᱴᱭᱨ ᱫᱣᱣᱨᱜ ᱡᱲᱴᱨᱜ

Reference Books:

1. ᱫᱲᱴᱨᱭ - ᱰᱲ' ᱫᱲᱜᱭᱢᱴᱨᱢᱚᱭ ᱡᱢᱫᱡᱢ
2. ᱴᱨᱴᱚᱢᱭᱣᱨ ᱫᱲᱴᱨᱭ - CIIL Mysore
3. ᱴᱨᱴᱚᱢᱭᱣᱨ ᱫᱲᱴᱨᱭ - ᱡᱫ. ᱫᱲᱚᱲᱴ ᱡᱣᱡᱡᱫᱲᱡ
4. ᱴᱨᱡᱢᱨᱜ ᱴᱨᱴᱚᱢᱭᱣᱨ ᱫᱲᱴᱨᱭ - ᱴᱨᱢᱱᱭᱲᱴ ᱦᱢᱭᱴᱨ ᱡᱨᱴᱨᱭ ᱡᱨᱴᱨᱭᱨ
5. ᱴᱨᱡᱢᱨᱜ ᱴᱨᱴᱚᱢᱭᱣᱨ ᱫᱲᱴᱨᱭ - ᱡᱫ. ᱡᱲᱚᱨᱴᱭᱱᱫ ᱴᱨᱡᱚᱭ ᱡᱣᱴᱨᱭᱫᱢ
6. ᱰᱢ.ᱫᱴᱨ ᱰᱢ'ᱡᱢ-ᱱᱲᱴᱫᱲᱚᱭ ᱡᱦᱫᱡᱢ

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** **ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱞᱚᱯᱚ ᱯᱟᱹᱨᱥᱤᱜ ᱵᱤᱪᱟᱨᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱲᱚᱱ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱛᱚᱣᱟᱞᱚᱫ ᱚᱱᱟᱹᱨᱚᱠ ᱛᱚ.ᱦᱟᱲᱚᱱ.ᱠᱚ ᱜᱚᱞᱚᱯᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤᱨ ᱯᱚᱲᱚᱦᱟ ᱛᱚᱣᱚᱞᱚᱫ ᱛᱚᱦᱚᱱᱚᱨᱤᱨ ᱥᱟᱠᱚᱢ ᱠᱚᱨᱚᱣᱟ ।

Course Outcomes:

CO1. ᱛᱚ.ᱦᱟᱲᱚᱱ.ᱠᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱞᱚᱯᱚ ᱥᱟᱨᱤᱜ ᱥᱩᱱᱩᱫᱚᱞᱩ, ᱛᱚ.ᱞᱤ.ᱥᱚᱨᱤ, ᱡᱚᱢᱤᱱᱚᱥ, ᱜᱮᱞᱤ ᱢᱟᱥ ᱱᱚᱱᱚ ᱠᱚ ᱛᱚᱦᱚᱱᱚᱨᱤᱨ ᱣᱟᱱᱟ ।

CO2. ᱛᱚ.ᱦᱟᱲᱚᱱ.ᱠᱚ 'ᱛᱮᱞᱮᱠ ᱠᱩᱢᱟᱨ ᱜᱚ.ᱚᱨᱟ ᱴᱟᱦᱟ.ᱟᱛᱚᱞᱮᱨ' ᱜᱚᱞᱚᱯᱚ ᱥᱟᱨᱤᱜ ᱱᱚᱱᱚ ᱠᱚ ᱛᱚᱦᱚᱱᱚᱨᱤᱨ ᱣᱟᱱᱟ ।

CO3. ᱫᱚᱲᱚᱱ ᱛᱚᱣᱟᱞᱚᱫ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱛᱚ.ᱦᱟᱲᱚᱱ.ᱠᱚ 'ᱜᱩᱞᱩᱯᱩᱞᱩ ᱢᱠᱩᱞᱟᱛᱚ' ᱜᱚᱞᱚᱯᱚ ᱥᱟᱨᱤᱜ ᱱᱚᱱᱚ ᱠᱚ ᱛᱚᱦᱚᱱᱚᱨᱤᱨ ᱣᱟᱱᱟ ।

CO4. ᱛᱚ.ᱦᱟᱲᱚᱱ.ᱠᱚ 'ᱱᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱟᱞᱚᱨᱚᱠ ᱵᱟᱱᱚ.ᱟᱨᱜ ᱠᱚᱱᱚᱨᱚᱜ' ᱜᱚᱞᱚᱯᱚ ᱥᱟᱨᱤᱜ ᱱᱚᱱᱚ ᱠᱚ ᱛᱚᱦᱚᱱᱚᱨᱤᱨ ᱣᱟᱱᱟ ।

CO5. ᱛᱚ.ᱦᱟᱲᱚᱱ.ᱠᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱜᱚᱞᱚᱯᱚ ᱛᱚᱣᱟᱞᱚᱫ ᱠᱚᱱᱚᱠ ᱛᱚᱣᱟᱹ.ᱜᱟ ᱛᱚᱨᱩᱢ.ᱚ ᱢᱠᱚᱡᱚᱱᱚᱜ ᱱᱟᱨᱟᱹᱨᱚᱠ ᱚᱨ ᱛᱚᱨᱛᱟᱹᱨᱚᱱᱚ ᱚᱨᱠᱚᱠ ᱢ.ᱜᱮᱞᱤᱢ।

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. ᱜᱚᱞᱟᱹᱞ ᱯᱟᱹᱨᱥᱮᱜ ᱚᱞᱟᱹᱞᱮᱫᱚᱞ, ᱛᱚ.ᱮᱜ.ᱯᱟᱹᱨᱥᱮᱜ, ᱡᱚᱢᱮᱱᱟᱹᱢ, ᱜᱩᱞᱮ ᱚᱨ ᱡᱚᱲ ।

Unit-2. ᱛᱩᱞᱟᱹᱲ ᱢᱚᱦᱟᱱᱛ ᱜᱚ.ᱚᱨᱟᱣ ᱣᱟᱞᱚᱢ.ᱫᱩᱛᱚᱫᱟᱱᱛ ।

Unit-3. ᱫᱟᱱᱟᱹᱨᱚᱞ ᱚᱦᱟᱫᱚ

Unit-4. ᱡᱚᱢᱮᱱᱚᱞ ᱫᱟᱨᱮᱫᱚᱞ ᱢᱡᱚ.ᱫᱚᱜ ᱢᱚᱢᱮᱱ ।

Reference Books:

1. ᱛᱩᱞᱟᱹᱲ ᱢᱚᱦᱟᱱᱛ ᱜᱚ.ᱚᱨᱟᱣ ᱣᱟᱞᱚᱢ.ᱫᱩᱛᱚᱫᱟᱱᱛ - ᱥᱚᱨᱚᱡᱚᱵ ᱛᱟᱱᱚᱣᱚᱞᱫᱩ ᱡᱚ.ᱡᱩᱞᱟ
2. ᱫᱟᱱᱟᱹᱨᱚᱞ ᱚᱦᱟᱫᱚ - ᱛᱚ.ᱱᱚ.ᱭ ᱡᱱᱟᱡ
3. ᱡᱚᱢᱮᱱᱚᱞ ᱫᱟᱨᱮᱫᱚᱞ ᱢᱡᱚ.ᱫᱚᱜ ᱢᱚᱢᱮᱱ - ᱣᱚᱢᱯᱜᱮ ᱜᱚ.ᱣᱫᱚᱜ

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 ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱲᱚ ᱚᱱᱩᱡᱟᱨᱫ ᱯᱟᱹᱨᱛᱷᱚᱣ ᱵᱤᱫᱭᱟ**	**3**	**2-1-0**

Course Objectives:

ᱫᱚᱣᱟ ᱚᱱᱚᱞᱚᱢ ᱚᱢᱯᱟᱹᱨᱚᱛ ᱚᱱᱩᱡᱟᱨᱫ ᱯᱟᱹᱨᱛᱷᱚᱣ ᱵᱤᱫᱭᱟ ᱜᱚᱲᱚ ᱜᱚᱲᱚᱱ ᱢᱟᱱᱩᱥᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱣ ᱚᱨ ᱫᱚᱨᱤᱫᱚᱜ ᱥᱮᱫ ᱟᱱᱟ ᱫᱚᱨᱤᱫᱚᱜ ᱨᱮᱱᱟᱜ ᱚᱱᱩᱡᱟᱨᱫ ᱯᱟᱹᱨᱛᱷᱚᱣ ᱵᱤᱫᱭᱟ ᱜᱚᱲᱚᱱ ᱵᱚ ᱢᱟᱱᱩᱥᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱣ ᱨᱮᱱᱟᱜ-ᱱᱤ ᱫᱚᱨᱤᱫᱚᱜ ᱢᱟᱱᱩᱥᱟᱨᱤᱛ ᱵᱟᱱᱚᱨ ᱱᱤ.ᱵᱟᱹᱯ ᱢᱟᱱᱟᱜᱟᱣ ᱚᱨᱵᱚ ᱯᱟᱱᱟᱜ ᱡᱮᱞᱮᱜ-ᱱᱤ᱾

Course Outcomes:

CO1. ᱡᱤᱱ.ᱢᱟᱭᱟᱱ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱲᱚ ᱵᱟᱱ.ᱜᱮᱨᱤ ᱵᱤᱫᱭᱟ ᱵᱤᱪᱭᱟᱹᱣ ᱱᱚᱣ ᱮᱱᱮᱜᱟᱹᱣ ᱵᱟᱱᱚᱭᱟᱱ ᱵᱚ ᱢᱟᱱᱩᱥᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱣ ᱡᱟᱱᱟᱣ ᱾

CO2. ᱡᱤᱱ.ᱢᱟᱭᱟᱱ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱲᱚ ᱴᱮᱠᱥᱴ ᱵᱤᱫᱭᱟ ᱵᱤᱪᱭᱟᱹᱣ ᱱᱚᱣ ᱮᱱᱮᱜᱟᱹᱣ ᱵᱟᱱᱚᱭᱟᱱ ᱵᱚ ᱢᱟᱱᱩᱥᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱣ ᱡᱟᱱᱟᱣ ᱾

CO3. ᱡᱤᱱ.ᱢᱟᱭᱟᱱ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱲᱚ ᱵᱟᱱᱚᱭᱟᱱ ᱵᱤᱫᱭᱟ ᱵᱤᱪᱭᱟᱹᱣ ᱱᱚᱣ ᱮᱱᱮᱜᱟᱹᱣ ᱵᱟᱱᱚᱭᱟᱱ ᱵᱚ ᱢᱟᱱᱩᱥᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱣ ᱡᱟᱱᱟᱣ ᱾

CO4. ᱡᱤᱱ.ᱢᱟᱭᱟᱱ.ᱵᱚ ᱚᱱᱚᱞᱚᱢᱟᱨᱤ ᱜᱚᱲᱚ ᱜᱮᱱᱨᱮᱴᱤᱸ ᱵᱟᱱᱚᱭᱟᱱ ᱵᱤᱫᱭᱟ ᱵᱤᱪᱭᱟᱹᱣ ᱱᱚᱣ ᱮᱱᱮᱜᱟᱹᱣ ᱵᱟᱱᱚᱭᱟᱱ ᱵᱚ ᱢᱟᱱᱩᱥᱟᱨᱤᱛ ᱯᱟᱹᱨᱛᱷᱚᱣ ᱡᱟᱱᱟᱣ ᱾

CO5. ᱡᱤᱱ.ᱢᱟᱭᱟᱱ.ᱵᱚ ᱫᱚᱣᱟ ᱚᱱᱚᱞᱚᱢ ᱵᱤᱫᱭᱟ ᱵᱟᱱ.ᱜᱮᱨᱤ, ᱴᱮᱠᱥᱴ, ᱜᱚᱲᱚ ᱵᱟᱱᱚᱭᱟᱱ ᱱᱚᱣ ᱜᱮᱱᱨᱮᱴᱤᱸ ᱵᱚ ᱵᱤᱫᱭᱟ ᱜᱮᱱ.ᱜᱟᱱ ᱵᱟᱱᱚᱭᱟᱱ ᱵᱚ ᱫᱩᱨᱩ ᱵᱟᱱᱚᱨ ᱫᱮᱱᱟᱵᱚ ᱱᱟᱵᱚ ᱜᱚ᱾ ᱱᱟᱵᱚᱭᱟᱱᱜ ᱵᱟᱱ.ᱵᱟᱨ ᱵᱤᱫᱭᱟ ᱵᱟᱵᱚ ᱢᱮᱛᱟᱭᱟᱱ ᱯᱟᱱᱟᱜᱟᱹᱣ ᱾

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 ᱠᱚ.ᱜᱮᱞ ᱨᱮ ᱣᱟᱨᱮᱱᱮᱴᱤᱞᱤᱛᱤ ᱫᱩᱞᱩᱢ ᱦᱚᱲ ᱱᱚᱴᱚᱥᱚᱱ : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱚ.ᱜᱮᱞ ᱯᱩᱨᱚᱱᱤᱜ ᱩᱫᱮᱫᱚ, ᱰᱚ.ᱮᱢ.ᱯᱮᱞ, ᱫᱩᱮᱵᱚ, ᱣᱚᱞ ᱨᱮ ᱜᱚ.ᱢᱟᱩ

Unit-2. ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱦᱩᱱᱩᱩ ᱨᱮ ᱣᱟᱨᱮᱱᱮᱴᱤᱞᱤᱛᱤ ᱫᱩᱞᱩᱢ ᱦᱩᱱᱩᱩ: : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱦᱩᱱᱩᱩ ᱯᱩᱨᱚᱱᱤᱜ ᱰᱚ.ᱮᱢ.ᱯᱮᱞ, ᱣᱚᱞ ᱨᱮ ᱩᱨᱜᱚ

Unit-3. ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱚᱢᱚᱣᱟ ᱨᱮ ᱣᱟᱨᱮᱱᱮᱴᱤᱞᱤᱛᱤ ᱫᱩᱞᱩᱢ ᱦᱚᱲ ᱣᱚᱰᱤᱫᱤᱞᱤᱛᱤ : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱚᱢᱚᱣᱟ ᱯᱩᱨᱚᱱᱤᱜ ᱩᱫᱮᱫᱚ, ᱰᱚ.ᱮᱢ.ᱯᱮᱞ, ᱣᱚᱞ ᱨᱮ ᱩᱨᱜᱚ

Unit-4. ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱜᱩᱨᱩᱢᱩᱞ ᱨᱮ ᱣᱟᱨᱮᱱᱮᱴᱤᱞᱤᱛᱤ ᱫᱩᱞᱩᱢ ᱦᱚᱲ ᱣᱚᱰᱤᱫᱤᱞᱤᱛᱤ : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱜᱩᱨᱩᱢᱩᱞ ᱯᱩᱨᱚᱱᱤᱜ ᱩᱫᱮᱫᱚ, ᱰᱚ.ᱮᱢ.ᱯᱮᱞ, ᱣᱚᱞ, ᱩᱨᱜᱚ ᱨᱮ ᱜᱚᱨᱮᱢᱟᱱ।

Reference books -

1. ᱜᱚᱛ ᱨᱮ ᱜᱚᱛ ᱠᱚ.ᱜᱮᱞ - ᱦᱚᱢᱯᱠᱟᱲ ᱩᱲᱟᱣ
2. ᱜᱚᱛ ᱠᱚ.ᱜᱮᱞ ᱰᱩᱜᱟᱨ - ᱯᱮᱛᱷ. ᱰᱟ. ᱡ. ᱣᱚᱢᱚᱨᱟᱡ
3. ᱜᱚᱱ ᱦᱩᱱᱩᱩ - ᱰᱚ᱾ ᱯᱚᱨᱜᱟᱲᱮᱢᱚᱟ ᱩᱲᱟᱣ
4. ᱪᱚᱡ ᱦᱩᱱᱩᱩ - ᱣᱚᱣᱠᱲ. ᱣᱟ. ᱨᱟᱭᱮᱱ ᱨᱟ ᱣᱟ. ᱣᱟ. ᱦᱚᱱᱩᱮ
5. ᱜᱚᱛ ᱦᱩᱱᱩᱩ - ᱣᱚᱨᱚᱲᱚᱨᱚᱠ ᱩᱲᱟᱣ ᱨᱟ.ᱪᱟᱣᱚᱨ.ᱦᱟ
6. ᱦᱚᱲᱚᱢᱟᱞ ᱣᱟᱨᱮᱱᱮᱴᱤᱞᱤᱛᱤ ᱠᱚᱢᱚᱣᱟ ᱨᱮ ᱠᱚ.ᱜᱚᱣᱚᱲ - ᱣᱚᱨᱚᱲᱚᱨᱚᱠ ᱩᱲᱟᱣ ᱨᱟ.ᱪᱟᱣᱚᱨ.ᱦᱟ
7. ᱣᱚᱨᱜᱚ ᱦᱩᱱᱩᱩ - ᱣᱚᱲᱟᱱᱚᱩ ᱢᱩᱛᱩ

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.

SEMESTER - IV

Major

Code	Course Title	Credit	L-T-P
ST20002	**Santali Prose Literature** **ᱚᱱᱚᱣᱚᱱᱛᱟ ᱦᱟ.ᱚᱞᱚᱟ ᱚᱱᱩᱡᱩᱵᱩ**	**4**	**3-1-0**

Course Objectives:

ᱚᱱᱩᱡᱩᱱ ᱚᱱᱚᱱᱤ ᱩᱫᱪᱟᱣᱚᱭ ᱚᱱᱮᱱᱚᱣᱚᱨ ᱩᱱ.ᱢᱟᱜᱩᱡᱩᱱ.ᱦᱚ ᱚᱱᱚᱣᱚᱱᱛᱟ ᱦᱟ.ᱚᱞᱚᱟ ᱚᱱᱩᱡᱩᱵᱩ ᱡᱚᱱᱡᱚᱚ ᱡᱚᱱᱡᱚᱱᱮ ᱭᱞᱭ ᱦᱚᱩᱱ ।

Course Outcomes:

CO1. ᱦᱟ.ᱜᱚᱟ ᱯᱮᱨᱮᱱᱜ ᱛᱚᱪᱯᱛᱤ ᱱᱯ ᱚᱱᱜᱱᱤ ᱦᱟᱚᱞᱟᱱᱦᱚ ᱡᱚᱱᱡᱚᱮ ᱫᱟᱱᱤᱱ ।

CO2. ᱚᱱᱩᱡᱩᱱ ᱚᱱᱚᱱᱤ ᱚᱱᱮᱱᱚᱣᱚᱨ ᱜᱚᱱᱤᱱ ᱯᱮᱨᱮᱱᱜ ᱣᱚᱨᱮᱚᱨᱩ ᱱᱯ ᱱᱜᱚᱱᱤ ᱯᱮᱨᱮᱱᱜ ᱦᱟᱚᱞᱟᱱᱦᱚ ᱡᱚᱱᱡᱚᱮ ᱫᱟᱱᱤᱱ ।

CO3. ᱜᱚᱨᱮᱱᱮ ᱯᱮᱨᱮᱱᱜ ᱛᱚᱪᱯᱛᱤ ᱮᱱᱩᱡᱚᱨ ᱱᱦᱚᱩᱡᱚᱱᱜ ᱚᱨ ᱡᱚᱨ ᱱᱯ ᱜᱚᱨᱮᱱᱮ ᱯᱮᱨᱮᱱᱜ ᱚᱨᱚᱨᱩ ᱦᱟᱚᱞᱟᱱ ᱦᱚ ᱡᱚᱱᱡᱚᱱᱨᱮ ᱫᱟᱱᱤᱱ ।

CO4. ᱚᱱᱩᱡᱩᱱ ᱦᱟ.ᱜᱚᱟ ᱦᱚ ᱩᱱᱪᱟᱣᱟᱱᱩ ᱦᱟᱚᱨ ᱩᱱ.ᱢᱟᱜᱩᱡᱩᱱ. ᱦᱚᱣᱚ· ᱨᱚ ᱡᱚᱨ ᱯᱮᱨᱮᱱᱜ ᱨᱮᱱᱮ ᱔ᱱᱨᱮᱱ ᱦᱚ ᱫᱟᱱᱤᱱ ।

CO5. ᱚᱱᱩᱡᱩᱱ ᱦᱟ.ᱚᱞᱚᱟ ᱩᱱᱪᱟᱣᱟᱱᱩ ᱦᱟᱚᱨ ᱱᱜᱚᱱᱤ ᱚᱱᱜᱱᱤ ᱯᱮᱨᱮᱱᱜ ᱨᱮᱱᱮᱱ. ᱦᱚ ᱫᱟᱱᱤᱱ ।

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. ᱚᱸ.ᱜᱮᱨ ᱥᱟᱨᱦᱤᱧ ᱵᱮᱵᱥᱥᱩ : ᱚᱸ.ᱜᱮᱨ ᱥᱟᱨᱦᱤᱧ ᱩᱟᱮᱟᱣ ,ᱡᱸ.ᱮᱸ.ᱥᱮᱨ.,ᱜᱵᱮᱵᱣ, ᱣᱟᱸ.ᱢᱨᱣ, ᱯᱚᱮ

Unit-2. ᱜᱸᱩᱸᱩ ᱥᱟᱨᱦᱤᱧ ᱵᱮᱵᱥᱥᱩ : ᱜᱸᱩᱸᱩ ᱥᱟᱨᱦᱤᱧ ᱩᱟᱮᱟᱣ, ᱡᱸ.ᱮᱸ.ᱥᱮᱨ ᱜᱵᱮᱵᱣ, ᱣᱟᱸ.ᱢᱨᱣ, ᱯᱚᱮ

Unit-3. ᱴᱸᱮᱣᱸᱨᱟ ᱜᱸᱨᱤᱸᱮ : ᱜᱸᱨᱤᱸᱮ ᱥᱟᱨᱦᱤᱧ ᱩᱟᱮᱟᱣ, ᱡᱸ.ᱮᱸ.ᱥᱮᱨ ᱜᱵᱮᱵᱣ, ᱣᱟᱸ.ᱢᱨᱣ, ᱯᱚᱮ

Unit-4. ᱴᱸᱮᱣᱸᱨᱟ ᱚᱮᱚᱯ : ᱚᱮᱚᱯ ᱥᱟᱨᱦᱤᱧ ᱩᱟᱮᱟᱣ, ᱡᱸ.ᱮᱸ.ᱥᱮᱨ ᱜᱵᱮᱵᱣ, ᱣᱟᱸ.ᱢᱨᱣ, ᱯᱚᱮ

Reference Books:

1. ᱴᱸᱮᱣᱸᱨᱟ ᱴᱸᱩᱡᱩᱟᱨᱮᱯ ᱥᱟᱨᱦᱤᱧ ᱚᱞᱚᱮᱚᱞ ᱥᱸᱥ ᱩᱸᱥᱸᱥ - ᱦᱨ. ᱴᱨ. ᱸᱵᱩᱵ
2. ᱴᱸᱮᱣᱸᱨᱟ ᱚᱸ.ᱜᱮᱨ ᱜᱸᱮᱣᱚᱹᱥᱸᱥ - ᱡᱥ. ᱦᱨ. ᱴᱨ. ᱸᱵᱩᱵ
3. ᱴᱸᱩᱡᱩᱟᱨᱮᱯ ᱥᱸ.ᱥᱨ - ᱴᱚᱞᱩᱡᱚᱵ ᱮᱥᱩᱚᱹ ᱴᱚᱥᱟᱨᱮ

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** **ᱚᱱᱚᱞᱚᱡᱤ ᱵᱟᱞᱚᱨᱮ ᱱᱩᱛᱩᱱ ᱫᱚᱨᱥᱟᱱ**	**4**	**3-1-0**

Course Objectives:

ᱥᱮᱫᱚᱢᱟᱣᱟᱜ᱾ ᱚᱱᱚᱡᱟᱣᱟᱜ ᱚᱱᱚᱠᱟᱱᱟ ᱚᱱᱟᱹᱠᱟᱱᱚᱛ ᱛᱟᱱ.ᱢᱟᱭᱟᱡᱟᱱ. ᱵᱚ ᱥᱮᱫᱚᱢᱟᱣᱟᱜ᱾ ᱱᱩᱛᱩᱱ ᱮᱱᱜᱮᱱᱟ, ᱚᱛᱚᱛᱟᱜ ᱱᱚᱲ ᱥᱚᱲ ᱱᱩᱛᱩᱱ ᱵᱚ.ᱱᱩᱨ ᱪᱩᱱᱮᱫᱵᱚ ᱡᱮᱱᱟᱢᱮᱨ ᱢᱟᱱᱟ ᱟᱱᱛᱟᱨᱮᱱᱜ-ᱱ ᱾ ᱫᱚᱡᱟᱱ ᱚᱱᱚᱠᱟᱱᱟ ᱛᱮᱱᱟᱣᱟᱱᱟᱡ ᱵᱚᱱᱚᱛ ᱜᱩᱨᱩᱮᱱᱮ ᱵᱚ ᱱᱚᱣᱟᱱᱟᱡ ᱟᱱᱛᱟᱨᱮᱱᱜ-ᱱ᱾

Course Outcomes

CO1. ᱥᱮᱫᱚᱢᱟᱣᱟᱜ᱾ ᱱᱩᱛᱩᱱ ᱥᱩᱱᱩᱫᱮᱥᱟ ᱱᱚᱣ ᱡᱟᱱᱮᱱᱚᱣ ᱵᱚ ᱡᱟᱱᱚᱢᱟᱱᱨ ᱢᱟᱱᱟᱱ ᱾

CO2. ᱫᱚᱡᱟᱱ ᱚᱱᱚᱠᱟᱱᱟ ᱛᱮᱱᱟᱣᱟᱱᱟᱡ ᱵᱚᱱᱚᱛ ᱥᱮᱫᱚᱢᱟᱣᱟᱜ᱾ ᱱᱚᱣ ᱚᱱᱚᱠᱟᱱᱟ ᱥᱮᱫᱚᱢᱟᱣᱟᱜ᱾ ᱱᱩᱛᱩᱱ ᱮᱱᱜᱮᱱᱟ ᱵᱚ ᱡᱟᱱᱚᱢᱟᱱᱨ ᱢᱟᱱᱟᱱ ᱟᱱᱛᱟᱨᱮᱱᱜ-ᱱ ᱾

CO3. ᱡᱟᱲᱚᱱ.ᱯ ᱱᱚᱣ ᱯᱟᱨᱚᱱ. ᱜᱩᱡᱩᱨᱚ ᱥᱮᱫᱚᱢᱟᱣᱟᱜ᱾ ᱵᱚ ᱛᱮᱱᱟᱣᱟᱱᱟᱡ ᱵᱚᱱᱚᱛ ᱥᱮᱫᱮᱱ ᱱᱩᱛᱩᱱ ᱜᱮᱱ.ᱡᱟᱱ ᱚᱛᱚᱛᱟᱜ ᱚᱱᱟ ᱡᱚᱱᱚᱢᱚᱭ ᱵᱚ ᱡᱚᱱᱚᱢᱟᱱᱨ ᱢᱟᱱᱟᱱ ᱟᱱᱛᱟᱨᱮᱱᱜ-ᱱ ᱾

CO4. ᱡᱟᱲᱚᱱᱟᱱ.ᱭ ᱥᱮᱫᱚᱢᱟᱣᱟᱜ᱾ ᱛᱮᱱᱟᱣᱟᱱᱟᱡ ᱵᱚᱱᱚᱛ ᱮᱱᱜᱮᱱᱟ ᱵᱚᱱᱚᱜᱟᱱ ᱵᱚ ᱡᱚᱱᱚᱢᱟᱱᱨ ᱢᱟᱱᱟᱱ ᱡᱚᱱᱟᱨᱮᱱᱜ-ᱱ ᱾

CO5. ᱥᱮᱫᱚᱢᱟᱣᱟᱜ᱾ ᱛᱮᱱᱟᱣᱟᱱᱟᱡ ᱵᱚᱱᱚᱛ ᱛᱟᱱ.ᱢᱟᱭᱟᱡᱟᱱ.ᱵᱚ ᱫᱚᱡᱟᱱ ᱥᱮᱫᱮᱱ ᱡᱟᱱᱟᱢ.ᱜᱟ ᱜᱩᱨᱩᱮᱱᱮ ᱱᱚᱵᱚᱭᱟᱱᱜ ᱱᱟᱨᱮᱭᱮᱥᱮᱞ ᱵᱚ ᱡᱮᱡᱡᱟᱭᱟᱱᱟᱱ᱾

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.ᱞᱤ.ᱥᱮᱨᱟ, ᱜᱮᱞᱮᱫᱚ, ᱚᱰᱤᱥᱟᱨᱪᱷᱟ, ᱢᱤ.ᱢᱟᱞ ᱥᱤᱱ ᱣᱚᱞ ᱯᱩᱥᱤᱞᱮᱫ ।

Unit-2. **ᱴᱤᱞᱚᱥᱟᱨᱪᱷᱟ ᱚᱞᱚᱢᱟᱱ᱾ ᱢᱚ ᱥᱟᱨᱦᱩᱞ ᱞᱤᱴᱨᱮᱪᱟ** : ᱴᱤᱞᱚᱥᱟᱨᱪᱷᱟ ᱚᱞᱚᱢᱟᱱ᱾ ᱥᱟᱨᱦᱩᱞ ᱣᱤᱞᱤᱴᱨᱮᱥᱤ ।

Unit-3. **ᱴᱤᱞᱚᱥᱟᱨᱪᱷᱟ ᱚᱞᱚᱢᱟᱱ᱾** : (i) ᱣᱟᱣᱤᱞ.ᱯ (ii) ᱯᱟᱱᱤ.ᱜᱚᱜᱚᱲᱚ

Unit-4. **ᱣᱟᱦᱟᱨᱟ ᱚᱞᱚᱢᱟᱱ᱾** : (i) ᱛᱟᱜᱥᱮᱱ.ᱡ

Reference Books:

1. ᱣᱟᱣᱤᱞ.ᱯ - ᱩᱰ᱾ ᱥᱤᱱᱜᱚᱥᱮᱞᱤᱴᱨᱮᱪᱟ ᱦᱮᱥᱟᱦ
2. ᱯᱟᱱᱤ. ᱜᱚᱜᱚᱲᱚ - ᱴᱤ.ᱯᱚᱥ ᱥᱤᱱᱦᱚᱱ᱾ᱯᱷ ᱦᱮᱥᱟᱦ
3. ᱛᱟᱜᱥᱮᱱ.ᱡ - ᱛᱤ.ᱴᱮᱢᱯᱟᱞᱚ ᱛᱴᱴᱮᱱᱤ

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** **ꯏꯟꯗꯤꯌꯥꯟ ꯂꯥꯠꯔꯦꯔꯩ**	**4**	**3-1-0**

Course Objectives:

ꯀꯣꯛꯇꯨꯔ ꯏꯟꯗꯤꯌꯥꯟ ꯑꯟꯇꯔꯤꯑꯣꯏꯕ ꯑꯣꯏꯅꯥ ꯀꯣꯛꯇꯨꯔ ꯂꯥꯟ.ꯂꯦꯏ ꯅꯥ ꯏꯟꯇꯤ ꯇꯦꯇꯂꯇ꯫ ꯀꯦꯟ ꯏꯟꯇꯤꯌꯥꯟ ꯏꯟꯇꯤ ꯂꯣꯀꯂꯤꯟꯇꯟꯇ ꯂꯟꯅ ꯑꯟꯀꯦꯟꯂꯟ ꯂꯩ ꯄꯣꯛꯀꯤ ꯂꯟꯁꯥꯑꯣꯀꯟ.ꯅꯥ ꯑꯟꯁꯟꯑꯟꯅꯦ ꯑꯣꯡꯅꯥ ꯑꯇꯇꯦꯇꯦ-ꯟ꯫

Course Outcomes:

CO1 ꯏꯟꯀꯣꯟꯇꯏ ꯟꯅ ꯑꯟꯊꯔꯟ ꯂꯟ.ꯂꯏꯏ ꯂꯟꯇꯏꯑꯟꯇ ꯅꯟꯣꯌ ꯂꯟ.ꯁꯥꯇꯇꯇ. ꯅꯥ ꯏꯟꯀꯣꯟꯇꯏ ꯟꯅ ꯑꯟꯊꯔꯟ ꯂꯟ.ꯂꯦꯏ ꯂꯂꯟꯀꯟꯂ ꯏꯟꯇꯤ ꯂꯣꯀꯂꯤꯟꯇꯟꯇ ꯅꯥ ꯑꯣꯡꯅꯦꯟ ꯊꯟꯑꯟꯅ ꯫

CO2. ꯏꯟꯀꯣꯟꯇꯏ ꯟꯅ ꯇꯑꯔꯦꯟ. ꯂꯟ.ꯂꯦꯏ ꯂꯟꯇꯏꯑꯟꯇ ꯅꯟꯣꯌ ꯀꯦꯟ ꯂꯂꯟꯀꯟꯂ ꯏꯟꯇꯤ ꯂꯣꯀꯂꯤꯟꯇꯟꯇ ꯅꯥ ꯑꯣꯡꯅꯦꯟ ꯊꯟꯑꯟꯅ ꯫

CO3. ꯏꯟꯀꯣꯟꯇꯏ ꯟꯅ ꯑꯔꯀꯤꯔ, ꯏꯗ꯭ꯏꯅꯇꯣ ꯂꯟ.ꯂꯦꯏ ꯂꯟꯇꯏꯑꯟꯇ ꯅꯟꯣꯌ ꯀꯦꯟ ꯂꯂꯟꯀꯟꯂ ꯏꯟꯇꯤ ꯂꯣꯀꯂꯤꯟꯇꯟꯇ ꯅꯥ ꯑꯣꯡꯅꯦꯟ ꯊꯟꯑꯟꯅ ꯫

CO4. ꯏꯟꯀꯣꯟꯇꯏ ꯟꯅ ꯍꯇꯀꯟꯇ., ꯑꯦ, ꯅꯣꯟꯇꯏꯔꯦꯟ ꯂꯟ.ꯂꯦꯏ ꯂꯟꯇꯏꯑꯟꯇ ꯅꯟꯣꯌ ꯀꯦꯟ ꯂꯂꯟꯀꯟꯂ ꯏꯟꯇꯤ ꯂꯣꯀꯂꯤꯟꯇꯟꯇ ꯅꯥ ꯑꯣꯡꯅꯦꯟ ꯊꯟꯑꯟꯅ ꯫

CO5. ꯀꯣꯛꯇꯨꯔ ꯂꯟ.ꯂꯦꯏ ꯅꯥ ꯂꯟꯇꯏꯑꯟꯇ ꯅꯟꯣꯌ ꯑꯣꯏꯅꯥ ꯑꯟꯁꯟꯑꯟꯅꯦ ꯑꯣꯡꯅꯦꯟ ꯂꯟ.ꯂꯦꯏ ꯏꯟꯇꯤ ꯇꯦꯇꯂꯇ ꯟꯅ ꯀꯦꯟꯅꯥ ꯑꯣꯏꯅꯥ ꯑꯟꯁꯟꯑꯟꯅ ꯅꯟꯣꯌ ꯀꯦꯟ ꯂꯂꯟꯀꯟꯂ ꯏꯟꯇꯤ ꯇꯦꯇꯂꯇ ꯟꯅ ꯂꯟ.ꯅꯏꯇ ꯅꯥ ꯑꯣꯡꯅꯦꯟ ꯊꯟꯑꯟꯅ ꯫

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	2	3	3	3	2	3	3	1

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. ꣡ꣀꣁꣂꣃ꣄ꣅ ꣆꣇ ꣈꣉꣊꣋꣌꣍ ꣎ꣀ.꣇ꣂꣅ ꣡ꣀ꣏꣐꣑ꣅ꣒ : ꣡ꣀꣁꣂꣃ꣄ꣅ ꣆꣇ ꣈꣉꣊꣋꣌꣍ ꣎ꣀ.꣇ꣂꣅ ꣡ꣀ꣏꣐꣑ꣅ꣒ ꣇꣓꣔ꣅ꣆꣕ ꣓꣖꣗꣇꣘, ꣡꣙꣚꣆ꣁ, ꣈꣛꣓꣔꣕꣖ ꣆꣇ ꣡ꣀ꣏꣐꣑ꣅ꣒ ꣈꣆꣇ ꣆꣇꣇ ꣇꣓꣇꣘ ꣓꣖꣗꣇꣘ ꣈꣆꣇ ꣇꣓꣔ꣅ꣆꣕ ꣓꣖꣗꣇꣘

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** **ᱢᱚᱨᱚᱢᱞᱟ ᱫᱚᱨᱚᱢᱚᱞ**	**4**	**3-1-0**

Course Objectives:

ᱠᱚᱞᱚᱢ ᱢᱚᱠᱚᱢᱩ ᱴᱚᱨᱚᱢᱚᱛᱚᱱᱚᱛᱚᱱᱫᱚᱨᱚᱢᱚᱞᱟᱨᱚᱢᱚᱞᱚᱢ ᱠᱚᱞᱚᱢᱩ ᱢᱚᱢᱚᱠᱚᱢ । ᱠᱚᱞᱚᱢ ᱫᱚᱨᱚᱢᱚᱞ ᱠᱚᱞᱚᱢ ᱵᱚᱱ.ᱢᱟᱭᱚᱢ. ᱠᱚᱞᱚᱢᱟᱣᱚᱞ ᱯᱟᱠᱟᱢᱚᱞ ᱫᱚᱨᱚᱢᱚᱞ ᱟᱫᱟ ᱠᱚᱛᱚᱛ ᱫᱟᱨᱚᱢᱚᱞ ᱠᱚᱞᱚᱢ ᱚᱞᱚᱢᱚᱞᱚᱢ ᱠᱚᱞᱚᱢᱚᱞᱚᱢ ।

Course Outcomes:

CO1. ꯑꯁꯨꯝ ꯀꯝꯑꯣꯟ ꯑꯣꯟꯄꯣꯟꯇ ꯅꯑꯅꯁꯅ, ꯏꯣꯟ.ꯑꯣꯟ.ꯁꯀꯗ ꯣꯟ ꯑꯣꯟꯒꯣꯟ ꯅꯤ ꯑꯣꯟꯑꯣꯟꯅ ꯊꯣꯟ ꯇꯤꯔ ꯊꯣꯟꯅꯣ ꯇꯤ ꯑꯣꯟꯑꯣꯟꯅ ꯊꯣꯟꯅꯣ ꯇꯤ

CO2. ꯑꯗꯨꯅ-ꯊꯣꯟ·ꯨꯣꯟꯇ ꯒꯣꯟꯅꯣꯟꯇ ꯁꯅꯅꯣꯟꯒ ꯂꯣꯟꯅꯑꯇꯨꯅ ꯅꯤ ꯑꯣꯟꯑꯣꯟꯅ ꯊꯣꯟꯅꯣ ꯇꯤ

CO3. ꯨꯊꯨꯁꯨꯅ ꯣꯟ ꯨꯊꯨꯁꯨꯅ ꯗꯨꯗꯅꯣꯟꯑꯣꯟ ꯀꯣꯟꯇꯣꯟꯇꯣꯟꯒ ꯑꯅꯒꯗ ꯑꯣꯟ.ꯐꯗꯂ ꯅꯣꯟꯑꯊꯣꯟ ꯅꯤ ꯑꯣꯟꯑꯣꯟꯅ ꯊꯣꯟꯅꯣ ꯇꯤ

CO4. ꯍꯗꯨ ꯅꯗꯑꯣꯟ. ꯒꯣꯟꯅꯣꯟꯇ ꯣꯟ ꯄꯣꯟꯇ ꯅꯤ ꯁꯅꯅꯣꯟꯒ ꯂꯣꯟꯀ ꯅꯤ ꯑꯣꯟꯑꯣꯟꯅ ꯊꯣꯟꯅꯣ ꯇꯤ

CO5. ꯑꯁꯨꯝ ꯒꯣꯟꯅꯣꯟꯇ ꯅꯤ ꯁꯅꯅꯣꯟꯒ ꯂꯣꯟꯅꯑꯇꯨꯅ ꯅꯤ ꯑꯣꯟꯑꯣꯟꯅ ꯑꯅꯒꯊꯣꯟꯇ ꯏꯣꯟ.ꯑꯊꯅꯁꯨꯣꯟ. ꯅꯤ ꯍꯤ· ꯍꯣꯟꯏꯅꯇ ꯊꯗꯇꯁꯗ ꯒꯣꯟꯅꯣꯟꯇ ꯅꯤ ꯀꯗꯁꯂꯣꯟ.ꯨꯣꯟ ꯇ

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. ꯒꯣꯟꯅꯣꯟꯇ ꯀꯣꯟꯖꯗꯨꯒ ꯂꯣꯟꯅꯑꯇꯨꯅ ꯅꯤ ꯑꯣꯟꯑꯣꯟꯅ ꯁꯅꯅꯣꯟꯒ, ꯏꯣꯟ.ꯑꯣꯟ.ꯁꯀꯗ, ꯍꯗꯑꯗꯣ, ꯊꯅꯁꯗꯣ, ꯣꯟꯀ ꯣꯟ ꯍꯣꯟꯎꯣꯟꯣ

Unit-2. ꯀꯗꯁꯣꯟꯑꯇ,

Unit-3. ꯍꯣꯟ.ꯑꯗ ꯣꯟꯅꯣꯟꯅ ꯇꯣꯟꯑꯣꯟ ꯣꯟꯒꯨ ꯣꯟꯒꯨꯑꯗ

Unit-4. ꯣꯟꯇ ꯐꯗꯁꯣꯒ ꯑꯗꯣꯟꯇ ꯑꯣꯟꯑꯣꯟꯅ ꯣꯟꯣꯟ.ꯄ ꯐꯅꯍꯨꯣꯟꯒ ꯊꯣꯟꯏꯗꯣꯟ ꯃꯣꯟꯍꯣꯟꯇ

Reference Books:

1. ꯍꯣꯟ.ꯑꯗ ꯣꯟꯅꯣꯟꯅ ꯇꯣꯟꯑꯣꯟ ꯣꯟꯒꯨ ꯣꯟꯒꯨꯑꯗ - ꯑꯣꯁꯗꯅ ꯊꯣꯁꯣꯑꯗ ꯍꯣ.ꯁꯑꯐꯗ
2. ꯀꯗꯁꯣꯟꯑꯇ - ꯇꯔ. ꯀꯗ. ꯃꯅꯐꯅ

3 ꯣꯟꯇ ꯐꯗꯁꯣꯒ ꯑꯗꯣꯟꯇ ꯑꯣꯟꯑꯣꯟꯅ ꯣꯟꯣꯟ.ꯄ ꯐꯅꯍꯨꯣꯟꯒ ꯊꯣꯟꯏꯗꯣꯟ ꯃꯣꯟꯍꯣꯟꯇ - ꯍꯣ.ꯑ ꯍꯣꯨꯣꯑ ꯍꯣꯎꯣꯑ ꯃꯅꯐꯅ

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** **ᱚᱱᱚᱞᱚᱡᱤ ᱚᱱᱩᱪᱷᱮᱫ ᱯᱩᱨᱟᱱᱟ ᱜᱚᱲᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱚᱞᱪᱤᱠᱤ ᱚᱱᱚᱱᱟ ᱚᱱᱟᱯᱟᱱᱚᱨ ᱚᱱᱩᱪᱷᱮᱫ ᱯᱩᱨᱟᱱᱟ ᱜᱚᱲᱚᱱ ᱡᱟᱱᱟᱣᱟ ᱯᱟ.ᱜᱟᱛ ᱚᱨ ᱚᱞᱪᱤᱠᱤ ᱚᱱᱚᱱᱟ ᱢᱚ ᱢᱚᱞᱚᱠᱟᱭ ᱥᱮᱫ ᱾ ᱚᱞᱪᱤᱠᱤᱱᱚᱨ ᱫᱤᱥ.ᱱᱚᱵᱚᱱ. ᱵᱚ ᱚᱱᱩᱪᱷᱮᱫ ᱯᱩᱨᱟᱱᱟ ᱜᱚᱲᱚᱱ ᱵᱚ ᱡᱟᱱᱟᱣᱟ ᱜᱚᱲᱚᱱ ᱫᱟᱱᱟ ᱢᱚᱞᱚᱠᱟᱭ ᱢᱚᱞᱚᱠᱟᱭ-ᱱᱟ ᱾ ᱚᱞᱪᱤᱠᱤᱵᱚ ᱡᱟᱱᱟᱣᱟ ᱵᱟᱱᱚᱨ ᱱᱤ.ᱵᱟᱹᱠ ᱡᱟᱱᱟᱣᱟᱹ ᱚᱴᱵᱚ ᱯᱟᱱᱟᱣᱟ ᱡᱚᱜᱚᱜ-ᱱᱟ᱾

Course Outcomes:

CO1. ᱚᱱᱩᱪᱷᱮᱫ ᱱᱟ ᱚᱱᱚᱱᱟᱯᱟᱱᱚᱨ ᱚᱱᱩᱪᱷᱮᱫ ᱡᱚᱜ ᱵᱟᱱᱚᱨ ᱚᱞᱪᱤᱠᱤ ᱥᱮᱫ ᱵᱟᱱᱟᱣᱟ ᱢᱚᱞᱚᱠᱟᱭ ᱱᱚᱛᱩᱱ ᱵᱚ ᱢᱚᱞᱚᱠᱟᱭ ᱜᱚᱲᱚᱱ ᱯᱩᱨᱟᱱᱟ ᱡᱚᱜᱚᱜ-ᱱᱟ᱾

CO2. ᱥᱟᱦᱤᱱ ᱚᱴᱮ ᱵᱟᱱᱚᱛ ᱱᱟ ᱚᱞᱪᱤ ᱥᱮᱞᱮᱱᱛ ᱢᱚᱰᱮᱞ ᱱᱟ ᱦᱚᱦ ᱵᱚ ᱢᱚᱞᱚᱠᱟᱭ ᱜᱚᱲᱚᱱ ᱾

CO3. ᱱᱚᱣᱚᱥᱟᱱᱚ ᱡᱚᱜᱚᱵᱟᱱᱚᱨ ᱚᱴᱚᱨᱮᱛᱟᱨᱤᱱ.ᱵᱚ ᱚᱞᱪᱤᱠᱤᱨ᱾ ᱥᱮᱞᱮᱱᱛ ᱚᱨ ᱢᱮᱨᱚ ᱱᱟ ᱚᱞᱪᱤᱵᱚ ᱥᱮᱞᱮᱱᱛ ᱱᱚᱛᱩᱱᱚᱞᱤᱱ ᱵᱚ ᱢᱚᱞᱚᱠᱟᱭ ᱜᱚᱲᱚᱱ ᱾

CO4. ᱚᱞᱪᱤᱠᱤᱨ᱾ ᱚᱨᱡᱮ ᱚᱣᱟᱱ᱾ᱜᱟᱱ ᱥᱮᱞᱮᱱᱛ ᱯᱟ.ᱵᱚᱨ ᱜᱚ ᱱᱤ.ᱢᱟ ᱡᱟ.ᱥᱟᱦᱮᱱᱚᱞᱤᱱ ᱾ ᱚᱞᱪᱤᱵᱚ ᱚᱞᱪᱤᱠᱤ ᱚᱱᱚᱱᱟ ᱚᱱᱟᱯᱟᱱᱚᱨ ᱵᱚ ᱢᱚᱞᱚᱠᱟᱭ ᱜᱚᱲᱚᱱ ᱾

CO5. ᱚᱞᱪᱤᱠᱤᱵᱚ ᱢᱚᱞᱚᱠᱟᱭ ᱜᱚᱲᱚᱱ ᱱᱟ ᱢᱮᱨᱚ.ᱜᱟᱛᱚᱨ ᱵᱚ ᱚᱱᱥᱩᱱᱚᱨᱮᱱ ᱱᱟ ᱱᱵᱚᱣᱚ᱾ ᱚᱱᱩᱱᱚᱨ ᱚᱱᱩᱱᱚᱨ ᱚᱞᱪᱤᱠᱤᱨ᱾ ᱱᱟ ᱚᱞᱪᱤᱵ ᱵᱟᱥᱛᱵ᱾ᱩ ᱵᱚ ᱡᱚ᱾ ᱵᱚ ᱚᱵ ᱢᱮᱨᱚ ᱜᱚᱲᱚᱱ ᱡᱚᱜᱚᱜ-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	PO1 0	PO1 1	PO1 2	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
Averag e	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 ᱥᱮᱞᱮᱱᱛ ᱵᱟᱥᱛᱵᱚ : ᱩᱫᱮᱫᱚ, ᱱᱤ.ᱮᱢ.ᱥᱮᱞ, ᱜᱵᱮ, ᱦᱣᱟ, ᱚᱫᱚᱫᱚᱜ, ᱱᱟ ᱡᱢ.ᱢᱟᱹᱨ ᱾

Unit-2. ᱚᱱᱚᱞᱤ ᱜᱚᱫᱚᱭ : ᱚᱱᱚᱞᱤ ᱚᱵᱚᱦᱱᱟ ᱨᱮᱱᱟᱜ ᱨᱮ.ᱮᱱ.ᱚᱞᱟ, ᱜᱚᱫᱟᱦᱚ ᱜᱱ.ᱢᱟᱲᱟ, ᱛᱚᱵᱚᱣᱤ, ᱱ.ᱫᱱ. ᱚᱵᱚᱦᱱᱟᱜ ᱣᱱᱫᱚᱵ ।

Unit-3. ᱱᱛᱚᱚᱱᱱᱮ ᱚᱵᱚᱦᱱᱟᱜ ᱜᱱᱚᱱᱤ : ᱨᱮ.ᱮᱱ.ᱚᱞᱟ,ᱜᱱ.ᱢᱟᱲᱟ ᱱᱚ ᱛᱚᱵᱚᱣᱤ ।

Unit-4. ᱥᱚᱱ᱾ᱣᱱ : ᱨᱮ.ᱮᱱ.ᱚᱞᱟ, ᱜᱚᱫᱟᱦᱚ ᱜᱱ.ᱢᱟᱲᱟ, ᱜᱣᱫᱟᱜᱚᱮ ।

Reference Books:

1. ᱴᱱᱩᱜᱚᱵᱣ ᱱ.ᱚᱟ - ᱡᱚ. ᱣᱚᱞᱚᱣᱚᱵᱚᱮᱜᱚᱟ ᱛᱚᱴᱴᱚᱱᱱ
2. ᱚᱚᱴ ᱥᱚᱚ᱾ᱣᱤ ᱱᱣᱚᱜᱚᱵᱱᱚ - ᱨᱚ. ᱴᱚᱮᱚᱜ ᱜᱱ᱾ᱣᱱᱜ
3. ᱢᱱᱛᱚᱵ ᱢᱵ ᱚᱢᱨ - ᱜᱢᱣᱱᱛᱤ ᱚᱱᱱᱵ
4. ᱢᱱᱛᱚᱵ ᱣᱤᱚᱴᱮᱮᱮ - ᱚᱱᱛᱥᱣᱤᱜᱟᱮ ᱥᱟᱴᱴᱚᱱᱱ
5. ᱴᱱᱮᱜᱱᱫᱟᱟ ᱱᱛᱚᱚᱱᱱᱮ - ᱱᱜᱚᱱ᱾ -ᱣᱢᱚᱵᱜᱱ ᱥᱤᱚᱚᱱᱮ ᱢᱢᱚᱢᱢ

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** ᱚᱱᱚᱣᱟᱹᱨᱤ ᱜᱤᱫᱤᱞᱤᱛ ᱨᱮᱱᱟᱹᱜ ᱛᱚᱞᱚᱜᱟᱣᱮᱫ	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱪᱟᱱ ᱚᱱᱚᱱᱩᱞ ᱚᱱᱠᱟᱱᱚᱴ ᱚᱱᱪᱟᱨᱛᱟᱹ ᱨᱮᱛᱮᱱᱜ ᱜᱤᱫᱤᱨ ᱢᱟᱱᱩᱥᱟᱨ ᱠᱟ.ᱜᱟᱛᱟ ᱚᱴ ᱮᱫᱪᱟᱱ ᱚᱱᱚᱱᱩᱞ ᱟᱫ ᱟᱫᱟᱛᱟᱹᱞ ᱪᱮᱫᱟ । ᱮᱫᱪᱟᱱ ᱚᱴ ᱤᱱ.ᱢᱟᱵᱪᱟᱱ. ᱵᱤ ᱜᱤᱫᱤ ᱚᱱᱪᱟᱨᱛᱟᱹᱨᱮᱛᱮᱱᱜ ᱜᱤᱫᱤᱨ ᱵᱤ ᱢᱟᱱᱩᱥᱟᱨ ᱥᱟᱦᱤᱛᱭ ᱚᱨᱟᱹᱱᱤᱱᱜ-ᱜᱤ । ᱥᱮᱱᱠᱤᱫ ᱢᱟᱱᱩᱥᱟᱨ ᱠᱟᱱᱚᱴ ᱜᱤ.ᱠᱟᱨ ᱢᱟᱱᱟᱜᱤᱞ ᱚᱨᱠᱤᱫ ᱨᱟᱭᱟᱜ ᱵᱟᱞᱤᱜ-ᱜᱤ।

Course Outcomes:

CO1. ᱚᱱᱮᱚᱱᱟᱞᱟ ᱜᱤᱫᱤ ᱠᱤ.ᱜᱮᱞ ᱨᱮᱛᱮᱱᱜ ᱛᱮᱪᱷᱱᱚᱞᱚᱡᱤ ᱜᱤᱨ ᱮᱱᱜᱮᱞᱤ ᱠᱟᱱᱚᱱᱩᱞ ᱵᱤ ᱢᱟᱱᱩᱥᱟᱨ ᱥᱟᱦᱤᱛᱭ ।

CO2. ᱚᱱᱮᱚᱱᱟᱞᱟ ᱜᱤᱫᱤ ᱦᱮᱨᱟᱛ ᱨᱮᱛᱮᱱᱜ ᱛᱮᱪᱷᱱᱚᱞᱚᱡᱤ ᱜᱤᱨ ᱮᱱᱜᱮᱞᱤ ᱠᱟᱱᱚᱱᱩᱞ ᱵᱤ ᱢᱟᱱᱩᱥᱟᱨ ᱥᱟᱦᱤᱛᱭ ।

CO3. ᱚᱱᱮᱚᱱᱟᱞᱟ ᱜᱤᱫᱤ ᱠᱟᱱᱚᱴ ᱨᱮᱛᱮᱱᱜ ᱛᱮᱪᱷᱱᱚᱞᱚᱡᱤ ᱜᱤᱨ ᱮᱱᱜᱮᱞᱤ ᱠᱟᱱᱚᱱᱩᱞ ᱵᱤ ᱢᱟᱱᱩᱥᱟᱨ ᱥᱟᱦᱤᱛᱭ ।

CO4. ᱚᱱᱮᱚᱱᱟᱞᱟ ᱜᱤᱫᱤ ᱜᱮᱱᱨᱮᱱᱮ ᱠᱟᱱᱚᱴ ᱨᱮᱛᱮᱱᱜ ᱛᱮᱪᱷᱱᱚᱞᱚᱡᱤ ᱜᱤᱨ ᱮᱱᱜᱮᱞᱤ ᱠᱟᱱᱚᱱᱩᱞ ᱵᱤ ᱢᱟᱱᱩᱥᱟᱨ ᱥᱟᱦᱤᱛᱭ ।

CO5. ᱮᱫᱪᱟᱱ ᱚᱱᱚᱱᱩᱞ ᱨᱮᱛᱮᱱᱜ ᱠᱟ.ᱜᱮᱞ, ᱦᱮᱨᱟᱛ, ᱜᱤᱫᱤ ᱠᱟᱱᱚᱴ ᱨᱟᱭ ᱜᱮᱱᱨᱮᱱᱮᱠᱟ ᱨᱮᱛᱮᱱᱜ ᱜᱮ.ᱜᱟᱨ ᱠᱟᱱᱚᱴ ᱵᱤ ᱩᱴᱮ ᱠᱟᱱᱚᱴ ᱮᱫᱪᱟᱱ ᱱᱠᱟ ᱜᱤᱫ᱾ ᱱᱠᱟᱫᱚᱪᱟᱱ ᱠᱟ.ᱨᱟᱨᱠᱟ ᱢᱮᱛᱮᱜᱟᱱᱟ ᱜᱟᱱᱟᱜᱤᱞᱮᱛᱮᱱᱜ-ᱜᱤ ।

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 ᱠᱚ.ᱜᱮᱞ : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱚ.ᱜᱮᱞ ᱯᱨᱠᱚᱜ ᱩᱮᱯᱟᱱ, ᱰᱚ.ᱮᱢ.ᱯᱨ, ᱜᱦᱮᱦᱟᱱ, ᱥᱚᱦ ᱜᱚ.ᱢᱨᱟᱣ

Unit-2. ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱦᱟᱯᱟᱣ : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱦᱟᱯᱟᱣ ᱯᱨᱠᱚᱜ ᱩᱮᱯᱟᱱ, ᱰᱚ.ᱮᱢ.ᱯᱮᱨ, ᱥᱚᱦ ᱢᱯ ᱩᱚᱜᱚᱱ

Unit-3. ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱢᱚᱣᱢ : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱢᱚᱣᱢ ᱯᱨᱠᱚᱜ ᱩᱮᱯᱟᱱ, ᱰᱚ.ᱮᱢ.ᱯᱮᱨ, ᱥᱚᱦ ᱢᱯ ᱩᱚᱜᱚᱱ

Unit-4. ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱜᱢᱨᱮᱢᱮ : ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱛ ᱜᱢᱨᱮᱢᱮ ᱯᱨᱠᱚᱜ ᱩᱮᱯᱟᱱ, ᱰᱚ.ᱮᱢ.ᱯᱮᱨ, ᱥᱚᱦ ᱩᱚᱜᱚᱱ, ᱜᱢᱮᱢᱯᱢ ।

Reference books –

1 ᱜᱚᱛ ᱢᱯ ᱜᱚᱛ ᱠᱚ.ᱜᱮᱞ - ᱦᱚᱢᱠᱚᱣᱥ ᱩᱥᱯᱩᱥ

2 ᱜᱚᱛ ᱠᱚ.ᱜᱮᱞ ᱰᱥᱚᱣᱟ - ᱯᱵᱤ. ᱰᱟ.ᱡ. ᱤᱡᱤᱤᱟᱛ

3 ᱜᱚᱯ ᱦᱟᱯᱟᱣ - ᱰᱚ᱾ ᱯᱢᱜᱯᱥᱮᱢᱚᱯ ᱩᱥᱯᱩᱥ

4 ᱪᱚᱛ ᱦᱟᱯᱟᱣ - ᱤᱡᱤᱠᱥ ᱡᱟ ᱢᱯᱯᱧᱢᱯ ᱢᱯ ᱡᱟ.ᱡᱟ ᱦᱚᱯᱟᱮ

5 ᱜᱚᱛ ᱦᱟᱯᱟᱣ- ᱤᱢᱤᱥᱥᱠᱢᱠ ᱩᱥᱯᱩᱥ ᱢᱪᱟᱤᱢᱢᱦᱟ

6 ᱦᱚᱲᱚᱢᱟᱞ ᱤᱪᱯᱮᱚᱢ ᱠᱢᱚᱣᱢ ᱢᱯ ᱠᱢᱜᱚᱥᱠ - ᱤᱢᱤᱥᱥᱠᱢᱠ ᱩᱥᱯᱩᱥ ᱢ.ᱪᱟᱤᱢᱢᱦᱟ

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** **ᱯᱩᱨᱚᱱᱚ ᱥᱟᱱᱛᱚᱞᱤ ᱠᱷᱚᱨᱟ**	**4**	**3-1-0**

Course Objectives:

ᱯᱚᱞᱚᱱ ᱥᱟᱦᱮᱱᱟ ᱡᱚᱰᱤᱫᱟᱜᱮᱭᱮ ᱚᱱᱞᱟᱭᱱ ᱡᱟ.ᱢᱟᱵᱚᱞᱚᱱ. ᱠᱚ ᱠᱟ.ᱜᱮᱛ ᱥᱟᱦᱤᱜᱮᱛ ᱱᱚᱣᱟᱱ ᱱᱟ.ᱜᱟᱱ ᱜᱮᱨᱮᱱᱮ ᱣᱩᱱ ᱠᱚᱞᱚᱱ ᱩᱱᱤᱜᱮᱛ ᱠᱟ.ᱜᱮᱛ ᱥᱟᱦᱤᱜᱮᱛ ᱚᱞ ᱱᱚᱣᱟᱱ ᱵᱟᱹᱞᱟᱜᱟ.ᱭ ᱠᱚ ᱢᱟᱦᱟᱱ।

Course Outcomes:

CO1. ᱡᱟ.ᱢᱟᱵᱚᱞᱚᱱ. ᱠᱚ ᱯᱚᱞᱚᱱᱟᱜ ᱠᱟ.ᱜᱮᱛ ᱥᱟᱦᱤᱜᱮᱛ ᱠᱚ ᱡᱚᱱᱟᱜᱟᱱᱚ ᱯᱮᱵᱷᱟᱱᱮ ᱯᱚᱞᱚᱱ ᱱᱟᱨᱮᱱᱮ ᱜᱮᱨᱮᱱᱮ ᱠᱚ ᱢᱟᱦᱟᱱ।

CO2. ᱯᱚᱞᱚᱱᱟᱜ ᱠᱟ.ᱜᱮᱛ ᱥᱟᱦᱤᱜᱮᱛ ᱱᱟᱨᱮᱱᱮ ᱜᱚᱫᱟᱞᱚ ᱜᱟ.ᱢᱟᱢ ᱠᱚ ᱚᱱᱟᱜᱟᱱᱨᱮ ᱢᱟᱦᱟᱱ।

CO3. ᱯᱮᱵᱷᱟᱱᱮ-ᱯᱮᱵᱷᱟᱱᱮ ᱯᱚᱞᱚᱱᱟᱜ ᱠᱟ.ᱜᱮᱛ ᱠᱚ ᱚᱱᱟᱜᱟᱱᱨᱮ ᱠᱟᱱᱚᱴ ᱚᱵᱯᱚ. ᱣᱚᱵᱷᱟᱱ ᱠᱚ ᱜᱚᱱᱮᱱ।

CO4. ᱯᱚᱞᱚᱱᱟᱜ ᱠᱟ.ᱜᱮᱛ ᱥᱟᱦᱤᱜᱮᱛ ᱱᱟᱨᱮᱱᱮ ᱜᱵᱮ ᱯᱚᱨᱮ ᱠᱚ ᱚᱱᱟᱜᱟᱱᱨᱮ ᱯᱟᱱᱟᱛᱨᱮᱱᱮᱜ-ᱱ।

CO5. ᱯᱚᱞᱚᱱᱟᱜ ᱠᱟ.ᱜᱮᱛ ᱥᱟᱦᱤᱜᱮᱛ ᱱᱟᱨᱮᱱᱮ ᱯᱚᱞ ᱚᱯᱚ ᱠᱟ.ᱦᱟ ᱚᱱᱟᱜᱟᱱᱨᱮ ᱠᱟᱱᱚᱴ ᱯᱟᱱᱟᱜ ᱨᱮᱯ ᱠᱚ ᱟᱱᱟᱱ ᱚᱵᱟᱵ ᱯᱟᱱᱟᱛᱨᱮᱱᱮᱜ-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	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. ꣑ꣀꣅꣀ꣑ ꣘ꣀ.ꣅ꣑꣇ ꣗꣇꣆ꣀ꣑ ꣙꣑꣙꣗ꣀ꣙, ꣋ꣀ.꣑ꣀ.꣗꣑꣇, ꣅ꣗꣑

Unit- 2. ꣄ꣀ꣆ꣀꣅꣀ꣄ꣀ, ꣀ.꣗꣑꣇, ꣑ꣀ꣚꣑ꣀ

Unit- 3. ꣍꣚ꣀ꣗꣚˙ꣅ꣉, ꣞ꣀ.꣄꣇꣑, ꣘ꣀ.ꣅ꣑꣇ ꣄ꣀ꣄ꣀ

Unit- 4. ꣊꣙꣑ ꣀ꣗ ꣄ꣀ꣗꣑ꣀ꣄ꣀ., ꣞꣙꣄ꣀ.ꣃ ꣋꣇꣑ꣅꣀ.

Reference Books:

1. ꣄ꣀ꣆ꣀꣅꣀ꣄ꣀ– ꣊꣗. ꣊꣚꣄ꣀ꣑ ꣑ꣀꣅꣀ꣙ ‘꣑꣚꣄꣇꣗’

2. ꣀ.꣗꣑꣇– ꣘꣄ꣁ꣑꣑꣞꣚꣗ ꣑ꣀ꣑꣊꣚ꣀ꣄.꣑꣊꣇

3. ꣞ꣀ.꣄꣇꣑– ꣑ꣁ꣆ꣀ꣄꣇꣊ꣁ꣑꣗ꣀ ‘ꣅ꣇꣚꣇ ꣗ꣀ꣄꣋ꣁꣅ’

4. ꣘ꣀ.ꣅ꣑꣇ ꣄ꣀ꣄ꣀ – ꣑ꣀꣅ꣇꣊ꣀ꣆꣚ ꣀ꣘ꣀ꣞ꣀ꣄꣇

5. ᱪᱚᱢᱚᱢ– ᱚᱯ. ᱠᱛ. ᱪᱞ. ᱢᱟᱚᱞ

6. ᱜᱞᱚᱯᱚᱯ᱑ᱞᱫ– ᱚᱯ. ᱠᱛ. ᱪᱞ. ᱢᱟᱚᱞ

7. ᱭᱟᱚ ᱚᱯ ᱡᱚᱯᱪᱚᱢ- ᱚᱢᱞᱚᱢᱚᱢ ᱡᱞᱚᱯᱚᱢ ‘ᱪᱚᱢᱚᱢᱚᱞ’

8. ᱢᱟᱢᱚᱢ.ᱛ ᱛᱞᱚᱡᱚᱢ.-ᱚᱟᱚᱟᱢᱚᱢ ᱡᱛᱡᱢᱫᱯᱚᱡ

9. ᱡᱚᱢᱚᱚ ᱠᱞᱚᱭᱞᱚᱯ – ᱢᱚᱠᱞᱡᱚᱢ ᱠᱞᱪᱠᱟ

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** ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱱᱚᱜᱚᱱᱚ ᱚᱱᱚᱭᱟᱨᱮᱫ ᱯᱟᱨᱤᱠᱷᱟ ᱩᱫᱩᱜᱩᱞᱟᱣᱮᱫ	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱭᱟᱜ ᱚᱱᱚᱜᱚᱱᱚ ᱩᱫᱩᱜᱩᱞᱟᱣᱮᱫ ᱚᱜᱟᱯᱜᱚᱨ ᱩᱜ.ᱢᱟᱹᱵᱭᱟᱜ.. ᱢᱚ ᱚᱱ·ᱜᱟᱜᱟᱱᱟ ᱚᱱᱭᱟᱨᱮᱫ ᱡᱟᱜᱡᱟᱜᱚ ᱡᱟᱜᱡᱟᱜᱨᱮ ᱱᱩᱱᱢᱚᱞᱟᱣᱟᱜ ।

Course Outcomes:

CO1 ᱮᱫᱭᱟᱜ ᱚᱱᱚᱜᱚᱱᱚ ᱩᱫᱩᱜᱩᱞᱟᱣᱮᱫ ᱢᱚᱱᱚᱨ ᱩᱜ.ᱢᱟᱹᱵᱭᱟᱜ. ᱢᱚ ᱚᱱ·ᱜᱟᱜᱟᱱᱟ ᱚᱱᱭᱟᱨᱮᱫ ᱱᱤᱮᱯ ᱱᱟᱨᱮᱫᱟᱜ ᱮᱱᱜᱟᱜᱚ ᱱᱟ ᱯᱟᱢᱵᱩᱱᱟᱱᱟᱨᱮᱫ. ᱢᱟᱱᱚᱟᱟᱱᱢᱤ ᱡᱟᱱᱡᱟᱜᱨᱮ ᱣᱟᱱᱚᱟ ।

CO2 .ᱮᱫᱭᱟᱜ ᱚᱱᱚᱜᱚᱱᱚ ᱩᱫᱩᱜᱩᱞᱟᱣᱮᱫ ᱢᱚᱱᱚᱨ ᱩᱜ.ᱢᱟᱹᱵᱭᱟᱜ. ᱢᱚ ᱚᱱ·ᱜᱟᱜᱟᱱᱟ ᱚᱱᱭᱟᱨᱮᱫ ᱢᱚ ᱱᱤᱯ ᱪᱟᱱᱟᱨ ᱢᱚ ᱚᱨᱟᱲᱟᱱᱭᱟᱜ । ᱚᱱ·ᱜᱟᱜᱟᱱᱟ ᱚᱱᱭᱟᱨᱮᱫ ᱡᱟᱜᱡᱟᱜᱨᱮ ᱥᱤᱱᱟᱜ ᱥᱤᱱᱟᱜ ᱣᱦᱟᱜᱟᱜ.ᱮ ᱱᱟᱲ ᱚᱨᱟᱠᱨᱟ ᱢᱚ ᱢᱚ ᱡᱟᱚᱨᱟᱨᱮᱱ ।

CO3. ᱮᱫᱭᱟᱜ ᱚᱱᱚᱜᱚᱱᱚ ᱩᱫᱩᱜᱩᱞᱟᱣᱮᱫ ᱢᱚᱱᱚᱨ ᱩᱜ.ᱢᱟᱹᱵᱭᱟᱜ. ᱢᱚ ᱚᱱ·ᱜᱟᱜᱟᱱᱟ ᱚᱱᱭᱟᱨᱮᱫ ᱫ-ᱯᱟᱲᱟᱨ ᱥᱤᱱᱟᱜ ᱯᱟᱢᱵᱩᱱᱟᱱ ᱢᱚ ᱚᱱᱯᱟᱱᱟᱨ ᱡᱟᱜᱟ.ᱜᱟ ᱡᱟᱨᱩᱱ.ᱲ ᱢᱚ ᱩᱜ.ᱣᱟᱱᱨᱮᱱ ।

CO4. ᱮᱫᱭᱟᱜ ᱚᱱᱚᱜᱚᱱᱚ ᱩᱫᱩᱜᱩᱞᱟᱣᱮᱫ ᱢᱚᱱᱚᱨ ᱩᱜ.ᱢᱟᱹᱵᱭᱟᱜ. ᱚᱱ·ᱜᱟᱜᱟᱱᱟ ᱚᱱᱭᱟᱨᱮᱫ ᱚᱱᱭ ᱣᱚᱩᱩᱚᱞᱟᱱᱭ ᱢᱟᱭ·ᱪᱱᱟᱲᱮᱫ ᱡᱟᱱᱟᱨ ᱡᱟᱱᱟᱜᱨᱮ ᱪᱟᱱᱟᱨ ᱢᱚ ᱱᱟᱱᱟᱜ ।

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᛫ᎶᏍᏓᏯ ᏦᏣᏬᏁᏃᏋ ᏯᏅᏋᏣᎶ ᏂᏆᏂᏯᏁᏍ ।

Unit-2 ᏣᏯ. ᏋᏍᏁᏋᏅᏋᏛᏁ ᏣᏁᏦᏯᏓ ᏓᎶ ᏦᏣ᛫ᏍᏓᏯ ᏦᏣᏬᏁᏃᏋ ।

Unit-3 ᏣᏍᏅᏁᏓ ᏣᏁᏦᏅᏍ ᏋᏓᏅᏫ ᏂᏁᏣᏂ ᏓᎶ ᏦᏣ᛫ᎶᏍᏓᏯ ᏦᏣᏬᏁᏃᏋ ।

Unit-4 ᏰᏍᏅᏫᏍᏋᏅᏍ ᏆᏯᏍᏦᏋᏋᏭ ᏁᏣ.ᏓᏍᏁ (ᏂᏁᏣᏂ) ᏓᎶ ᏦᏣ᛫ᎶᏍᏓᏯ ᏦᏣᏬᏁᏃᏋ ।

Reference Books:

1. ᏋᏓᏃᏓᏋ ᏋᏁᏋᏓ.ᑭ - ᏣᏯ. ᏋᏍᏁᏋᏅᏍᏋᏛᏁ ᏣᏁᏦᏯᏓ
2. ᏦᏍᏋᏍᏫ ᏋᏍᏓ.ᏯᏫᏁ ᏋᏓᏃᏓ᛫ - ᏣᏍᏅᏓᏣᏁᏦᏅᏍᏋᏛᏁ ᏂᏁᏣᏂ
3. ᏣᏍᏁᏣᏯᏋᏃᏦᏯ ᏲᏍᏍᏋ ᏣᏍᏍᎶᏯᏋᏓᏣᏁ (ᏦᏓᎶᎶᎶᏓᏯ ᏲᏓ.ᏔᏋᏁ) - ᏰᏍᏅᏫᏍᏋᏅᏍ ᏆᏯᏍᏦᏋᏋᏭ ᏁᏣ.ᏓᏍᏁ (ᏂᏁᏣᏂ)

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** **ᱦᱚᱨᱚᱱᱟᱞ ᱩᱱ.ᱚᱞ ᱚᱰᱤᱛ ᱵ᱑.ᱩᱱ.ᱚᱱ ᱚᱛᱤᱚᱛ**	**4**	**3-1-0**

Course Objective:

ᱦᱚᱨᱚᱱᱟᱞ ᱩᱱ.ᱚᱞ ᱚᱰᱤᱛ ᱵ᱑.ᱩᱱ.ᱚᱱ ᱚᱛᱤᱚᱛ
ᱦᱚᱱᱚᱱᱩ ᱩᱛᱩᱛᱟᱣᱚᱞ ᱚᱱᱯᱚᱱᱚᱥ ᱩᱱ.ᱢᱟᱣᱚᱱ.ᱠᱚ ᱦᱚᱨᱚᱱᱟᱞ ᱚᱛᱤᱚᱛ ᱣᱟᱱ.ᱜᱨᱚᱥ ᱣᱱᱣᱱᱨ ᱚᱬᱚ ᱠᱚᱣᱱ᱾ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱱ.ᱚᱞ ᱚᱰᱤᱛ ᱵ᱑.ᱩᱱ.ᱚᱱ ᱚᱛᱤᱚᱛ ᱣᱰᱣᱟᱱᱚ ᱠᱚᱱ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱱᱡᱟᱨᱫ ᱣᱱᱚᱱᱣᱚᱵ ᱜᱰ ᱫᱚᱣᱱ ᱚᱰᱤᱛ ᱵ᱑.ᱩᱱ᱾

Course Outcomes:

CO1. ᱫᱚᱣᱱ ᱦᱚᱱᱚᱱᱩ ᱩᱛᱩᱛᱟᱣᱚᱞ ᱚᱱᱯᱚᱱᱚᱥ ᱩᱱ.ᱢᱟᱣᱚᱱ.ᱠᱚ ᱦᱚᱨᱚᱱᱟᱞ ᱚᱛᱤᱚᱛ ᱚᱰᱤᱛ ᱵ᱑.ᱩᱱ.ᱚᱱ ᱠᱚ ᱵᱨᱟᱣᱱ.ᱚ ᱣᱱᱩ ᱬᱨᱟᱣᱱ.ᱚ ᱣᱱᱩ ᱬᱨᱚᱰᱣᱱᱨᱜ-ᱱ᱾

CO2. ᱫᱚᱣᱱ ᱦᱚᱱᱚᱱᱩ ᱩᱛᱩᱛᱟᱣᱚᱞ ᱚᱱᱯᱚᱱᱚᱥ ᱩᱱ.ᱢᱟᱣᱚᱱ.ᱠᱚ ᱦᱚᱨᱚᱱᱟᱞ ᱚᱛᱤᱚᱛ ᱣᱟᱱ.ᱜᱨ ᱯᱵᱚᱱᱠᱚ ᱣᱵᱟᱣᱱ.ᱚ ᱣᱱᱩ ᱬᱨᱚᱰᱣᱱᱨᱜ-ᱱ᱾

CO3. ᱫᱚᱣᱱ ᱦᱚᱱᱚᱱᱩ ᱩᱛᱩᱛᱟᱣᱚᱞ ᱚᱱᱯᱚᱱᱚᱥ ᱩᱱ.ᱢᱟᱣᱚᱱ.ᱠᱚ ᱦᱚᱱᱡᱚᱨᱫ ᱠᱱ.ᱩᱨᱚᱵ ᱦᱚᱨᱚᱱᱟᱞ ᱚᱛᱤᱚᱛ ᱣᱟᱱ.ᱜᱨ ᱯᱵᱚᱱᱠᱚ ᱣᱰᱣᱟᱱᱚ ᱬᱨᱚᱰᱣᱱᱨᱜ-ᱱ᱾

CO4. ಕಲಿಯುವ ಕಾರ್ಯವು ಪರಿಶೀಲನೆಯ ರೀತಿಯಲ್ಲಿ ಪಠ್ಯ.ಗಳಿಂದ.ಆ ಕಾರ್ಯವನ್ನು ಇದೇ ಇಲ್ಲದ ಇದೇ ಪಠ್ಯಗಳಲ್ಲಿ-ನ।

CO5. ಕಲಿಯುವ ಕಾರ್ಯವು ಪರಿಶೀಲನೆಯ ರೀತಿಯಲ್ಲಿ ಪಠ್ಯ.ಗಳಿಂದ.ಆ ಕಾರ್ಯವನ್ನು ಪೂರ್ಣವಾಗಿ ಇಲ್ಲಿಂದ ಆ ಇದೇ ಪಠ್ಯಗಳಲ್ಲಿ-ನ ಇಲ್ಲ ಬೇರೆಯವರು ಕಾರ್ಯವೈಖರಿ ಆ ಬೇರೆಯಾಗಿ ಪಠ್ಯಗಳಲ್ಲಿ-ನ।

CO-PO-PSO Mapping

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	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, ಸಾ.ಪ, ಸಾ.ಪಾ., ಸಾ.ಕಾ.ರ, ಕಾ.ಕಾರ

Unit-I: ಸಾ.ಪಾ. ಬಿ ವರ್ಣಗಳ ಬಗ್ಗೆ ಸಾಮಾನ್ಯ (Parts of speech)

- ಅಬೆಪ, ಬಅಪ, ಬಾಣಿಜ್ಯ, ಉಬಉಪ, ಅಾಣಿಪ, ಆಾಣಿಕ, ಉಾ.ಣಿ.ಗ, ಮಾಣಿಜ್ಯ, ಮಧಣಿಕ

Unit-3:

- ಉಪ್ಪಾಣಿ, ಉಪಗಾಣಿ ಇಲ್ಲ ಮಾಣಿಜ್ಯ।

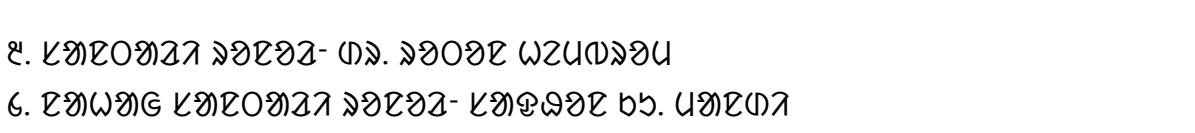
Unit-4:

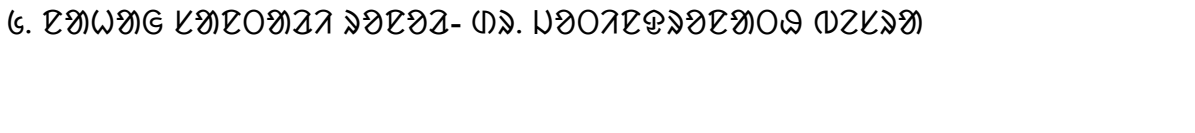
- ಶಿಷ್ಟ, ಪ್ರಶ್ನೆ,
- ಮೌಲ್ಯಾಂಕ - ಲಘುಪ್ರಶ್ನೆ ಮೌಲ್ಯಾಂಕ, ಅತಿ.ಲಘು ಮೌಲ್ಯಾಂಕ, ಸಾ.ಪಾ. ಸಾರಾಂಶ

(Reference Books)

೧. ವ್ಯಾಕರಣ- ಬಿ. ವ್ಯಾ.ಪಾಠಪದ್ಧತಿಯಲ್ಲಿ ಬಾಲಪಾಠ

೭. ಕಾರ್ಯವಾಗಿ ವ್ಯಾಕರಣ- ಡಾಪ್ಟಾವ್ಯಾಪಾರಿಕ. ಬಿಾ.ವಿಲಿ ಬಾಣಾರಿವ, ಬಿಲಿ.ಡಿಲಿವ







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	PO10	PO11	PO12	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

1. Submission of internship report
2. Seminar presentation
3. 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** **ᱦᱚᱱᱚᱛᱚᱱᱟ ᱦᱚᱱᱩᱣᱟᱨᱛ ᱱᱟᱨᱮᱱᱜ ᱜᱚᱲᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱩᱜ ᱦᱚᱧᱚᱱᱩ ᱚᱱᱞᱚᱱᱚᱨ ᱦᱚᱱᱩᱣᱟᱨᱛ ᱱᱟᱨᱮᱱᱜ ᱜᱚᱲᱚᱱ ᱡᱚᱱᱚᱨᱮ ᱯᱚ.ᱜᱟᱛ ᱚᱨ ᱮᱫᱩᱜ ᱦᱚᱧᱚᱱᱩ ᱛᱚ ᱛᱚᱦᱚᱭᱚᱞ ᱤᱮᱱ । ᱮᱫᱩᱜᱚᱨ ᱱᱚ.ᱢᱟᱦᱩᱜ. ᱵᱚ ᱦᱚᱱᱩᱣᱟᱨᱛ ᱱᱟᱨᱮᱱᱜ ᱜᱚᱲᱚᱱ ᱵᱚ ᱡᱚᱱᱚᱨᱮ ᱫᱟᱧᱩ ᱛᱚᱱᱟᱨᱮᱱᱜ-ᱜ । ᱥᱮᱱᱵᱚ ᱡᱚᱱᱚᱨᱮ ᱵᱚᱱᱚᱨ ᱜ.ᱵᱟᱯ ᱡᱚᱱᱣᱚᱱᱣ ᱚᱤᱵᱚ ᱯᱚᱱᱣᱚ ᱣᱛᱣᱜ-ᱜ।

Course Outcomes:

CO1. ᱦᱚᱩᱣᱟᱨᱛ ᱜᱚ ᱦᱚᱮᱚᱱᱟᱨ ᱦᱚᱩᱣᱟᱨᱛ ᱣᱛᱣ ᱵᱚᱱᱚᱨ ᱮᱫᱩᱜ ᱣᱟᱨᱮᱱᱜ ᱫᱮᱥᱣᱟᱲᱤ ᱵᱚ ᱡᱚᱱᱚᱨᱮ ᱫᱟᱧᱩ ᱛᱚᱱᱟᱨᱮᱱᱜ-ᱜ।

CO2. ᱣᱚᱞᱚ ᱥᱟᱨᱛ ᱵᱚᱮᱚᱱ ᱜᱚ ᱮᱫᱚ ᱣᱟᱨᱮᱱᱜ ᱡᱟᱨᱮᱱᱜ ᱡᱟᱨᱮᱱᱜᱲ ᱜᱚ ᱞᱚᱞ ᱵᱚ ᱡᱚᱱᱚᱨᱮ ᱫᱟᱧᱩᱱ ।

CO3. ಸಾಮಾನ್ಯವಾದ ಸಮಸ್ಯೆಗಳಿಗೆ ಪ್ರಮಾಣಿತ ಪರಿಹಾರಗಳನ್ನು ಅನ್ವಯಿಸಿ ಸಾಫ್ಟ್‌ವೇರ್ ಅಭಿವೃದ್ಧಿಯ ಸಮಯದಲ್ಲಿ ಅವುಗಳನ್ನು ಮಾರ್ಪಡಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

CO4. ಸಾಫ್ಟ್‌ವೇರ್ ಸಮಸ್ಯೆಗಳಿಗೆ ಸಾಮಾನ್ಯ ಪರಿಹಾರಗಳನ್ನು ಗುರುತಿಸಲು ಮತ್ತು ಸಾಫ್ಟ್‌ವೇರ್ ಅಭಿವೃದ್ಧಿಯ ಸಮಯದಲ್ಲಿ ಅವುಗಳನ್ನು ಮಾರ್ಪಡಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

CO5. ಸಾಫ್ಟ್‌ವೇರ್ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಯೋಜನಾ ನಿರ್ವಹಣೆಯ ಕುರಿತು ಸಾಮಾನ್ಯ ಜ್ಞಾನವನ್ನು ಪಡೆಯುತ್ತಾರೆ.

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. ಸಾಫ್ಟ್‌ವೇರ್ ಅಭಿವೃದ್ಧಿ ಪರಿಸರ : ಪರಿಚಯ, ಐ.ಟಿ.ಟಿ.ಅಳವಡಿ, ಕೆಲಸ, ಶುದ್ಧ, ಯಂತ್ರಶಕ್ತಿ, ಮತ್ತು ಎಂ.ಗಾತ್ರ ।

Unit-2. ಅಗಿಲ್ ಎತ್ತರ : ಅಗಿಲ್ ಅಭಿವೃದ್ಧಿ ಐ.ಟಿ.ಟಿ.ಅಳವಡಿ, ಎತ್ತರಿಸಿ ಎಂ.ಗಾತ್ರ, ಮತ್ತಷ್ಟು, ಪಿ.ಡಿ. ಅಭಿವೃದ್ಧಿ ಶಾಸ್ತ್ರ ।

Unit-3. ಸಾಮಾನ್ಯವಾದ ಅಭಿವೃದ್ಧಿ ಎತ್ತರ : ಐ.ಟಿ.ಟಿ.ಅಳವಡಿ,ಎಂ.ಗಾತ್ರ ಮತ್ತು ಮತ್ತಷ್ಟು ।

Unit-4. ಪ್ರತಿ.ಶಾ : ಐ.ಟಿ.ಟಿ.ಅಳವಡಿ, ಎತ್ತರಿಸಿ ಎಂ.ಗಾತ್ರ, ಕ್ರಿಯೆಯಿಲ್ ।

Reference Books:

6. ಕಾರ್ಯನಿರ್ವಹಣೆ ಪಿ.ಅಗ - ಮಂ. ಶಿಕ್ಷಣಶಿಲ್ಪಿಯಿಂಗ ಮನಸ್ಸಿನ
7. ಅಲಿ ಪ್ರತಿ.ಶಾ ಶಾಶ್ವತಿಸುವ - ಐಅ. ಕಿಟಿಯಿ ಎಂ.ಶಾಂಗ
8. ಬಾಮರಿಸಿ ಬಿ ಅಬಿ - ಕ್ರಿಪಾಮಿಶಿ ಅಳಿ
9. ಬಾಮರಿಸಿ ಶಿಷಅಕಿಲ್ - ಅಳಿಪಶಿಎಗಿಲ್ ಗಿಗಿಸಿಳಿ
10. ಕಾಲಿಯಾಗಿಗಿ ಸಾಮಾನ್ಯವಾದ - ಶಿಎಎ. -ಶಿಬಿಅಕಾಳಿ ಪ್ರತಿಅಲ್ ಗಿಬಿಅಗಿ

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** **ᱠᱚᱢᱟᱞᱤ ᱡᱚᱞ ᱠᱚᱢᱵᱩᱡᱮᱛ ᱣᱮᱞᱚᱛᱚ ᱯᱚᱞᱚᱛᱡᱚᱞᱤ**	**4**	**3-1-0**

Course Objectives:

ಕೆಲವು ಕೆಂಬಣ ಬಣಕಣಬಿ ಕೆಣುಬೆರಕ ತಿರೆಣೆ ಬಕತಣ ಬಣಬಣರ ಕಣ.ಆಗಕ ಬಿ ಕೆಲವು ಕೆಂಬಣ ಕಕ ಕಬತಕಬ ಿಕೆಣ । ಕೆಲವು ಬಿ ಪಣ.ಗಷಲವು. ಬಕ ಬಕತ ಕೆಣುಬೆರಕ ತಿರೆಣೆ ಬಕತಣ ಬಕ ಬಣಬಣರ ಆಣಬ ಕಣತಿರೆಣೆ-ಣ । ಕೆಣಕಬಕ ಬಣಬಣರ ಬಣಬಿ ಣ.ಬಗಕ ಬಣಬಣತ ಬಿರಬಕ ಕಣಬಣ ಗಕಗಆ-ಣ।

Course Outcomes:

CO1. ಕೆಣಕಬಣತಗ ಬಕತ ಬಣ.ಬಕಗ ತಿರೆಣೆ ಲಕಲಕಬ ಣತ ಕೆಣೆಣಬ ಬಣಬತಣ ಬಕ ಬಣಬಣರ ಆಣಬಣ ।

CO2. ಕೆಣಕಬಣತಗ ಬಕತ ಕಿತತಿಆ ತಿರೆಣೆ ಲಕಲಕಬ ಣತ ಕೆಣೆಣಬ ಬಣಬತಣ ಬಕ ಬಣಬಣರ ಆಣಬಣ ।

CO3. ಕೆಣಕಬಣತಗ ಬಕತ ಬಣಬತಣ ತಿರೆಣೆ ಲಕಲಕಬ ಣತ ಕೆಣೆಣಬ ಬಣಬತಣ ಬಕ ಬಣಬಣರ ಆಣಬಣ ।

CO4. ಕೆಣಕಬಣತಗ ಬಕತ ಆಣರಣಕ ಬಣಬತಣ ತಿರೆಣೆ ಲಕಲಕಬ ಣತ ಕೆಣೆಣಬ ಬಣಬತಣ ಬಕ ಬಣಬಣರ ಆಣಬಣ ।

CO5. ಕೆಲವು ಕೆಂಬಣ ತಿರೆಣೆ ಬಣ.ಬಕಗ, ಕಿತತಿಆ, ಬಕತ ಬಣಬತಣ ಣತ ಆಣರಣಕಕಬ ತಿರೆಣೆ ಆಣ.ಬಗತ ಬಣಬತಣ ಬಕ ಪಿರಕ ಬಣಬಿ ಕಕಬ ಬಕ˙ ಣಬಕವಣೆ ಬಣ.ಗತಿರಬ ಬಿರಬತಣತ ಕಣತಿರೆಣೆ-ಣ ।

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. ಕೆಣಕಬಣತಗ ಬಕತ ಬಣ.ಬಕಗ : ಕೆಣಕಬಣತಗ ಬಕತ ಬಣ.ಬಕಗ ತಿರೆಣೆ ಆರೆಣೆ, ಪಿಣ.ಕಣ.ತಗ, ಆಬಕಬ, ಬಕಕ ಬಣ.ಗಗಆ

Unit-2. ᱟᱱᱚᱠᱚᱢᱟᱱᱤ ᱜᱚᱛ ᱟᱸᱵᱟᱹᱨᱚᱭ : ᱟᱱᱚᱠᱚᱢᱟᱱᱤ ᱜᱚᱛ ᱟᱸᱵᱟᱹᱨᱚᱭ ᱯᱟᱨᱢᱟᱱᱮ ᱩᱫᱮᱥᱚ, ᱰᱟ.ᱮᱱ.ᱯᱟᱹᱨᱤ, ᱱᱚᱶ ᱥᱟᱦᱤᱛ ᱩᱫᱮᱥᱚ

Unit-3. ᱟᱱᱚᱠᱚᱢᱟᱱᱤ ᱜᱚᱛ ᱦᱟᱱᱚᱜᱟᱱ : ᱟᱱᱚᱠᱚᱢᱟᱱᱤ ᱜᱚᱛ ᱦᱟᱱᱚᱜᱟᱱ ᱯᱟᱨᱢᱟᱱᱮ ᱩᱫᱮᱥᱚ, ᱰᱟ.ᱮᱱ.ᱯᱟᱹᱨᱤ, ᱱᱚᱶ ᱥᱟᱦᱤᱛ ᱩᱫᱮᱥᱚ

Unit-4. ᱟᱱᱚᱠᱚᱢᱟᱱᱤ ᱜᱚᱛ ᱜᱟᱨᱦᱟᱨᱤ : ᱟᱱᱚᱠᱚᱢᱟᱱᱤ ᱜᱚᱛ ᱜᱟᱨᱦᱟᱨᱤ ᱯᱟᱨᱢᱟᱱᱮ ᱩᱫᱮᱥᱚ, ᱰᱟ.ᱮᱱ.ᱯᱟᱹᱨᱤ, ᱱᱚᱶ ᱥᱟᱦᱤᱛ ᱩᱫᱮᱥᱚ, ᱜᱟᱱᱮᱥᱟᱱ ।

Reference books –

7 ᱜᱚᱛ ᱚᱨ ᱜᱚᱛ ᱦᱚ.ᱜᱮᱨᱟ - ᱟᱱᱯᱦᱟᱣᱦ ᱡᱟᱱᱟᱡ

8 ᱜᱚᱛ ᱦᱚ.ᱜᱮᱨᱟ ᱰᱡᱚᱣᱟ - ᱯᱟᱨᱢᱟ. ᱰᱟ.ᱵ. ᱢᱚᱢᱚᱨᱟᱜ

9 ᱜᱚᱯ ᱟᱸᱵᱟᱹᱨᱚᱭ - ᱰᱚ᱾ ᱯᱚᱨᱜᱟᱡᱮᱥᱚᱱ ᱡᱟᱱᱟᱡ

10 ᱫᱚᱜ ᱟᱸᱵᱟᱹᱨᱚᱭ - ᱢᱚᱢᱚᱦᱣ ᱱᱟ ᱚᱱᱟᱪᱚᱱ ᱚᱱ ᱱᱟ.ᱱᱟ ᱟᱚᱯᱟᱮ

11 ᱜᱚᱛ ᱟᱸᱵᱟᱹᱨᱚᱭ- ᱢᱚᱢᱚᱦᱣᱚᱦ ᱡᱟᱱᱟᱡ ᱛᱫᱟᱢᱚᱨᱤᱟ

12 ᱟᱱᱚᱠᱚᱢᱟᱱᱤ ᱢᱟᱫᱮᱨᱚᱛ ᱦᱚᱱᱚᱜᱚᱛ ᱚᱱ ᱦᱚᱣᱚᱞᱣᱦ - ᱢᱚᱢᱚᱦᱣᱚᱦ ᱡᱟᱱᱟᱡ ᱛ.ᱫᱟᱢᱚᱨᱤᱟ

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** **ᱚᱱᱟᱱᱮᱞ ᱚᱱᱚᱠᱟᱛᱟ ᱵᱟ.ᱜᱚᱛ**	**4**	**3-1-0**

Course Objectives:

ᱚᱫᱟᱣ ᱚᱱᱚᱱᱩ ᱡᱚᱡᱚᱫᱟᱜᱟᱣᱮᱛ ᱚᱱᱟᱹᱱᱚᱨ ᱡᱟ.ᱢᱟᱦᱟᱣ. ᱵᱚ ᱵᱟ.ᱜᱚᱛ ᱚᱱᱟᱡᱟᱨᱛ ᱰᱚᱲᱟᱜ ᱜᱟ.ᱜᱟᱲ ᱜᱟᱨᱮᱱᱮ ᱨᱩᱱ ᱵᱚᱣᱟ ᱱᱟᱱᱚᱨ ᱵᱟ.ᱜᱚᱛ ᱚᱱᱟᱡᱟᱨᱛ ᱟᱹᱨ ᱰᱟᱨᱮᱱᱜ ᱵᱟᱲᱟᱜ.ᱟ ᱵᱚ ᱣᱱᱩᱱᱟ᱾

Course Outcomes:

CO1. ᱡᱟ.ᱢᱟᱦᱟᱣ. ᱵᱚ ᱚᱱᱟᱱᱜ ᱵᱟ.ᱜᱚᱛ ᱚᱱᱟᱡᱟᱨᱛ ᱵᱚ ᱡᱟᱱᱟᱣᱟᱱᱟ ᱯᱟᱵᱟᱟᱱᱮ ᱚᱫᱟᱣ ᱰᱟᱨᱮᱱᱜ ᱜᱟᱨᱮᱱᱮ ᱵᱚ ᱣᱱᱩᱱᱟ᱾

CO2. ᱚᱱᱟᱱᱜ ᱵᱟ.ᱜᱚᱛ ᱚᱱᱟᱡᱟᱨᱛ ᱰᱟᱨᱮᱱᱜ ᱣᱚᱫᱟᱩᱚ ᱣᱟ.ᱢᱟᱣ ᱵᱚ ᱡᱟᱱᱟᱱᱨᱮ ᱣᱱᱩᱱᱟ᱾

CO3. ᱯᱟᱵᱟᱱᱮ-ᱯᱟᱵᱟᱱᱮ ᱚᱱᱟᱱᱜ ᱵᱟ.ᱜᱚᱛ ᱵᱚ ᱡᱟᱱᱟᱱᱨᱮ ᱵᱟᱱᱚᱲ ᱚᱵᱯᱟ. ᱢᱚᱦᱟᱣ ᱵᱚ ᱜᱟᱱᱮᱱ᱾

CO4. ᱚᱱᱟᱱᱜ ᱵᱟ.ᱜᱚᱛ ᱚᱱᱟᱡᱟᱨᱛ ᱰᱟᱨᱮᱱᱜ ᱜᱵᱮ ᱯᱚᱲ ᱵᱚ ᱡᱟᱱᱟᱱᱨᱮ ᱯᱟᱱᱟᱨᱮᱱᱜ-ᱟ᱾

CO5. ᱚᱱᱟᱱᱜ ᱵᱟ.ᱜᱚᱛ ᱚᱱᱟᱡᱟᱨᱛ ᱰᱟᱨᱮᱱᱜ ᱟᱹᱨ ᱚᱰᱯ ᱵᱟ.ᱦᱟ ᱡᱟᱱᱟᱱᱨᱮ ᱵᱟᱱᱚᱲ ᱯᱟᱱᱟᱱ ᱤᱨᱛ ᱵᱚ ᱣᱟᱱᱟᱱ ᱡᱵᱟᱵ ᱯᱟᱱᱟᱨᱮᱱᱜ-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. ᏋᏁᎳᏁᏀ ᏰᏁ.ᎳᏋᏁ ᏓᏃᎴᏁᏀ ᏁᏋᏁᏓᏁᏗ, ᏆᏁ.ᏋᏁ.ᏓᏗᏁ, ᎷᏫᏗ

Unit- 2. ᏂᏁᎴᏁᎷᏁᏢ, Ꮑ.ᏓᏗᏁ, ᏗᏁᏬᎾᏁ

Unit- 3. ᏻᏭᏁᏓᏫ᛫ᎷᏩ, ᏬᏁ.ᏂᏁᏋ, ᏰᏁ.ᎳᏋᏁ ᏂᏁᏢᏁ

Unit- 4. ᏭᏁᎾ ᏁᏓ ᏂᏁᏓᏗᏁᏢ., ᏬᏁᏢᏁ.Ꮓ ᏰᏁᏋᎳᏁ.

Reference Books:

1. ᏂᏁᎴᏁᎷᏁᏢ– ᏁᏓ. ᏁᏫᏂᏁᏋ ᏗᏁᎳᏁ ‘ᏗᏫᏂᏁᏓ’

2. Ꮑ.ᏓᏗᏁ– ᏰᏢᏃᏋᏬᏩᏓᏫ ᏋᏁᎾᏭᏂᏁ.ᏋᏁᏁ

3. ᏬᏁ.ᏂᏁᏋ– ᏗᏃᎴᏁᏂᏁᏁᏃᏗᏓᏫ ‘ᎷᏁᏫᏁ ᏓᏁᏆᏃᏗᎷ’

4. ᏰᏁ.ᎳᏋᏁ ᏂᏁᏢᏁ – ᏗᏁᎳᏁᎾᎴᏫ ᏁᏰᏁᏬᏁᏂᏁ

5. ᏗᏁᏫᎾᏁ– ᏁᏓ. ᏰᏃ. ᏗᏁ. ᏁᏅᏁᏅ

6. ᏻᏭᏁᏓᏫ᛫ᎷᏩ– ᏁᏓ. ᏰᏃ. ᏗᏁ. ᏁᏅᏁᏅ

7. ᏭᏅᎾ ᏁᏓ ᏂᏁᏓᏗᏁᏢ- ᏁᏬᏁᎾᎴᏫ ᏂᏁᎾᏓᏁ ‘ᏗᏁᏋᎾᏁᏢᏁ’

8. ᏬᏅᏢᏁ.Ꮓ ᏰᏁᏋᎳᏁ.-ᏋᏅᏋᏅᏢᏁᏢ ᎳᏃᏂᏁᏫᏓᏭᏫ

9. ᱱᱚᱭᱚᱫ ᱠᱚᱢᱭᱚᱞᱚᱢ – ᱭᱚᱠᱚᱢᱚᱭᱚᱫ ᱠᱱᱪᱠᱪ

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 ᱦᱚᱨᱟᱹᱠᱷᱚᱱ ᱦᱚᱸᱫᱚᱨᱚᱜ ᱦᱚᱲᱟᱹᱣᱚᱞ ᱱᱟᱹᱨᱮᱢ ᱩᱫᱩᱫᱟᱣᱟᱞ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱟᱣ ᱦᱚᱣᱚᱱᱤ ᱩᱫᱟᱣᱟᱞ ᱚᱢᱯᱚᱣᱚᱨ ᱩᱢ.ᱣᱟᱵᱟᱣ.. ᱢᱚ ᱦᱚᱸᱫᱚᱨᱚᱜ ᱦᱚᱲᱟᱹᱠᱷᱚᱱ ᱡᱚᱣᱡᱚᱣ ᱡᱚᱣᱡᱚᱣᱨᱮ ᱱᱩᱭᱢᱚᱫᱟ ।

Course Outcomes:

CO1 ᱮᱫᱟᱣ ᱦᱚᱣᱚᱱᱤ ᱩᱫᱟᱣᱟᱞ ᱢᱚᱣᱚᱨ ᱩᱢ.ᱣᱟᱵᱟᱣ. ᱢᱚ ᱦᱚᱸᱫᱚᱨᱚᱜ ᱦᱚᱲᱟᱹᱠᱷᱚᱱ ᱱᱩᱭᱢᱚᱫᱟ ᱱᱟᱹᱨᱮᱢ ᱮᱢᱜᱚᱤ ᱱᱟ ᱯᱚᱵᱩᱱᱟᱹᱡᱟᱨᱮᱱ. ᱢᱚᱣᱚᱱᱢᱚ ᱡᱚᱡᱚᱡᱨᱮ ᱣᱚᱡᱚᱣ ।

CO2 .ᱮᱫᱟᱣ ᱦᱚᱣᱚᱱᱤ ᱩᱫᱟᱣᱟᱞ ᱢᱚᱣᱚᱨ ᱩᱢ.ᱣᱟᱵᱟᱣ. ᱢᱚ ᱦᱚᱸᱫᱚᱨᱚᱜ ᱦᱚᱲᱟᱹᱠᱷᱚᱱ ᱢᱚ ᱱᱚ ᱯᱩᱱᱟᱛ ᱢᱚ ᱦᱟᱱᱟᱹᱢᱚᱱᱟᱣ । ᱦᱚᱸᱫᱚᱨᱚᱜ ᱦᱚᱲᱟᱹᱠᱷᱚᱱ ᱱᱟᱹᱨᱮᱢ ᱪᱤᱢᱚᱜ ᱪᱤᱢᱚᱜ ᱣᱢᱣᱚᱜ.ᱮ ᱠᱟᱱ ᱦᱟᱨᱯᱟ ᱢᱚ ᱢᱚ ᱡᱟᱦᱟᱞᱟᱨᱮᱱ ।

CO3. ᱮᱫᱟᱣ ᱦᱚᱣᱚᱱᱤ ᱩᱫᱟᱣᱟᱞ ᱢᱚᱣᱚᱨ ᱩᱢ.ᱣᱟᱵᱟᱣ. ᱢᱚ ᱦᱚᱸᱫᱚᱨᱚᱜ ᱦᱚᱲᱟᱹᱠᱷᱚᱱ ᱯ-ᱯᱚᱯᱟᱱ ᱪᱤᱢᱚᱜ ᱯᱚᱵᱩᱱᱟᱹ ᱢᱚ ᱚᱢᱯᱚᱣᱚᱨ ᱡᱟᱣ.ᱜᱟ ᱡᱟᱨᱩᱱ.ᱱ ᱢᱚ ᱩᱢ.ᱣᱚᱱᱟᱨᱮᱱ ।

CO4. ᱮᱫᱟᱣ ᱦᱚᱣᱚᱱᱤ ᱩᱫᱟᱣᱟᱞ ᱢᱚᱣᱚᱨ ᱩᱢ.ᱣᱟᱵᱟᱣ. ᱦᱚᱸᱫᱚᱨᱚᱜ ᱦᱚᱲᱟᱹᱠᱷᱚᱱ ᱦᱚᱲᱟᱹ ᱣᱚᱩᱫᱩᱫᱟᱣᱟᱞ ᱢᱚᱵᱚᱞ.ᱯᱱᱱᱚᱨ ᱣᱚᱱᱚᱱ ᱱᱟᱹᱨᱮᱢ ᱡᱚᱡᱚᱡᱨᱮ ᱣᱚᱡᱚᱣ ।

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 ᱦᱚᱸᱫᱚᱨᱚᱜ ᱦᱚᱲᱟᱹᱠᱷᱚᱱ ᱱᱟᱹᱨᱮᱢ ᱵᱩᱵᱩᱞᱟᱹᱣ ।

Unit-2 ꯑꯅꯤ. ꯄꯣꯛꯄꯣꯔꯥꯏꯟ ꯑꯆꯧꯕꯥ ꯑꯃꯁ꯬ ꯀꯤ꯫ꯊꯤꯅ ꯀꯤꯖꯥꯡ ꯇ꯫

Unit-3 ꯑꯣꯔꯜ ꯑꯆꯦꯔꯣ ꯈꯣꯏꯊ ꯎꯕꯎ ꯑꯃꯁ꯬ ꯀꯤ꯫ꯒꯊꯤꯅ ꯀꯤꯖꯥꯡ ꯇ꯫

Unit-4 ꯊꯣꯔꯏꯣꯈꯔꯣ ꯆꯥꯅꯦꯀꯤꯄꯨ ꯍꯤ.ꯌꯊꯥ (ꯎꯕꯎ) ꯑꯃꯁ꯬ ꯀꯤ꯫ꯒꯊꯤꯅ ꯀꯤꯖꯥꯡ ꯇ꯫

Reference Books:

1. ꯄꯤꯡꯂꯤꯇ ꯄꯥꯈꯤ.ꯄ - ꯑꯅ. ꯄꯣꯛꯄꯣꯔꯥꯏꯟ ꯑꯆꯧꯕꯥ
2. ꯀꯣꯈꯣꯏ ꯄꯊꯤ.ꯅꯏꯥ ꯄꯤꯡꯂꯤ꯭ - ꯑꯣꯔꯜꯅꯑꯆꯦꯔꯣꯈꯔꯣꯏꯟ ꯎꯕꯎ
3. ꯑꯊꯕꯑꯨꯈꯤꯆꯤꯅꯤꯅ ꯁꯊꯣꯈ ꯑꯊꯣꯒꯨꯝꯈꯤꯅꯥ (ꯀꯤꯖꯦꯒꯊꯤꯅ ꯁꯤ.ꯑꯈꯥ) - ꯊꯣꯔꯏꯣꯈꯔꯣ ꯆꯥꯅꯦꯀꯤꯄꯨ ꯍꯤ.ꯌꯊꯥ (ꯎꯕꯎ)

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** **ᱥᱟᱱᱛᱟᱲᱤ ᱯᱷᱟ.ᱥᱮᱞ ᱥᱴᱨᱠᱪᱟᱨ** **ᱦᱟ.ᱡᱟ.ᱥᱟ ᱥᱚᱞᱚᱡ**	**4**	**3-1-0**

Course Objective:

ᱥᱟᱱᱛᱟᱲᱤ ᱯᱷᱟ.ᱥᱮᱞ ᱥᱴᱨᱠᱪᱟᱨ ᱦᱟ.ᱡᱟ.ᱥᱟ ᱥᱚᱞᱚᱡ
ᱥᱟᱣᱟᱡ ᱯᱚᱯᱚᱞᱟᱣᱚᱞ ᱚᱢᱯᱟᱣᱚᱱ ᱯᱷᱟ.ᱢᱟᱣᱟᱢ.ᱦᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱥᱚᱞᱚᱡ ᱣᱟᱜ.ᱜᱨᱚᱱ ᱣᱢᱣᱢᱨ ᱚᱞᱚ ᱦᱚᱣᱟᱢ। ᱥᱟᱱᱛᱟᱲᱤ ᱯᱷᱟ.ᱥᱮᱞ ᱥᱴᱨᱠᱪᱟᱨ ᱦᱟ.ᱡᱟ.ᱥᱟ ᱥᱚᱞᱚᱡ ᱣᱴᱣᱟᱢᱱ ᱦᱢᱚᱱ ᱥᱟᱨᱡᱩᱜᱟᱛᱮᱱ ᱜᱴ ᱮᱰᱣᱟᱢ ᱥᱴᱨᱠᱪᱟᱨ ᱵᱟᱨᱚᱞ ᱹ

Course Outcomes:

CO1. ᱮᱰᱣᱟᱢ ᱥᱟᱱᱚᱢᱟ ᱯᱚᱯᱚᱞᱟᱣᱚᱞ ᱚᱢᱯᱟᱣᱚᱱ ᱯᱷᱟ.ᱢᱟᱣᱟᱢ.ᱦᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱥᱚᱞᱚᱡ ᱥᱴᱨᱠᱪᱟᱨ ᱣᱴᱣᱟᱢᱱ ᱦᱚ ᱵᱨᱣᱟᱢ.ᱥ ᱳᱢᱟ ᱹᱢᱟᱴᱨᱚᱢᱜ-ᱢ।

CO2. ᱮᱰᱣᱟᱢ ᱥᱟᱱᱚᱢᱟ ᱯᱚᱯᱚᱞᱟᱣᱚᱞ ᱚᱢᱯᱟᱣᱚᱱ ᱯᱷᱟ.ᱢᱟᱣᱟᱢ.ᱦᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱥᱚᱞᱚᱡ ᱣᱟᱜ.ᱜᱨ ᱯᱷᱚᱦᱢᱦᱚ ᱣᱵᱣᱟᱜ.ᱩ ᱳᱢᱟ ᱹᱢᱟᱴᱨᱚᱢᱜ-ᱢ।

CO3. ᱮᱰᱣᱟᱢ ᱥᱟᱱᱚᱢᱟ ᱯᱚᱯᱚᱞᱟᱣᱚᱞ ᱚᱢᱯᱟᱣᱚᱱ ᱯᱷᱟ.ᱢᱟᱣᱟᱢ.ᱦᱚ ᱥᱟᱱᱡᱩᱜᱟᱛᱮᱱ ᱦᱟ.ᱡᱟᱥᱟᱰ ᱥᱟᱱᱛᱟᱲᱤ ᱥᱚᱞᱚᱡ ᱣᱟᱜ.ᱜᱨ ᱯᱷᱚᱦᱢᱦᱚ ᱣᱴᱣᱟᱢᱱ ᱹᱢᱟᱴᱨᱚᱢᱜ-ᱢ।

CO4. ᱮᱰᱣᱟᱢ ᱥᱟᱱᱚᱢᱟ ᱯᱚᱯᱚᱞᱟᱣᱚᱞ ᱚᱢᱯᱟᱣᱚᱱ ᱯᱷᱟ.ᱢᱟᱣᱟᱢ.ᱦᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱥᱚᱞᱚᱡ ᱥᱴᱨᱠᱪᱟᱨ ᱦᱚ ᱣᱟᱨᱜᱟᱛ ᱹᱢᱟᱴᱨᱚᱢᱜ-ᱢ।

CO5. ᱮᱰᱣᱟᱢ ᱥᱟᱱᱚᱢᱟ ᱯᱚᱯᱚᱞᱟᱣᱚᱞ ᱚᱢᱯᱟᱣᱚᱱ ᱯᱷᱟ.ᱢᱟᱣᱟᱢ.ᱦᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱥᱚᱞᱚᱡ ᱥᱴᱨᱠᱪᱟᱨ ᱹᱢᱟᱴᱨᱚᱢᱜ ᱢᱟᱜ ᱡᱚᱵᱚᱣᱚᱱᱚ ᱥᱟᱱᱡᱩᱜᱟᱛᱮᱱ ᱦᱚ ᱣᱟᱱᱡᱚᱵᱚᱣ ᱹᱢᱟᱴᱨᱚᱢᱜ-ᱢ।

CO-PO-PSO Mapping

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	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: ꯅꯤꯡꯊꯧ (Grammer)

- ꯅꯤꯊ, ꯅꯤꯡꯊꯊ, ꯃ.ꯊ, ꯃ.ꯊꯃ., ꯃ.ꯈꯃ.O, ꯀꯃ.ꯈꯃO

Unit-I: ꯃ.ꯊꯃ. ꯁꯤ ꯅꯍꯈꯃꯒ ꯀꯃ.ꯅꯗꯀ꯭ (Parts of speech)

- ꯇꯁꯦꯁ, ꯁꯇꯁ, ꯁꯃꯦꯏꯃ, ꯒꯁꯒꯁꯦ, ꯑꯤꯡꯊꯊ, ꯑꯤꯡꯊꯒ, ꯒꯃ.ꯦꯃ.ꯃ, ꯏꯃꯦꯃꯏ, ꯗꯍꯦꯍꯥ

Unit-3:

- ꯒꯤꯅꯤꯦ, ꯒꯤꯃꯃꯦ ꯃꯅ ꯗꯃꯦꯃꯒ꯭

Unit-4:

- ꯃꯗꯃ, ꯥꯤꯇꯤ,
- ꯗꯤꯑꯤꯗ - ꯀꯤꯒꯍꯦ ꯗꯤꯑꯤꯗ, ꯑꯤ꯭ꯒꯍꯦ ꯗꯤꯑꯤꯗ, ꯃ.ꯊꯃ. ꯃꯒꯃO

(Reference Books)

꯱. ꯅꯤꯦꯊ- ꯏꯤ꯭ ꯅꯃ.ꯒꯌꯁꯦꯃꯑꯤ ꯇꯁꯅꯇ

꯲. ꯀꯃꯦꯑꯃꯊꯗ ꯅꯤꯦꯊ- ꯇꯌꯃꯅꯤꯑꯑꯃ. ꯏꯃ.ꯅꯀꯗ ꯇꯃꯑꯍꯦꯅ, ꯇꯍ.ꯈꯀꯁꯅ

꯳. ꯀꯃꯦꯑꯃꯊꯗ ꯅꯤꯦꯊ- ꯑꯅ. ꯅꯤꯑꯤꯦ ꯗꯍꯇꯌꯅꯤꯇ

꯴. ꯦꯃꯗꯃꯒ ꯀꯃꯦꯑꯃꯊꯗ ꯅꯤꯦꯊ- ꯀꯃꯥꯌꯤꯦ ꯁꯅ. ꯇꯃꯦꯑꯍꯗ

꯵. ꯦꯃꯗꯃꯒ ꯀꯃꯦꯑꯃꯊꯗ ꯅꯤꯦꯊ- ꯑꯅ. ꯗꯤꯑꯍꯗꯤꯦꯛꯅꯤꯑꯃꯦꯃꯑꯤ ꯑꯍꯀꯅꯃ

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** **ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱨᱟᱣᱟᱛ ᱯᱟᱨᱤᱪᱚᱭ ᱞᱮᱠᱷᱟ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱣᱟ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱛᱚᱲᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱛ ᱛᱚ.ᱢᱟᱹᱵᱟᱱ. ᱵᱚ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱨᱟᱣᱟᱛ ᱯᱟᱨᱤᱪᱚᱭ ᱯᱟᱨᱠᱟᱹᱥ ᱟᱰᱚᱯᱴᱮᱰ ᱚᱱᱞᱟᱭᱱ ᱵᱚ ᱡᱚᱜᱚᱱᱟ ᱵᱚᱱᱚᱹᱨᱚᱱ ᱵᱚ ᱡᱚᱜᱚᱱᱟ ।

Course Outcomes:

CO1. ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱨᱟᱣᱟᱛ ᱯᱟᱨᱤᱪᱚᱭ ᱯᱟᱨᱞᱟᱭᱱ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱛᱚᱲᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱛ ᱛᱚ.ᱢᱟᱹᱵᱟᱱ. ᱵᱚ ᱫᱚᱣᱟ ᱚᱨᱟᱣᱟᱛ ᱯᱟᱨᱤᱪᱚᱭ ᱯᱟᱨᱞᱟᱭᱱ ᱵᱚᱱᱚᱹᱨᱚᱱ ᱛᱩᱵᱤᱢᱟ.ᱡ ᱚᱱ:ᱜᱟᱞ ᱵᱚ ᱡᱚᱜᱚᱱᱟ ᱣᱟᱱ ᱹᱨᱟᱛᱟᱨᱟᱱ-ᱱ।

CO2. ᱫᱚᱣᱟ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱛᱚᱲᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱛ ᱛᱚ.ᱢᱟᱹᱵᱟᱱ. ᱵᱚ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱨᱟᱣᱟᱛ ᱯᱟᱨᱤᱪᱚᱭ ᱵᱮᱵᱟᱦᱟ, ᱛᱚ.ᱮᱱ.ᱟᱞᱟ, ᱡᱮᱮᱠᱚ ᱵᱚ ᱡᱟᱞᱟᱨᱟ ᱚᱱ:ᱜᱟᱞ ᱵᱚ ᱡᱚᱜᱚᱱᱟ ᱣᱟᱱ ᱟᱱᱟᱣ ᱱᱟ ᱜᱮᱨᱚᱱᱮ ᱵᱚ ᱱᱟᱲᱟᱱᱚ-ᱱ।

CO3. ᱫᱚᱣᱟ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱛᱚᱲᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱛ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱨᱟᱣᱟᱛ ᱯᱟᱨᱤᱪᱚᱭ ᱣᱟᱹᱨ ᱣᱟ.ᱢᱟᱨᱣ “ᱣᱟᱛ ᱚᱨᱟᱣᱟᱛ ᱯᱟᱨᱤᱪᱚᱭ” ᱯᱟᱨᱚᱱᱜ ᱵᱚᱱᱚᱹᱨᱚᱱ ᱵᱚ ᱛᱚ.ᱢᱟᱹᱵᱟᱱ. ᱵᱚ ᱡᱚᱜᱚᱱᱟ ᱣᱟᱱᱟᱣ ।

CO4. ᱫᱚᱣᱟ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱛᱚᱲᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱛ ᱫᱚᱣᱟᱜ ᱣᱵᱜᱩ ᱯᱟᱨᱤᱪᱚᱭ ᱞᱮᱠᱷᱟ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱨᱟᱣᱟᱛ ᱵᱚᱱᱚᱹᱨᱚᱱ ᱵᱚ ᱡᱚᱜᱚᱱᱟ ᱣᱟᱱᱟᱣ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱛᱚ.ᱢᱟᱹᱵᱟᱱ. ᱵᱚ ᱛᱚᱲᱟᱣᱟᱱᱟᱣ ᱵᱚᱱᱚᱠ ᱱᱚᱵᱚ ᱣᱚ· ᱚᱱᱚᱠᱚᱢᱟᱱ ᱤᱱᱟᱞᱤᱱ ᱯᱟᱨᱤᱪᱚᱭ ᱵᱚ ᱡᱚᱜᱚᱱᱟ ।

CO5. ᱫᱚᱣᱟ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱛᱚᱲᱟᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱛ ᱫᱚᱣᱟᱜ ᱣᱵᱜᱩ ᱯᱟᱨᱤᱪᱚᱭ ᱞᱮᱠᱷᱟ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱚᱨᱟᱣᱟᱛᱵᱚ ᱡᱚᱜᱚᱱᱟ ᱣᱟᱱᱟᱣ ᱚᱱᱚᱠᱚᱢᱟᱱ.ᱵᱚ ᱚᱱᱚᱠᱚᱢᱟᱱ ᱤᱱᱟᱞᱤᱱ ᱯᱟᱨᱤᱪᱚᱭ ᱵᱚ ᱡᱚᱜᱚᱱᱟ ।

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. ᱦᱚᱲᱚᱱᱟᱞ ᱦᱚᱪᱟᱨᱛᱚ ᱯᱨᱚᱵᱚᱱᱛᱚ ᱮᱢᱮᱜᱚᱞ : ᱦᱮᱞᱚᱦᱚ, ᱰᱚ.ᱮᱢᱯᱨᱟᱠᱟᱥ, ᱡᱮᱮᱣᱚᱹ

Unit-2. ᱚ.ᱜᱩᱮᱢᱤ ᱯᱨᱚᱵᱚᱱᱛᱚ ᱜᱚᱛᱟ ᱦᱚᱪᱟᱨᱛᱚ (ᱯᱮᱲᱟᱲ ᱡᱟᱯᱟᱢ ᱠᱩᱯᱩᱨ ᱡᱚᱢᱟᱱᱤᱜ)

Unit-3. ᱚᱢᱯᱚᱮᱢᱤ ᱯᱨᱚᱵᱚᱱᱛᱚ ᱠᱚ (ᱯᱮᱲᱟᱲ ᱠᱩᱯᱩᱨ ᱯᱟᱲᱮ ᱜᱚ.ᱡᱟᱞ)

Unit-4. ᱮᱢᱜᱚᱢᱮᱢᱤ ᱯᱨᱚᱵᱚᱱᱛᱚ ᱠᱚ (ᱯᱟᱲᱮ ᱠᱩᱯᱩᱨ ᱮᱡᱚ ᱜᱚ.ᱡᱟᱞ)

Reference Books:

1. ᱦᱚᱲᱚᱱᱟᱞ ᱦᱚᱪᱟᱨᱛᱚ ᱯᱨᱚᱵᱚᱱᱛᱚ ᱚᱱᱩᱠᱩᱞᱚᱱ ᱚᱨ ᱜᱚᱨᱚᱚ- ᱡᱚ. ᱠᱟ.ᱦᱟ. ᱢᱦᱡᱠ,
2. ᱦᱚᱲᱚᱱᱟᱞ ᱚᱮᱚᱯ ᱯᱨᱚᱵᱚᱱᱛᱚ ᱮᱢᱜᱚᱢᱤ- ᱠᱚᱯᱟᱮᱜᱨᱚ ᱮᱢᱚᱜ ᱤᱢᱮᱡᱟ
3. ᱦᱚᱪᱟᱨᱛᱚ ᱚ.ᱨᱟ -ᱰᱚ.ᱦᱚᱤᱡᱚᱦ ᱮᱢᱚᱜ ᱦᱚᱨᱟᱮ
4. ᱦᱚᱲᱚᱱᱟᱞ ᱚᱡᱚᱨᱚᱢᱮ : ᱚᱣᱟᱮ· -ᱜᱦᱨᱚᱜᱚ. ᱥᱚᱨᱚᱮ ᱡᱦᱨᱡᱦ
5. ᱜᱚᱛᱟ ᱰᱚ.ᱨᱦᱲᱟ ᱚᱨ ᱦᱚᱪᱟᱨᱛᱚ ᱯᱨᱚᱵᱚᱱᱛᱚ -ᱠᱦᱣᱤᱚᱜᱚᱢᱮ ᱡᱦᱨᱡᱦ

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** **ᱪᱷᱮᱠᱷᱟᱨ ᱠᱷ.ᱚᱵᱮᱨ ᱪᱷᱮᱡᱮᱫ ᱵᱮᱨᱮᱱᱜ ᱡᱷᱟᱷ**	**4**	**3-1-0**

Course Objectives:

ᱮᱛᱚᱧ ᱪᱷᱚᱠᱷᱤ ᱫᱛᱟᱡᱛᱮ ᱚᱧᱰᱷᱚᱠᱮ ᱫᱷ.ᱲᱵᱠᱚᱧ.ᱠᱛ ᱪᱷᱮᱚᱠᱟᱨ ᱠᱷ.ᱚᱵᱮᱨ ᱪᱷᱮᱡᱮᱫ ᱢᱷᱢᱛᱚ ᱢᱷᱢᱟᱨᱤ ᱛᱷᱛ ᱠᱛᱚᱧ ।

Course Outcomes:

CO1. ᱠᱷ.ᱡᱮᱨ ᱵᱮᱨᱮᱱᱜ ᱠᱮᱠᱵᱠᱤ ᱷᱵ ᱮᱷᱜᱷᱤ ᱠᱷᱚᱵᱷᱠᱛ ᱢᱷᱢᱟᱨᱤ ᱣᱷᱤᱧ ।

CO2. ᱮᱛᱚᱧ ᱪᱷᱚᱠᱷᱤ ᱚᱧᱰᱷᱚᱠᱮ ᱜᱷᱤᱧᱤ ᱵᱮᱨᱮᱱᱜ ᱲᱷᱚᱨᱮᱫ ᱷᱵ ᱷᱜᱷᱤ ᱵᱮᱨᱮᱱᱜ ᱠᱷᱚᱵᱷᱠᱛ ᱢᱷᱢᱟᱨᱤ ᱣᱷᱤᱧ ।

CO3. ᱜᱷᱨᱮᱷᱮ ᱵᱮᱨᱮᱱᱜ ᱠᱮᱠᱵᱠᱤ ᱪᱷᱮᱡᱮᱫ ᱷᱠᱛᱚᱧᱜ ᱛᱰ ᱢᱮᱰ ᱷᱵ ᱜᱷᱨᱮᱷᱮ ᱵᱮᱨᱮᱱᱜ ᱚᱮᱚᱮᱫ ᱠᱷᱚᱵᱷᱠ ᱠᱛ ᱢᱷᱢᱟᱨᱤ ᱣᱷᱤᱧ ।

CO4. ᱮᱛᱚᱧ ᱠᱷ.ᱡᱮᱨ ᱠᱛ ᱫᱷᱵᱡᱷᱛᱚ ᱠᱷᱚᱮ ᱫᱷ.ᱲᱵᱠᱚᱧ. ᱠᱛᱡᱛ˙ ᱛᱰ ᱢᱮᱰ ᱵᱮᱨᱮᱱᱜ ᱫᱨᱪᱮ ᱡᱠᱫᱨᱪᱮ ᱠᱛ ᱣᱷᱤᱧ ।

CO5. ᱮᱛᱚᱧ ᱠᱷ.ᱚᱵᱮᱨ ᱫᱷᱵᱡᱷᱛᱚ ᱠᱷᱚᱮ ᱷᱜᱷᱤ ᱮᱷᱜᱷᱤ ᱵᱮᱨᱮᱱᱜ ᱫᱨᱪᱷ. ᱠᱛ ᱣᱷᱤᱧ ।

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. ᱵ᱾.ᱜᱮᱨ ᱚᱨᱛᱷᱜ ᱫᱮᱫᱚᱫᱩ : ᱵ᱾.ᱜᱮᱨ ᱚᱨᱛᱷᱜ ᱩᱨᱮᱨᱚ ,ᱡ᱾.ᱮ᱾.ᱚᱮᱨ.,ᱜᱫᱮᱫᱚ, ᱚᱨᱚᱨᱷ, ᱜ᱾.ᱢᱨᱩ, ᱣᱷᱮ

Unit-2. ᱜ᱾ᱩ᱾ ᱚᱨᱛᱷᱜ ᱫᱮᱫᱚᱫᱩ : ᱜ᱾ᱩ᱾ ᱚᱨᱛᱷᱜ ᱩᱨᱮᱨᱚ, ᱡ᱾.ᱮ᱾.ᱚᱮᱨ ᱜᱫᱮᱫᱚ, ᱚᱨᱚᱨᱷ, ᱜ᱾.ᱢᱨᱩ, ᱣᱷᱮ

Unit-3. ᱮ᱾ᱚ᱾ᱛᱟ ᱜ᱾ᱨ᱾ : ᱜ᱾ᱨ᱾ ᱚᱨᱛᱷᱜ ᱩᱨᱮᱨᱚ, ᱡ᱾.ᱮ᱾.ᱚᱮᱨ ᱜᱫᱮᱫᱚ, ᱚᱨᱚᱨᱷ, ᱜ᱾.ᱢᱨᱩ, ᱣᱷᱮ

Unit-4. ᱮ᱾ᱚ᱾ᱛᱟ ᱷᱮᱷᱹ : ᱷᱮᱷᱹ ᱚᱨᱛᱷᱜ ᱩᱨᱮᱨᱚ, ᱡ᱾.ᱮ᱾.ᱚᱮᱨ ᱜᱫᱮᱫᱚ, ᱚᱨᱚᱨᱷ, ᱜ᱾.ᱢᱨᱩ, ᱣᱷᱮ

Reference Books:

1. ᱮ᱾ᱚ᱾ᱛᱟ ᱮ᱾ᱡᱣᱨᱷ ᱚᱨᱛᱷᱜ ᱷᱩᱷᱮᱷᱩ ᱾ᱚ ᱜ᱾ᱚ᱾ᱜ - ᱵᱨ. ᱨᱟ. ᱢᱫᱜᱫ
2. ᱮ᱾ᱚ᱾ᱛᱟ ᱵ᱾.ᱜᱮᱨ ᱜ᱾ᱮᱚᱜ᱾ᱚ - ᱜᱚ. ᱵᱨ. ᱨᱟ. ᱢᱫᱜᱫ
3. ᱮ᱾ᱡᱣᱨᱷ ᱾.ᱚᱟ - ᱮᱷᱩᱜᱩᱷ ᱮ᱾ᱚᱜ ᱮᱷᱚᱨᱮ

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** **ᱦᱚᱲᱚᱢᱟᱱ ᱟᱨ ᱦᱟᱱᱛᱤ ᱦᱟᱱᱚᱭᱚᱜ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱭᱚᱜ ᱦᱚᱠᱚᱱᱚ ᱡᱚᱣᱟᱲᱚᱫ ᱚᱱᱟᱹᱠᱚᱱᱚᱛ ᱡᱚ.ᱢᱟᱱᱩᱭᱟᱜ ᱵᱚ ᱦᱚᱫᱚᱢᱟᱨᱟ ᱟᱨ ᱦᱟᱱᱛᱤ ᱯᱚᱨᱚᱢᱚᱛ ᱯᱚᱢᱚᱨᱚᱱ ᱱᱩᱞᱩᱵᱩᱭᱟᱜ। ᱱᱟᱦᱟᱫ ᱟᱨ ᱦᱟᱱᱛᱤ ᱣᱟᱨᱤᱢᱚᱞᱚᱜ ᱫᱚᱜᱚᱢᱚᱞ, ᱦᱟᱫᱤᱛᱚ, ᱡᱚ.ᱫᱚ.ᱣᱤᱭ, ᱜᱩᱞᱫᱩᱢ, ᱟᱚ.ᱢᱟᱨᱯ ᱥᱩᱱᱚᱫ ᱯᱚᱢᱚᱨᱚᱱ ᱱᱩᱞᱩᱵᱩᱭᱟᱜ। ᱟᱨ ᱦᱟᱱᱛᱤ ᱣᱟᱨᱤᱢᱚᱞᱚᱜ ᱯᱚᱢᱚᱨᱚᱱ ᱯᱟᱨᱛᱤᱨᱟ ᱵᱚᱞᱚᱱ ᱠᱟᱱᱟ ᱦᱚᱭᱟᱜᱚ ᱵᱚ ᱯᱚᱢᱚᱨᱚᱱ ᱱᱩᱞᱩᱵᱩᱭᱟᱜ ᱠᱟᱱᱟ ᱣᱚᱞᱟᱜᱟᱱ ᱟᱨ ᱯᱚᱢᱚᱨᱚᱱ ᱱᱩᱞᱩᱵᱩᱭᱟᱜ ᱜᱩᱨᱩᱫ ᱣᱟᱨᱤᱢᱚᱞᱚᱜ ᱟᱨ ᱯᱚᱢᱚᱨᱚᱱ ᱱᱩᱞᱩᱵᱩᱭᱟᱜ ᱜᱩᱨᱩᱫ ᱵᱚᱞᱚᱱ ᱠᱟᱱᱟ ᱵᱚ ᱯᱚᱢᱚᱨᱚᱱ ᱱᱩᱞᱩᱵᱩᱭᱟᱜ ᱜᱩᱨᱩᱫ ᱵᱚᱞᱚᱱ ᱠᱟᱱᱟ।

Course Outcomes:

CO1. ᱦᱚᱫᱚᱢᱟᱨᱟ ᱟᱨ ᱦᱟᱱᱛᱤ ᱡᱚᱣᱟᱲᱚᱫ ᱚᱱᱟᱹᱠᱚᱱᱚᱛ ᱡᱚᱢᱟᱱᱩᱭᱟᱜ.
ᱦᱚᱫᱚᱢᱟᱨᱟ ᱟᱨ ᱦᱟᱱᱛᱤ ᱥᱟᱨᱤᱢᱚᱜ ᱦᱟᱫᱤᱛᱚ, ᱡᱚ.ᱫᱚ.ᱣᱤᱭ, ᱜᱩᱞᱫᱩᱢ, ᱟᱚ.ᱢᱟᱨᱯ ᱥᱩᱱᱚᱫ ᱵᱚ ᱵᱚ ᱯᱚᱢᱚᱨᱚᱱ ᱣᱚᱱᱟᱹᱱ ।

CO2. ᱦᱚᱫᱚᱢᱟᱨᱟ ᱟᱨ ᱦᱟᱱᱛᱤ ᱡᱚᱣᱟᱲᱚᱫ ᱚᱱᱟᱹᱠᱚᱱᱚᱛ ᱡᱚᱢᱟᱱᱩᱭᱟᱜ. ᱦᱟᱱᱚᱭᱚᱜ ᱥᱟᱨᱤᱢᱚᱜ ᱦᱟᱱᱛᱤ ᱯᱚᱨᱚᱢᱚᱛ ᱣᱚᱱᱚᱛ ᱟᱨ ᱦᱟᱱᱛᱤ, ᱫᱚᱣ.ᱢᱚᱨᱯ.ᱣ .ᱣᱚᱱ ᱦᱟᱱᱛᱤ ᱯᱚᱢᱚᱨᱚᱱ ᱱᱩᱞᱩᱵᱩᱭᱟᱜ ᱣᱚᱱᱟᱹᱱ ᱟᱨ ᱯᱚᱢᱚᱨᱚᱱ ᱱᱩᱞᱩᱵᱩᱭᱟᱜ ᱣᱚᱱᱟᱹᱱ ।

CO3. ᱦᱚᱫᱚᱢᱟᱨᱟ ᱟᱨ ᱦᱟᱱᱛᱤ ᱡᱚᱣᱟᱲᱚᱫ ᱚᱱᱟᱹᱠᱚᱱᱚᱛ ᱡᱚᱢᱟᱱᱩᱭᱟᱜ.

ᏆᏁᏓᏁᏙ-ᏆᏖᏋᏁ.Ꮳ ᏦᏍᏓᏣ, ᏙᏁᏘᏁ ᏦᏍᏓᏣ, ᏋᏭᏓᏁᏁᏣ ᏦᏍᏓᏣ, ᏰᏁᏓᏁᏙ ᏦᏍᏓᏣ, ᏳᏁᏋᏁ.Ꮳ ᏦᏍᏓᏣ,ᏓᏕ.ᏠᏁ. ᏦᏍᏓᏣ ᏃᏙᏁᏋ ᏰᏭ ᏙᏁᏘᏁᏣ ᏳᏁᏙᏁ ।

CO4. ᏦᏁᏋᏅᏁᏍᏗ ᏔᏭᏯ ᏦᏍᏓᏣ ᏆᏭᏯᏔᏭᏋ ᎾᏁᏢᏁᏅᏎ ᏆᏁᏂᏓᏖᏗᏁ. ᏰᏭ ᏓᏭᏮᏔᏭᏣ, ᏔᏍᏯᏔᏍᏳ, ᏆᏁᎾᏁ, ᏢᏁᏮᏎᏉᏃ, ᏙᏁ.ᏗᏢᏕ ᏃᏙᏁᏋ ᏦᏍᏓᏣ ᏰᏭ ᏙᏁᏘᏁᏣ ᏳᏁᏙᏁ ।

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. ᏦᏁᏋᏅᏁᏍᏗ ᏔᏭᏯ ᏦᏍᏓᏣ ᏓᏣᏢᏁᏳ ᏎᏋᏎᏓᏁᏗ : ᏦᏁᏋᏅᏁᏍᏗ ᏔᏭᏯ ᏦᏍᏓᏣ ᏓᏣᏢᏁᏳ ᏋᏁᏳᏁᏗ, ᏂᏋᏋᏅ, ᏆᏁ.ᏋᏁ.ᏓᏦᏗ ᏁᏓ ᏳᏎᏋᏅ, ᏂᏭᏁᏭᏅ, ᏔᏁ.ᏁᏁᏭ ᏃᏂᏁᏋᏎᏭ

Unit-2. ᏦᏍᏓᏁᏁ ᏦᏍᏓᏣ : ᏙᏁᏆᏢᏁ ᏕᏁᏳ ᏦᏍᏓᏣ, ᏓᏭᏁ.ᏂᏢᏁ.Ꮣ.ᏕᏁᏳ ᏦᏍᏓᏣ, ᏙᏭᏁ.ᏙᏁᏋ ᏕᏁᏳ ᏦᏍᏓᏣ

Unit-3. ᏆᏁᏓᏁᏙᏑ-ᏆᏖᏋᏁ.Ꮳ ᏦᏍᏓᏣ : ᏙᏁᏘᏁ ᏦᏍᏓᏣ, ᏋᏭᏓᏁᏁᏣ ᏦᏍᏓᏣ, ᏰᏁᏓᏁᏙ ᏦᏍᏓᏣ, ᏕᏁᏋᏁ.Ꮳ ᏦᏍᏓᏣ

Unit-4. ᏰᏁ.ᏂᏁ ᏰᏁ.ᏋᏋᏁ ᏁᏓ ᏓᏁ.ᏋᏰᏁ. ᏗᏭᏳ ᏦᏍᏓᏣ : ᏔᏖᏐ ᏓᏭᏮᏭᏣ ᏁᏓ ᏔᏍᏯᏔᏍᏳ ᏦᏍᏓᏣ, ᏆᏁᎾᏁ, ᏙᏁ.ᏗᏢᏕ ᏦᏍᏓᏣ, ᏢᏁᏮᏎᏉᏃ ᏦᏍᏓᏣ

Reference Books:

1. ᏢᏁᏂᏓᏖᏓ ᏁᏯᏁᏳ- ᏕᏭᏕᏋᏣᏋᏗᏭᏓ ᏂᏁᏋᏗᏭᏁ
2. ᏔᏭᏯ ᏦᏍᏓᏣ- ᏙᏁᏙᏖᏢᏁᏢ ᏂᏖᏓᏂᏖ ᏁᏬᏁᏙᏁᏋᏁ
3. ᏙᏁᏘᏁ ᏦᏍᏓᏣ- ᏙᏭᏢᏭᏓᏁᏂ ᏂᏖᏙᏖ
4. ᏙᏁᏘᏁ ᏋᏭᏔᏓᏁᏣ ᏋᏁ.ᏓᏁ ᏕᏖᏓᏁᏳ -ᏁᏓᏗᏖᏋ ᏂᏖᏓᏂᏖ
5. ᏓᏭᏁᎾᏁ.-ᏙᏁᏘᏁ ᏦᏍᏓᏣ -ᏋᏁᏢᏏᏋ ᏂᏭᏳᏭᏢ ᏓᏭ.ᏕᏓᏓᏭ ᏋᏭᏓᏋ
6. ᏦᏁᏋᏅᏁᏍᏗ ᏔᏭᏯ ᏦᏍᏓᏣ ᏓᏃ ᏋᏁᏬᏔᏍᏳ ᏁᏓ ᏢᏃᏏᏓᏁᏓ - ᏙᏓ. ᏓᏭᎾᏋᏋ ᏔᏃᏂᏙᏓᏭᏂ
7. ᏁᏢᏋᏋ ᏰᏁᏗᏭᏢ- ᏳᏖᏂᏕᏁ ᏂᏁᏓᏙᏁ

8. ᱜᱚᱱᱚ ᱴᱷᱟᱲᱟᱣ- ᱩᱫ᱾ᱚᱴᱷᱚ ᱯᱚ.ᱜᱟᱞᱵᱚᱱᱚᱜ ᱢᱤᱞᱟᱹᱣ
9. ᱵᱚᱯᱚᱱᱚ ᱚᱨᱤᱡᱚᱨ-ᱯ- ᱣᱚᱜᱴᱷᱤᱭᱚᱱ ᱴᱚᱱᱟᱰ
10. ᱚᱵᱟᱚ.ᱯ ᱚᱯᱜᱚᱱ ᱴᱷᱟᱲᱟᱣ- ᱚᱨᱤᱜᱚᱜᱚᱜ ᱱᱵᱚᱱ
11. ᱚᱵᱟᱚ.ᱯ ᱯᱚᱜᱩᱚᱴ ᱴᱷᱟᱲᱟᱣ - ᱣᱚᱪᱚᱜ ᱣᱚᱡᱚᱜ ᱱᱵᱚᱱ
12. ᱜᱚᱡ-ᱜᱵᱚ - ᱠᱨᱟᱚ.ᱣ ᱴᱚᱱᱟᱜ

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	PO10	PO11	PO12	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** **ᱜᱟᱱᱚᱭᱟᱱᱮ ᱴᱷᱮᱱᱚᱢᱟᱱ ᱥᱮᱛᱚᱨᱮᱱ. ᱦᱚ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱚᱭ ᱴᱷᱮᱱᱚᱢᱤᱱ ᱩᱫᱽᱞᱟᱣᱮᱫ ᱚᱢᱯᱟᱢᱚᱸ ᱩᱢ.ᱢᱟᱵᱚᱭ ᱦᱚ ᱹᱫᱣᱷᱮᱫ ᱢᱣ ᱡᱟᱨᱮᱫ ᱦᱢ.᱑᱗ ᱤᱢᱤᱤᱚ ᱤᱢᱤᱢᱮᱨ ᱯᱯᱮᱦᱚᱭ ।

Course Outcomes:

CO1. ᱮᱫᱚᱭ ᱴᱷᱮᱱᱚᱢᱤᱱ ᱩᱫᱩᱫᱽᱞᱟᱣᱮᱫ ᱚᱢᱯᱟᱢᱚᱸ ᱴᱷᱮᱱᱚᱢᱟᱱ ᱴᱷᱮᱡᱟᱡᱟᱹ ᱑ᱵᱨᱮᱢᱮᱜ ᱥᱮᱥ᱑ᱥᱤ ᱢᱣ ᱮᱢᱜᱮᱢᱤ ᱩᱢ.ᱢᱟᱵᱚᱭ. ᱦᱚ ᱤᱢᱤᱢᱮᱨ ᱣᱢᱤᱢ ।

CO2. ᱮᱫᱚᱭ ᱴᱷᱮᱱᱚᱢᱤᱱ ᱩᱫᱽᱞᱟᱣᱮᱫ ᱚᱢᱯᱟᱢᱚᱸ ᱩᱢ.ᱢᱟᱵᱚᱭ.ᱦᱚ ᱳᱢ.ᱡᱟᱭ ᱑ᱢᱳᱹᱫᱢᱮᱞ ᱢᱥᱤᱥ ᱑ᱢ.ᱮᱦᱢ.'ᱳᱢᱜ ᱹᱨᱮᱫᱮᱞ ᱢᱣ ᱴᱷᱮᱡᱟᱡᱟᱹ ᱑ᱡ ᱵᱮᱵᱳ ᱦᱢ.ᱮᱦᱢ.'ᱳᱢᱜ ᱹᱨᱮᱫᱮᱞ ᱢᱣ ᱴᱷᱮᱡᱟᱡᱟᱹ ᱑ᱡ ᱵᱮᱵᱳ ᱣᱢᱤᱢᱮᱨ ᱣᱢᱳᱢ।

CO3. ᱮᱫᱚᱭ ᱴᱷᱮᱱᱚᱢᱤᱱ ᱩᱫᱽᱞᱟᱣᱮᱫ ᱚᱢᱯᱟᱢᱚᱸ ᱩᱢ.ᱢᱟᱵᱚᱭ.ᱦᱚ ᱴᱷᱮᱢ.ᱹᱫᱟᱵ ᱑ᱢᱳᱹᱫᱢᱤᱱ᱾ᱹᱫ᱑ ᱳᱵ᱑ᱳᱵ᱾ᱭᱢᱜ ᱹᱨᱮᱫᱮᱞ ᱢᱣ ᱴᱷᱮᱡᱟᱡᱟᱹ ᱑ᱡ ᱵᱮᱵᱳ ᱣᱢᱤᱢᱮᱨ ᱣᱢᱳᱢ।

CO4. ᱮᱫᱚᱭ ᱴᱷᱮᱱᱚᱢᱤᱱ ᱩᱫᱽᱞᱟᱣᱮᱫ ᱚᱢᱯᱟᱢᱚᱸ ᱩᱢ.ᱢᱟᱵᱚᱭ.ᱦᱚ ᱩᱫ᱾ᱣᱵᱚ ᱑ᱫᱜᱟᱵᱮᱴᱮᱢᱚᱟ ᱳᱵ᱑ᱳᱵ᱾ᱭᱢᱜ ᱹᱨᱮᱫᱮᱞ ᱢᱣ ᱴᱷᱮᱡᱟᱡᱟᱹ ᱑ᱡ ᱵᱮᱵᱳ ᱣᱢᱤᱢᱮᱨ ᱣᱢᱳᱢ।

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. ꣑꣄꣉꣎꣄ꣃ꣑ ꣑꣄꣊꣋꣏꣐ ꣗꣐꣇꣄꣆ ꣌꣉꣗꣌꣍ : ꣉꣄꣆꣄꣍, ꣗꣘ꣃ ꣑꣄꣊꣋꣏꣐, ꣘꣇ ꣑꣄꣊꣋꣏꣐, ꣘꣇꣎ꣃ꣌ꣃ ꣏꣘꣗꣘꣘꣊

Unit-2. ꣏꣄.꣏꣎ꣃ ꣗꣄꣏꣆꣘꣄꣑ ꣐꣌꣏꣌ ꣗꣄.꣑꣌꣄. : ꣏ꣃ꣇꣘꣉ ꣄꣗ ꣑꣄꣊꣋꣏꣐ ꣗꣐ ꣐꣉꣐꣏

Unit-3. ꣑꣄.꣘꣎꣌ ꣗꣄꣏꣆꣄꣍꣘꣹ ꣏꣌꣗꣏꣌ : ꣏ꣃ꣇꣘꣉ ꣄꣗ ꣑꣄꣊꣋꣏꣐ ꣗꣐ ꣐꣉꣐꣏

Unit-4. ꣊꣘꣏꣐꣐ ꣗꣄.꣇꣎꣌꣉꣘꣄꣎꣎ ꣏꣌꣗꣏꣌ : ꣏ꣃ꣇꣘꣉ ꣄꣗ ꣑꣄꣊꣋꣏꣐ ꣗꣐ ꣐꣉꣐꣏

Reference Books:

1. ꣑꣄.꣘꣎꣌ ꣗꣄꣏꣆꣄꣍꣘꣹ ꣘꣉꣘꣐ ꣏꣄꣐꣘
2. ꣗꣘꣉꣘꣐ ꣑꣄꣊꣋꣏꣐ -꣑꣌꣉꣄꣗꣄꣆ ꣑꣘꣗꣉꣘
3. ꣌꣎꣉꣗꣋꣊꣄ꣃ ꣎꣘꣇꣑꣘ ꣘꣎꣘꣗꣋꣏ ꣊꣌꣎꣎ꣃ -꣗꣄꣏꣆꣄꣍ ꣐꣌꣏꣌ ꣗꣄꣑꣄꣌꣄.
4. ꣊꣘꣹ ꣗꣄.꣇꣎꣌ ꣉꣄꣄꣎꣎ ꣏꣌꣗꣋꣏ ꣏꣌꣗꣋꣏ ꣏ꣃ꣇꣘꣉ ꣏꣌꣗꣋꣏ ꣑꣘꣗꣉꣘

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 ᱠᱚᱢᱟᱞᱛᱚᱢ ᱠᱚᱞᱚᱢᱠᱚᱢ ᱚᱞᱚᱢᱠᱚᱢ ᱠᱚᱢᱠᱚᱢᱟᱞᱚᱢ	4	3-1-0

Course Objectives:

ಕಲಾವಿದರು ಸಾಂಪ್ರದಾಯಿಕ ಕಲೆಗಳಲ್ಲಿ ಪ್ರಾವೀಣ್ಯತೆಯನ್ನು ಪಡೆಯಲು ಮತ್ತು ಕಲೆಯ ಬಗ್ಗೆ ಆಳವಾದ ಜ್ಞಾನವನ್ನು ಪಡೆಯಲು ಸಹಾಯ ಮಾಡುತ್ತದೆ. ಇದು ಕಲಾವಿದರಿಗೆ ಅವರ ಕಲೆಯನ್ನು ಪ್ರದರ್ಶಿಸಲು ಮತ್ತು ಮಾರಾಟ ಮಾಡಲು ಅವಕಾಶಗಳನ್ನು ಒದಗಿಸುತ್ತದೆ.

Course Outcomes:

CO1. ಸ್ವಯಂ ಆಡಳಿತದ (ಸ್ವರಾಜ್ಯದ) ಪರಿಕಲ್ಪನೆ (Introduction to self-governance) ಆಡಳಿತದ (ಸ್ವರಾಜ್ಯದ) ಪರಿಕಲ್ಪನೆ, ಪ್ರಾ.ಪಂ.ಪರಿ, ಕ್ಷೇತ್ರ, ಚಿತ್ರಣ, ಮತ್ತು ಪಂ.ರಾ.ಸಂ ಮತ್ತು ಗ್ರಾ.ಸ್ವ.ಸಂ ನಡುವಿನ ವ್ಯತ್ಯಾಸ ।

CO2. ಭಾ.ಸ್ವಾತಂತ್ರ್ಯ. ಪೂರ್ವ ಗ್ರಾಮೀಣ ಪ್ರ.ಯೋಜನೆಗಳಲ್ಲಿ ಆಡಳಿತದ (ಸ್ವರಾಜ್ಯದ) ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿಯ ಅವಲೋಕನ ।

CO3. ಯಶಸ್ವಿ-ಅಸ್ಪಷ್ಟ ಮತ್ತು ಕಲ್ಪನೆಯ ಸಾಧನೆಗಳು ಮತ್ತು ಅವಲೋಕನ ।

CO4. ಭಾ.ಸ್ವಾತಂತ್ರ್ಯ ಪೂರ್ವದಲ್ಲಿ ಮತ್ತು ಭಾರತ ಪ್ರ.ಪೂರ್ವ ಅವಲೋಕನ ಅವಲೋಕನ ।

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 ಆಡಳಿತದ (ಸ್ವರಾಜ್ಯದ) ಪರಿಕಲ್ಪನೆ (Introduction to self-governance)

- ಆಡಳಿತದ (ಸ್ವರಾಜ್ಯದ) ಪರಿಕಲ್ಪನೆ, ಪ್ರಾ.ಪಂ.ಪರಿ, ಕ್ಷೇತ್ರ, ಚಿತ್ರಣ, ಮತ್ತು ಪಂ.ರಾ.ಸಂ ನಡುವಿನ ವ್ಯತ್ಯಾಸ।

Unit-2. ಪೂರ್ವ ಪ್ರ.ಯೋ ಗ್ರಾಮೀಣ ಆಡಳಿತದ (ಸ್ವರಾಜ್ಯದ) ಪರಿಕಲ್ಪನೆ (History of Village governance in India)

- ಆಡಳಿತದ (ಸ್ವರಾಜ್ಯದ) ಪರಿಕಲ್ಪನೆ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಅನುದಾನ
- ಪ್ರಧಾನ ಮಂತ್ರಿ, ಗ್ರಾಮೀಣ ಆಯವ್ಯಯ ಪತ್ರಿಕೆ, ಆಯವ್ಯಯ ಅಧಿವೇಶನ ಮತ್ತು ಗ್ರಾಮೀಣ ಪ್ರಾ.ಪಂ.ಪ ಂಚಾಯತ ಪರಿಕಲ್ಪನೆ ಆಡಳಿತದ (ಸ್ವರಾಜ್ಯದ) ಪರಿಕಲ್ಪನೆ ।
- ಪಂ.ರಾ.ಸಂಸ್ಥೆಗಳ ಆಡಳಿತದ (ಸ್ವರಾಜ್ಯದ), ಮಂತ್ರಿ. (ಆಡಳಿತ ಪ್ರಾಮುಖ್ಯತೆಗಳು, ಪ್ರಾಮುಖ್ಯತೆಗಳು, ಪ್ರಧಾನ ಪ್ರಾಮುಖ್ಯತೆಗಳು, ಕಾರ್ಯಾ ಪ್ರಾಮುಖ್ಯತೆಗಳು), ಪಂ.ರಾ.ಸಂ ಮತ್ತು ಪ್ರಾ.ರಾ.ಸಂ. ರಚನೆ।

Unit-3. ಯಶಸ್ವಿ-ಅಸ್ಪಷ್ಟ ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳ ಅಭಿವೃದ್ಧಿ (Place of Justification)

- ಪಂ.ರಾಯಣ್ಣ.ರಚನೆ, ಪ್ರಾಮುಖ್ಯತೆಯ.ರಚನೆ, ಪ್ರಾಮುಖ್ಯತೆಗಳು ಮಂ.ರಚನೆ, ಪಿಡ-ಯಶಸ್ವಿಯಾಯ.ರಚನೆ।

- ১৯৪৯৯৯০ ৯৯ ৯৫৫৮৯৯৫২৮৯৫ ৩৯৪৯.৯ ৩৯.৫৫৯৮৮ ।

Unit-4. ৫৯ৎ৪৬৯৯ ৯৫১৫১৮৪৯ ৯৯ ৫৫৫৫৯ ৮৯.৫১৫ (5th Scheduled and PESA Act.)

- ৯৫১৫১৮৪৯০ ৸৯৸৯৯৯২ ৯.৬৯৸ ৮৯৬৯৯৩ ৫৯৯৫৯৫, ৯৯.৫৬৯.৯, ৬৯৯৫২ ২৸৯৫ ।
- ৸৯৫৸৯৩০৯৫ ৫৯৯৮৯৩৮৮৯ ৫৯৯৯৫৫৯৬৭ (TAC), ৯৫১৫১৮৪৯০ ৸৯৸৯৯৯২ ৪৯৮৯০৯.৫ ৯.৯৯, ৯৫১৫১৮৪৯০ ৸৯৸৯৯ ২৸৯৫৮৯ ।
- ৯৫৫৯৫ ৫৯৯৫৯৫ (self-Governance) ৯.০১৩৯.৫৫৯ (৩৩৯৯৯৸ ৫৯৭৪৯৯৫২০ / ৩৩৯৯৸ ৫৯৩৯৯৯) ৯২৫৯৩ ৸১৸৯৯৯ ৯২৫৯৩ ৮৯৩৫৯৩ (১৫৩৯৯৩৩৭) ২৸৯৫

Reference Books:

1. ৸৯.৸৯৯ ৮৯৯৯৩ ৮৯.৸৯ ৯৯৯৯-৫৯০৫৯৫৫৫৫৭ ৯২৸৩৯৯৮
2. Tribal Low and Justices – W.G. Archar
3. Panchayati Raj, Chunoti evamsambhavnayen - Mahipal
4. ৯.৬৯৸ ৫৯৯০৯ ৫৯৩২৫-৩৯৩৯৫৬ ৸৯৫৩৯
5. Austric Civilization of India - ৫৯০৫৯৫৫৫৭ ৯২৸৩৯৯৮

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** **ᱞᱮᱱᱟᱹᱣᱟ ᱜᱚᱲᱚᱱᱚ ᱯᱟᱲᱚᱢᱟᱹᱱ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱩᱜᱟᱱ ᱞᱮᱱᱚᱱᱟ ᱚᱱᱞᱟᱱᱚᱴ ᱩᱱ.ᱱᱚᱵᱩᱜᱟᱱ. ᱢᱚ ᱞᱮᱱᱮᱚᱱᱟᱲᱟ ᱢᱚᱛᱚᱴ ᱮᱫᱩᱜᱟᱱ ᱜᱚᱟᱛᱚᱟ ᱱᱚᱢᱮᱱ । ᱮᱫᱩᱜᱟᱱ ᱜᱚᱲᱚᱱᱮᱢᱚ ᱩᱱᱱᱚᱵᱩᱜᱟᱱ.ᱱᱚᱢ ᱩᱱᱟᱲᱟᱜᱟᱱᱩ ᱯᱷᱚᱣᱚᱱᱮ ᱜᱚᱲᱚᱱᱮ ᱡᱚᱡᱚᱢᱚᱴ ᱜᱷᱚᱲᱚᱱᱮ ᱢᱚ ᱱᱚᱲᱟᱜᱟᱱ ।

Course Outcomes

CO1. ᱮᱫᱩᱜᱟᱱ ᱞᱮᱱᱚᱱᱟ ᱚᱱᱞᱟᱱᱚᱴ ᱵᱮᱢᱚᱵᱩᱢ, ᱩᱱᱮᱱ.ᱚᱞᱮᱡ ᱱᱚᱲ ᱮᱱᱜᱚᱱᱟ ᱢᱚ ᱣᱱᱣᱱᱚᱲ ᱣᱱᱟᱱ ।

CO2. ᱣᱡᱟᱜᱵ-ᱤᱱ·ᱜᱱᱮ ᱜᱚᱲᱚᱱᱮ ᱚᱷᱚᱲᱚᱱᱜ ᱡᱚᱱᱚᱛᱚᱷᱟᱜ ᱢᱚ ᱣᱱᱣᱱᱚᱲ ᱣᱱᱟᱱ ।

CO3. ᱜᱚᱵᱚᱚᱵᱩ ᱱᱚᱲ ᱜᱚᱵᱚᱚᱵᱩ ᱡᱚᱡᱚᱢᱚᱴ ᱞᱮᱱᱮᱱᱩ ᱯᱷᱚᱢᱮᱱᱮᱱᱜ ᱣᱵᱜᱡ ᱣᱱ.ᱛᱡᱣ ᱢᱚᱱᱚᱤᱱ ᱢᱚ ᱢᱚ ᱣᱱᱣᱱᱚᱲ ᱣᱱᱟᱱ ।

CO4. ᱚᱤᱱ.ᱚᱡ ᱜᱱᱢᱚᱱᱚᱵ ᱡᱷᱚᱜ ᱜᱱᱜ ᱞᱮᱱ.ᱚᱡ ᱤᱡᱚᱱ.ᱚᱡᱜᱡ ᱢᱚᱱᱚᱴ ᱮᱫᱩᱜᱟᱱ ᱜᱚᱲᱚᱱᱮ ᱚᱱᱞᱟᱱᱚᱴ ᱱᱚᱲ ᱵᱮᱫ ᱢᱚᱱᱚᱤᱱ ᱢᱚ ᱣᱱᱣᱱᱚᱲ ᱣᱱᱟᱱ ।

CO5. ᱮᱫᱩᱜᱟᱱ ᱜᱚᱲᱚᱱᱮ ᱢᱚ ᱚᱡᱚᱲᱚᱱᱜ ᱡᱚᱱᱚᱛᱚᱷᱟᱜ ᱢᱚ ᱣᱱᱣᱱᱚᱲ ᱯᱷᱚᱢᱮᱱᱮᱱᱜ ᱩᱱ.ᱱᱚᱵᱩᱜᱟᱱ. ᱢᱚ ᱡᱚ· ᱡᱚᱱᱩᱴᱮᱜ ᱯᱟᱱᱮ ᱚᱡ ᱜᱚᱲᱚᱱᱮ ᱢᱚ ᱴᱟᱚᱞᱡᱚᱱ.ᱭᱚᱱ ।

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. ᱜᱚᱲᱚᱱᱮ ᱮᱱᱡᱩᱣᱟᱨᱡ ᱚᱡᱚᱲᱚᱱᱜ ᱵᱮᱢᱚᱵᱩᱢ, ᱩᱱ.ᱮᱱ.ᱚᱞᱮᱡ, ᱡᱟᱨᱮᱡᱚ, ᱤᱵᱚᱡᱟᱚ, ᱡᱚᱡᱚᱢ ᱱᱚᱲ ᱡᱚᱣᱚᱱᱚ।

Unit-2. ᱣᱡᱟᱜᱵ-ᱤᱱ·ᱜᱱᱮ

Unit-3. ᱜᱚᱵᱚᱚᱵᱩᱡᱣᱚᱵᱚ

Unit-4. ᱚᱤᱱ.ᱚᱡ ᱜᱱᱢᱚᱱᱚᱵ ᱡᱷᱚᱜ ᱜᱱᱜ

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** **ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱞᱤᱴᱨᱮᱪᱟᱨ**	**4**	**3-1-0**

Course Objectives:

ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱵᱟᱹᱲᱚᱱᱜ ᱥᱤᱱᱟᱢᱟ, ᱚᱞᱚᱫᱚᱞ ᱱᱚ ᱡᱚᱱᱚ ᱢᱚᱱᱚᱢᱚᱨ ᱚᱫᱚ ᱠᱚᱭᱚᱱ। ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱹᱲᱚᱱᱜ ᱥᱟᱱᱛᱟᱲᱤᱨ ᱥᱤᱱᱮᱢᱟ ᱥᱟ.ᱜᱟ.ᱨᱮᱠᱚ ᱢᱚᱱᱚᱢᱚᱨ ᱚᱫᱚ ᱠᱚᱭᱚᱱ।

Course Outcomes:

CO1. ᱮᱠᱭᱚᱱ ᱥᱟᱱᱚᱱᱟ ᱱᱚᱱᱠᱚᱱᱟᱣᱮᱫ ᱚᱱᱠᱚᱱᱚᱥ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱹᱲᱚᱱᱜ ᱥᱤᱱᱮᱢᱟ, ᱚᱞᱚᱫᱚᱞ ᱱᱚ ᱡᱚᱱᱚ ᱠᱚ ᱢᱚᱱᱚᱢᱚᱨ ᱜᱟᱱᱟᱱ।

CO2. ᱮᱠᱭᱚᱱ ᱥᱟᱱᱚᱱᱟ ᱱᱚᱱᱠᱚᱱᱟᱣᱮᱫ ᱚᱱᱠᱚᱱᱚᱥ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱹᱲᱚᱱᱜ ᱥᱤᱱᱮᱢᱟ ᱥᱟ.ᱜᱟ.ᱨ ᱠᱚ ᱢᱚᱦᱟᱜᱟᱱ.ᱭ ᱜᱟᱱᱟᱱ।

CO3. ᱮᱠᱭᱚᱱ ᱥᱟᱱᱚᱱᱟ ᱱᱚᱱᱠᱚᱱᱟᱣᱮᱫ ᱚᱱᱠᱚᱱᱚᱥ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱹᱲᱚᱱᱜ ᱜᱟᱨᱮᱱᱮ ᱡᱟᱱᱚᱱᱭ ᱠᱚᱱᱚᱨ ᱱᱚᱱᱠᱚᱱᱟ ᱡᱟᱱᱟᱱ ᱯᱟᱨ ᱠᱚ.ᱡᱟ ᱯᱟᱨᱠᱚ ᱫᱟᱱᱜᱟᱱᱭᱟᱱ।

CO4. ᱮᱠᱭᱚᱱ ᱥᱟᱱᱚᱱᱟ ᱱᱚᱱᱠᱚᱱᱟᱣᱮᱫ ᱚᱱᱠᱚᱱᱚᱥ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱹᱲᱚᱱᱜ ᱠᱚ ᱚᱵᱮᱠᱟᱜᱟ ᱡᱟᱞᱮᱡᱟ ᱮᱢᱟᱡᱮᱨᱮᱱᱜ-ᱱᱟ।

CO5. ᱮᱠᱭᱚᱱ ᱥᱟᱱᱚᱱᱟ ᱱᱚᱱᱠᱚᱱᱟᱣᱮᱫ ᱚᱱᱠᱚᱱᱚᱥ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱹᱲᱚᱱᱜ ᱠᱚ ᱯᱟ.ᱡᱟᱨᱟᱱᱟᱱ, ᱜᱮᱮᱯᱮᱚ ᱱᱟᱹ ᱡᱟᱣᱟᱹᱣᱚ ᱠᱚ ᱢᱚᱱᱚᱢᱚᱨ ᱠᱚᱱᱚᱨ ᱠᱚ.ᱡᱟ ᱯᱟᱨᱠᱚ ᱫᱟᱱᱜᱟᱱᱭᱟᱱ।

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. ᱵᱟᱹᱞᱤ ᱥᱤᱱᱢᱟ ᱪᱮᱫᱟᱹᱣ (Introduction to Cinema)

- ᱵᱟᱹᱞᱤ ᱥᱤᱱᱢᱟ ᱩᱫᱭᱟᱹᱣ, ᱨᱚᱥᱱᱤ.ᱯᱟᱣᱟᱨ, ᱩᱫᱩᱫᱚ, ᱱᱚᱶ ᱡᱚᱱ ᱡᱚᱱ.ᱢᱟᱹᱵ।

Unit-2. ᱵᱟᱹᱞᱤ ᱥᱤᱱᱢᱟ ᱚᱱᱥᱟᱹ

- ᱵᱟᱹᱞᱤ ᱥᱤᱱᱢᱟ ᱚᱱᱠᱚᱞᱟᱹᱠ ᱨᱚᱡᱟᱱᱤ ।
- ᱵᱟᱹᱞᱤ ᱠᱤ.ᱥᱟᱹ ᱨᱚᱡᱟᱱᱤ ।

Unit-3. ᱮᱢᱩᱡᱟᱨᱫ ᱨᱮ ᱵᱟᱹᱞᱤ ᱥᱤᱱᱢᱟ ᱩᱫᱩᱫᱚ (Importance of Cinema and Literature)

- ᱮᱢᱩᱡᱟᱨᱫ ᱥᱤᱱᱢᱟ ᱩᱫᱩᱫᱚ ।
- ᱮᱢᱩᱡᱟᱨᱫ ᱨᱮ ᱮᱢᱩᱡᱚᱨᱮ ।
- ᱵᱟᱹᱞᱤ ᱥᱤᱱᱢᱟ ᱩᱫᱩᱫᱚ ।

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** **ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱣᱚᱞᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱣᱚᱞᱚᱱ ᱰᱚᱱᱚᱱᱟ ᱤᱧᱤᱧᱛᱟᱣᱟᱭᱮ ᱯᱨᱮᱛᱤᱧ ᱜᱚᱭ ᱥ.ᱯᱟᱞ ᱜᱟ.ᱚᱨ ᱠᱚ ᱚᱱᱟᱱᱛᱨ ᱠᱚ ᱥᱟ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱣᱚᱞᱚᱱ ᱚᱱᱟᱱᱛᱨ ᱵᱟᱱᱤᱧ᱾

Course Outcomes:

CO1. ᱮᱣᱟᱜ ᱰᱚᱱᱚᱱᱟ ᱤᱧᱤᱧᱛᱟᱣᱟᱭᱮ ᱚᱱᱯᱩᱴᱚᱨ ᱤᱱ.ᱱᱚᱣᱟᱜ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱣᱚᱞᱚᱱ ᱠᱚ ᱚᱱᱟᱱᱛᱨ ᱵᱟᱱᱤᱧ᱾

CO2. ᱮᱣᱟᱜ ᱰᱚᱱᱚᱱᱟ ᱤᱧᱤᱧᱛᱟᱣᱟᱭᱮ ᱚᱱᱯᱩᱴᱚᱨ ᱤᱱ.ᱱᱚᱣᱟᱜ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱣᱚᱞᱚᱱ ᱠᱚ ᱚᱵᱡᱚᱥ.ᱭ ᱵᱟᱱᱤᱧ᱾

CO3. ᱮᱣᱟᱜ ᱰᱚᱱᱚᱱᱟ ᱤᱧᱤᱧᱛᱟᱣᱟᱭᱮ ᱚᱱᱯᱩᱴᱚᱨ ᱤᱱ.ᱱᱚᱣᱟᱜ.ᱠᱚ ᱚᱱᱟᱱᱛᱨ ᱜᱚᱞᱛᱮᱨᱮᱱᱜ ᱡᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱜᱚ ᱥᱠᱚᱭᱟᱱᱜ ᱡᱟ.ᱚᱨ ᱚᱨᱣᱚᱞᱚᱱ ᱯᱮᱵᱚᱱᱚᱴ ᱮᱱᱮᱡᱚᱱ ᱠᱚ.ᱡᱟ ᱠᱚ ᱚᱜᱱᱚᱱᱚᱡ ᱚᱱᱛᱚᱜᱚᱡᱟᱱ᱾

CO4. ᱮᱣᱟᱜ ᱰᱚᱱᱚᱱᱟ ᱤᱧᱤᱧᱛᱟᱣᱟᱭᱮ ᱚᱱᱯᱩᱴᱚᱨ ᱤᱱ.ᱱᱚᱣᱟᱜ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱣᱚᱞᱚᱱ ᱠᱚ ᱚᱵᱮᱠᱚᱥᱟᱨ ᱚᱨᱮᱞᱟᱨᱮᱱ᱾

CO5. ᱮᱣᱟᱜ ᱰᱚᱱᱚᱱᱟ ᱤᱧᱤᱧᱛᱟᱣᱟᱭᱮ ᱚᱱᱯᱩᱴᱚᱨ ᱤᱱ.ᱱᱚᱣᱟᱜ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱜᱟ.ᱚᱨ ᱚᱨᱣᱚᱞᱚᱱ ᱡᱚᱨᱮᱱᱜ ᱜᱚᱱᱟᱱᱮ ᱜᱵᱵᱚ ᱠᱚ ᱤᱱ.ᱢᱱ ᱜᱚᱱᱟᱱ ᱱᱚᱡ ᱰᱚᱱᱚᱱ ᱡᱚᱱᱚᱨᱚᱵᱚᱵ ᱠᱱ.ᱟᱨ ᱡᱟᱠᱠᱚ ᱚᱨᱣᱚᱜᱱᱡᱟᱱ᱾

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. ᱱᱚᱨ.ᱚᱸ ᱵᱟᱨᱱᱚᱜ ᱩᱯᱚᱞᱮ ᱦᱮᱫᱟᱹᱨᱤ (General Introduction of Cast)

- ᱱᱚᱨ.ᱚᱸ ᱵᱟᱨᱱᱚᱜ ᱩᱮᱞᱟᱹᱣ, ᱰᱚᱨ.ᱮᱱ.ᱵᱟᱹᱞᱟᱹ, ᱥᱩᱥᱮᱱᱡᱤᱛ, ᱜᱚᱸᱛᱟᱹᱨ, ᱜᱮᱮᱫᱚᱣ, ᱩᱦᱚᱜᱚᱱ.ᱮ।

Unit- 2. ᱱᱚᱨ.ᱚᱸ ᱣᱟᱣᱜᱟᱨᱮᱚᱱ ᱵᱟᱨᱱᱚᱜ ᱩᱯᱚᱞᱮ ᱦᱮᱫᱟᱹᱨᱤ

(General Introduction to the Cast System)

- ᱱᱚᱨ.ᱚᱸ ᱣᱟᱣᱜᱟᱨᱮᱚᱱ ᱵᱟᱨᱱᱚᱜ ᱩᱮᱞᱟᱹᱣ, ᱰᱚᱨ.ᱮᱱ.ᱵᱟᱹᱞᱟᱹ, ᱜᱮᱮᱫᱚᱣ।

Unit- 3. ᱴᱚᱱᱮᱚᱱᱛ ᱠᱩᱡᱩᱱᱜ ᱰᱚᱨ.ᱵᱟᱨᱤ ᱱᱚᱨ.ᱢᱟᱨᱣ ᱠᱚᱱᱚᱜᱚᱱ

(Division of Gotra in the Santal)

1. ᱴᱚᱱᱮᱚᱱᱛ ᱠᱩᱡᱩᱱᱜ ᱰᱚᱨ.ᱵᱟᱨᱤ, ᱩᱚᱱᱮᱚᱣ (ᱢᱚᱢᱟᱣ), ᱣᱚᱱᱵᱚᱮ (ᱢᱟᱣᱵ), ᱥᱩᱚᱱᱮ। ᱰᱚᱨ.ᱵᱟᱨᱤ ᱚᱵ ᱜᱚᱛ, ᱱᱵᱠᱚ., ᱯᱟᱨᱮᱱᱚ:, ᱜᱚ.ᱠᱟ ᱥᱩᱚᱱᱮ।

Unit- 4. ᱓ᱣᱟᱨᱤᱚ ᱵᱟᱨᱮ ᱠᱚᱰ.ᱨ ᱚ.ᱠᱟᱩᱠᱩ (Major Tribes of Odisha)

- ᱵᱮᱵᱟᱹᱵᱩ, ᱰᱚᱨ.ᱵᱟᱨᱟᱹ, ᱰᱚᱨ.ᱵᱟᱨᱤ।

Reference Books:

1. ᱩᱚᱨ.ᱱᱩᱟ ᱠᱚᱡᱚᱜ ᱠᱚ.ᱩᱟ ᱱᱚᱵᱚᱜ - ᱮᱟᱣᱮᱨᱚᱮᱛᱮᱛᱠᱷ ᱱᱩᱥᱩᱣᱵᱚᱩ
2. ᱱᱚᱜᱚᱵᱠᱚᱛᱮᱣᱟ ᱚ.ᱠᱟᱣᱚᱜ.ᱨᱟ ᱱᱟᱣᱚᱮ ᱚᱡᱚ ᱨᱚᱩᱚᱜᱱᱷ- ᱣᱚ. ᱠᱷ. ᱨᱟ. ᱢᱵᱣᱵ
3. ᱱᱚᱣᱚᱟ ᱣᱟᱣᱜᱟᱨᱮᱚᱱ - ᱥᱮ. ᱰᱚᱵᱨᱮᱚᱛᱠᱷ
4. ᱚ.ᱠᱟᱩ ᱨᱚᱡᱣᱚᱜ ᱨᱚᱢᱣᱥᱨ - ᱜᱚᱣᱟᱨᱮᱛᱠᱷ ᱩᱚᱮᱛᱣᱟ
5. *Austric Civilization of India* - ᱮᱟᱣᱮᱨᱚᱮᱛᱮᱛᱠᱷ ᱱᱩᱥᱩᱣᱵᱚᱩ
6. ᱠᱚᱥᱮᱵᱡᱚᱜ ᱠᱚᱡᱚᱜ ᱚ.ᱵᱟᱨ-ᱯᱚ.ᱮᱚᱨ ᱚᱵ ᱵᱚᱮ-ᱵᱟᱨᱚ ᱵᱟᱨᱮᱚᱜ ᱣᱥᱣᱥᱛ - ᱮᱟᱣᱮᱨᱚᱮᱛᱮᱛᱠᱷ ᱱᱩᱥᱩᱣᱵᱚᱩ
7. ᱱᱚᱜᱚᱵᱠᱚᱛᱮᱣ ᱠᱟ ᱱᱚᱮᱚᱱᱚᱣᱚᱟ - ᱣᱚ. ᱯᱚᱣᱵᱟᱣᱚᱵᱱᱷ ᱨᱚᱣᱵ ᱸ. ᱯᱚᱜᱚᱣᱚᱜᱮᱜᱷᱛᱣᱵ ᱠᱷᱮ ᱚᱡᱚᱣᱚ - ᱱᱚᱨᱣᱛ ᱠᱚᱮᱛᱣᱵᱥᱠᱮᱚ

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** **ᱜᱚᱣᱟᱱᱮ ᱞᱮᱠᱚᱱᱛᱟ ᱚᱞᱪᱤᱠᱤ. ᱦᱚ**	**4**	**3-1-0**

Course Objectives:

ᱮᱚᱡᱟᱱ ᱞᱮᱛᱚᱱᱤ ᱩᱚᱛᱟᱣᱚᱮ ᱚᱱᱨᱚᱱᱚᱱ ᱩᱱ.ᱱᱟᱭᱡᱟᱱ ᱦᱚ ᱯᱚᱣᱞᱮᱚᱮ ᱱᱤ ᱡᱟᱨᱮᱚᱮ ᱦᱱ.ᱣᱟ ᱡᱱᱡᱚᱡᱚ ᱡᱱᱡᱚᱱᱨᱮ ᱚᱬᱚᱦᱚᱡᱚᱱ ।

Course Outcomes:

CO1. ᱮᱚᱡᱟᱱ ᱞᱮᱛᱚᱱᱤ ᱩᱚᱩᱚᱛᱟᱣᱚᱮ ᱚᱱᱨᱚᱱᱚᱱ ᱞᱮᱱᱡᱚᱡᱮᱯ ᱣᱮᱨᱮᱱᱜ ᱝᱮᱝᱣᱝᱞ ᱱᱤᱣ ᱮᱱᱜᱚᱞ ᱩᱱ.ᱱᱟᱡᱚᱱ. ᱦᱚ ᱡᱱᱡᱚᱱᱨᱮ ᱣᱱᱚᱱ ।

CO2. ᱮᱚᱡᱟᱱ ᱞᱮᱛᱚᱱᱤ ᱩᱚᱛᱟᱣᱚᱮ ᱚᱱᱨᱚᱱᱚᱱ ᱩᱱ.ᱱᱟᱝᱡᱚᱡᱚᱱ.ᱦᱚ ᱠᱱ.ᱡᱟᱝᱟ ᱣᱱᱠᱮᱯᱱᱮ ᱱᱝᱚᱝ ᱣᱱ.ᱮᱦᱱ.'ᱡᱱᱜ ᱡᱟᱨᱮᱚᱮ ᱱᱤᱣ ᱮᱱᱡᱚᱡᱮᱯ ᱣᱮ ᱮᱮᱮᱠ ᱦᱚ ᱡᱱᱡᱚᱱᱨᱮ ᱣᱱᱚᱱ।

CO3. ᱮᱚᱡᱟᱱ ᱞᱮᱛᱚᱱᱤ ᱩᱚᱛᱟᱣᱚᱮ ᱚᱱᱨᱚᱱᱚᱱ ᱩᱱ.ᱱᱟᱝᱡᱚᱡᱚᱱ.ᱦᱚ ᱞᱮᱱ.ᱯᱟᱝ ᱣᱱᱠᱣᱯᱱᱮ·ᱯᱭ ᱠᱝᱣᱠᱝᱝ'ᱡᱱᱜ ᱡᱟᱨᱮᱚᱮ ᱱᱤᱣ ᱮᱱᱡᱚᱡᱮᱯ ᱣᱮ ᱮᱮᱮᱠ ᱦᱚ ᱡᱱᱡᱚᱱᱨᱮ ᱣᱱᱚᱱ।

CO4. ᱮᱚᱡᱟᱱ ᱞᱮᱛᱚᱱᱤ ᱩᱚᱛᱟᱣᱚᱮ ᱚᱱᱨᱚᱱᱚᱱ ᱩᱱ.ᱱᱟᱝᱡᱚᱡᱚᱱ.ᱦᱚ ᱩᱚ·ᱡᱚᱮ ᱣᱚᱜᱟᱝᱡᱮᱱᱚᱣ ᱠᱝᱣᱠᱝᱝ'ᱡᱱᱜ ᱡᱟᱨᱮᱚᱮ ᱱᱤᱣ ᱮᱱᱡᱚᱡᱮᱯ ᱣᱮ ᱮᱮᱮᱠ ᱦᱚ ᱡᱱᱡᱚᱱᱨᱮ ᱣᱱᱚᱱ।

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. 내메앨ᄀᆞ 내ᄆᆞᄡᆞᄀᆞᄑᆞ ᄎᆞᄀᆞ매ᄋᆞ ᄂᆞᄆᆞᄎᆞᄂᆞᄉᆞ : 매애마, 채ᄒᆞᆯ 내ᄆᆞᄡᆞᄀᆞᄑᆞ, 하ᄑᆞ 내ᄆᆞᄡᆞᄀᆞᄑᆞ, 하ᄑᆞᄌᆞᄂᆞᄀᆞ ᄡᅢ채ᄒᆞᄆᆞ

Unit-2. 샌.ᄂᆞᄋᆞᄀᆞ 채사패ᄂᆞ ᄒᆞᄂᆞᄒᆞ 챈.ᄂᆞ낸. : ᄂᆞᄀᆞ매ᄆᆞ 해ᄎ 내ᄆᆞᄡᆞᄀᆞᄑᆞ ᄎᆞᄀᆞ ᄀᆞᄆᆞᄀᆞᄉᆞ

Unit-3. 낸.패ᄋᆞ 채사팬ᆞ파 ᄉᆞ채ᄉᆞ : ᄂᆞᄀᆞ매ᄆᆞ 해ᄎ 내ᄆᆞᄡᆞᄀᆞᄑᆞ ᄎᆞᄀᆞ ᄀᆞᄆᆞᄀᆞᄉᆞ

Unit-4. 매ᄒᆞᄒᆞᄀᆞᄋᆞ 챈.애ᄋᆞ매해애 ᄉᆞ채ᄉᆞ : ᄂᆞᄀᆞ매ᄆᆞ 해ᄎ 내ᄆᆞᄡᆞᄀᆞᄑᆞ ᄎᆞᄀᆞ ᄀᆞᄆᆞᄀᆞᄉᆞ

Reference Books:

5. 낸.패ᄋᆞ 채사팬ᆞ파 해매하 새하해
6. 채해하 내ᄆᆞᄡᆞᄀᆞᄑᆞ -ᄂᆞ내매채사 내해ᄀᆞ매
7. 내ᄀᆞ채애핼 애해내해 패해채해 매내애ᄀᆞ -채사패ᄂᆞ 해내낸.
8. 매ᄒᆞ 챈.애ᄋᆞ 매애사 ᄉᆞ채ᄉᆞ ᄂᆞᄀᆞ매ᄆᆞ 패채ᄀᆞᄋᆞ -매가산.ᄅᆞ 패해채ᄆᆞ 내해ᄀᆞᄆᆞ

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 ᱠᱟᱢᱠᱚᱢᱟ ᱛᱟᱡᱟᱢᱜ ᱟᱫᱟᱢ ᱠᱟᱠᱟᱢ ᱢᱮᱢᱟᱠᱚᱢ	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, ಡಾ.ಕೆ.ಎಸ್, ಕಾರ್ಯ, ಆಶಯ, ಮುಖ್ಯ ಅಂಶಗಳು ।

CO2. ಡಾ.ಗುಪ್ತ. ಅವರ ಸ್ಥಳೀಯ ಸ್ವ ಸಹಾಯ ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ ಕಾರ್ಯ ಅಂಶಗಳು ।

CO3. ಮಾಹಿತಿ-ಮಾಹಿತಿ ಮತ್ತು ಶಿಕ್ಷಣ ಪರಿಚಯ ಮಹತ್ವಪೂರ್ಣ ಮಾಹಿತಿ ।

CO4. ಡಾ.ಪುಟ್ಟ ಶಿಕ್ಷಕಿಯವರ ಮತ್ತು ಬರಹ ಅಂಶ ಮಾಹಿತಿ ।

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, ಡಾ.ಕೆ.ಎಸ್, ಕಾರ್ಯ, ಆಶಯ, ಮುಖ್ಯ ಅಂಶ ।

Unit-2. ಸ್ಥಳೀಯ ಸ್ವ ಸಂ ಪ್ರಕಾರ ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ (History of Village governance in India)

- ಸಹಾಯ ಸಂಘಗಳ ಪರಿಚಯ ಅವಶ್ಯಕ ಮತ್ತು ಅನುಮತಿ
- ಪರ್ಯಾಯ ಬಾಡಿ, ಪ್ರಕಾರ ಅಧಿಕಾರ ಧನಾತ್ಮಕ, ಅಧಿಕಾರ ಅಲಂಕಾರ ಮತ್ತು ಪ್ರಕಾರ ಮಾಹಿತಿ.ಪ ಂಚಾಯ ಪರಿಚಯ ಸಹಾಯ ಸಂಘಗಳ ।
- ಸಂ.ಂಚಾಯತಿಗಳ ಸಹಾಯ ಸಂಘಗಳು, ಬಾಡಿ. (ಂಪಾಯಿ ಮಿತಾಕ್ಷರಿಯ, ಮಿಶ್ರಮಿತಾಕ್ಷರಿಯ, ಪರಿ ಮಿತಾಕ್ಷರಿಯ, ಅಖಿಲ ಮಿತಾಕ್ಷರಿಯ), ಸಂ.ಪಂ.ಾ ಮತ್ತ ಪಂ.ಪಬಂ. ವಿಷಯ।

Unit-3. ಮಾಹಿತಿ-ಮಾಹಿತಿ ಮತ್ತು ಶಿಕ್ಷಣಾಪರಿಚಯ ಅಭಿವೃದ್ಧಿ (Place of Justification)

- ಸಂ.ಂಬಂ.ಪಟ್ಟಿ, ಮಿಶ್ರಪಟ್ಟಿಂಬಂ.ಪಟ್ಟಿ, ಮಿತಾಕ್ಷರಿಯ ಮಂ.ಪಟ್ಟಿ, ಪಂ-ಮಾಹಾಮಂ.ಪಟ್ಟಿ।
- ಶಾಖಾಧಿಕಾರಿ ಮತ್ತ ಸಿಂಡಿಕೇಟ್ಪರಿಚಯ ಮಾಹಿತಿ.ತ ಮಂ.ಪಟ್ಟಿಬಂ ।

Unit-4. ᱛᱚᱱᱰᱚᱲᱟ ᱥᱮᱵᱷᱪᱷᱟᱨᱟ ᱚᱨ ᱛᱟᱸᱨᱤᱭᱚ ᱦᱚ.ᱮᱵᱮ (5th Scheduled and PESA Act.)

- ᱥᱮᱵᱷᱪᱷᱟᱨᱟᱜᱚ ᱢᱚᱦᱚᱜᱚᱱᱟᱸᱨᱮ ᱡᱤ.ᱯᱟᱞ ᱦᱚᱭᱚᱜ ᱴᱮᱢᱟᱞᱚᱱ, ᱡᱤ.ᱨᱯᱡᱤ.ᱣ, ᱯᱚᱞᱤᱥᱤ ᱯᱚᱲᱤᱪᱟᱞᱚᱱ ।
- ᱱᱚᱰᱤᱱᱚᱴᱟᱨ ᱴᱮᱠᱱᱚᱠᱷᱚᱱᱣ ᱛᱚᱱᱟᱨᱤᱮᱚᱯ (TAC), ᱥᱮᱵᱷᱪᱷᱟᱨᱟᱜᱚ ᱢᱚᱦᱚᱜᱚᱱᱟᱸᱨᱮ ᱫᱚᱯᱚᱜᱚᱱ.ᱮ ᱡᱤ.ᱣᱟ, ᱥᱮᱵᱷᱪᱷᱟᱨᱟᱜᱚ ᱢᱚᱦᱚᱜᱚᱱ ᱯᱚᱲᱤᱪᱟᱞᱚᱱ ।
- ᱡᱤᱛᱚᱮ ᱴᱮᱢᱟᱞᱚᱮ (self-Governance) ᱡᱤ.ᱚᱵᱣᱡᱤ.ᱨᱤᱴᱟ (ᱜᱚᱣᱟᱱᱚᱢᱟ ᱛᱚᱣᱫᱟᱱᱨᱤᱯᱚ / ᱜᱚᱣᱟᱱᱚᱢᱟ ᱴᱚᱣᱚᱡᱤᱡ) ᱣᱯᱨᱮᱱᱜ ᱱᱵᱢᱟᱡᱤ.ᱮ, ᱡᱤ.ᱨᱯᱡᱤ.ᱣ ᱡᱟᱣ ᱴᱮᱢᱟᱞᱚᱮ ᱣᱯᱨᱮᱱᱜ ᱯᱡᱤᱜᱟᱱᱚ (ᱵᱛᱣᱚᱛᱜᱤ) ᱯᱟᱲᱤᱪᱟᱞᱚᱱ ।

Reference Books:

1. ᱦᱚ.ᱱᱚᱰᱟ ᱦᱚᱭᱚᱜ ᱦᱚ.ᱱᱟ ᱡᱚᱣᱚᱡ-ᱮᱟᱚᱨᱮᱢᱮᱫᱮᱫᱤᱭ ᱡᱟᱲᱣᱚᱡᱚᱠ
2. Tribal Low and Justices – W.G. Archar
3. Panchayati Raj, Chunoti evamsambhavnayen - Mahipal
4. ᱡᱤ.ᱯᱟᱞ ᱴᱮᱢᱭᱚᱡ ᱴᱮᱢᱣᱟᱨᱮᱫᱤᱭ ᱱᱚᱢᱮᱨᱮ-ᱜᱚᱣᱟᱨᱮᱫᱤᱭ ᱱᱚᱢᱮᱣᱟᱨ
5. Austric Civilization of India - ᱮᱟᱚᱨᱮᱢᱮᱫᱮᱫᱤᱭ ᱡᱟᱲᱣᱚᱡᱚᱠ

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** **ᱦᱚᱲᱚᱢᱟᱞ ᱜᱚᱲᱚᱢᱮ ᱯᱟᱲᱮᱢᱟᱜ ᱜᱚᱲᱚᱢᱟᱜ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱩᱭᱟᱱ ᱦᱚᱲᱚᱢᱟᱞ ᱚᱱᱞᱚᱱᱟᱨ ᱡᱚ.ᱢᱟᱭᱩᱭᱟᱱ. ᱠᱚ ᱦᱚᱲᱚᱢᱟᱜᱟᱛ ᱠᱟᱴᱞᱚ.ᱜ ᱨᱮᱛ ᱠᱚᱱᱟᱨ ᱮᱫᱩᱭᱟᱱ ᱣᱤᱜᱟᱣᱟᱞ ᱥᱠᱚᱞᱟᱨᱥᱤᱯ ᱚᱨᱟᱜ ᱮᱫᱩᱭᱟᱱ ᱜᱚᱲᱚᱢᱟᱜᱮᱠᱚ ᱡᱚᱱᱢᱟᱭᱩᱭᱟᱱ.ᱢᱠᱚ ᱡᱚᱱᱟᱣᱟᱱᱩ ᱯᱟᱠᱟᱣᱟᱱᱮ ᱜᱚᱲᱚᱢᱟᱜᱮ ᱨᱮᱛᱨᱠᱚᱱᱟᱨ ᱜᱟᱲᱚᱠᱟᱱᱮ ᱠᱚ ᱥᱤᱡᱟᱣᱟᱱᱩᱭᱟᱱ ।

Course Outcomes

CO1. ᱮᱫᱩᱭᱟᱱ ᱦᱚᱲᱚᱢᱟᱞ ᱚᱱᱞᱚᱱᱟᱨ ᱵᱮᱵᱥᱟᱵᱤᱞ, ᱡᱚᱱᱮᱨ.ᱱᱮᱨᱟ ᱥᱤ ᱮᱢᱜᱚᱞ ᱠᱚ ᱣᱚᱜᱣᱚᱨᱮ ᱧᱚᱞᱟᱹ ।

CO2. ᱣᱟᱨᱛᱩ-ᱯᱩᱥ.ᱛᱚᱱᱮ ᱜᱚᱲᱚᱢᱟᱜ ᱱᱮᱨᱟᱜᱟᱜ ᱡᱚᱨᱚᱴᱛ ᱠᱚ ᱣᱚᱜᱣᱚᱨᱮ ᱧᱚᱞᱟᱹ ।

CO3. ᱛᱩᱞᱩᱱᱟᱹᱠᱟᱜ ᱥᱤᱨ ᱛᱩᱞᱩᱱᱟᱹᱠᱟᱜ ᱡᱟᱨᱟᱠᱚᱱᱟᱨ ᱦᱚᱲᱚᱢᱟᱜᱮ ᱯᱟᱠᱟᱣᱟᱱᱮᱜ ᱣᱚᱵᱟᱨ ᱣᱚᱢ.ᱯᱟᱞ ᱠᱚᱱᱚᱛᱟᱹ ᱠᱚ ᱠᱚ ᱣᱚᱜᱣᱚᱨᱮ ᱧᱚᱞᱟᱹ ।

CO4. ᱚᱛᱤ.ᱱᱟ ᱛᱚᱱᱠᱚᱱᱟᱨ ᱱᱟᱲᱛ ᱛᱚᱱᱜ ᱦᱚ.ᱱᱟ ᱯᱟᱨᱚᱢ.ᱱᱟᱛᱟ ᱠᱚᱱᱟᱨ ᱮᱫᱩᱭᱟᱱ ᱜᱚᱲᱚᱢᱟᱜᱮ ᱚᱱᱞᱚᱱᱟᱨ ᱥᱤᱨ ᱥᱮᱴᱤ ᱠᱚᱨᱚᱱᱚᱥᱟᱱᱮᱜ ᱣᱚᱞᱚ ᱠᱚ ᱣᱚᱜᱣᱚᱨᱮ ᱧᱚᱞᱟᱹ ।

CO5. ᱮᱫᱩᱭᱟᱱ ᱜᱚᱲᱚᱢᱟᱜ ᱠᱚ ᱱᱟᱲᱛᱩᱱᱟᱜ ᱣᱚᱨᱚᱴᱛ ᱠᱚ ᱣᱚᱜᱣᱚᱨᱮ ᱯᱟᱠᱟᱣᱟᱱᱮ ᱡᱚᱢ.ᱢᱟᱭᱩᱭᱟᱱ. ᱠᱚ ᱡᱚ᱾ ᱡᱚᱢᱡᱤᱛᱮ ᱧᱟᱠ ᱱᱟᱲ ᱜᱚᱲᱚᱢᱟᱜ ᱠᱚ ᱦᱟᱱᱣᱚᱢ.ᱭᱚᱢ ।

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. ᱜᱚᱲᱚᱢᱟᱜ ᱦᱚᱡᱟᱨᱛᱚ ᱱᱟᱲᱛᱩᱱᱟᱜ ᱵᱮᱵᱥᱟᱵᱤᱞ, ᱡᱚᱱ.ᱮᱢ.ᱱᱮᱨᱟ, ᱩᱫᱮᱫᱳ, ᱥᱵᱱᱟᱲᱳ, ᱣᱚᱞ ᱥᱤᱱ ᱩᱯᱚᱣᱚᱳ।

Unit-2. ᱣᱟᱨᱛᱩ-ᱯᱩᱥ.ᱛᱚᱱᱮ

Unit-3. ᱛᱩᱞᱩᱱᱟᱹᱠᱟᱜᱟᱹᱱ

Unit-4. ᱚᱥᱟᱱ.ᱱᱟ ᱯᱟᱹᱵᱟᱱᱛᱷᱟᱨ ᱩᱫᱯ ᱯᱟᱹᱜ

Reference Books:

1. ᱡᱟᱦᱟᱹᱨ-ᱥᱟᱱᱛᱟᱞ-ᱢᱤᱫᱱᱟᱯᱩᱨ ᱩᱵᱟᱩᱱ ᱨᱮᱫ ᱠᱚᱢᱯᱟᱱᱤ ᱞᱤᱢᱤᱴᱮᱰ ᱠᱚᱞᱠᱟᱛᱟ ᱨ
2. ᱯᱟᱹᱨᱥᱤᱱᱟᱜᱟᱱ- ᱜᱩᱞᱯᱟᱨᱟ. ᱣᱟᱪᱩᱱᱟᱹᱨ ᱨ
3. ᱚᱥᱟᱱ.ᱱᱟ ᱯᱟᱹᱵᱟᱱᱛᱷᱟᱨ ᱩᱫᱯ ᱯᱟᱹᱜ - ᱵᱟᱪᱟᱲᱟᱜᱟ ᱴᱟᱱᱟᱪᱮ ᱨ

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** **ᱥᱟᱱᱛᱟᱞᱤ ᱥᱤᱱᱮᱢᱟ ᱞᱤᱴᱨᱮᱪᱟᱨ**	**4**	**3-1-0**

Course Objectives:

ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱥᱤᱱᱮᱢᱟ ᱵᱟᱹᱞᱟᱣᱟᱜ ᱮᱱᱟᱹᱜ ᱮᱱᱜᱮᱱᱟ, ᱚᱞᱚᱮᱟ ᱱᱟ ᱡᱟᱱᱟᱣ ᱛᱟᱱᱛᱟᱱᱨ ᱚᱞᱚ ᱠᱚᱣᱟᱱ। ᱥᱟᱱᱛᱚᱡ ᱵᱟᱹᱞᱟᱣᱟᱜ ᱥᱟᱨᱮᱱᱟᱜ ᱥᱟᱱᱡᱟᱨᱩᱯ ᱥᱟᱱᱡ ᱥᱟ.ᱜᱟ.ᱨᱠᱟ ᱛᱟᱱᱛᱟᱱᱨ ᱚᱞᱚ ᱠᱚᱣᱟᱱ।

Course Outcomes:

CO1. ᱮᱣᱟᱱ ᱥᱟᱚᱱᱟ ᱩᱣᱩᱣᱟᱞᱟᱣᱮ ᱚᱱᱯᱟᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱜ ᱵᱟᱨᱮᱱᱟᱜ ᱮᱱᱜᱮᱱᱟ, ᱚᱞᱚᱮᱟ ᱱᱟ ᱡᱟᱱᱟᱣ ᱠᱟ ᱛᱟᱱᱛᱟᱱᱨ ᱢᱟᱱᱟ।

CO2. ᱮᱣᱟᱱ ᱥᱟᱚᱱᱟ ᱩᱣᱩᱣᱟᱞᱟᱣᱮ ᱚᱱᱯᱟᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱜ ᱵᱟᱨᱮᱱᱟᱜ ᱥᱟᱱᱡᱟᱨᱩᱯ ᱥᱟᱱᱡ ᱥᱟ.ᱜᱟ.ᱨ ᱠᱟ ᱛᱚᱞᱚᱜᱟ.ᱭ ᱢᱟᱱᱟ।

CO3. ᱮᱣᱟᱱ ᱥᱟᱚᱱᱟ ᱩᱣᱩᱣᱟᱞᱟᱣᱮ ᱚᱱᱯᱟᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱜ ᱵᱟᱨᱮᱱᱟᱜ ᱜᱟᱨᱟᱨᱮ ᱡᱟᱱᱚᱱᱟ ᱠᱟᱱᱚᱡ ᱵᱟᱹᱞᱟᱣᱟᱜ ᱡᱟᱱᱟᱣ ᱯᱟ.ᱩᱨ ᱯᱟᱨᱚᱠ ᱯᱟᱱᱜᱮᱱᱟᱣᱟᱱ।

CO4. ᱮᱣᱟᱱ ᱥᱟᱚᱱᱟ ᱩᱣᱩᱣᱟᱞᱟᱣᱮ ᱚᱱᱯᱟᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱜ ᱠᱚᱨᱚᱱ ᱚᱵᱮᱠᱟᱣ ᱡᱟᱨᱮᱞᱟᱨ ᱯᱟᱨᱡᱟᱨᱮᱱᱜ-ᱜᱤ।

CO5. ᱮᱣᱟᱱ ᱥᱟᱚᱱᱟ ᱩᱣᱩᱣᱟᱞᱟᱣᱮ ᱚᱱᱯᱟᱚᱡ ᱩᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱵᱟᱹᱞᱟᱣᱟᱜ ᱵᱟᱨᱮᱱᱟᱜ ᱵᱟ.ᱩᱨᱣᱚᱱᱟᱱ, ᱜᱩᱮᱪᱚ ᱱᱟ ᱩᱚᱣᱚᱣᱚ ᱵᱟ ᱛᱟᱱᱛᱟᱱᱨ ᱵᱟᱱᱚᱠ ᱵᱟ.ᱩᱨ ᱡᱟᱨᱚᱠ ᱯᱟᱱᱜᱮᱱᱟᱣᱟᱱ।

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. ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱯᱚᱨᱤᱪᱭ (Introduction to Cinema)

- ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱩᱫᱭᱚ, ᱚᱢ.ᱮᱢ.ᱥᱮᱞ, ᱩᱥᱟᱹᱣᱚ, ᱱᱚᱶᱮ ᱢᱤᱥ ᱜᱢ.ᱢᱟᱞᱹ।

Unit-2. ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱚᱢᱥᱟᱨ

- ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱚᱢᱦᱮᱞᱦ ᱚᱢᱜᱢᱚ ।
- ᱥᱟᱱᱛᱟᱲᱤ ᱦᱢ.ᱥᱟ ᱚᱢᱜᱢᱚ ।

Unit-3. ᱮᱢᱩᱜᱟᱛᱤᱠ ᱢᱤᱥ ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱩᱫᱭᱚ (Importance of Cinema and Literature)

- ᱮᱢᱩᱜᱟᱛᱤᱠ ᱥᱤᱱᱮᱢᱟ ᱩᱫᱭᱚ ।
- ᱮᱢᱩᱜᱟᱛᱤᱠ ᱢᱤᱥ ᱮᱢᱩᱜᱚᱢ ।
- ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱩᱫᱭᱚ ।

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** **ᱥ.ᱯᱟᱞ ᱠᱚᱲᱚᱱᱜ ᱢᱥ.ᱚᱟ ᱚᱵᱚᱨᱟᱣᱚᱞ**	**4**	**3-1-0**

Course Objectives:

ᱥ.ᱯᱟᱞ ᱠᱚᱲᱚᱱᱜ ᱢᱥ.ᱚᱟ ᱚᱵᱚᱨᱟᱣᱚᱞ ᱴᱚᱱᱚᱦᱚ ᱤᱧᱤᱫᱟᱜᱟᱣᱮ ᱯᱮᱨᱦᱟᱜ ᱢᱚᱞ ᱯᱚ ᱥ.ᱯᱟᱞ ᱢᱥ.ᱚᱟ ᱠᱚ ᱥᱮ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱚᱱᱜ ᱢᱥ.ᱚᱟ ᱚᱵᱚᱨᱟᱣᱚᱞ ᱚᱱᱚᱜᱚᱨ ᱵᱚ ᱫᱚᱨᱮᱱ।

Course Outcomes:

CO1. ᱮᱨᱮᱢ ᱴᱚᱱᱚᱦᱚ ᱤᱧᱤᱫᱟᱜᱟᱣᱮ ᱚᱱᱯᱚᱱᱚᱴ ᱤᱥ.ᱱᱟᱣᱢ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱚᱱᱜ ᱢᱥ.ᱚᱟ ᱚᱵᱚᱨᱟᱣᱚᱞ ᱠᱚ ᱚᱱᱚᱜᱚᱨ ᱵᱚᱱᱟᱹᱣ।

CO2. ᱮᱨᱮᱢ ᱴᱚᱱᱚᱦᱚ ᱤᱧᱤᱫᱟᱜᱟᱣᱮ ᱚᱱᱯᱚᱱᱚᱴ ᱤᱥ.ᱱᱟᱣᱢ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱚᱱᱜ ᱢᱥ.ᱚᱟ ᱚᱵᱚᱨᱟᱣᱚᱞ ᱠᱚ ᱚᱵᱢᱟᱣᱥ.ᱭ ᱵᱚᱱᱟᱹᱣ।

CO3. ᱮᱨᱮᱢ ᱴᱚᱱᱚᱦᱚ ᱤᱧᱤᱫᱟᱜᱟᱣᱮ ᱚᱱᱯᱚᱱᱚᱴ ᱤᱥ.ᱱᱟᱣᱢ.ᱠᱚ ᱚᱱᱚᱜᱚᱨ ᱯᱚᱱᱟᱰᱟᱨᱮᱱᱜ ᱢᱟᱜ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱚᱱᱜ ᱥᱠᱚᱣᱚᱱᱜ ᱢᱥ.ᱚᱟ ᱚᱵᱚᱨᱟᱣᱚᱞ ᱯᱟᱠᱚᱱᱚᱴ ᱮᱨᱮᱢᱚᱱ ᱠᱥ.ᱩᱟ ᱠᱚ ᱚᱰᱤᱥᱟ ᱚᱱᱚᱠᱚᱣᱚᱱ।

CO4. ᱮᱨᱮᱢ ᱴᱚᱱᱚᱦᱚ ᱤᱧᱤᱫᱟᱜᱟᱣᱮ ᱚᱱᱯᱚᱱᱚᱴ ᱤᱥ.ᱱᱟᱣᱢ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱚᱱᱜ ᱢᱥ.ᱚᱟ ᱚᱵᱚᱨᱟᱣᱚᱞ ᱠᱚ ᱚᱵᱮᱠᱥᱟᱨ ᱚᱨᱮᱡᱟᱨᱮᱱ।

CO5. ᱮᱨᱮᱢ ᱴᱚᱱᱚᱦᱚ ᱤᱧᱤᱫᱟᱜᱟᱣᱮ ᱚᱱᱯᱚᱱᱚᱴ ᱤᱥ.ᱱᱟᱣᱢ.ᱠᱚ ᱥ.ᱯᱟᱞ ᱠᱚᱲᱚᱱᱜ ᱢᱥ.ᱚᱟ ᱚᱵᱚᱨᱟᱣᱚᱞ ᱥᱟᱨᱮᱱᱜ ᱯᱩᱱᱩᱢᱮᱫ ᱜᱵᱵᱚ ᱠᱚ ᱤᱧ.ᱢᱤ ᱵᱚᱱᱟᱹᱣ ᱥᱮᱱᱟᱹᱣ ᱴᱚᱱᱚᱦᱚ ᱥᱟᱢᱟᱡᱤᱠᱚᱞᱚᱵ ᱠᱥ.ᱩᱟ ᱥᱟᱠᱚᱠ ᱚᱨᱮᱡᱟᱨᱮᱱ।

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 ᱵᱟᱨᱱᱚᱜ ᱩᱯᱚᱭ ᱫᱮᱪᱟᱫᱩ (General Introduction of Cast)

- ᱱᱚ.ᱚᱨ ᱵᱟᱨᱱᱚᱜ ᱩᱮᱵᱟᱚ, ᱚᱚ.ᱮᱚ.ᱵᱮᱨ, ᱥᱩᱥᱮᱥᱩ, ᱜᱚ.ᱣᱨᱟ, ᱜᱫᱮᱫᱚ, ᱩᱫᱣᱜᱚ.ᱮ।

Unit- 2. ᱱᱚ.ᱚᱨ ᱣᱟᱣᱥᱮᱚᱚ ᱵᱟᱨᱱᱚᱜ ᱩᱯᱚᱭ ᱫᱮᱪᱟᱫᱩ

(General Introduction to the Cast System)

- ᱱᱚ.ᱚᱨ ᱣᱟᱣᱥᱮᱚᱚ ᱵᱟᱨᱱᱚᱜ ᱩᱮᱵᱟᱚ, ᱚᱚ.ᱮᱚ.ᱵᱮᱨ, ᱜᱫᱮᱫᱚ।

Unit- 3. ᱴᱚᱛᱮᱚᱚᱥ ᱠᱜᱡᱚᱜ ᱚᱚ.ᱵᱟᱨᱮ ᱜᱚ.ᱣᱨᱟ ᱠᱚᱛᱚᱜᱚ

(Division of Gotra in the Santal)

2. ᱴᱚᱛᱮᱚᱚᱥ ᱠᱜᱡᱚᱜ ᱚᱚ.ᱵᱟᱨᱮ, ᱩᱚᱛᱮᱜᱚ (ᱚᱜᱚᱨᱩ), ᱣᱚᱵᱜᱮ (ᱚᱨᱣᱫ), ᱨᱩᱚᱛᱮ।
ᱚᱚ.ᱵᱟᱨᱮ ᱚᱵ ᱜᱚᱥ, ᱜᱫᱚᱜ., ᱥᱟᱮᱜᱚ:, ᱜᱚ.ᱜᱟ ᱨᱩᱚᱛᱮ।

Unit- 4. ᱷᱚᱨᱮᱚᱚ ᱵᱟᱮ ᱠᱜᱚ.ᱮ ᱚ.ᱜᱟᱩᱠᱜ (Major Tribes of Odisha)

- ᱫᱮᱪᱟᱫᱩ, ᱚᱚ.ᱵᱮᱨ, ᱚᱚ.ᱵᱟᱨᱮ।

Reference Books:

1. ᱩᱚ.ᱱᱜᱟ ᱠᱜᱡᱚᱜ ᱠᱚ.ᱩᱟ ᱜᱜᱵᱚ - ᱮᱟᱚᱨᱚᱛᱮᱜᱮᱜᱨᱜ ᱜᱨᱩᱣᱵᱜᱩ
2. ᱱᱜᱚᱵᱠᱜᱜᱮᱣᱟ ᱚ.ᱜᱟᱣᱚ.ᱮᱟ ᱱᱟᱣᱜᱮ ᱚᱡᱵ ᱮᱜᱩᱚᱱᱨᱜ- ᱣᱵ. ᱠᱮ. ᱮᱟ. ᱣᱫᱣᱫ
3. ᱱᱚᱚᱟ ᱣᱨᱣᱜᱮᱚᱚ - ᱨᱮ. ᱩᱵᱜᱮᱚᱜᱜ
4. ᱚ.ᱜᱟᱩ ᱮᱚᱡᱚᱚ ᱮᱚᱣᱨᱮᱮ - ᱜᱜᱣᱟᱮᱜᱜ ᱩᱚᱮᱣᱟ
5. *Austric Civilization of India* - ᱮᱟᱚᱨᱚᱛᱮᱜᱮᱜᱨᱜ ᱨᱨᱩᱣᱵᱜᱩ
6. ᱠᱜᱨᱵᱡᱚᱚᱥ ᱠᱜᱡᱚᱜ ᱚ.ᱵᱟ-ᱜᱚ.ᱫᱟ ᱚᱵ ᱵᱚᱩ-ᱵᱟᱚ ᱵᱨᱩᱚᱜ ᱚᱨᱚᱨᱜ - ᱮᱟᱚᱨᱚᱛᱮᱜᱮᱜᱨᱜ ᱨᱨᱩᱣᱵᱜᱩ
7. ᱱᱜᱚᱵᱠᱜᱜᱮᱚ ᱠᱟ ᱱᱜᱮᱜᱱᱚᱚᱟ - ᱣᱵ. ᱜᱜᱚᱚᱵᱟᱣᱜᱵᱱᱜ ᱮᱚᱣᱵ ᱨ. ᱜᱜᱚᱚᱵᱚᱚᱮᱚᱜᱜᱱᱜᱚᱵ ᱠᱨ ᱚᱜᱟᱣᱚᱚᱟᱮᱟ ᱵᱮᱠᱟ ᱣᱜᱚᱚᱟᱮ-ᱮᱚ.ᱮᱠᱵᱟᱟᱚᱟ ᱚᱚᱡᱵ ᱜᱜᱚᱚᱵᱚ - ᱱᱜᱮᱨᱵ ᱠᱚᱮᱣᱚᱵᱮᱚᱚ

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** **ᱚᱱᱟᱞᱤᱥᱤᱥ ᱫᱚᱨᱚᱠ ᱚᱱᱩᱭᱟᱨᱛᱷ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱨᱚᱠ ᱚᱱᱚᱱᱤᱛ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱚᱱᱮᱛᱱᱚᱜ ᱩᱱ.ᱢᱟᱹᱵᱚᱭᱟᱱ. ᱵᱟ ᱫᱮᱫᱟᱨ ᱚᱱᱩᱭᱟᱨᱛᱷ ᱱᱟᱨᱮᱱᱜ ᱜᱱ.ᱡᱟᱱ ᱜᱟᱨᱮᱱᱮ ᱣᱩᱞᱟ ᱵᱟᱭᱟᱱ ᱡᱟᱱᱚᱜ ᱫᱮᱫᱟᱨ ᱚᱱᱩᱭᱟᱨᱛᱷ ᱨᱟ ᱱᱟᱨᱮᱱᱜ ᱵᱩᱧᱟᱜᱱ.ᱭ ᱵᱟ ᱣᱟᱱᱤᱧᱟ᱾

Course Outcomes:

CO1. ᱩᱱ.ᱢᱟᱹᱵᱚᱭᱟᱱ. ᱵᱟ ᱫᱮᱫᱟᱨ ᱚᱱᱩᱭᱟᱨᱛᱷ ᱵᱟ ᱩᱱᱡᱟᱣᱟᱱᱭ ᱯᱟᱵᱚᱹᱱᱮ ᱮᱭᱟᱱ ᱱᱟᱨᱮᱱᱜ ᱜᱟᱨᱮᱱᱮ ᱵᱟ ᱣᱟᱱᱤᱧᱟ᱾

CO2. ᱫᱮᱫᱟᱨ ᱚᱱᱩᱭᱟᱨᱛᱷ ᱱᱟᱨᱮᱱᱜ ᱣᱟᱰᱟᱣᱟ ᱣᱱ.ᱢᱟᱹᱣ ᱵᱟ ᱡᱱᱚᱱᱟᱨᱮ ᱣᱟᱱᱤᱧᱟ᱾

CO3. ᱯᱟᱵᱱᱮ-ᱯᱟᱵᱱᱮᱫᱮᱫᱟᱨ ᱵᱟ ᱡᱱᱚᱱᱟᱨᱮ ᱵᱱᱚᱟ ᱚᱵᱯᱱ. ᱱᱚᱵᱚᱹᱱ ᱵᱟ ᱜᱱᱮᱱ᱾

CO4. ᱫᱮᱫᱟᱨ ᱚᱱᱩᱭᱟᱨᱛᱷ ᱱᱟᱨᱮᱱᱜ ᱜᱵᱮ ᱪᱚᱠ ᱵᱟ ᱡᱱᱚᱱᱟᱨᱮ ᱪᱱᱡᱟᱨᱮᱱᱜ-ᱱ᱾

CO5. ᱩᱮᱫᱟᱨ ᱚᱱᱩᱭᱟᱨᱛᱷ ᱱᱟᱮᱱᱜ ᱚᱨ ᱚᱮᱨ ᱵᱱ.ᱡᱟ ᱡᱱᱚᱱᱟᱨᱮ ᱵᱱᱚᱟ ᱯᱱᱣᱟᱱ ᱴᱟᱨ ᱵᱟ ᱣᱟᱱᱣᱱ ᱡᱵᱣᱵ ᱪᱱᱡᱟᱨᱮᱱᱜ-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) ꣑꣏꣐ ꣘꣙ ꣤꣏꣐

(ii) ꣑꣘꣑꣤꣘꣙꣚ ꣀ꣘.꣙꣑꣚ ꣙꣚꣤꣘꣞ ꣚꣑꣤꣘꣟ ꣘꣙ ꣑꣚꣤- ꣘꣙. ꣘꣞꣘꣙꣑꣤ ꣑꣘꣙꣏ '꣑꣞꣘꣚꣙'

Unit- 2. (i) ꣐꣞꣚꣙꣞꣘꣙꣚ ꣑꣘꣞꣟꣤꣘꣙꣚ ꣀ꣘.꣙꣑꣚ ꣐꣞꣏꣘- ꣘꣙. ꣐꣚. ꣑꣚. ꣤꣏꣘꣏

(ii) ꣑꣘꣑꣤꣘꣙꣚ ꣀ꣘.꣙꣑꣚ ꣘꣙ ꣞꣤- ꣑꣘꣙꣙꣞꣤꣘ ꣀ꣙꣞꣑꣘꣤꣟ ꣐꣚꣑꣐꣏

Unit- 4. (i) ꣤꣚꣤꣐꣘. ꣙꣘.꣟꣞꣚

(ii) ꣑꣘꣑꣤꣘꣙꣚ ꣑꣘꣟꣞꣚꣤ ꣙꣚ ꣑꣘꣑꣤꣘꣙꣚ ꣤꣚꣙꣐꣘. ꣞꣞ꣀ꣞꣑ ꣐꣞꣟꣘꣙ ꣚꣑꣤꣚- ꣀ꣙꣘. ꣤꣞꣚꣙꣑꣤꣟꣙ ꣞꣘.꣑꣤꣘ ।

(iii) ꣞꣚꣙꣑꣘ ꣟꣏꣑꣤꣘꣙, ꣞꣚꣙ ꣞꣘꣟꣟꣘꣐ ꣑꣤꣙꣚꣑, ꣞꣚꣞꣘꣙. ꣐꣚꣑꣏꣑, ꣑꣚꣘꣙꣟ ꣀ꣘꣙꣞꣤꣘꣑꣘, ꣞꣤꣘꣤꣚꣙꣘.꣤꣤꣚ ꣙꣘.꣟꣞꣚, ꣑꣏꣑꣘.꣙꣘꣟ ꣑꣤꣙꣚꣑

Reference Books:

1. ꣤꣑꣤꣙꣚ – ꣑꣘ꣀ꣚꣚꣑꣤:-꣟꣘꣞꣘꣤꣚꣞꣘꣙꣘.꣑꣤꣘
2. ꣐꣞꣚꣙꣞꣘꣙꣐ ꣘.꣙꣚ ꣞꣘:꣤꣚ – ꣘꣙. ꣐꣚. ꣑꣚. ꣏꣏꣘꣏
3. ꣑꣘꣟꣤꣘ ꣑꣘꣞꣘꣏- ꣏꣤꣏꣑ ꣑꣘꣤꣘꣤ ꣟꣘.꣟꣞꣚
4. ꣟꣏꣘꣙.꣑꣚ ꣤꣑꣤꣐ ꣟꣘꣐꣘- ꣑꣘꣙꣤꣘꣤ ꣀ꣙꣤꣑꣘꣤꣟ ꣐꣚꣑꣐꣏
5. ꣆꣘꣑꣘꣟ ꣟꣘꣐꣘ – ꣀ꣙꣤.꣤꣚꣆꣘꣟꣘꣤꣤꣙ ꣞꣘.꣑꣤꣘꣆꣘
6. ꣞꣚꣙ ꣞꣘꣟꣟꣘꣐ ꣤꣤ ꣞꣘꣏꣐꣤ ꣀ꣘.꣑꣚ ꣐꣚꣑꣤꣚꣑꣘ – ꣑꣘꣘꣟꣑꣚. ꣏꣏꣘꣏
7. ꣞꣚꣙ ꣞꣘꣟꣟꣘꣐– ꣀ꣤꣑꣘꣚꣙ ꣞꣤.꣆꣘ ꣘꣤꣚꣞꣘꣙.꣑꣚ ꣆꣘꣟꣑꣘꣤
8. ꣤꣚꣐꣘꣏ ꣟꣘.꣟꣞꣚- ꣘꣙.꣐꣚. ꣑꣚. ꣏꣏꣘꣏
9. ꣑꣘.꣆꣞꣘꣙ (ꣀ꣘.꣞꣚꣐ ꣞꣘.꣏꣚꣞꣍)– ꣘꣙ꣀ꣘꣏꣐꣏꣙꣘꣙ ꣞꣚꣑꣙꣞꣞꣤꣘꣙꣞꣙
10. '꣞꣞꣤.꣟꣞ ꣞꣚꣙' ꣑꣏꣑꣘.꣙꣘꣟ ꣑꣤꣙꣚꣑ –꣙꣤꣚꣤꣑ ꣏꣏꣘꣏

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** **ᨠ.ᨦᨿᨶ ᨆᨕᨦᨷᨸᨠ.ᨹ ᨶᨿᨷᨦᨠᨷ**	**4**	**3-1-0**

Course Objectives:

ᨸᨕᨿᨠ ᨠ.ᨦᨿᨶ ᨆᨕᨦᨷᨸᨠ.ᨹ ᨶᨿᨷᨦᨠᨷ ᨣᨕᨿᨠᨸ ᨣᨿ ᨣᨠ.ᨶᨿ ᨣᨠ.ᨸᨸᨿ ᨆᨠ.ᨶᨕᨿᨠ. ᨣᨕ ᨆᨠᨿᨶᨠᨿ ᨕᨷᨕ ᨣᨕᨿᨠ ᨡ ᨠ.ᨦᨿᨶ ᨆᨕᨦᨷᨸᨠ.ᨹ ᨶᨿᨷᨦᨠᨷ ᨣᨕᨿᨠᨸ ᨸᨠᨸᨠᨶ ᨣᨠᨸᨠᨷ ᨣᨕ ᨶᨠᨶᨠᨷ ᨣᨕᨿᨠᨸ ᨡ

Course Outcomes:

CO1. ᨸᨕᨿᨠ ᨸᨠᨸᨠᨶ ᨆᨕᨆᨕᨿᨠᨸ ᨸᨠᨹᨠᨸᨿ ᨆᨠ.ᨶᨕᨿᨠ.ᨣᨕ ᨠ.ᨦᨿᨶ ᨆᨕᨦᨷᨸᨠ.ᨹ ᨶᨿᨷᨦᨠᨷᨣᨕ ᨶᨠᨶᨠᨷ ᨡᨠᨶᨠᨷ ᨡᨠᨶᨠᨷ ᨡᨠᨶᨠᨷ

CO2. ᨸᨕᨿᨠ ᨸᨠᨸᨠᨶ ᨆᨕᨆᨕᨿᨠᨸ ᨸᨠᨹᨠᨸᨿ ᨆᨠ.ᨶᨕᨿᨠ. ᨣᨕ ᨠ.ᨦᨿᨶ ᨆᨕᨦᨷᨸᨠ.ᨹ ᨶᨿᨷᨦᨠᨷ ᨣᨕᨿᨠᨸ ᨹᨠ.ᨿᨠᨠ.ᨶ ᨣᨿᨶᨠᨸ ᨠᨷ ᨶᨕᨿᨠᨸ ᨣᨕ ᨶᨠᨶᨠᨷ ᨡᨠᨶᨠᨷ ᨡᨠᨶᨠᨷ

CO3. ᨸᨕᨿᨠ ᨸᨠᨸᨠᨶ ᨆᨕᨆᨕᨿᨠᨸ ᨸᨠᨹᨠᨸᨿ ᨆᨠ.ᨶᨕᨿᨠ.ᨣᨕ ᨠ.ᨦᨿᨶ ᨆᨕᨦᨷᨸᨠ.ᨹ ᨶᨿᨷᨦᨠᨷ ᨣᨕᨿᨠᨸ ᨸᨠᨸᨠᨶ ᨠᨷ ᨸᨸᨿᨶ ᨣᨕ ᨸᨠᨶᨠᨷ ᨣᨕ ᨹᨠ.ᨶ ᨦᨠᨿᨶᨠᨷᨠᨸ-ᨠ

CO4. ᨸᨕᨿᨠ ᨸᨠᨸᨠᨶ ᨆᨕᨆᨕᨿᨠᨸ ᨸᨠᨹᨠᨸᨿ ᨆᨠ.ᨶᨕᨿᨠ.ᨣᨕ ᨠ.ᨦᨿᨶ ᨶᨿᨷᨦᨠᨷ ᨣᨕᨿᨠᨸ ᨹᨠ.ᨿᨠᨠ.ᨶ ᨣᨿᨶᨠᨸ, ᨸᨸᨿᨶ ᨠᨷ ᨶᨕᨿᨠᨸ ᨣᨕ ᨸᨠᨸᨠᨸ ᨣᨕ ᨸᨠᨸᨠᨸᨠᨸ ᨶᨠᨸᨠᨸᨠ ᨶᨠᨸᨠᨸᨠᨸ ᨶᨠᨸᨠᨸᨠᨸ ᨦᨠᨿᨠᨸᨠᨸ-ᨠ

CO5. ᱫᱚᱡᱟᱹ ᱦᱟᱹᱣᱟᱹᱨ ᱱᱚᱱᱚᱛᱟᱞᱤᱫ ᱚᱢᱯᱟᱹᱣᱚᱨ ᱱᱟ.ᱢᱚᱡᱟᱹ.ᱠᱚ ᱟ.ᱪᱷᱨᱩ ᱱᱚᱦᱟᱹᱜᱮᱟ.ᱯ ᱣᱷᱚᱨᱪᱟᱹᱞ ᱠᱚᱡᱟᱹᱜᱮᱟ.ᱯ ᱯᱟ.ᱡᱟᱹᱣᱟ.ᱨ ᱥᱮᱨᱮᱢᱜ ᱪᱚᱭᱤᱱ ᱵᱟᱨᱮᱢᱜ ᱪᱚᱠᱚ ᱠᱚ ᱚᱦᱯᱟᱹ-ᱱᱟ.ᱨᱯᱟᱹ. ᱵᱟᱹᱨᱩ ᱪᱟᱢᱡᱮᱨᱮᱢᱜ-ᱟᱹ।

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. ᱣᱤᱱᱣᱤᱱ ᱚᱞᱯᱠᱤᱱ. ᱦᱤᱱ.ᱦᱚᱞ: ᱱᱚᱦᱟᱹᱜᱮᱟ.ᱯ ᱯᱟ.ᱡᱟᱹᱣᱟ.ᱨ ᱦᱞᱨᱮᱚᱮ ।

Unit-2. ᱦᱟᱹᱨ ᱱᱤᱟᱹᱜᱮᱤᱮᱟᱹ, ᱦᱞᱣᱚ, ᱠᱟᱹ.ᱮᱢᱠ, ᱥᱟᱹ·ᱪᱹ, ᱣᱚᱟᱹᱨᱟᱹᱚ, ᱱᱚᱦᱯᱚ, ᱦᱚᱟᱹᱮᱚ : ᱱᱚᱦᱟᱹᱜᱮᱟ.ᱯ ᱯᱟ.ᱡᱟᱹᱣᱟ.ᱨ ᱦᱞᱨᱮᱚᱮ।

Unit-3 ᱣᱤᱱᱦᱮᱟ ᱩᱠᱮᱣᱟ : ᱱᱚᱦᱟᱹᱜᱮᱟ.ᱯ ᱯᱟ.ᱡᱟᱹᱣᱟ.ᱨ ᱦᱞᱨᱮᱚᱮ।

Unit-4 ᱯᱚᱠᱚᱡᱩᱚᱣ ᱮᱟᱨᱮᱟᱠ : ᱱᱚᱦᱟᱹᱜᱮᱟ.ᱯ ᱯᱟ.ᱡᱟᱹᱣᱟ.ᱨ ᱦᱞᱨᱮᱚᱮ।

Reference Books –

1. ᱦᱤᱯᱤᱣ ᱣᱚᱡ - ᱦᱟᱹᱯᱣᱟᱹᱨ ᱩᱠᱥᱩᱠ
2. ᱣᱚᱡ ᱩᱚᱣᱚᱯ ᱥᱤᱮ ᱟ.ᱠᱞᱯᱩᱟᱹᱮ ᱣᱚᱡ ᱠᱚ
3. ᱣᱟᱹᱱᱤᱡᱟᱹᱩ ᱠᱚᱡᱟᱹᱜ ᱦᱞᱨᱮᱚᱮ ᱥᱩᱠᱥᱞᱚ - ᱥᱚᱩᱤᱮ ᱥᱚ·ᱪᱹᱚ ᱠᱞᱤᱮᱠᱩ
4. ᱦᱚᱟᱹᱥᱠᱚᱟᱚ·ᱣ ᱠᱤ ᱮᱚᱣᱞᱚᱪᱹ- ᱣᱚ. ᱣᱚᱩᱣᱚᱭᱮᱤᱮᱩᱮᱚᱥ ᱚᱮᱩᱦᱭ
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** **ᱪᱟᱫᱚᱢᱟᱛᱟ ᱪᱟᱹᱞᱟᱢᱟᱣ ᱪᱟᱹᱞᱟᱢᱟᱣ ᱚᱟᱚᱞᱟᱢ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱪᱟᱢ ᱪᱟᱚᱢᱟᱞ ᱛᱚᱛᱟᱣᱫᱮ ᱚᱢᱠᱟᱢᱚᱟ ᱛᱟᱢ.ᱢᱟᱦᱪᱟᱢ.. ᱚᱚ ᱪᱟᱹᱞᱟᱢᱟᱣ ᱪᱟᱹᱞᱟᱢᱟᱣ ᱢᱟᱢᱟᱚ ᱢᱟᱢᱟᱢᱢ ᱚᱟᱚᱚᱚᱚᱢ ।

Course Outcomes:

CO1 ಕರ್ನಾಟಕ ಸಂಗೀತದ ಪಿತಾಮಹರ ಬಗೆಗೆ ಪುರಂದರದಾಸರ ಕೊಡುಗೆ ಹಾಗೂ ಕೀರ್ತನೆಗಳ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಅರಿಯುವುದು.

CO2 .ಕರ್ನಾಟಕ ಸಂಗೀತದ ಪಿತಾಮಹರ ಬಗೆಗೆ ಪುರಂದರದಾಸರ ಕೊಡುಗೆ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳುವುದು. ಸಂಗೀತದ ಸಪ್ತಸ್ವರಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಮಾಯಾಮಾಳವಗೌಳ ರಾಗದ ಲಕ್ಷಣಗಳನ್ನು ತಿಳಿಯುವುದು.

CO3. ಕರ್ನಾಟಕ ಸಂಗೀತದ ಪಿತಾಮಹರ ಬಗೆಗೆ ಪುರಂದರದಾಸರ ಕೊಡುಗೆ ಹಾಗೂ ಪ್ರಾಮುಖ್ಯತೆ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳುವುದು. ಸಂಗೀತದ ಸಪ್ತಸ್ವರಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಮಾಯಾಮಾಳವಗೌಳ ರಾಗದ ಲಕ್ಷಣಗಳನ್ನು ತಿಳಿಯುವುದು.

CO4. ಕರ್ನಾಟಕ ಸಂಗೀತದ ಪಿತಾಮಹರ ಬಗೆಗೆ ಪುರಂದರದಾಸರ ಕೊಡುಗೆ ಹಾಗೂ ಸಂಗೀತಕ್ಕೆ ಅವರ ಅಪಾರವಾದ ಕೊಡುಗೆ ಬಗ್ಗೆ ತಿಳಿಯುವುದು.

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 ಕರ್ನಾಟಕ ಸಂಗೀತದ ಅರಿವಿಗೆ ಬೇಕಾಗುವ ।

Unit-2 ಡಾ. ಪುರಂದರದಾಸರ ಮೇರು ಕರ್ನಾಟಕ ಸಂಗೀತ ।

Unit-3 ಮಲೆಯಮಾರುತ ಮೇಳದ ಜನಕ ಗೋವಿಂದ ಕರ್ನಾಟಕ ಸಂಗೀತ ।

Unit-4 ತುರಿಯಾತೀತದ ಮಾಯಾಳ ಗೋವಿಂದ ಕರ್ನಾಟಕ ಸಂಗೀತ ।

Reference Books:

1. ಕರ್ನಾಟಕ ಸಂಗೀತ - ಡಾ. ಪುರಂದರದಾಸರ
2. ಕರ್ನಾಟಕ ಸಂಗೀತ - ಮಲೆಯಮಾರುತದ ಜನಕ
3. ಕರ್ನಾಟಕ ಸಂಗೀತ - ತುರಿಯಾತೀತದ ಮಾಯಾಳ

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** **ᱚᱱᱚᱞᱚᱢᱟᱨ ᱩᱫᱩᱜᱟᱣᱮ ᱯᱟᱹᱨᱥᱤ ᱚᱨᱟᱱ ᱫᱟᱹᱭᱤᱫ ᱢᱤ.ᱮᱢ.ᱯᱷᱤ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱭᱟᱜ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱩᱫᱩᱜᱟᱣᱮ ᱚᱢᱯᱚᱨᱚᱛ ᱩᱢ.ᱢᱟᱭᱟᱜ. ᱢᱮ ᱫᱟᱹᱭᱤᱫ ᱢᱟᱹ ᱫᱟᱹᱭᱤᱫ ᱢ.ᱮᱢ.ᱯᱷᱤ ᱛᱚᱢᱛᱮᱚ ᱛᱷᱤᱡᱷᱤᱥᱤᱢᱚᱛ ᱜᱮᱨᱮᱢᱮ ᱣᱩᱢᱵᱮᱭᱟᱜ᱾ ᱫᱟᱹᱭᱤᱫᱱᱟᱹᱭᱤᱫ ᱩᱨᱩ ᱢᱮᱢᱮᱢ, ᱩᱨᱩ ᱯᱢ.ᱢᱚᱛ ᱡᱮᱫᱢᱜ-ᱢ, ᱫᱟᱹᱭᱤᱫ ᱚᱱᱚᱞᱚᱢ ᱩᱨᱩ ᱯᱮᱫᱢ ᱛᱢᱩᱜᱟᱢᱭ ᱜᱷᱮᱨᱮᱫᱜ-ᱢ, ᱫᱟᱹᱭᱤᱫ ᱯᱮᱨᱮᱢᱜ ᱩᱨᱩ ᱯᱮᱫᱢ ᱫᱢ.ᱡᱟ ᱜᱚᱭᱟᱢ ᱜᱷᱮᱨᱮᱫᱜ-ᱢ᱾ ᱫᱟᱹᱭᱤᱫ ᱢᱮᱢᱮᱢ ᱢᱮ ᱛᱷᱤᱡᱷᱤᱥᱤᱢᱚᱛ ᱯᱢ.ᱨᱢᱢᱮᱭᱟᱢ᱾ ᱱᱚᱱᱚᱞᱚᱢᱟᱨᱨᱮᱢ. ᱢᱢ.ᱡᱟ ᱢᱟᱹ ᱮᱢᱭᱡᱮᱨᱩ ᱣᱩᱨᱩ ᱢ.ᱱᱷ ᱮᱨᱮᱢᱜ ᱡᱮᱡᱮᱣ ᱢᱮ ᱯᱢ.ᱨᱢᱢᱮᱭᱟᱢ᱾ ᱫᱟᱹᱭᱤᱫ ᱮᱨᱮᱯ ᱮᱨᱮᱢᱜ ᱜᱮᱭᱟᱢ ᱢᱮ ᱛᱷᱤᱢᱟᱢ. ᱮᱢ.ᱜᱷᱤᱞ ᱛᱢᱛᱢᱨᱮ ᱨᱩᱨᱩᱢᱮᱭᱟᱢ, ᱱᱷᱤᱡᱮᱨ ᱚᱷ ᱩᱢ.ᱢᱟᱭᱟᱜ.ᱭᱟᱢ. ᱢᱮ ᱫᱟᱹᱭᱤᱫ ᱨᱮᱨᱮᱯ ᱢᱮ ᱱᱮ ᱣᱢᱟᱷᱨᱮᱢᱜ-ᱡᱟᱢ᱾ ᱫᱟᱹᱭᱤᱫ ᱢᱢᱚᱷ ᱮᱢᱭᱡᱚᱱᱟᱨᱤᱮ ᱜᱮᱭᱟ ᱢᱮ ᱫᱟᱹᱭᱤᱫ ᱢᱢ.ᱡᱟ ᱛᱢᱛᱢᱨᱮ ᱨᱩᱨᱩᱢᱮᱭᱟᱢ᱾ ᱢᱮ.ᱜᱷᱤᱞ ᱛᱢᱛᱢᱨᱮ ᱨᱩᱨᱩᱢᱮᱭᱟᱢ᱾ ᱩᱢ.ᱢᱟᱭᱟᱜ .ᱢᱮ ᱛᱢᱛᱢᱨᱮ ᱨᱩᱨᱩᱢᱮᱭᱟᱢ᱾ ᱣᱩᱨᱩᱢᱜ-ᱢ᱾ ᱫᱟᱹᱭᱤᱫ ᱫᱟᱹᱭᱤᱫᱮᱢ.ᱮ ᱢ.ᱭ.ᱡ ᱢᱮ ᱛᱢᱛᱢᱨᱮ ᱨᱩᱨᱩᱢᱮᱭᱟᱢ᱾ ᱣᱩᱨᱩᱢᱜ-ᱢ᱾ ᱫᱟᱹᱭᱤᱫ ᱢᱢ.ᱡᱟ ᱣᱟᱹᱭᱤᱫ ᱢᱮᱯᱜᱢ ᱚᱡ ᱯᱢᱣᱢᱨᱮᱯᱮᱜ ᱢᱮ ᱡᱮᱜᱮ ᱯᱢᱣᱢᱨᱮᱯᱮᱜ ᱚᱢᱯᱚᱨᱚᱛ ᱢᱮᱨᱮᱢᱜ ᱢᱮ ᱯᱢᱣᱢᱨᱮᱯᱮᱜ ᱢᱢ.ᱡᱟ ᱛᱢᱛᱢᱨᱮ ᱨᱩᱨᱩᱢᱮᱭᱟᱢ᱾

Course Outcomes:

CO1. ᱩᱢ.ᱢᱟᱭᱟᱜ .ᱢᱮ ᱫᱟᱹᱭᱤᱫ ᱢᱟᱹ ᱫᱟᱹᱭᱤᱫᱮᱢ.ᱮ ᱢ.ᱭ.ᱡ ᱢᱮ ᱛᱢᱛᱢᱨᱮ ᱯᱷᱮᱵᱟᱢᱮ ᱫᱟᱹᱭᱤᱫ ᱢᱢ.ᱡᱟ ᱣᱟᱹᱭᱤᱫ ᱢᱢᱯᱜᱢ ᱚᱷ ᱯᱢᱣᱢᱨᱮᱯᱮᱜ ᱢᱮ ᱡᱮᱜᱮ ᱯᱷᱮᱵᱟᱢᱮ ᱢᱮᱢᱮᱢ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱩᱨᱩ ᱯᱮᱫᱢ ᱛᱢᱩᱜᱟᱢᱭ ᱣᱩᱨᱩᱢᱜ-ᱢ᱾

CO2. ᱫᱟᱹᱭᱤᱫ ᱢᱢ.ᱡᱟᱭᱮ ᱡᱮᱫᱮ ᱯᱢᱜᱢᱜ ᱚᱢᱯᱚᱨᱚᱛ, ᱛᱢᱛᱢᱨᱮ ᱯᱷᱮᱵᱟᱢᱮ-ᱢᱚᱵᱚᱭᱮ ᱮᱫᱭᱚᱢᱭᱮᱨᱮᱢᱜ ᱚᱨ ᱛᱢᱛᱢᱨᱮ ᱯᱷᱮᱵᱟᱢᱮ ᱚᱱᱚᱞᱚᱢ᱾

CO3. ᱫᱟᱹᱭᱤᱫ ᱢᱮᱢᱮᱢ ᱚᱨ ᱛᱢᱩᱨᱮᱢᱭ. ᱯᱢᱡᱚᱵᱢᱚᱛ ᱫᱟᱹᱭᱤᱫ ᱮᱨᱮᱢᱜ ᱛᱮᱢ.ᱜᱤ ᱮᱢᱚᱢᱩ ᱚᱨ ᱛᱮᱢᱱᱟᱜᱮᱨᱮ ᱢᱚᱡᱚᱵᱚ ᱫᱟᱹᱭᱤᱫ ᱚᱡᱮᱨᱮᱢ ᱾

CO4. ᱫᱟᱹᱭᱤᱫ ᱡᱢᱯᱢᱜ ᱮᱨ ᱫᱟᱹᱭᱤᱫ ᱮᱢᱩᱯᱯᱢᱭ ᱚᱨ ᱩᱨᱩ ᱯᱷᱮᱵᱟᱢᱮ ᱫᱟᱹᱭᱤᱫ ᱭᱟᱨᱜ ᱡᱢᱚᱵᱷ-ᱢᱟᱨᱢᱡ ᱛᱢᱨᱮᱣᱟᱨᱮᱵᱟᱜ-ᱢ᱾

CO5. ᱫᱟᱹᱭᱤᱫ ᱨᱮᱨᱮᱯ ᱣᱟᱹᱭᱤᱫ ᱚᱨ ᱛᱢᱛᱢaᱨᱮᱢ ᱚᱢᱚᱡ ᱛᱟᱭᱢ.ᱜᱤ ᱮᱢ.ᱣᱤᱞ ᱜᱢᱡᱢᱮ ᱮᱢᱚᱢᱩᱯᱯᱢᱭ ᱫᱟᱹᱭᱤᱫ ᱜᱮᱨᱮᱫᱜ ᱜᱮᱨᱢ᱾

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᱾ᱨᱱᱟᱫᱮ ᱱᱩᱪᱱᱟᱪᱩ (Introduction to Research) -ᱩᱵᱮᱵᱳ, ᱩᱢ.ᱮᱢ.ᱟᱰᱤ, ᱡᱢ.ᱢᱤᱥ, ᱡᱟᱰᱤ, ᱜᱪᱮ, ᱯᱢ.ᱚᱳᱤ, ᱩᱫᱡᱫᱳ, ᱚᱣᱫ᱾ᱨᱱᱟᱫᱮ ᱟᱵᱨᱚᱜ ᱡᱢ.ᱢᱤᱥ

Unit-2. ᱚᱣᱫ᱾ᱨᱱᱟᱫᱮ ᱾ᱰᱮᱢᱢ (Research Problem)- ᱩᱵᱮᱵᱳ, ᱩᱢ.ᱮᱢ.ᱟᱰᱤ, ᱩᱫᱡᱫᱳ, ᱾ᱡᱩᱵ, ᱾ᱩᱫᱫᱮᱜ, ᱣᱢᱥᱜᱢᱡ, ᱯᱵᱚᱢᱮ, ᱴᱢᱳᱢᱩᱴᱤᱩᱢ., ᱳᱵᱳᱵᱨ ᱳᱚᱩᱢ.ᱯ, ᱚᱣᱫ᱾ᱨᱱᱟᱫᱮ ᱴᱢᱳᱢᱩ ᱣᱢᱥᱜᱫᱮ

Unit-3. (a) ᱚᱣᱫ᱾ᱨᱱᱟᱫᱮ ᱢ.ᱮᱢ.ᱟᱤ (Research Methodology)-ᱩᱵᱮᱵᱳ, ᱩᱢ.ᱮᱢ.ᱟᱰᱤ, ᱡᱢ.ᱢᱤᱥ, ᱡᱟᱰᱤ, ᱜᱪᱮ ᱯᱢ.ᱚᱳᱤ, ᱩᱫᱡᱫᱳ, ᱚᱣᱫ᱾ᱨᱱᱟᱫᱮ ᱢ.ᱮᱢ.ᱟᱤ ᱡᱢ.ᱢᱤᱥ, ᱴᱢᱻᱡᱳᱵᱨᱳ ᱳᱵᱯᱢ.ᱟᱻ (Literature Review), ᱢᱫᱢᱳᱢᱚᱵᱤᱨᱮᱢ. ᱚᱢ.ᱩᱤᱡᱳᱫᱟᱢ (Field work)

(b) ᱚᱣᱫ᱾ᱨᱱᱟᱫᱮ ᱴᱢᱩᱩᱢᱻ (Research Design)-ᱩᱵᱮᱵᱳ, ᱩᱢ.ᱮᱢ.ᱟᱰᱤ, ᱡᱢ.ᱢᱤᱥ, ᱡᱟᱰᱤ, ᱜᱪᱮ ᱯᱢ.ᱚᱳᱤ, ᱩᱫᱡᱫᱳ

Unit-4. ᱚᱣᱫ᱾ᱨᱱᱟᱫᱮ ᱾ᱰᱮᱯ ᱡᱵᱨᱮᱜ ᱡᱳᱫᱟᱢ ᱚᱯ: ᱚᱣᱢᱢᱫ ᱚᱢᱳᱣᱟᱢ (Abstract), ᱱᱮᱪᱱᱟᱪᱩ (Introduction), ᱡᱟᱰᱤ (Objectives), ᱴᱢᱳᱢᱩ ᱵᱤᱩᱢ., ᱳᱵᱳᱵᱨ ᱳᱚᱩᱢ.ᱯ, ᱴᱢᱻᱡᱳᱵᱨᱳ ᱳᱵᱯᱢ.ᱟᱻ (Literature Review), ᱚᱣᱫ᱾ᱨᱱᱟᱫᱮ ᱢ.ᱟᱤ (Research Method), ᱣᱤᱵᱤᱵᱤ(Analysis), ᱩᱢ᱾ᱡᱢᱳᱜᱢᱩ, ᱳᱚᱮᱚᱣᱤ ᱳᱫᱯᱢᱵ, ᱴᱢᱟᱚᱚᱢᱳᱜᱢ (Conclusion), ᱜᱫᱛᱫ-ᱵᱫᱡᱫᱳ ᱩᱫᱳᱫᱣᱚᱫ (Bibliography)।

Reference Books:

1. ᱚᱣᱫ᱾ᱨᱱᱟᱫᱮ ᱡᱫᱟᱢ- ᱣᱟ.ᱨᱫᱩᱫᱨᱮᱫᱮᱳᱤᱣᱵᱵᱤᱟᱢ
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᱾ᱨᱱᱟᱫᱮ ᱳᱚᱯᱚᱩ ᱱᱩᱪᱟᱚᱩ- ᱣᱟ. ᱟᱫᱳᱫᱮ ᱡᱵᱩᱣᱨᱟᱫᱩ

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** ᱦᱟᱹᱰᱤᱱᱚᱞᱟᱹ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱱᱩᱨᱮᱱᱜ ᱫᱟᱹᱜᱮᱱᱟ	4	3-1-0

Course Objectives

ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱱᱟ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱟᱹᱯᱟᱱᱚᱴ ᱡᱟᱱ.ᱢᱟᱣᱦᱟᱱ.ᱠᱚ ᱦᱟᱫᱚᱱᱟᱞᱟᱹ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱱᱩᱨᱮᱱᱜ ᱯᱚᱲᱷᱟᱣᱚᱫ ᱫᱟᱹᱜᱮᱱᱟ ᱠᱟᱱᱚᱱᱟᱣᱟᱹᱨᱤᱠᱚ ᱣᱟᱱᱟᱹᱢᱟᱨᱮ ᱥᱟᱫᱚ ᱠᱚᱣᱟᱱ।

Course Outcomes

CO1. ᱦᱟᱫᱚᱱᱟᱞᱟᱹ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱱᱩᱨᱮᱱᱜ ᱫᱟᱹᱜᱮᱱᱟ ᱦᱟᱱᱚᱱᱟ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱟᱹᱯᱟᱱᱚᱴ ᱡᱟᱱ.ᱢᱟᱣᱦᱟᱱ.ᱠᱚ ᱫᱚᱣᱟᱱ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱱᱩᱨᱮᱱᱜ ᱫᱟᱹᱜᱮᱱᱟ ᱠᱟᱱᱚᱱᱟᱣᱟᱹᱨᱤᱠᱚ ᱵᱤᱥᱣᱟᱹᱵᱤᱫᱚᱞᱚ ᱦᱟᱱ.ᱣᱟᱵᱤ ᱠᱚ ᱣᱟᱱᱟᱹᱢᱟᱨᱮ ᱣᱟᱱᱟᱹ ᱯᱟᱱᱡᱟᱨᱮᱱᱜ-ᱱᱟ।

CO2. ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱱᱟ ᱡᱟᱱᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱟᱹᱯᱟᱱᱚᱴ ᱡᱟᱱ.ᱢᱟᱣᱦᱟᱱ.ᱠᱚ ᱦᱟᱫᱚᱱᱟᱞᱟᱹ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱱᱩᱨᱮᱱᱜ ᱵᱮᱞᱟᱵᱚᱥᱚ, ᱡᱟᱱ.ᱫᱮᱱ.ᱱᱮᱨᱟᱹ, ᱡᱟᱫᱮᱡᱚᱵᱚ ᱣᱟᱨᱤᱞᱟᱹ ᱦᱟᱱ.ᱣᱟᱣᱦᱟᱵᱚ ᱣᱟᱱᱟᱹᱢᱟᱨᱮ ᱣᱟᱱᱟᱹᱢ ᱢᱟᱱ ᱜᱟᱨᱮᱱᱮ ᱠᱚ ᱢᱟᱱᱣᱟᱱᱚᱣ-ᱱᱟ।

CO3. ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱱᱟ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱟᱹᱯᱟᱱᱚᱴ ᱦᱟᱫᱚᱱᱟᱞᱟᱹ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱟᱹᱯᱟᱱᱚᱴ ᱦᱟᱫᱚᱱᱟᱞᱟᱹ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱥᱟᱫᱚ ᱜᱟᱨᱮᱱᱮ ᱣᱟᱨᱤ ᱣᱟᱱ.ᱢᱟᱣᱳ “ᱣᱚᱰᱟ ᱦᱟᱱᱩᱞᱩᱛᱩ” ᱥᱟᱫᱚᱱᱟᱜ ᱠᱟᱱᱚᱱᱟᱣᱟᱹᱨᱤᱠᱚ ᱡᱟᱱ.ᱢᱟᱣᱦᱟᱱ.ᱠᱚ ᱣᱟᱱᱟᱹᱢᱟᱨᱮ ᱣᱟᱱᱟᱹᱢ ᱢᱟᱱ।

CO4. ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱱᱟ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱱᱟᱹᱯᱟᱱᱚᱴ ᱫᱮᱢᱟᱱᱜ ᱣᱷᱮᱜᱷ ᱥᱟᱫᱚᱱᱟᱜ ᱦᱟᱫᱚᱱᱟᱞᱟᱹ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱱᱩᱨᱮᱱᱜ ᱠᱟᱱᱚᱱᱟᱣᱟᱹᱨᱤᱠᱚ ᱣᱟᱱᱟᱹᱢᱟᱨᱮ ᱣᱟᱱᱟᱹᱢ ᱠᱟᱱᱚᱴ ᱡᱟᱱ.ᱢᱟᱣᱦᱟᱱ.ᱠᱚ ᱡᱚᱛᱟᱣᱟᱱᱚᱣ ᱠᱟᱱᱚᱴ ᱢᱟᱠᱚ ᱣᱚᱰ᱾ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱥᱩᱫᱩᱢᱟᱱ ᱥᱟᱸ ᱵᱩᱫᱩᱢᱟᱱ.ᱟ ᱠᱚ ᱣᱟᱱᱟᱹᱢᱟᱨᱮ ᱣᱟᱱᱟᱹᱢ ᱢᱟᱱ।

CO5. ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱱᱟ ᱚᱱᱟᱹᱯᱟᱱ ᱚᱸ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱥᱟᱫᱚᱱᱟᱜ ᱫᱮᱢᱟᱱᱜ ᱣᱟᱱᱟᱹᱢᱟᱨᱮ ᱥᱟᱫᱚ ᱠᱟᱱᱚᱴ ᱢᱚᱠᱚᱱᱟᱜ ᱦᱟᱱᱩᱞᱩᱛᱩ ᱣᱟᱱᱟᱹᱢᱚᱠᱚ ᱦᱚᱫᱮᱸ ᱚᱱᱟᱹᱯ ᱥᱟᱫᱚ ᱣᱷᱨᱮᱵᱮᱜ-ᱱᱟ।

CO-PO-PSO Mapping

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

CO–PO–PSO																	
CO1																	
CO2																	
CO3																	
CO4																	
CO5																	

Course Contents

Unit – 1. ᱦᱟᱱᱚᱲᱟᱣ ᱦᱟᱹᱡᱟᱨᱤ ᱯᱩᱨᱟᱱᱤ ᱫᱟᱨᱚᱢ ᱵᱟᱹᱞᱤᱠᱚᱱ, ᱰᱟ.ᱵᱟ.ᱯᱩᱨᱟᱱᱤ, ᱡᱚᱵᱚ

Unit – 2. Ancient oral literature (Before 1854)
ᱚ.ᱛᱭᱵᱟᱜ ᱯᱩᱨᱟᱱᱤ ᱜᱚᱛ ᱦᱟᱹᱡᱟᱨᱤ

Unit – 3. Medieval literature 1854-1946
ᱚᱱᱞᱚ ᱵᱟᱜ ᱯᱩᱨᱟᱱᱤ ᱦᱟᱹᱡᱟᱨᱤᱛᱚ

Unit – 4. Modern literature from 1947 to till date
ᱵᱟᱜᱟᱱ ᱵᱟᱜ ᱯᱩᱨᱟᱱᱤ ᱦᱟᱹᱡᱟᱨᱤᱛᱚ

Reference Books

1. ᱦᱟᱱᱚᱲᱟᱣ ᱦᱟᱹᱡᱟᱨᱤᱛ ᱯᱩᱨᱟᱱᱤ ᱥᱩᱫᱵᱚᱥ ᱚᱨ ᱜᱚᱨᱚᱚ- ᱜᱚ. ᱦᱩ. ᱦᱟ. ᱚᱦᱜᱦ
2. ᱦᱟᱱᱚᱲᱟᱣ ᱥᱚᱵᱚ ᱯᱩᱨᱟᱱᱤ ᱵᱟᱜᱟᱱ- ᱦᱚᱮᱩᱵᱚᱛᱚ ᱵᱟᱚᱣ ᱡᱟᱵᱚᱜᱟ
3. ᱦᱟᱹᱡᱟᱨᱤᱛ ᱚ.ᱚᱟ- ᱰᱚ. ᱦᱩᱡᱟᱣᱚᱦᱟᱚᱣ ᱦᱟᱚᱩᱵ
4. ᱦᱟᱱᱚᱲᱟᱣ ᱚᱡᱣᱚᱚᱚᱵ: ᱚᱜᱟᱩ- ᱛᱦᱚᱜᱚ. ᱩᱚᱚᱥᱵ ᱡᱦᱚᱡᱦ
5. ᱜᱚᱛ ᱰᱟ.ᱚᱟᱵ ᱚᱨ ᱦᱟᱹᱡᱟᱨᱤᱛ ᱯᱩᱨᱟᱱᱤ ᱵᱟᱜᱟᱱ- ᱦᱦ᱾ᱣᱚᱛᱚᱚᱵ ᱡᱦᱚᱡᱦ

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 No.	SDG Title	Nature of Contribution through the History of Santali Literature
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 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 No.	SDG Title	Nature of Contribution through the History of Santali Literature
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** **ᱚᱱ.ᱞᱟᱹ ᱠᱚᱢᱥᱮ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱣᱟ ᱠᱚᱣᱚᱱᱩ ᱚᱫᱚᱫᱟᱣᱟᱫᱮ ᱚᱱᱯᱚᱱᱚᱥ ᱚᱱ.ᱱᱟᱦᱚᱣᱟ. ᱵᱚ ᱚᱱ.ᱞᱟᱹ ᱠᱚᱢᱥᱮ ᱜᱚ.ᱡᱟᱞ ᱚᱥ ᱣᱚᱱᱣᱚᱨ ᱯᱟᱦᱟᱵᱚᱣᱟ᱾ ᱚᱱ.ᱞᱟᱹ ᱞᱟᱨᱚᱱᱜ ᱣᱟᱨᱥᱨᱥᱮᱣᱚᱱ ᱱᱚᱲ ᱡᱚ.ᱱᱟᱥᱩ ᱵᱚ ᱞᱟᱨᱚᱱᱜ ᱣᱟᱨᱥᱟᱡᱟᱨᱚᱱᱚᱥ ᱥᱨᱟᱯᱨᱮᱯ ᱥᱩᱱᱚ ᱵᱚᱣᱟ᱾

Course Outcomes:

CO1. ᱚᱱ.ᱞᱟᱹ ᱠᱚᱢᱥᱮ ᱠᱚᱣᱚᱱᱩ ᱚᱫᱚᱫᱟᱣᱟᱫᱮ ᱚᱱᱯᱚᱱᱚᱥ ᱚᱱ.ᱱᱟᱦᱚᱣᱟ. ᱵᱚ ᱚᱱ.ᱞᱟᱹ, ᱚᱱ.ᱞᱟᱹ ᱞᱟᱨᱚᱱᱜ ᱚᱱ.ᱮᱱ.ᱞᱟᱹ, ᱚᱱ.ᱞᱟᱹ ᱜᱟᱱᱟᱞᱟᱹᱱ᱾ᱱᱚ ᱱᱚᱲ ᱱᱮᱱ ᱞᱟᱨᱚᱱᱜ ᱣᱟᱨᱥᱨᱥᱚᱱᱚᱵᱚ ᱞᱟᱨᱚᱱᱜ ᱜᱚ.ᱡᱟᱞᱟᱜᱨᱚᱱᱮ ᱵᱚ ᱳᱱᱩᱱ᱾

CO2. ᱚᱱ.ᱞᱟᱹ ᱠᱚᱢᱥᱮ ᱞᱟᱨᱚᱱᱜ ᱚᱱ.ᱮᱱ.ᱞᱟᱹ᱾

CO3. ᱚᱱ.ᱞᱟᱹ ᱠᱚᱢᱥᱮ ᱞᱟᱨᱚᱱᱜ ᱡᱚᱫᱩᱦᱚᱡᱟᱱ.ᱱᱟᱦᱚ ᱵᱚ ᱣᱚᱱᱣᱚᱨ ᱳᱱᱩᱱ᱾

CO4. ᱚᱱ.ᱱᱟᱦᱚᱣᱟ. ᱵᱚ ᱚᱱ.ᱞᱟᱹ ᱠᱚᱢᱥᱮ ᱚᱫᱚᱫᱟᱣᱟᱫᱮ ᱚᱱᱯᱚᱱᱚᱥ ᱠᱚᱢᱮᱚᱱᱟᱫᱚᱨ ᱚᱱ.ᱞᱟᱹ ᱚᱱ ᱪᱤᱱᱚᱜ ᱚᱱ.ᱞᱟᱹ ᱠᱚᱡ ᱠᱚ.ᱜᱚ.ᱨ ᱵᱚ ᱣᱚᱱᱣᱚᱨ ᱳᱱᱩᱱ᱾

CO5. ᱚᱱ.ᱱᱟᱦᱚᱣᱟ. ᱵᱚ ᱚᱱ.ᱞᱟᱹ ᱠᱚᱢᱥᱮ ᱞᱟᱨᱚᱱᱜ ᱯᱚ.ᱵᱚᱨ ᱵᱚ ᱣᱚᱱᱣᱚᱨ ᱳᱱᱩᱱ᱾

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. ᑌᘻ.ᔑᒉᔨ ᔑᘔᖇᘻᘓ ᑌᘻ.ᕮᘻ.ᔑᒉᔨ, ᑌᘔᕮᑐᑐ, ᘻ.ᗡᘻ., ᑎᘐᑎᔓᘻ ᘻᔑ ᐁᔓᘻᔑᘐᑐᑎᖇᘐ ᘜᔘᖇᘻᕮ ᒉᘔᑒᐁᘻ

Unit-2. ᑌᘻ.ᔑᒉᔨ ᒉᘻᗰᘔᒉᕮ ᔑᘔᖇᘻᘓ ᘐᑌᘐᕮᘐᑌ ᘻᔑ ᑐᖘᕮᑒᘐᔔᔨ/ᐁᔨᒉᗡᔨ : ᐁᔨᐁᔓᘻᖇᔨᕮ ᑐᔓᔨᖇᘐᔔᔨ, ᘻᘜᔔᔨᑌᔔᕢᘻ ᑐᔓᔨᖇᘐᔔᔨ, ᔑᖘᑎ ᑐᔓᔨᖇᘐᔔᔨ, ᑲᘐᕮᕢᘻᑲ ᑐᔓᔨᖇᘐᔔᔨ, ᒉᖇᘻᑌᐁᘐᑭᔨᑲ ᑐᔓᔨᖇᘐᔔᔨ।

Unit-3. ᑌᘻ.ᔑᒉᔨ ᘻᔑ ᑌᘻ.ᔑᒉᔨ ᒉᘻᗰᘔᒉᕮ ᒉᘻᘐ ᒉᘻ.ᘜᘻ.ᖇ : ᒉᘻᕮᑐᘻᗡᔨ ᑌᘻ.ᔑᒉᔨ ᘻᔑ ᔨᕮᐁᘐ-ᔨᖇᑕᔑᘐᑌᔨᖇᘻᕮ ᑌᘻ.ᔑᒉᔨ, ᒉᘻᕮᑐᘻᗡᔨ ᑌᘻ.ᔑᒉᔨ ᘻᔑ ᐁᔨᖇᘜᑭᔨᑲ ᒉᘐ᛫ᒉᑲᔑᘐᑐᔨ।

Unit- 4. ᒉᘻᕮᑐᘻᗡᔨ ᑌᘻ.ᔑᒉᔨ ᒉᘻᗰᘔᒉᕮ ᘻᔑ ᐁᔓᘻᔑᘐᑐᑎᖇᘐ ᘜᔘᖇᘻᕮ ᒉᘔᑒᐁᘻ

(I) ᘻᗡᘻᘓ ᒉᘻᗰᘔᒉᕮ, ᘻ.ᗡᘻ. ᒉᘻᗰᘔᒉᕮ, ᑌᘔᕮᑐᑐ ᒉᘻᗰᘔᒉᕮ, ᔑᑎᑌ ᒉᘻᗰᘔᒉᕮ ᘻᔑ ᘻ.ᖇᘻ.ᐁ ᒉᘻᗰᘔᒉᕮ ।

(II) ᒉᘻᕮᑐᘻᗡᔨ ᔑᑎᑌ ᒉᘻᗰᘔᒉᕮ ᘻ.ᔑᔨ ᑭᘔᑲᘻᐁᘔᘜ ᘐᑌᘐᕮᘐᑌ

(i) ᒉᘻᕮᑐᘻᗡᔨ ᘻᔑ ᐁᔨᕮᘜᔨ ᔑᑎᑌᒉᘻᗰᘔᒉᕮ।

(ii) ᒉᘻᕮᑐᘻᗡᔨ ᘻᔑ ᒉᘐ᛫ᒉᑲᔑᘐᐁᐁ ᔑᑎᑌᒉᘻᗰᘔᒉᕮ।

(iii) ᒉᘻᕮᑐᘻᗡᔨ ᔑᑎᑌ ᒉᘻᗰᘔᒉᕮ ᔑᘔᖇᘻᘓ ᐁᔨᒉᘻᘓ.ᐁ ᕮᔨᑲᘻᘓ.ᒉ।

(iv) ᒉᘻᕮᑐᘻᗡᔨ ᑌᘻ.ᔑᒉᔨ ᐁᘐᕮᘐᘜᘐᑭᘐᘓ ᔑᘔᕮᘻᔑ ᘐᒪᘔ।

Reference Books:

1. ᑌᘻ.ᔑᒉᔨ ᒉᘻᗰᘔᒉᕮ – ᒉᖇᘻᑐᔨ ᒉᔨ. ᑎᑲᗰᑲ
2. ᑌᘻ.ᔑᒉᔨ ᒉᘻᗰᘔᒉᕮ – ᒉᘻ.ᑭᔨᑐᔨ ᘜᘐᕮᘜᘐᔔᘐ ᒉᘐᔔᘔᕮ
3. ᔑᘐᗡ ᒉᘻᗰᘔᒉᕮ – ᗰᔔ. ᘜᘐᑐᘐᖇᘐᕮᘐᗰᔨ ᐁᘔᒉᔔᘻ
4. ᐁᔓᘻᒉᘻ ᐁᔨᘜᖇᘻᕮ – ᗰᔔ.ᐁᔓᘐᑭᘻᕮᘻᗰᘐᔓ ᗰᔨᘐᐁᘻᔔᔨ
5. ᒉᘻᕮᑐᘻᗡ ᔑᘐᗡ – ᒉᘻᑭᑲᘐᑲ ᑌᑲᔑᑌ।
6. ᔨᔨᕮᘜᔨ ᘐᔑ ᒉᘻᕮᑐᘻᑭᔨ: ᑐᑲᑭᕮᘻᗰᑐᘐᑲ ᘻᘜᘐᖇᖇᘐᕮᕢ – ᗰᘐᑐᘻᘻᕮᒉᘻᔨᑲ ᒉᑌᔨᔑ
7. ᒉᘻᕮᑐᘻᑭᔨ ᑌᘐᔑᑌᘐᑭᘐᘜᔨ - ᗰᔔ. ᘻᔑᑲᕮ ᘜᔔᘐᒉ
8. ᒉᘔᔑᘜ ᑐᘐᔓᘐᔑ ᒉᘻᗰᘔᒉᕮ – ᑌᘻᕮᒉᔨᔨᘓ ᑌᑲᔑᑌ
9. ᒉᘻᕮᑐᘻᑭᔨ ᐁᔓᘻᒉᘻ ᔓᘐᔑᔓᘻ ᘐ ᐁᔨᑲᘻᘻᒉᔔᔑ ᔨᑐᔨᔓᘻᒉ – ᑌᘐᔑᔨᑌᘐᑭ ᔓᔔᑌᐁᘻᘜᘐᑌ
10. ᑌᘻ.ᔑᒉᔨ ᒉᘻᗰᘔᒉᕮ – ᗰᔔ. ᘻ.ᑌᑌᘻ. ᑌᘻ.ᔑᗰᔨ

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 ᱠᱟᱱᱠᱟᱛᱟ ᱚᱟᱢᱟᱢ ᱟᱞ ᱠᱟ.ᱣᱱᱟ	4	3-1-0

Course Objectives

ᱱᱚᱞᱟ ᱠᱟᱠᱟᱢ ᱛᱚᱛᱚᱞᱟᱣᱱᱮ ᱠᱟᱨᱟᱠᱟᱮ ᱛᱟ.ᱢᱞᱚᱟ.ᱠᱚ ᱠᱟᱱᱠᱟᱛᱟ ᱚᱟᱢᱟᱢ ᱟᱞ ᱠᱟ.ᱣᱱᱟ ᱢᱟᱢᱚᱠᱠᱟ ᱚᱟ.ᱣᱟᱞ ᱚᱟᱨᱟᱱᱮ ᱠᱟᱢᱟᱨᱠᱟᱨᱟᱠᱟ ᱮᱢᱟ ᱠᱚᱞᱟᱹ ᱠᱟᱱᱠᱟᱛᱟ ᱠᱟᱡᱣᱟᱨᱠᱮ ᱨᱟ.ᱚᱟᱨᱮ ᱚᱟᱢᱟᱢ ᱟᱞ ᱠᱟ.ᱣᱱᱟ ᱛᱚᱠᱚᱞᱢᱠᱚᱞ ᱠᱚ ᱚᱟᱛᱟᱣᱱᱮ ᱠᱟᱨᱟᱠᱟᱮ ᱠᱟᱨᱟᱠᱟᱨᱟᱠᱟᱨ ᱠᱟᱢᱟᱢ |

Course Outcomes

CO1. ᱛᱟ.ᱢᱞᱚᱟ.ᱠᱚ ᱠᱟᱱᱠᱟᱛᱟ ᱚᱟᱢᱟᱢ ᱟᱞ ᱠᱟ.ᱣᱱᱟ ᱠᱟᱡᱣᱟᱨᱠᱮ ᱞᱟᱨᱟᱢᱚ ᱚᱟ.ᱣᱟᱞ ᱚᱟᱨᱟᱱᱮ ᱠᱚ ᱭᱟᱢᱟᱢᱹ

CO2. ᱠᱟᱱᱠᱟᱛᱟ ᱚᱟᱢᱟᱢ ᱟᱞ ᱠᱟ.ᱣᱱᱟ ᱞᱟᱨᱟᱢᱚ ᱢᱪᱢᱞᱟ.ᱮ, ᱢᱟᱱᱟᱠᱠᱟ, ᱛᱟ.ᱮᱟ.ᱞᱠᱟ, ᱠᱟᱠᱟᱨᱮ ᱟᱞ ᱢᱟᱠᱟᱠᱠᱟᱢ ᱠᱚ ᱢᱟᱢᱟᱨᱟ ᱭᱟᱢᱟᱢᱹ

CO3. ⵣⵏⵉⵔⵏⵏⵣⵏ ⵛⵏⵒⵏⵏⵒ ⵏⵏ ⵒⵏ.ⵡⵉⵏ ⵊⵏⵊⵏⵛⵣⵡⵏⵉ ⵒⵏⵔⵔ ⵓⵏⵏ.ⵛⵏ ⵣⵔⵣⵔⵏ ⵏⵏ ⵏⵏⵏⵏ-ⵓⵔⵓⵏⵏⵏ ⵒⵏ ⵏⵔⵏ।

CO4. ⵣⵏⵉⵔⵏⵏⵣⵏ ⵛⵏⵒⵏⵏⵒ ⵏⵏ ⵒⵏ.ⵡⵉⵏ ⵏⵔⵓⵏⵏⵛ ⵊⵏⵊⵏⵛⵣⵡⵏⵉ ⵔⵏⵏⵏⵏⵔ ⵊⵏ.ⵏⵏⵏⵏ. ⵒⵏⵏⵏⵛ ⵖⵓⵡⵏ.ⵏ ⵏⵏⵣⵔ ⵡⵏⵏⵏⵛ-ⵏ, ⵉⵏⵏⵏ ⵅⵏⵉⵏⵅ ⵒⵏ ⵏⵔⵏ, ⵉⵏⵏⵏ ⵉⵏⵏⵏ ⵖⵓⵡⵏ.ⵏ ⵓⵏⵏⵓⵏⵏⵉⵏ ⵏⵒⵛⵒⵏⵏ ⵏⵔ ⵡⵏⵅⵏⵖ ⵔⵏⵒⵒⵏⵏ ⵏⵏ ⵏⵏ.ⵅⵒⵏ. ⵡⵒ·ⵒⵒ ⵓⵖⵅⵏⵏⵏ.ⵏⵏ।

CO5. ⵉⵒⵏⵏ ⵊⵏⵊⵏⵛⵣⵡⵏⵉ ⵔⵏⵒⵏⵏⵒ ⵊⵏ.ⵏⵏⵏⵏ. ⵒⵒ ⵣⵏⵉⵔⵏⵏⵣⵏ ⵛⵏⵒⵏⵏⵒ ⵏⵏ ⵒⵏ.ⵡⵉⵏ ⵒⵒ ⵔⵒⵒ ⵒⵏ.ⵓⵏ ⵔⵔ ⵖⵒⵒⵛⵏⵏ.ⵏⵒⵒ ⵙⵏⵏⵏ, ⵛⵏⵒⵏⵏⵒ ⵏⵏ ⵒⵏ.ⵡⵉⵏ ⵊⵒⵔⵔⵓ ⵒⵒ ⵒⵒ ⵛⵒⵛⵏⵡⵏⵉⵏⵏ ⵏⵏ ⵣⵏⵏⵏⵡⵉⵏⵛ ⵒⵒ ⵡⵏⵏⵔⵏⵏⵓⵖⵔⵔⵏ।

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:

ⵛⵏⵒⵏⵏⵒ

Unit-1. I. ⵡⵏⵔⵏⵒⵏⵛ ⵏ.ⵄⵖ ⵏⵏ II. ⵓⵏ.ⵔⵖ ⵓⵔⵓⵏⵏ

Unit-2. I. ⵄⵖⵔⵛ ⵛⵏⵓⵏⵏ ⵓⵖⵖⵏⵊⵔⵔ ⵏⵏ II. ⵃⵏ.ⵉⵖ ⵃⵏⵄⵔ

ᱵᱟ.ᱜᱮᱛ

Unit-3. I. ᱩᱟᱨᱮᱟᱞᱟᱹᱯ II. ᱟ.ᱚᱠᱛ III. ᱫᱟ.ᱩᱛᱮ IV. ᱵᱟ.ᱜᱮᱛ ᱩᱟᱹᱯᱟ

Unit-4. I. ᱠᱟᱡᱤᱴᱟ II. ᱜᱣᱟᱚᱚ.ᱞ III. ᱥᱵᱴ ᱟᱚ ᱩᱟᱚᱠᱟᱹᱯ IV. ᱫᱵᱯᱟ.ᱟ ᱤᱛᱮᱜᱟ.

Reference Books

1. ᱜᱟᱟᱩᱟᱟᱟ.ᱚᱵ- ᱟᱚ. ᱟᱚ.ᱢᱛᱠᱢᱵ ᱚᱟᱡᱟᱞᱤ
2. ᱡᱟ.ᱚᱵᱡᱮᱴᱟ- ᱡᱣᱟᱜᱣᱤᱟᱱ ᱩᱵᱚᱩᱵ 'ᱢᱣᱟᱢᱵᱵᱚ'
3. ᱟᱞᱟᱨ ᱜᱟᱴᱟ ᱡᱣᱛᱤ ᱚᱷ- ᱠᱟᱱᱚᱣᱟᱠᱮᱛᱟ.ᱨ ᱩᱵᱚᱩᱵ
4. ᱩᱟ.ᱠᱵ ᱩᱟ.ᱚᱛ- ᱤᱭ.ᱫᱚᱭ ᱩᱭᱡᱭᱠ ᱜᱟ.ᱠᱫᱟᱜ
5. ᱩᱟᱨᱮᱟᱞᱟᱹᱯ- ᱡᱚ. ᱡᱭᱩᱟᱠ ᱠᱟᱡᱵ 'ᱠᱩᱛᱚ'
6. ᱟ.ᱚᱠᱛ- ᱵᱨᱷᱠᱮᱫᱭᱚᱠᱮᱟᱱᱭᱠᱟᱱᱟᱱ ᱩᱟ.ᱠᱡᱛ
7. ᱫᱟ.ᱩᱛᱮ- ᱠᱷᱨᱮᱟᱩ ᱡᱷᱠᱚᱟ 'ᱱᱛᱭᱛᱚᱟᱟᱟᱷᱷᱱ'
8. ᱵᱟ.ᱜᱮᱛ ᱩᱟᱹᱯᱟ- ᱠᱟᱡᱚᱛᱚᱨᱮᱭ ᱟᱵᱟᱫᱟᱩᱛ
9. ᱠᱟᱡᱤᱴᱟ- ᱡᱚ. ᱵᱷ ᱠᱛ. ᱢᱵᱡᱵ
10. ᱜᱣᱟᱚᱚ.ᱞᱭ- ᱡᱚ. ᱵᱷ. ᱠᱛ. ᱢᱵᱡᱵ
11. ᱥᱵᱴ ᱟᱚ ᱩᱟᱚᱠᱟᱹᱯ- ᱟᱫᱛᱚᱨᱮᱟ ᱩᱛᱚᱚᱟ 'ᱠᱟᱠᱮᱚᱟᱹᱯᱛ'
12. ᱫᱵᱯᱟ.ᱟ ᱤᱛᱮᱜᱟ.- ᱮᱵᱮᱵᱯᱟᱹᱯ ᱱᱷᱩᱡᱭᱚᱟᱩ

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 No.	SDG Title	Nature of Contribution through Santali Novel and Story
SDG 2	**Zero Hunger**	Literary depictions of agriculture, food practices, and seasonal life preserve indigenous knowledge related to food sustainability.
SDG 3	**Good Health and Well-Being**	Narratives addressing emotional life, social harmony, folk healing, and community solidarity contribute to awareness of well-being.
SDG 4	**Quality Education**	Encourages critical thinking, literary understanding, cultural awareness, language development, and inclusive learning practices.
SDG 5	**Gender Equality**	Santali novels and stories discuss women's roles, gender discrimination, empowerment, and changing social relations.
SDG 6	**Clean Water and Sanitation**	Literary descriptions of rivers, ponds, and natural resources emphasize the importance of water conservation and environmental care.
SDG 7	**Affordable and Clean Energy**	Indigenous lifestyles reflected in fiction promote sustainable and eco-friendly living practices.
SDG 8	**Decent Work and Economic Growth**	Literary representation of labour, handicrafts, agriculture, and indigenous economy promotes awareness of livelihood and economic dignity.
SDG 9	**Industry, Innovation and Infrastructure**	Translation, publication, digitization, and literary research in Santali fiction support cultural innovation and knowledge infrastructure.
SDG 10	**Reduced Inequalities**	Santali fiction highlights issues of marginalization, tribal identity, caste, class, and social justice, promoting inclusion and equality.
SDG 11	**Sustainable Cities and Communities**	Preserves indigenous traditions, oral culture, community values, and cultural heritage through literary expression.
SDG 12	**Responsible Consumption and Production**	Literary themes encourage balanced use of natural resources and sustainable social practices rooted in indigenous traditions.
SDG 13	**Climate Action**	Ecological awareness and environmental ethics in Santali fiction inspire respect for nature and climate-sensitive lifestyles.

SDG No.	SDG Title	Nature of Contribution through Santali Novel and Story
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** **ᱪᱷᱮᱞᱴᱮᱵᱤᱵᱤ ᱠᱷᱚᱞᱚᱢᱚᱣ ᱠᱷᱚᱞᱚᱢᱤᱞᱚᱢᱤ ᱢᱣ ᱚᱮᱚᱠ ᱠᱷᱚᱞᱤᱵᱤ**	**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** **ᱚᱱᱚᱞᱚᱢᱟᱨ ᱩᱫᱩᱜᱟᱣᱮ ᱯᱟᱨ ᱦᱟᱱᱛᱤᱞᱮ ᱢᱤ.ᱮᱢ.ᱯᱷᱤ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱚᱢ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱩᱫᱩᱜᱟᱣᱮ ᱚᱢᱯᱚᱨᱚᱣ ᱩᱢ.ᱢᱟᱣᱟᱢ. ᱦᱚ ᱦᱟᱱᱛᱤᱞᱮ ᱢᱱ ᱦᱟᱱᱛᱤᱞᱮ ᱢ.ᱮᱢ.ᱯᱷᱤ ᱣᱢᱣᱚ ᱣᱷᱟᱠᱷᱟᱨᱮᱢᱚᱣ ᱜᱷᱮᱨᱮᱢᱮ ᱤᱧᱢᱦᱚᱫᱟᱢ᱾ ᱦᱟᱱᱛᱤᱞᱮ ᱥᱮᱜ ᱦᱢᱮᱢ, ᱥᱮᱜ ᱯᱢ.ᱦᱚᱷ ᱡᱮᱢᱜ-ᱢ, ᱦᱟᱱᱛᱤᱞᱮ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱥᱮᱜ ᱯᱮᱦᱢ ᱣᱢᱨᱥᱢᱢᱟᱣ ᱣᱦᱨᱦᱷᱜ-ᱢ, ᱦᱟᱱᱛᱤᱞᱮ ᱯᱮᱨᱮᱢᱜ ᱥᱮᱜ ᱯᱮᱦᱢ ᱦᱢ.ᱡᱟᱷ ᱡᱟᱱᱟᱢ ᱣᱦᱨᱦᱷᱜ-ᱢ᱾ ᱦᱟᱱᱛᱤᱞᱮ ᱢᱮᱢᱢ ᱦᱚ ᱣᱦᱡᱟᱱᱟᱢ.ᱟ ᱣᱦᱨᱦᱷᱜ-ᱢ᱾ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱱᱚᱢᱟᱱᱟᱨᱮᱢ. ᱦᱢ.ᱡᱟᱷ ᱢᱱ ᱚᱱᱚᱣᱟᱨᱮᱥ ᱣᱟᱯ ᱢ.ᱝᱛ ᱝᱨᱮᱢᱜ ᱡᱚᱡᱟᱣᱚ ᱦᱚ ᱯᱢ.ᱨᱢᱦᱚᱣᱟᱢ᱾ ᱦᱟᱱᱛᱤᱞᱮ ᱳᱨᱮᱯ ᱝᱨᱮᱢᱜ ᱡᱟᱱᱟᱢ ᱦᱚ ᱣᱦᱢᱟᱢ. ᱚᱱ.ᱡᱟᱡ ᱣᱢᱣᱢᱨ ᱳᱩᱥᱦᱚᱫᱟᱢ, ᱱᱟᱦᱚᱮ ᱚᱟ ᱩᱢ.ᱢᱟᱢ.ᱟᱢ. ᱦᱚ ᱦᱟᱱᱛᱤᱞᱮ ᱳᱨᱮᱯ ᱦᱚ ᱚᱯ ᱯᱢᱣᱟᱨᱮᱢᱜ-ᱡᱢ᱾ ᱦᱟᱱᱛᱤᱞᱮ ᱦᱢᱚᱟ ᱦᱚ ᱡᱟᱱᱟᱢ ᱮᱫᱚᱢ ᱩᱢ.ᱢᱟᱣᱟᱢ .ᱦᱚ ᱣᱦᱡᱟᱱᱟᱢ.ᱟ ᱡᱚᱡᱟᱣᱚ-ᱢ᱾ ᱦᱟᱱᱛᱤᱞᱮᱥ ᱡᱟ ᱡᱟᱳᱨᱯᱢᱜᱢᱜᱢᱟ ᱳᱩᱳ, ᱦᱟᱱᱛᱤᱞᱮ ᱢ.ᱡᱟ ᱣᱦᱡᱟᱱᱟᱢ.ᱟ, ᱦᱟᱱᱛᱤᱞᱮ ᱦᱢ.ᱡᱟᱷ ᱯᱢᱣᱢᱨ ᱢᱱ ᱦᱟᱱᱛᱤᱞᱮ ᱦᱢ.ᱡᱟᱷ ᱣᱢᱣᱢᱨ ᱳᱩᱝᱦᱚᱫᱟᱢ᱾

Course Outcomes:

CO1. ᱩᱢ.ᱢᱟᱣᱟᱢ .ᱦᱚ ᱦᱟᱱᱛᱤᱞᱮ ᱢᱱ ᱦᱟᱱᱛᱤᱞᱮᱢ.ᱮ ᱢ.ᱡ.ᱟ ᱦᱚ ᱣᱦᱡᱟᱱᱟᱢ.ᱟ ᱯᱮᱦᱟᱱᱮ ᱦᱟᱱᱛᱤᱞᱮ ᱦᱢ.ᱡᱟᱷ ᱡᱟᱱᱟᱢ ᱢᱯᱜᱢ ᱚᱡ ᱯᱢᱣᱢᱨᱮᱥᱮᱜ ᱦᱚ ᱵᱟᱜᱨᱮᱢ ᱢᱱ ᱦᱢ.ᱚ ᱜᱢᱡᱟᱨᱮᱢᱜ-ᱢ᱾

CO2. ᱦᱟᱱᱛᱤᱞᱮ ᱦᱢ.ᱡᱟᱡᱥᱮ ᱡᱚᱮᱮ ᱯᱢᱜᱢᱜ ᱚᱢᱦᱚᱫᱟᱢ, ᱣᱦᱡᱟᱱᱟᱢ.ᱟ ᱜᱢᱡᱟᱨᱮᱢᱜ-ᱢᱦᱚᱫᱟᱡ ᱮᱫᱚᱢᱥᱟᱨᱮᱢᱜ ᱦᱚ ᱣᱦᱡᱟᱱᱟᱢ.ᱟ ᱵᱟᱢᱟᱢ᱾

CO3. ᱦᱟᱱᱛᱤᱞᱮ ᱢᱮᱢᱢ ᱦᱚ ᱣᱩᱡᱟᱱᱟᱣ. ᱵᱢᱡᱦᱢᱚᱟ ᱦᱟᱱᱛᱤᱞᱮ ᱥᱮᱨᱮᱢᱜ ᱣᱟᱱ.ᱜᵢ ᱮᱫᱚᱢᱟ ᱦᱚ ᱣᱟᱱᱛᱟᱜᱟᱱᱮ ᱢᱚᱟᱦᱚ ᱦᱟᱱᱛᱤᱞᱮ ᱦᱟᱨᱮᱢ ᱾

CO4. ᱦᱟᱱᱛᱤᱞᱮ ᱡᱢᱵᱢᱜ ᱥᱟ ᱦᱟᱱᱛᱤᱞᱮ ᱮᱢᱵᱟᱢᱟᱣ ᱦᱚ ᱛᱮᱨ ᱯᱮᱦᱟᱱᱮ ᱦᱟᱱᱛᱤᱞᱮ ᱡᱟᱱᱟᱨ ᱵᱦᱦᱮ-ᱢᱟᱱᴍᱮ ᱣᱢᱨᱟᱣᱦᱨᱦᱷᱜ-ᱢ᱾

CO5. ᱦᱟᱱᱛᱤᱞᱮ ᱮᱫᱚᱢ ᱣᱦᱡᱟᱱ ᱦᱚ ᱣᱢᱣᱟᱨᱮᱢ ᱦᱢᱚᱟ ᱣᱟᱱ.ᱜᱟ ᱮᱢ.ᱣᱟᱡ ᱳᱢᱡᱟᱢᱮ ᱮᱫᱚᱢᱵᱟᱜᱟ ᱦᱟᱱᱛᱤᱞᱮ ᱚᱯᱦᱚ ᱚᱯᱢ᱾

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 ᱵᱩᱞᱵᱱᱚᱞ (Introduction to Research) -ᱩᱴᱮᱴᱳ, ᱰᱢ.ᱮᱢ.ᱱᱭᱨ, ᱣᱢ.ᱢᱨᱩ, ᱯᱳᱮ, ᱜᱵᱮ, ᱯᱢ.ᱚᱳᱨ, ᱩᱫᱣᱫᱳ, ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱱᱴᱨᱢᱜ ᱣᱢ.ᱢᱨᱩ

Unit-2. ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱢᱮᱢᱣ (Research Problem)- ᱩᱴᱮᱴᱳ, ᱰᱢ.ᱮᱢ.ᱱᱭᱨ, ᱩᱫᱣᱫᱳ, ᱭᱯᱴ, ᱭᱩᱫᱮᱫᱜ, ᱡᱢᱣᱦᱢᱮ, ᱯᱴᱚᱢᱮ, ᱴᱢᱣᱦᱢᱱᱭᱨᱩᱢ., ᱳᱴᱳᱴᱦ ᱳᱵᱩᱢ.ᱯ, ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱴᱢᱳᱢᱩ ᱡᱢᱣᱦᱢᱮ

Unit-3. (a) ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱢ.ᱮᱢ.ᱱᱨ (Research Methodology)-ᱩᱴᱮᱴᱳ, ᱰᱢ.ᱮᱢ.ᱱᱭᱨ, ᱣᱢ.ᱢᱨᱩ, ᱯᱳᱮ, ᱜᱵᱮ ᱯᱢ.ᱚᱳᱨ, ᱩᱫᱣᱫᱳ, ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱢ.ᱮᱢ.ᱱᱨ ᱣᱢ.ᱢᱨᱩ, ᱴᱢᱵᱟᱴᱦᱮ ᱳᱴᱯᱢ.ᱱᱵ (Literature Review), ᱢᱳᱢᱣᱢᱚᱨᱮᱢ. ᱚᱢ.ᱩᱨᱟᱣᱫᱱᱢ (Field work)

(b) ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱴᱢᱰᱨᱢᱵ (Research Design)-ᱩᱴᱮᱴᱳ, ᱰᱢ.ᱮᱢ.ᱱᱭᱨ, ᱣᱢ.ᱢᱨᱩ, ᱯᱳᱮ, ᱜᱵᱮ ᱯᱢ.ᱚᱳᱨ, ᱩᱫᱣᱫᱳ

Unit-4. ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱫᱮᱫᱯ ᱱᱴᱮᱢᱜ ᱣᱫᱱᱢ ᱚᱫ: ᱚᱣᱢᱢᱣ ᱚᱢᱳᱣᱢ (Abstract), ᱵᱮᱵᱱᱵᱩᱞ (Introduction), ᱯᱳᱮ (Objectives), ᱴᱢᱳᱢᱩ ᱴᱨᱩᱢ., ᱳᱴᱳᱴᱦ ᱳᱵᱩᱢ.ᱯ, ᱴᱢᱵᱟᱴᱦᱮ ᱡᱴᱯᱢ.ᱱᱵ (Literature Review), ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱢ.ᱱᱨ (Research Method), ᱴᱨᱴᱜᱨᱨ(Analysis), ᱰᱢ᱾ᱯᱢᱡᱢᱩ, ᱳᱵᱮᱚᱣᱨ ᱳᱣᱯᱢᱴ, ᱴᱢᱱᱚᱢᱳᱢᱣᱢ (Conclusion), ᱜᱣᱜᱣ-ᱴᱣᱩᱣᱣᱯ ᱰᱣᱳᱣᱴᱚᱣ (Bibliography)।

Reference Books:

1. ᱚᱣᱫ᱾ᱦᱱᱣᱫᱮ ᱩᱫᱱᱣ- ᱴᱱ.ᱦᱣᱩᱣᱨᱣᱮᱣᱳᱨᱴᱳᱨᱩᱱᱣ
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 ᱳᱵᱯᱵᱡ ᱵᱩᱞᱵᱱᱚᱞ- ᱴᱱ. ᱱᱮᱳᱣᱮ ᱩᱴᱳᱴᱦᱱᱣᱫᱳ

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** **ᱚᱱᱚᱛᱚᱢᱟᱞ ᱚᱱᱩᱵᱟᱫ ᱯᱟᱹᱨᱥᱤ ᱞᱤᱴᱨᱮᱪᱟᱨ**	4	3-1-0

Course Objectives

ᱫᱚᱣᱟ ᱚᱱᱚᱛᱚᱢ ᱩᱫᱟᱡᱟᱹᱭᱮᱫ ᱚᱱᱯᱚᱨᱚᱥ ᱩᱱ.ᱢᱟᱹᱵᱣᱟᱱ.ᱠᱫ ᱚᱱᱚᱛᱚᱢᱟᱞ ᱚᱱᱩᱵᱟᱫ ᱯᱟᱹᱨᱥᱤ ᱯᱟᱹᱨᱥᱤ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱪᱚᱣᱟᱹᱞ ᱫᱚᱱᱤᱢᱚᱞ ᱠᱚᱱᱚᱢᱟᱹᱱᱠᱫ ᱣᱚᱢᱚᱱᱚᱨ ᱥᱩᱞᱩ ᱠᱩᱣᱟᱱ।

Course Outcomes

CO1. ᱚᱱᱚᱛᱚᱢᱟᱞ ᱚᱱᱩᱵᱟᱫ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱱᱤᱢᱚᱞ ᱚᱱᱚᱛᱚᱢ ᱩᱫᱟᱡᱟᱹᱭᱮᱫ ᱚᱱᱯᱚᱨᱚᱥ ᱩᱱ.ᱢᱟᱹᱵᱣᱟᱱ.ᱠᱫ ᱫᱚᱣᱟ ᱚᱱᱩᱵᱟᱫ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱱᱤᱢᱚᱞ ᱠᱚᱱᱚᱢᱟᱹᱱᱠᱫ ᱩᱵᱚᱞᱢᱟᱱ.ᱚ ᱚᱱ.ᱣᱟᱞ ᱠᱫ ᱣᱚᱢᱚᱱᱚᱨ ᱣᱟᱱᱚ ᱭᱚᱱᱟᱞᱫᱚᱱᱤᱛ-ᱱᱟ।

CO2. ᱫᱚᱣᱟ ᱚᱱᱚᱛᱚᱢ ᱩᱱᱟᱡᱟᱹᱭᱮᱫ ᱚᱱᱯᱚᱨᱚᱥ ᱩᱱ.ᱢᱟᱹᱵᱣᱟᱱ.ᱠᱫ ᱚᱱᱚᱛᱚᱢᱟᱞ ᱚᱱᱩᱵᱟᱫ ᱥᱩᱞᱩᱱᱤᱛ ᱵᱮᱵᱥᱮᱵᱩ, ᱩᱱ.ᱮᱱ.ᱥᱮᱨᱟ, ᱡᱮᱮᱡᱚᱠᱫ ᱣᱟᱨᱮᱞᱟᱨ ᱚᱱ.ᱣᱟᱞᱩᱠᱫ ᱣᱚᱢᱚᱱᱚᱨ ᱣᱟᱱᱚᱢᱟᱱ ᱱᱤᱥ ᱜᱩᱨᱩᱱᱮᱛ ᱠᱫ ᱱᱤᱥᱩᱱᱚᱩ-ᱱᱟ।

CO3. ᱫᱚᱣᱟ ᱚᱱᱚᱛᱚᱢ ᱩᱫᱟᱡᱟᱹᱭᱮᱫ ᱚᱱᱯᱚᱨᱚᱥ ᱚᱱᱚᱛᱚᱢᱟᱞ ᱚᱱᱩᱵᱟᱫ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱱᱤᱢᱚᱞ ᱠᱚᱱᱚᱢᱟᱹᱱᱠᱫ ᱩᱫᱟᱡᱟᱹᱭᱮᱫ ᱚᱱᱯᱚᱨᱚᱥ ᱚᱱᱚᱛᱚᱢᱟᱞ ᱚᱱᱩᱵᱟᱫ ᱯᱟᱹᱨᱥᱤ ᱞᱤᱴᱨᱮᱪᱟᱨ ᱥᱩᱞᱩᱱᱤᱛ ᱣᱤ.ᱵᱤ ᱣᱱ.ᱢᱟᱨᱣ “ᱣᱚᱡ ᱚᱱᱩᱵᱟᱫ” ᱥᱩᱞᱩᱱᱤᱛ ᱠᱫ ᱚᱱᱚᱛᱚᱢᱟᱞ ᱩᱱ.ᱢᱟᱹᱵᱣᱟᱱ.ᱠᱫ ᱣᱚᱢᱚᱱᱚᱨ ᱣᱟᱱᱚᱢᱟᱱ।

CO4. ᱫᱚᱣᱟ ᱚᱱᱚᱛᱚᱢ ᱩᱫᱟᱡᱟᱹᱭᱮᱫ ᱚᱱᱯᱚᱨᱚᱥ ᱫᱚᱱᱣᱟᱱᱜ ᱣᱷᱚᱜᱫ ᱥᱩᱞᱩᱱᱤᱛ ᱚᱱᱚᱛᱚᱢᱟᱞ ᱚᱱᱩᱵᱟᱫ ᱯᱟᱹᱨᱥᱤ ᱫᱚᱱᱤᱢᱚᱞ ᱠᱚᱱᱚᱢᱟᱹᱱᱠᱫ ᱣᱚᱢᱚᱱᱚᱨ ᱣᱟᱱᱚᱢᱟᱱ ᱠᱚᱱᱚᱛ ᱩᱱ.ᱢᱟᱹᱵᱣᱟᱱ.ᱠᱫ ᱩᱱᱟᱡᱟᱹᱣᱟᱱᱚᱩ ᱠᱚᱱᱚᱛ ᱱᱚᱫ ᱣᱚᱡ ᱚᱱᱩᱵᱟᱫ ᱥᱩᱵᱩᱫᱟᱱ ᱥᱮᱞ ᱵᱩᱫᱩᱜᱟᱱ.ᱚ ᱠᱫ ᱣᱟᱱᱚᱢᱟᱱ।

CO5. ᱫᱚᱣᱟ ᱚᱱᱚᱛᱚᱢ ᱚᱱᱯᱚᱱ ᱚᱨ ᱚᱱᱩᱵᱟᱫ ᱥᱩᱞᱩᱱᱤᱛ ᱫᱚᱱᱤᱢᱚᱞ ᱣᱚᱢᱚᱱᱚᱨ ᱥᱩᱥᱩ ᱠᱚᱱᱚᱛ ᱱᱚᱫᱚᱣᱟᱱᱜ ᱚᱱᱩᱵᱟᱫ ᱣᱚᱢᱚᱣᱚᱚ ᱟᱫᱮᱨ ᱚᱱᱯ ᱥᱩᱞᱩ ᱣᱷᱚᱨᱵᱷᱜ-ᱱᱟ।

CO-PO-PSO Mapping

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

CO–PO–PSO																	
CO1																	
CO2																	
CO3																	
CO4																	
CO5																	

Course Contents

Unit – 1. ᱦᱚᱨᱚᱱᱟᱞ ᱦᱚᱲᱟᱣᱟᱛ ᱯᱟᱨᱠᱷᱚᱢ ᱫᱚᱜᱚᱱᱚ ᱵᱮᱞᱟᱹᱵᱷᱩᱢ, ᱰᱚ.ᱫᱚ.ᱯᱟᱹᱨᱟ, ᱡᱮᱫᱮᱡᱚ

Unit – 2. Ancient oral literature (Before 1854)
ᱚ.ᱛᱭᱫᱚᱜ ᱯᱟᱨᱠᱷᱚᱢ ᱡᱚᱣ ᱦᱚᱲᱟᱣᱟᱛ

Unit – 3. Medieval literature 1854-1946
ᱱᱚᱣᱚ ᱫᱚᱜ ᱯᱟᱨᱠᱷᱚᱢ ᱦᱚᱲᱟᱣᱟᱛᱛᱚ

Unit – 4. Modern literature from 1947 to till date
ᱫᱚᱡᱚᱢ ᱫᱚᱜ ᱯᱟᱨᱠᱷᱚᱢ ᱦᱚᱲᱟᱣᱟᱛᱛᱚ

Reference Books

1. ᱦᱚᱨᱚᱱᱟᱞ ᱦᱚᱲᱟᱣᱟᱛ ᱯᱟᱨᱠᱷᱚᱢ ᱛᱩᱞᱩᱫᱤᱭᱩ ᱚᱲ ᱡᱚᱲᱚᱚ- ᱡᱚ. ᱦᱟ. ᱦᱟ. ᱱᱩᱝᱩ
2. ᱦᱚᱨᱚᱱᱟᱞ ᱛᱤᱫᱚᱲ ᱯᱟᱨᱠᱷᱚᱢ ᱫᱚᱜᱚᱱᱩ- ᱵᱚᱲᱟᱫᱤᱛᱚᱭ ᱫᱚᱱᱩᱭ ᱩᱱᱤᱫᱚᱟ
3. ᱦᱚᱲᱟᱣᱟᱛ ᱚ.ᱯᱟᱨᱟ- ᱰᱭ. ᱦᱚᱩᱚᱭᱵᱤᱚᱭ ᱦᱚᱯᱟᱫᱤ
4. ᱦᱚᱨᱚᱱᱟᱞ ᱚᱡᱭᱚᱱᱤ: ᱚᱢᱟᱫ- ᱛᱵᱚᱜᱚ. ᱥᱚᱯᱚᱫᱤ ᱩᱵᱚᱩᱵ
5. ᱡᱚᱣ ᱰᱚ.ᱯᱟᱹᱞᱤ ᱚᱲ ᱦᱚᱲᱟᱣᱟᱛ ᱯᱟᱨᱠᱷᱚᱢ ᱫᱚᱜᱚᱱᱩ- ᱵᱵ᱾ᱣᱩᱚᱛᱚᱢᱤ ᱩᱵᱚᱩᱵ

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 No.	SDG Title	Nature of Contribution through the History of Santali Literature
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 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 No.	SDG Title	Nature of Contribution through the History of Santali Literature
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 ᱚᱱ.ᱱᱟᱹ ᱠᱚᱢᱽᱨᱮ	4	3-1-0

Course Objectives:

ᱠᱚᱡᱚᱱ ᱠᱚᱱᱚᱱᱩ ᱚᱰᱚᱰᱟᱣᱟᱰᱮ ᱚᱱᱯᱚᱱᱚᱥ ᱚᱱ.ᱢᱟᱦᱚᱡᱚᱱ. ᱵᱚ ᱚᱱ.ᱱᱟᱹ ᱠᱚᱢᱽᱨᱮ ᱜᱚ.ᱡᱟᱱ ᱚᱥ ᱣᱚᱢᱚᱱᱨ ᱯᱩᱪᱚᱵᱚᱡᱚᱱ। ᱚᱱ.ᱱᱟᱹ ᱱᱟᱨᱮᱚᱜ ᱣᱟᱨᱮᱥᱨᱮᱚᱱ ᱚᱣ ᱡᱚ.ᱢᱟᱲᱩ ᱵᱚ ᱱᱟᱨᱮᱚᱜ ᱣᱟᱨᱮᱞᱟᱨᱮᱚᱱᱚᱥ ᱯᱨᱮᱥᱮᱱᱴ ᱛᱩᱞᱟᱹ ᱵᱚᱡᱚᱡᱚᱱ।

Course Outcomes:

CO1. ᱚᱱ.ᱱᱟᱹ ᱠᱚᱢᱽᱨᱮ ᱠᱚᱱᱚᱱᱩ ᱚᱰᱚᱰᱟᱣᱟᱰᱮ ᱚᱱᱯᱚᱱᱚᱥ ᱚᱱ.ᱢᱟᱦᱚᱡᱚᱱ. ᱵᱚ ᱚᱱ.ᱱᱟᱹ, ᱚᱱ.ᱱᱟᱹ ᱱᱟᱨᱮᱚᱜ ᱚᱱ.ᱮᱱ.ᱱᱟᱹ, ᱚᱱ.ᱱᱟᱹ ᱜᱟᱱᱟᱰᱤᱭᱟᱱ ᱡᱚᱰᱮ ᱱᱟᱨᱮᱚᱜ ᱣᱟᱨᱮᱥᱨᱮᱚᱱᱚᱵᱚ ᱱᱟᱨᱮᱚᱜ ᱜᱚ.ᱡᱟᱱᱜᱨᱮᱚᱱᱮ ᱵᱚ ᱳᱱᱩᱱ।

CO2. ᱚᱱ.ᱱᱟᱹ ᱠᱚᱢᱽᱨᱮ ᱱᱟᱨᱮᱚᱜ ᱚᱱ.ᱮᱱ.ᱱᱟᱹ।

CO3. ᱚᱱ.ᱱᱟᱹ ᱠᱚᱢᱽᱨᱮ ᱱᱟᱨᱮᱚᱜ ᱡᱚᱜᱩᱡᱚᱡᱚᱱ.ᱢᱟᱲᱩ ᱵᱚ ᱣᱚᱢᱚᱱᱨ ᱳᱱᱩᱱ।

CO4. ᱚᱱ.ᱢᱟᱦᱚᱡᱚᱱ. ᱵᱚ ᱚᱱ.ᱱᱟᱹ ᱠᱚᱢᱽᱨᱮ ᱚᱰᱚᱰᱟᱣᱟᱰᱮ ᱚᱱᱯᱚᱱᱚᱥ ᱠᱚᱱᱮᱚᱱᱟᱜᱚᱱᱟ ᱚᱱ.ᱱᱟᱹ ᱚᱱ ᱪᱟᱱᱜ ᱚᱱ.ᱠᱚᱱ.ᱨ ᱵᱚ ᱣᱚᱢᱚᱱᱨ ᱳᱱᱩᱱ।

CO5. ᱚᱱ.ᱢᱟᱦᱚᱡᱚᱱ. ᱵᱚ ᱚᱱ.ᱱᱟᱹ ᱠᱚᱢᱽᱨᱮ ᱱᱟᱨᱮᱚᱜ ᱯᱚ.ᱵᱚᱟ ᱵᱚ ᱣᱚᱢᱚᱱᱨ ᱳᱱᱩᱱ।

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. ᑌᘻ.ᔑᒐᔐ ᔑᑕᖇᘻᘜ ᑌᘻ.ᕮᘻ.ᔑᒐᔐ, ᑌᑕᕮᑕO, ᘻ.ᗡᘻ., ᑎᘻᑎᔑᘻ ᘻᔑ ᙍᔑᘻᔑᘻOᔐᖇᑕᘻ ᘜᑕᖇᘻᕮ ᒐᑕᔑᘻᘁ

Unit-2. ᑌᘻ.ᔑᒐᔐ ᒐᘻᙍᑕᒐ ᔑᑕᖇᘻᘜ ᘻᑌᘻᕮᘻᑌ ᘻᔑ Oᖘᕮᑌᘻᘁ/ᙍᔐᒐᗡᔐ : ᙍᔐᙍᔑᘻᖇᔐᕮ Oᔑᔐᖇᘻᔑᔐ, ᘻᘜᔐᔐᑌᑕᕮᑎ Oᔑᔐᖇᘻᔑᔐ, ᔑᖘᑎ Oᔑᔐᖇᘻᔑᔐ, ᑲᔑᕮᑎᘻᑲ Oᔑᔐᖇᘻᔑᔐ, ᒐᖇᘻᑌᙍᔑᑲᑲ Oᔑᔐᖇᘻᔑᔐ।

Unit-3. ᑌᘻ.ᔑᒐᔐ ᘻᔑ ᑌᘻ.ᔑᒐᔐ ᒐᘻᙍᑕᒐ ᒐᘻᘁ ᒐᘻ.ᘜᘻ.ᖇ : ᒐᘻᕮOᘻᗡᔐ ᑌᘻ.ᔑᒐᔐ ᘻᔑ ᔐᕮᙍᘁ-ᔐᖇᑕᔑᔑᑌᔐᖇᘻᕮ ᑌᘻ.ᔑᒐᔐ, ᒐᘻᕮOᘻᗡᔐ ᑌᘻ.ᔑᒐᔐ ᘻᔑ ᙍᔐᖇᑎᔐᑲ ᒐᘁ·ᒐᑲᔑᔐO।

Unit- 4. ᒐᘻᕮOᘻᗡᔐ ᑌᘻ.ᔑᒐᔐ ᒐᘻᙍᑕᒐ ᘻᔑ ᙍᔑᘻᔑᘻOᔐᖇᘻᕮ ᘜᑕᖇᘻᕮ ᒐᑕᔑᘻᘁ

(I) ᘻᗡᘻᘜ ᒐᘻᙍᑕᒐ, ᘻ.ᗡᘻ. ᒐᘻᙍᑕᒐ, ᑌᑕᕮᑕO ᒐᘻᙍᑕᒐ, ᔑᑕᑌ ᒐᘻᙍᑕᒐ ᘻᔑ ᘻ.ᖇᘻ.O ᒐᘻᙍᑕᒐ ।

(II) ᒐᘻᕮOᘻᗡᔐ ᔑᑕᑌ ᒐᘻᙍᑕᒐ ᘻ.ᔑᔐ ᑭᑕᑲᘻᑎOᑕ ᘻᑌᘻᕮᘻᑌ

(i) ᒐᘻᕮOᘻᗡᔐ ᘻᔑ ᔐᔐᕮᙍᔐ ᔑᑕᑌᒐᘻᙍᑕᒐ।

(ii) ᒐᘻᕮOᘻᗡᔐ ᘻᔑ ᒐᘁ·ᒐᑲᔑᔐO ᔑᑕᑌᒐᘻᙍᑕᒐ।

(iii) ᒐᘻᕮOᘻᗡᔐ ᔑᑕᑌ ᒐᘻᙍᑕᒐ ᔑᑕᖇᘻᘜ ᔐᔐᒐᘻ.ᙍ ᕮᔐᑲᘻ.ᒐ।

(iv) ᒐᘻᕮOᘻᗡᔐ ᑌᘻ.ᔑᒐᔐ ᙍᘻᕮᘻᙍᘻᑭᘻᘜ ᔑᑕᕮᘻᘜ ᘻᒐᑕ।

Reference Books:

1. ᑌᘻ.ᔑᒐᔐ ᒐᘻᙍᑕᒐ – ᒐᖇᘻᑎᑌ ᒐᔐ. ᑎᑕᙍᑕ

2. ᑌᘻ.ᔑᒐᔐ ᒐᘻᙍᑕᒐ – ᒐᘻ.ᑭᔐᑌ ᕲᘻᕮᙍᔑᔑᘻ ᒐᘻᔑᑕᕮ

3. ᔑᘻᗡ ᒐᘻᙍᑕᒐ – ᙍᔑ. ᙍᘻᑌᘻᖇᘻᕮOᔐ ᙍᑕᒐᔑᘻ

4. ᙍᔑᘻᒐᘻ ᙍᔐᘜᖇᘻᕮ – ᙍᔑ.ᙍᔑᘻᑭᘻᕮᘻOᔑ Oᔐᒋᘻᔑᔐ

5. ᒐᘻᕮOᘻᗡ ᔑᘻᗡ – ᒐᘻᑭᑲᔑᑕ ᑌᑕᔑᑌ।

6. ᔐᔐᕮᙍᔐ ᘓᔑ ᒐᘻᕮOᘻᑭᔐ: OᑕᑭᕮᘻOᑌᔑᑲ ᘻᙍᔑᖇᖇᘻᕮ – ᙍᘻᑌᘻᕮᒐᒐᘻᔐᑕ ᒐᑌᔐᔑ

7. ᒐᘻᕮOᘻᑭᔐ ᑌᘻᔑᑌᔑᘻᑭᘻᘜᔐ - ᙍᔑ. ᘻᔑᑕᕮ ᘜᔑᘻᒐ

8. ᒐᑕᔑᑫ Oᘻᔐᘻᔑ ᒐᘻᙍᑕᒐ – ᑌᘻᕮᒐᔐᘜᘓ ᑌᑕᔑᑌᑕ

9. ᒐᘻᕮOᘻᑭᔐ ᙍᔑᘻᒐᘻ ᕲᘻᔑᕲᘻ ᘓ ᙍᔐᑲᘻᒐᑕᔑ ᔐOᔐᔐᘻᘻᒐ – ᑌᘻᔑᔐᑌᔑᑭ ᔐᑕᑌᙍᘁᔑᘻᑌ

10. ᑌᘻ.ᔑᒐᔐ ᒐᘻᙍᑕᒐ – ᙍᔑ. ᘻ.ᑌᑌᘻ. ᑌᘻ.ᔑᙍᔐ

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 ᱚᱱᱚᱠᱷᱟᱱ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ	4	3-1-0

Course Objectives

ᱚᱫᱚᱞ ᱚᱱᱚᱱᱚ ᱡᱚᱡᱚᱫᱟᱣᱚᱚᱠ ᱚᱱᱮᱯᱟᱱᱚᱚᱨ ᱡᱟ.ᱢᱟᱭᱟᱱ.ᱛᱚ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱣᱟᱱᱣᱚᱚ ᱜᱟ.ᱣᱨᱟ ᱜᱟᱨᱮᱟᱠ ᱚᱱᱚᱨᱮᱯᱟᱱᱮᱚᱨ ᱨᱚᱟ ᱛᱚᱭᱟᱱ᱾ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱚᱱᱭᱣᱨᱮᱩ ᱮᱟ.ᱜᱨᱩ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱡᱚᱭᱚᱱᱣᱛᱚ ᱛᱚ ᱜᱚᱫᱟᱣᱚᱚᱠ ᱛᱟᱨᱮᱟᱠ |

Course Outcomes

CO1. ᱡᱟ.ᱢᱟᱭᱟᱱ.ᱛᱚ ᱚᱱᱚᱠᱚᱱᱟᱨ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱚᱱᱭᱣᱨᱮᱩ ᱭᱟᱨᱮᱟᱜ ᱜᱟ.ᱣᱨᱟ ᱜᱟᱨᱮᱟᱠ ᱛᱚ ᱫᱟᱜᱚᱞᱟᱜ᱾

CO2. ᱚᱱᱚᱠᱚᱱᱟᱨ ᱜᱚᱞᱚᱯ ᱟᱨ ᱛᱟ.ᱣᱚᱨ ᱭᱟᱨᱮᱟᱜ ᱩᱵᱢᱢᱟ.ᱚ, ᱩᱟᱚᱟᱚ, ᱡᱟ.ᱚᱟ.ᱭᱚᱨ, ᱚᱟᱚᱟᱩ ᱟᱨ ᱣᱨᱚᱨᱚᱚᱟ ᱛᱚ ᱣᱟᱱᱣᱟᱨᱮ ᱫᱟᱜᱚᱞᱟᱜ᱾

CO3. ꯀꯥꯟꯅꯔꯤꯡ ꯊꯣꯀꯄꯥ ꯑꯁꯤ ꯅꯤ.ꯑꯦꯟ ꯐꯤꯐꯤꯊꯔꯑꯦꯟ ꯅꯣꯡꯄꯣꯛ ꯑꯣꯏꯅ.ꯊꯔꯤ ꯀꯔꯦꯟꯇꯔꯤꯠ ꯑꯁꯤ ꯑꯦꯟꯒꯤꯅ-ꯑꯔꯑꯣꯏꯅꯑꯁꯤ ꯅꯤ ꯐꯔꯠꯄꯤ।

CO4. ꯀꯥꯟꯅꯔꯤꯡ ꯊꯣꯀꯄꯥ ꯑꯁꯤ ꯅꯤ.ꯑꯦꯟ ꯁꯔꯂꯅꯤꯊ ꯐꯤꯐꯤꯊꯔꯑꯦꯟ ꯑꯣꯟꯇꯣꯟꯑꯣꯟ ꯐꯤ.ꯍꯣꯏꯄꯤ. ꯅꯤꯄꯤꯅꯊ ꯏꯔꯑꯅꯤ.ꯁ ꯒꯣꯟꯇꯔ ꯑꯣꯟꯁꯅꯊ-ꯅꯤ, ꯀꯣꯟꯄꯤ ꯂꯥꯀꯦꯜ ꯅꯤ ꯐꯔꯠꯄꯤ, ꯀꯣꯟꯄꯤ ꯀꯣꯟꯄꯤ ꯏꯔꯑꯅꯤ.ꯁ ꯑꯣꯏꯅꯑꯣꯏꯀꯣꯟ ꯍꯤꯊꯊꯤꯂꯤ ꯁꯤ ꯑꯂꯂꯏꯊ ꯑꯣꯟꯅꯤꯄꯣꯟꯄꯤ ꯅꯤꯁ ꯁꯤ.ꯀꯤꯅ. ꯑꯤ·ꯅꯤ ꯑꯏꯂꯑꯣꯏꯅ.ꯄꯣꯟ।

CO5. ꯀꯄꯤꯟ ꯐꯤꯐꯤꯊꯔꯑꯦꯟ ꯑꯣꯟꯒꯣꯟꯑꯣꯟ ꯐꯤ.ꯍꯣꯏꯄꯤꯟ. ꯅꯤ ꯀꯥꯟꯅꯔꯤꯡ ꯊꯣꯀꯄꯥ ꯑꯁꯤ ꯅꯤ.ꯑꯦꯟ ꯄꯣꯞ ꯑꯣꯞꯄ ꯅꯤ.ꯍꯔ ꯁꯤ ꯇꯣꯞꯊꯣꯀꯅ.ꯄꯣꯅꯤ ꯈꯅꯊꯣꯅ, ꯊꯣꯀꯊꯣꯁ ꯑꯁꯤ ꯅꯤ.ꯑꯦꯟ ꯐꯤꯑꯣꯏꯊꯣ ꯅꯤ ꯅꯤ ꯊꯣꯐꯐꯔꯊꯣꯏꯦꯟ ꯑꯁꯤ ꯀꯥꯟꯅꯔꯤꯡ ꯊꯣꯀꯄꯥ ꯅꯤ ꯑꯁꯤꯒꯥꯡꯊꯣꯀꯄꯥ ꯅꯤ ꯑꯁꯤꯅꯥꯏꯁꯤꯡꯗꯥ।

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:

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Unit-1. I. ꯑꯥꯟꯇꯔꯅꯥꯒ ꯅ.ꯐꯎ ꯑꯁꯤ II. ꯍꯅ.ꯁꯎ ꯍꯔꯍꯅ

Unit-2. I. ꯏꯁꯤꯔ ꯊꯣꯀꯍꯅ ꯍꯤꯡꯂꯤꯇꯁꯔ ꯑꯁꯤ II. ꯍꯅ.ꯑꯎ ꯍꯅꯐꯔꯤ

ᱠᱚᱢ.ᱡᱮᱢ

Unit-3. I. ᱢᱚᱨᱚᱢᱚᱢᱚᱠ II. ᱚᱢ.ᱚᱮᱢ III. ᱜᱚᱢ.ᱢᱢᱮ IV. ᱠᱚᱢ.ᱡᱮᱢ ᱢᱚᱠᱚᱢ

Unit-4. I. ᱮᱚᱢᱫᱚᱚᱢ II. ᱛᱚᱚᱢᱚᱫᱚᱢ III. ᱭᱠᱚ ᱚᱢ ᱢᱚᱢᱚᱮᱚᱠ IV. ᱜᱠᱠᱚᱢ.ᱟ ᱟᱢᱮᱡᱚᱢ.

Reference Books

1. ᱡᱚᱟᱢᱚᱚᱢ.ᱚᱠ- ᱚᱢ. ᱚᱢ.ᱠᱢᱮᱠᱠ ᱚᱚᱢᱚᱢᱚᱜ
2. ᱢᱚᱢ.ᱚᱠᱢᱮᱚᱚᱢ- ᱢᱚᱚᱛᱜᱫᱚᱚ ᱢᱠᱚᱢᱠ 'ᱢᱚᱚᱠᱠᱚ'
3. ᱚᱢᱚᱨ ᱛᱚᱚᱚᱢ ᱚᱚᱢᱢᱚ ᱚᱮ- ᱮᱚᱚᱚᱚᱮᱢᱨᱚᱚ.ᱠ ᱢᱠᱚᱢᱠ
4. ᱢᱚ.ᱮᱠ ᱢᱚ.ᱚᱢ- ᱟᱚ˙ᱜᱚᱚ ᱢᱚᱡᱚᱮ ᱡᱚ˙ᱮᱜᱚᱛ
5. ᱢᱚᱨᱚᱢᱚᱠ- ᱚᱢ. ᱚᱚᱢᱚᱮ ᱮᱚᱡᱠ 'ᱮᱢᱢᱚ'
6. ᱚ.ᱚᱮᱢ- ᱠᱠᱮᱮᱜᱜᱜᱚᱚᱚᱚᱚᱚ ᱢᱚ.ᱮᱚᱢ
7. ᱜᱚ.ᱢᱢᱮ- ᱮᱮᱨᱚᱚᱢ ᱢᱮᱮᱚᱚᱚ 'ᱢᱢᱢᱢᱚᱚᱚᱮᱢ'
8. ᱠᱚ.ᱡᱮᱢ ᱢᱚᱠᱚᱢ- ᱮᱚᱡᱢᱚᱚᱚᱚ ᱚᱠᱚᱜᱚᱢᱢ
9. ᱮᱚᱢᱫᱚᱚᱢ- ᱚᱢ. ᱠᱮ ᱮᱢ. ᱢᱠᱚᱠ
10. ᱛᱚᱚᱢᱚᱫᱚᱢ- ᱚᱢ. ᱠᱮ. ᱮᱢ. ᱢᱠᱚᱠ
11. ᱭᱠᱚ ᱚᱢ ᱢᱚᱢᱮᱚᱠ- ᱚᱜᱢᱚᱚᱚᱚᱚ ᱢᱢᱚᱚᱚᱚ 'ᱮᱚᱮᱚᱚᱚᱠᱢ'
12. ᱜᱠᱠᱚᱢ.ᱟ ᱟᱢᱮᱡᱚᱢ.- ᱮᱠᱮᱠᱠᱚᱠ ᱡᱮᱢᱢᱜᱚᱚᱢ

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 No.	SDG Title	Nature of Contribution through Santali Novel and Story
SDG 3	Good Health and Well-Being	Narratives addressing emotional life, social harmony, folk healing, and community solidarity contribute to awareness of well-being.
SDG 4	Quality Education	Encourages critical thinking, literary understanding, cultural awareness, language development, and inclusive learning practices.
SDG 5	Gender Equality	Santali novels and stories discuss women's roles, gender discrimination, empowerment, and changing social relations.
SDG 6	Clean Water and Sanitation	Literary descriptions of rivers, ponds, and natural resources emphasize the importance of water conservation and environmental care.
SDG 7	Affordable and Clean Energy	Indigenous lifestyles reflected in fiction promote sustainable and eco-friendly living practices.
SDG 8	Decent Work and Economic Growth	Literary representation of labour, handicrafts, agriculture, and indigenous economy promotes awareness of livelihood and economic dignity.
SDG 9	Industry, Innovation and Infrastructure	Translation, publication, digitization, and literary research in Santali fiction support cultural innovation and knowledge infrastructure.
SDG 10	Reduced Inequalities	Santali fiction highlights issues of marginalization, tribal identity, caste, class, and social justice, promoting inclusion and equality.
SDG 11	Sustainable Cities and Communities	Preserves indigenous traditions, oral culture, community values, and cultural heritage through literary expression.
SDG 12	Responsible Consumption and Production	Literary themes encourage balanced use of natural resources and sustainable social practices rooted in indigenous traditions.
SDG 13	Climate Action	Ecological awareness and environmental ethics in Santali fiction inspire respect for nature and climate-sensitive lifestyles.

SDG No.	SDG Title	Nature of Contribution through Santali Novel and Story
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 ᱪᱷᱮᱞᱚᱢᱟᱛ ᱠᱟᱛᱤᱞᱚᱚ ᱠᱷᱚᱛᱚᱞᱤ ᱚᱞ ᱛᱮᱛᱚᱞ ᱠᱷᱚᱞᱟᱛ	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 ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱜᱚᱲᱟ ᱚᱨᱟᱞ ᱚᱨᱟᱹᱣᱚᱛ ᱥᱤᱧ ᱰᱚᱲᱟ ᱚᱨᱟᱹᱣᱚᱛ	4	3-1-0

Course Objectives:

ᱮᱫᱩᱥ ᱚᱱᱚᱥᱤᱞ ᱩᱫᱩᱫᱰᱟᱣᱫᱮ ᱚᱥᱞᱚᱜᱚᱴ ᱩᱥ.ᱱᱚᱵᱩᱥ.ᱵᱫ ᱣᱫᱰ ᱚᱨᱟᱻᱚᱨᱛ ᱣᱥᱣᱫᱚ ᱜᱥ.ᱣᱚᱣ

ᱚᱴ ᱣᱥᱣᱥᱚᱨ ᱫᱞᱫ ᱵᱫᱩᱥ, ᱣᱫᱰ ᱚᱨᱟᱻᱩ ᱡᱛ ᱱᱷᱨᱥᱱᱜ ᱩᱥ.ᱮᱥ.ᱱᱮᱚ, ᱫᱣᱫᱮᱫᱣ, ᱣᱥᱮᱥᱱᱱ,ᱣᱫᱰ ᱚᱨᱟᱻᱚᱨᱛᱩᱫᱩᱫᱰᱟᱣᱫᱮ ᱱᱷᱨᱥᱱᱜ ᱯᱥ.ᱵᱚᱣ ᱥᱤᱧ ᱤᱫᱣᱫᱚ ᱵᱫ ᱣᱥᱣᱥᱚᱨ ᱫᱞᱫ ᱵᱫᱩᱥ᱾

Course Outcomes:

CO1. ᱣᱫᱰ ᱚᱨᱟᱻᱣᱚᱛ ᱚᱨᱟᱚᱥᱤᱞ ᱩᱫᱩᱫᱰᱟᱣᱫᱮ ᚩᱥᱯᱥᚩᱴ ᱩᱥ.ᱱᱚᱵᱩᱥ. ᱵᱫ ᱣᱫᱰ ᱚᱨᱟᱻᱚᱨᱛ ᱱᱷᱨᱮᱥᱱᱜ ᱮᱥᱜᱥᱤᱞ ᱵᱫ ᱣᱥᱣᱥᱚᱨ ᱪᱥᱟᱵᱨᱮᱥᱱᱜ-ᱥ᱾

CO2. ᱣᱫᱰ ᱚᱨᱟᱻᱣᱚᱛ ᚩᱥᱯᱥᚩᱴ ᱥᱵᱫᱻᱥᱱᱜ ᱮᱥᱜᱥᱤᱞ, ᱯᱥᱵᱩᱥᱱᱱ, ᱥ.ᱱᱟᱩᱥ.ᱯᱟ, ᱣᱟᱮᚩᱟ, ᱣᱥᱵᱚᱪᱟᱦ, ᱣᱫᱻᱜᱥᱣᱵᱱᱵ, ᱪᱱᱫᱱᱫᱱᱣ ᱵᱥᱚᱪᱱᱥ ᱵᱫ ᱣᱥᱣᱥᱚᱨ ᱡᱥᱣ ᱪᱥᱟᱵᱨᱮᱥᱱᱜ-ᱥ᱾

CO3. ᱪᱟᱨᱫᱣ ᱱᱟᱮ ᱥᱥ ᱥᱥ ᱰᱥ.ᚩᱥᱜ ᱣᱫᱰ ᱨᱥᱻᱚᱨᱛ ᱨᱥᱻᱵᱫ ᚩᱵᱯᱥ. ᱰᱫᱵᱪᱱᱥ ᱪᱥᱟᱵᱨᱮᱥᱱᱜ-ᱥ᱾

CO4. ᱩᱥᱥᱱᱚᱵᱩᱥ. ᱵᱫ ᱮᱥᱣᱥᱜ ᱰᱵᱜᱪ ᱱᱟ ᱣᱫᱰ ᱨᱥᱻᱚᱨᱛ ᱱᱟᱻᱚᱨᱛ ᱱᱷᱨᱮᱥᱱᱜ ᱯᱥᱵᱚᱟᱨ ᱵᱫ ᱣᱥᱣᱥᱚᱨ ᱡᱥᱣᱪᱱᱥᱪᱟᱦᱨᱮᱥᱱᱜ-ᱥ᱾

CO5. ᱩᱥ.ᱱᱚᱵᱩᱥ. ᱵᱫ ᱰᱟᱜᱟᱨᱛ ᱱᱟ ᱣᱫᱰ ᱨᱥᱻᱚᱨᱛ ᱱᱷᱨᱮᱥᱱᱜ ᱥᱱᱨᱫᱜ ᱵᱫ ᱣᱥᱣᱥᱚᱨ ᱪᱥᱟᱵᱨᱮᱥᱱᱜ-ᱥ᱾

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. ᱜᱚᱛ ᱥᱟᱱᱛᱟᱲᱤ : ᱱᱟ.ᱥᱟ.ᱵᱟᱞᱤ, ᱥᱩᱵᱥᱮᱥᱩ, ᱜᱟᱦᱮᱱᱵᱟ ।

Unit-2. ᱜᱚᱛ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱨᱦᱟᱜ ᱜᱤᱞᱮ ᱟᱨ ᱩᱚᱜᱚᱣ ।

Unit-3. ᱜᱚᱛ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱨᱦᱟᱜ ᱜᱟ.ᱢᱟᱹ :

(i) ᱜᱚᱛ ᱥᱟᱹᱵᱟᱹ, ᱜᱚᱛ ᱦᱟ.ᱜᱮᱟ, ᱢᱟᱮᱚᱟ, ᱩᱵᱮᱚᱦᱟᱱ, ᱢᱩᱵᱟᱮᱚᱱ ᱦᱟᱱᱚᱩᱟᱱ, ᱦᱤᱣᱤᱩ।

(ii) ᱜᱚᱛ ᱥᱟᱹᱵᱟᱹ ᱵᱟ ᱱᱟᱱᱵᱟᱱᱢᱩ ᱱᱤᱮᱟ.ᱧ ᱟᱨ ᱢᱚ᱾ᱜᱟ ᱢᱤᱵᱵᱤ ᱥᱟᱱᱛ ᱥᱟ.ᱜᱟ.ᱧ।

Unit-4. ᱮᱟᱜᱟᱱ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟ ᱜᱚᱛ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱨᱦᱟᱜ ᱪᱮᱪᱩ ।

Reference Books:

1. ᱥᱟᱱᱛᱮᱚᱱᱛᱟᱲᱤ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱨᱦᱟᱜ ᱥᱩᱵᱥᱮᱥᱩ ᱟᱨ ᱜᱟᱦᱟᱱ – ᱚᱵ. ᱦᱪ.ᱥᱟ. ᱱᱤᱚᱦ
2. ᱥᱟᱱᱛᱟᱲᱤ ᱥᱟ.ᱛᱟᱹᱩ – ᱥᱧᱟᱦᱩᱥᱟ. ᱱᱤᱚᱦ
3. ᱥᱟᱱᱛᱮᱚᱱᱛᱟᱲᱤ ᱜᱚᱛᱥᱟᱹᱵᱟᱹ ᱵᱟ ᱥᱟᱱᱛᱟᱲᱤ ᱟᱨ ᱯᱪᱜᱩᱞᱟᱱᱵ–ᱚᱵ. ᱵᱚᱜᱮ ᱜᱪᱩᱢᱩᱞᱵᱚᱩ
4. ᱟᱧᱮᱥᱩ ᱦᱟᱢᱩᱵᱚ (ᱯᱟ᱾ᱥᱟ᱾ᱧᱥᱟᱹᱵᱟᱹ)- ᱚᱵ. ᱜᱤᱪᱩᱯᱟ. ᱩᱟ.ᱵᱚᱛ
5. ᱢᱟᱢᱜᱟ ᱥᱟᱹᱵᱟᱹ – ᱢᱚᱯᱚᱦ ᱵᱟᱨᱩ ᱱᱤᱚᱦ
6. ᱥᱟᱱᱮᱚᱱᱛᱟᱲᱤ ᱥᱟᱱᱛᱟᱲᱤ ᱵᱟᱨᱦᱟᱜ ᱮᱟᱜᱟᱱᱩ - ᱚᱵ. ᱯᱚᱩᱚᱧᱮᱚᱮᱚᱛ ᱢᱟᱥᱩᱵᱟᱟ
7. ᱩᱟᱮ ᱦᱟᱚᱩᱟᱟ :ᱢᱩᱵᱟᱮᱚᱟᱱᱦᱟᱚᱩᱟᱟ – ᱥᱛᱵᱚᱮ ᱩᱦᱵᱩᱦ
8. ᱦᱤᱣᱤᱩ – ᱚᱵ. ᱯᱩᱵᱛᱵᱟᱮᱯᱵᱵ ᱮᱟᱚᱩ ᱢᱟᱥᱦᱤᱮ
9. ᱜᱚᱵᱵᱥᱟᱹᱵᱟᱹ – ᱱᱚ᱾ ᱵᱟ.ᱜᱩᱤᱦᱮᱟᱚᱩ ᱩᱦᱵᱩᱦ
10. ᱜᱚᱛᱥᱟᱱᱛᱟᱲᱤ -ᱚᱵ. ᱵᱟᱱᱛᱛᱟᱢᱩ ᱩᱦᱵᱩᱦ
11. ᱢᱟᱢᱜᱟᱵ ᱥᱟᱹᱵᱟᱹ –ᱢᱚᱯᱮᱜᱟᱟ ᱢᱛᱥᱥᱮᱟᱟᱚᱩ ᱱᱤᱚᱦ
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** **ᱚᱨᱚᱱᱚᱢᱟᱞ ᱢᱮᱜᱟᱡᱤᱱ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱮᱱᱜᱟᱞᱤ**	**4**	**3-1-0**

Course Objective:

ᱫᱚᱣᱟ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱩᱞᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱩᱱᱚᱣᱟᱱᱚᱢ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱮᱱᱜᱟᱞᱤ ᱯᱟᱹᱨᱛᱤᱱᱜ ᱯᱚᱡᱮᱫᱚᱢ, ᱫᱮᱱᱜᱮᱢᱮᱫ ᱜᱮᱱᱟ ᱵᱚ ᱢᱮᱢᱚᱢᱮᱨ ᱳᱱᱟᱹ᱾ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱚᱣᱟᱱᱚᱢ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱮᱱᱜᱟᱞᱤ ᱯᱟᱹᱨᱛᱤᱱᱜ ᱪᱚᱠᱟᱣᱚᱞ ᱟᱨ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱ.ᱵᱟᱞᱟ ᱟᱨ ᱚᱨᱡᱤᱡᱟᱞ ᱯᱷᱚᱨᱢ ᱯᱟᱹᱨᱛᱤᱱᱜ ᱪᱮᱫᱟᱞ ᱵᱚ ᱢᱮᱢᱚᱢᱮᱨ ᱳᱱᱟᱹ᱾

Course Outcomes:

CO1. ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱩᱱᱚᱣᱟᱱᱚᱢ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱮᱱᱜᱟᱞᱤ ᱯᱟᱹᱨᱛᱤᱱᱜ ᱪᱚᱠᱟᱣᱚᱞ, ᱫᱮᱱᱜᱮᱢᱮᱫ ᱜᱮᱱᱟ ᱟᱨ ᱩᱱᱚᱣᱟᱱᱚᱢ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱮᱱᱜᱟᱞᱤ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱫᱮᱱᱚᱞᱚᱜᱤ ᱱ.ᱵᱟᱞᱟ ᱟᱨ ᱚᱨᱡᱤᱡᱟᱞ ᱯᱷᱚᱨᱢ ᱜᱮᱱᱟ ᱪᱚᱠᱟᱣᱚᱞ ᱩᱥᱩᱞᱩ ᱵᱚ ᱢᱮᱢᱚᱢᱮᱨ ᱳᱱᱟᱹ᱾

CO2. ᱫᱚᱣᱟ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱩᱞᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱚᱣᱟᱱᱚᱢ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱮᱱᱜᱟᱞᱤ ᱵᱚ ᱢᱮᱢᱚᱢᱮᱨ ᱳᱱᱟᱹ᱾ ᱩᱱᱚᱣᱟᱱᱚᱢ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱮᱱᱜᱟᱞᱤ ᱚᱨᱚᱱᱚᱢᱟᱞᱤᱛᱤᱨᱮ ᱵᱚᱡᱟᱱᱜ ᱚᱨᱡᱤᱡᱟᱞ ᱯᱷᱚᱨᱢ ᱟᱨ ᱪᱩᱞᱩ ᱵᱚ ᱢᱮᱢᱚᱢᱮᱨ ᱳᱱᱟᱹ᱾

CO3. ᱫᱚᱣᱟ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱩᱞᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱚᱣᱟᱱᱚᱢ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱮᱱᱜᱟᱞᱤ ᱟᱨ ᱦᱟᱹᱥᱟᱱ.ᱮ ᱱᱚᱵᱱᱮ ᱵᱟᱹᱵᱤ·ᱜᱟᱣᱟᱫᱮ ᱩᱱᱚᱣᱟᱱᱚᱢᱟᱵᱚ ᱚᱦᱮᱵᱟᱹᱨ ᱢᱟᱨᱤᱣᱟᱨᱮᱱ᱾

CO4. ᱫᱚᱣᱟ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱩᱞᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱚᱣᱟᱱᱚᱢ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱟᱨᱚᱱᱚᱢ ᱪᱟᱱᱟ, ᱜᱮᱫᱮᱦᱚ ᱟᱨ ᱦᱚᱣᱟᱱᱚ ᱵᱚ ᱚᱦᱞᱟᱱ-ᱞᱟᱵᱟᱜᱟᱱ ᱪᱟᱱᱟᱨᱮᱢᱮᱜ-ᱱ᱾

CO5. ᱫᱚᱣᱟ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱩᱞᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱚᱨᱚᱱᱚᱢᱟᱞ ᱩᱱᱚᱣᱟᱱᱚᱢ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱟ.ᱩᱨ ᱵᱚ ᱚᱨ.ᱚ ᱪᱟᱱᱟᱨᱮᱢᱮᱜ-ᱱ ᱟᱨ ᱢᱟᱨᱣᱟᱱᱟ ᱳᱨᱵᱚ ᱱ.ᱜᱣ ᱪᱟᱱᱟᱨᱮᱢᱮᱜ-ᱱ᱾

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:

ᱯᱟᱨᱤᱪᱭ ᱵᱟᱨᱛᱟᱢᱟᱱ ᱯᱤᱛᱚᱨᱟ᱾ (Introduction to Magazine)

- ᱯᱟᱨᱤᱪᱭ ᱵᱟᱨᱛᱟᱢᱟᱱ ᱩᱫᱮᱥᱚ, ᱯᱟ.ᱮᱟ.ᱵᱮᱞ, ᱜᱩᱮᱩᱚ, ᱡᱟ.ᱢᱨᱛᱩ, ᱩᱥᱢᱟᱱ.ᱮ ᱩᱭᱡᱭᱚ᱾

Unit-2:

ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱨᱤᱪᱭ ᱯᱟ ᱵᱟᱨᱛᱟᱢᱟᱱ ᱮᱟᱜᱟᱱ᱾
(History of Santali Magazine)

- ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱨᱤᱪᱭ ᱵᱟᱨᱛᱟᱢᱟᱱ ᱵᱩᱭᱩᱫᱩᱭ, ᱡᱟᱢᱟᱱᱟᱢ᱾
- ᱥᱟᱱᱡᱟᱨᱮᱯ ᱡᱟᱱᱟᱢ ᱣᱩᱱᱟᱩ ᱵᱟᱨ ᱯᱟᱨᱤᱪᱭ ᱵᱟᱨᱛᱟᱢᱟᱱ ᱪᱮᱫᱟ᱾
- ᱮᱨᱚᱢᱟᱜ ᱵᱩᱣᱚᱵ ᱵᱟᱨ ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱨᱤᱪᱭ ᱵᱟᱨᱛᱟᱢᱟᱱ ᱯᱟ.ᱣᱚᱨᱤ᱾
  ᱯᱟᱨᱤᱪᱭ ᱢᱟᱱ ᱣᱟᱵᱣᱱᱟᱱ (ᱩᱫᱡᱨᱤᱛᱢ), ᱨᱤ-ᱯᱟᱨᱤᱪᱭ

Unit-3:

ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱨᱤᱪᱭ ᱢᱟᱱ ᱣᱟᱵᱣᱟᱱ ᱣᱟᱜᱟᱣᱞ
(Santali Magazine and Journals)

- ᱡᱚᱣ ᱥᱚᱩᱣᱟᱢᱩᱭ, ᱡᱚᱣᱚᱡ ᱜᱟᱢᱚᱢ, ᱥᱨᱤᱣ, ᱥᱟᱱᱞᱟᱜᱚᱩ ᱪᱩᱞᱤᱣ, ᱡᱤᱣ ᱥᱚᱩᱣᱟᱢᱩᱭ, ᱚᱨᱚᱱᱨ ᱪᱩᱞᱤᱣ᱾

ᱯᱟᱨᱤᱪᱭ.ᱜᱤᱮ, ᱭᱨᱤᱥᱚᱩ ᱵᱟᱨᱛᱟᱢᱟᱱ, ᱱᱟᱢᱮᱟᱩ ᱭᱨᱤᱥᱚᱩ, ᱵᱟᱨᱛᱟᱢᱟᱱ ᱣᱟᱜᱟᱣᱞ, ᱥᱟᱱᱛ ᱥᱟ.ᱜᱤᱮ ᱪᱩᱞᱤᱣ᱾

Unit-4:

ᱯᱟᱹᱨᱥᱤᱞ ᱚᱨᱯᱟᱲᱚ ᱟᱨ ᱦᱚᱱᱚᱨᱚᱱᱟᱨᱤᱭᱟᱢ. (Editors and Journalist)

- ᱚᱢᱟᱠᱟᱱ ᱯᱟᱹᱨᱥᱤᱞ ᱚᱨᱯᱟᱲᱚᱨ ᱯᱟᱨᱤᱪᱟᱞᱚᱱ ᱟᱨ ᱩᱱᱤᱠᱚᱰ ᱟᱨ ᱩᱱᱤᱠᱚᱰᱟᱨ ᱦᱚᱱᱚᱨᱚᱱᱟᱨᱤᱭᱟᱢ ᱥᱟᱦᱟᱭᱚᱜ ᱠᱮᱫᱩ᱾ ᱩᱱᱤᱠᱚᱰᱟᱨ ᱚᱦᱚᱨ ᱦᱚᱱᱚᱛ ᱠᱟᱱᱟ ᱜᱟ.ᱛᱟᱞ ᱟᱨᱮ ᱚᱨᱯᱟᱲᱚ ᱦᱚᱱᱚᱛᱜ ᱩᱨᱮᱛ ᱥᱤᱧᱟᱣ᱾

Reference Books

1. ᱚᱢᱟᱠᱟᱱ ᱚᱨᱮᱡᱩᱱᱤᱛ ᱟᱠᱨᱚᱢᱜ ᱛᱩᱞᱛᱮᱩ ᱢᱟ ᱜᱚᱞᱟᱢ- ᱛᱟ. ᱦᱠ. ᱚᱨ. ᱢᱦᱛᱦ
2. ᱚᱢᱟᱠᱟᱱ ᱚᱨᱮᱡᱩᱱᱤᱛ ᱟᱠᱨᱚᱢᱜ ᱮᱢᱜᱢᱩ- ᱯᱟᱦᱩᱞᱩᱛ ᱥᱤ᱾ᱜᱟᱨᱟ ᱩᱦᱟᱩᱦ
3. ᱜᱚᱰ ᱤᱢ.ᱟᱚᱨ ᱟᱨ ᱚᱨᱮᱡᱩᱱᱤᱛ ᱟᱠᱨᱚᱢᱜ ᱮᱢᱜᱢᱩ - ᱦᱦᱣᱟᱚ ᱜᱢᱚ ᱩᱦᱟᱩᱦ

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** **ᱚᱱᱚᱠᱚᱱᱟᱜ ᱚᱱᱡᱟᱲᱤᱭ ᱱᱟᱨᱮᱱᱜ ᱚᱟᱚᱟᱭ ᱥᱤᱫᱷᱟᱱᱛ**	**4**	**3-1-0**

Course Objectives:

ᱩᱱ.ᱢᱟᱵᱟᱭ. ᱠᱷ ᱮᱭᱟᱱ ᱚᱱᱚᱱᱟ ᱩᱠᱩᱛᱟᱜᱟᱠᱮ ᱚᱱᱯᱱᱚᱟ ᱚᱱᱡᱟᱲᱤᱭ ᱱᱟᱨᱮᱱᱜ ᱜᱱ.ᱟᱨᱱ ᱜᱟᱨᱮᱱᱮ ᱠᱷ ᱣᱱᱟᱱ᱾ ᱜᱱᱨᱚ, ᱨᱩᱜᱩᱱᱱᱟᱨᱟ, ᱚᱭ᱾ᱚᱠᱱᱟᱚ, ᱟᱨᱮᱭᱟ, ᱡᱱᱩᱯᱱ, ᱚᱱᱮᱚᱱᱟᱜ ᱱᱟᱨᱮᱱᱜ ᱚᱱᱟᱱᱡ ᱱᱤᱱ ᱱᱡᱟᱱᱤᱮ ᱩᱠᱚᱣᱟᱨᱟ ᱚᱟᱚᱟᱭ ᱱᱤᱱ ᱱᱯᱭᱣᱭᱮᱱ ᱯᱟᱠᱷᱱᱚᱟ᱾

Course Outcomes:

CO1. ᱩᱱ.ᱢᱟᱵᱟᱭ. ᱠᱷ ᱮᱭᱟᱱ ᱚᱱᱚᱱᱟ ᱩᱠᱩᱛᱟᱜᱟᱠᱮ ᱚᱱᱯᱱᱚᱟ ᱚᱱᱮᱚᱱᱟᱜ ᱚᱱᱡᱟᱲᱤᱭ ᱱᱟᱨᱮᱱᱜ ᱚᱟᱚᱟᱭ ᱱᱤᱱ ᱱᱯᱭᱣᱭᱮᱱ ᱟᱣᱭᱱ ᱠᱷ ᱡᱱᱟᱡᱱᱮ ᱜᱱᱟᱱ᱾

CO2. ᱩᱱ.ᱢᱟᱵᱟᱭ. ᱠᱷ ᱮᱭᱟᱱ ᱚᱱᱚᱱᱟ ᱩᱠᱩᱛᱟᱜᱟᱠᱮ ᱚᱱᱯᱱᱚᱟ ᱱᱯᱭᱣᱭᱮᱱ ᱚᱟᱚᱟᱭ ᱥᱤᱫᱷᱟᱱᱛ ᱟᱱᱤᱱᱡᱟᱵᱤᱱ ᱱᱤᱱ ᱚᱱᱮᱚᱱᱟᱜ ᱚᱱᱡᱟᱲᱤᱭ ᱥᱤ ᱮᱭᱟ ᱥᱤᱫᱷᱟᱱᱛ ᱮᱱᱚᱮᱜ ᱨᱟᱹᱨᱵᱱᱚᱟ ᱚᱱᱟᱟᱯᱱᱟᱨ ᱜᱤᱫᱤᱱᱮ ᱠᱷ ᱜᱱᱟᱱ᱾

CO3. ᱱᱯᱭᱣᱭᱮᱱ ᱠᱷᱱ.ᱟᱨ ᱟᱱᱤᱱ ᱠᱷ ᱡᱱᱟᱡᱱᱮ ᱜᱱᱟᱱ᱾

CO4. ᱱᱯᱭᱣᱭᱮᱱ ᱚᱟᱚᱟᱭ ᱠᱷ ᱠᱷ ᱡᱱᱟᱡᱱᱮ ᱜᱱᱟᱱ᱾

CO5. ᱚᱱᱡᱟᱲᱤᱭ ᱱᱯᱭᱣᱭᱮᱱ ᱥᱤᱮᱱᱜ ᱯᱱ.ᱠᱚᱨ ᱠᱷ ᱡᱱᱟᱡᱱᱮ ᱜᱱᱟᱱ᱾

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

Course Inputs:

Contents:

Unit-1. ⵅⵏⴻⵔⵏⵜⵣⵍ ⵅⵏⵚⵡⵣⵖ ⵅⵏⵚ ⵜⵔⵜⵣⵜⵓ : ⵔⵏ.ⴻⵏ.ⵣⵅⵣ, ⵍⵘⵅ ⵏⵣ ⵒⵏ.ⴱⵔⵣ, ⵖⵏⵚ, ⴶⵜⴻ ⴱⵘ ।

Unit-2. ⵅⵏⵚⵡⵣⵖ ⵣⵣⵕⵏⴶ ⵏ.ⵖⵘⵣ : ⴱⵒⵏⵅⵣⵍⵍⵣⵍ, ⵣⵘⵁⵏⵏⴻⵏⵣⵅⵣⵍⵍⵣⵍ, ⴻⵏⵁⵜⵣⵏⵒⵣⵍⵍⵣⵍ, ⵅⵣⵁⵍⵡⵘⵒⵣⵍⵍⵣⵍ, ⵣⵁⵔⵣⵣⵕⵅⵣⵍⵍⵣⵍ, ⵅⵜⵣⵕⵏⵒⵣⵍⵍⵣⵍ, ⵅⵏⵣⵏⴱⵁⵜⵣⵏⵒⵣⵍⵍⵣⵍ, ⵔⵘⵅⵏ-ⵅⵏⵣⵏⴱⵁⵜⵣⵏⵒⵣⵍⵍⵣⵍ ।

Unit-3. ⵅⵏⵚⵡⵣⵖ ⵣⵣⵕⵏⴶ ⵡⵏ.ⵏⵣⵟ : ⵘⴻⵘⵔⵡⵣ˙, ⴱⵡⵏⵏⵘ ⵘⴻⵘⵔⵡⵣ˙, ⴶⵏⵕⵏⴻ, ⵡⵣⵖⴱⵣⵔⵘⵏ. ⴶⵏⵕⵏⴻ, ⴶⵏⵡⵏⵡ, ⵘⴻⵘⵒ, ⵍⵣⵕⵖⵜⵣⵏ. ⵅⵏⵚⵡⵣⵖ ।

Unit- 4. ⵏⵔⵡⵡⵣⵏⴻ ⵏⵣ ⵁⵡⵏ˙ⵖⵏ ⵅⵏⵅⵔⵘⵣ ।

ⵔⵏⴻⵏ.ⵣⵅⵣ, ⵡⵣⴻⵣⵔ ⵏⵣ ⵡⵏ.ⵏⵣⵟ, ⵅⵏⵚⵡⵣⵖ ⵣⵣⵕⵏⴶ ⵔⵣⵔⵔⵣⵖ ⵏⵣ ⵏⵒⵘⵁⵘⴻⵏ।

Reference Books:

1.Kabya Tatta – Aristotal – *Sisir Kumar Das.*
2.Sahitya – *Rabindra Nath Tagore*
3. ⵅⵏⵚⵡⵣⵖ– ⵔⵏⵔⵘⵒⵏⵒ ⵡⵒⵣⵡⵒ ‘ⵏⵖⵣⵔⵘⵏ.ⵅⵣ’
4.Sahityo Sondorson – *Shirsha Chandra Das*
5.Alankar muktabali – *Debendra Nath Sharma*
6.Bangla Chhander Bibron– *Dr. S.K. Bhowmik*
7. ⵓⵣⵘⵜⴱⵏⵣ– ⵅⵘⵔⵁⵏⴻⵏⵔⵏⵔⵁ ⵔⵣⵅⵣⵏ
8. ⵅⵏⵚⵡⵣⵖ ⵣⵣⴻⵏⵓ ⵡⵒⴻⵏ.ⵣ ⵔⵣⵔⵣⵖ– ⵘⴻⵡⵣⴻ ⴱⵏⵣⵡⵏⵏⴱⵏⵣ
9. ⵘⴻⵘⵔⵡⵣ˙ ⴱⵏ.ⵣⵣ– ⵣⵏⵡⵘ ⴱⵒⵡⵏⵣ ⵡⵒⵣⵡⵒ

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)** **ᱪᱚᱞᱪᱟᱞᱫ ᱩᱚᱩᱚᱫᱟᱞᱟᱚᱫ ᱚᱟ Artificial Intelligence ᱚᱟᱭᱚᱠ ᱢᱟᱢᱤᱚᱚᱚ (ᱪᱚᱞᱫᱚᱚᱫᱟᱟ)**	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 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** **ଯାହ ବାଦଅ. ଓଳରେଟ ଅଣ ଟବଯଅ ଣଟରେଓ ଠଟଠଟହ**	4	3-1-0

Course Objectives:

ଯଅ.ଦଓଏଯଅ. ବଡ ଟବଯଅ ୟଅଠଅଧ ଯଡଯଡଟଯଓଡଟ ଠଅଦଫଅଠଟ ୟଅଟଠଅଦଯଟ ଯାହ ବାଦଅ. ଓଳରେଟ ଣଟରେଓ ଓଟରେଟ ୟଅଧଟଫଅଦରଠଟ ଫଅ.ର ଅବଡଯଅ। ଯାହ ବାଦଅ. ଓଳରେଟ ଡଫ ଠଡଫ ଣଟ ଯାଡଟ ଫଅଓଳଅଯ ଡଓଡ ଅଣ ଓଳରେଟ ଣଟଟଅଓ ଧଏଠ ଓଏଟ ବଡ ଧଅଳଠଅଳର ଡଓଡ ବଡଯଅ।

Course Outcomes:

CO1. ଯଅ.ଦଓଏଯଅ. ବଡ ଟବଯଅ ୟଅଠଅଧ ଯଡଯଡଟଯଓଡଟ ଠଅଦଫଅଠଟ ୟଅଟଠଅଦଯଟ ଯାହ ବାଦଅ. ଓଳରେଟ ଅଣ ଟବଯଅ ଣଟରେଓ ଠଟଠଟହ ବଡ ଧଅଳଠଅଳର ଫଓଧଯଅ।

CO2. ꠀꠀꠀ

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** **ᱠᱚᱢᱟᱞᱤ ᱢᱮᱞᱚᱢᱠᱚᱞ ᱣᱮᱢᱚᱞᱜ ᱦᱮᱦᱣᱦᱢ**	**4**	**3-1-0**

Course Objectives:

ᏋᏫᏬᏁ ᏦᏁᎾᏁᏨ ᏆᏫᏆᏫᏣᏔᏫᏋ ᏰᏁᎾᏃ ᏆᏁ.ᏁᏔᏬᏁ.ᏰᏫ ᏦᏁᏋᎾᏁᏣᏗ ᏨᏃᏢᏁᏓᏰᏗ ᏉᏅᏁᏁᏫ ᏭᏫᏁᏫᏋᏫᏨ, ᏔᏁᏉᏁ, ᏆᏎᏉᏰᏗᎾ ᏁᏉ ᏋᏁᏫᏫᏁᏨᏋ ᏔᏁᏉᏁ ᏰᏫ ᏙᏁᎾᏁᏁᏅ ᏫᏁᏨᏁ᎓ ᏦᏁᏋᎾᏁᏣᏗ ᏦᏁᏬᏔᏃᏫᏫ ᏁᏉ ᏢᏁᏰᏫᏓᏁᏉ ᏉᏫᏔᏫᏰ ᏰᏫ ᏙᏁᎾᏁᏁᏅ ᏫᏁᏨᏁ᎓

Course Outcomes:

CO1. ᏋᏫᏬᏁ ᏦᏁᎾᏁᏨ ᏆᏫᏆᏫᏣᏔᏫᏋ ᏰᏁᎾᏃ ᏆᏁ.ᏁᏔᏬᏁ.ᏰᏫ ᏦᏁᏋᎾᏁᏣᏗ ᏨᏃᏢᏁᏓᏰᏗᏉᏅᏁᏁᏫ ᏭᏫᏁᏫᏋᏫᏨ, ᏋᏁᏫᏫᏁᏨᏋ ᏔᏁᏉᏁ ᏁᏉ ᏫᏉᏋᏫᎾ ᏰᏫ ᏙᏁᎾᏁᏁᏅ ᏫᏁᏨᏁ᎓

CO2. ᏋᏫᏬᏁ ᏦᏁᎾᏁᏨ ᏆᏫᏆᏫᏣᏔᏫᏋ ᏰᏁᎾᏃ ᏆᏁ.ᏁᏔᏬᏁ.ᏰᏫ ᏦᏁᏋᎾᏁᏣᏗ ᏨᏃᏢᏁᏓᏰᏗ ᏫᏁᏬᎾᏁᏰᏫ ᏁᏉ ᏫᏁᏅᏁᏋ ᏦᏣᏉᏁᏁᏰᏫ ᏙᏁᎾᏁᏁᏅ ᏫᏁᏨᏁ ᎓ ᏨᏃᏢᏁᏓᏰᏗ ᏉᏗᏋ ᏫᏁᏅᏁᏋᏁᎳᏁᏉᏰᏫ ᏁᏉ ᏏᏋᏰᏏᏬᏁᏫ ᏃᏋᏃᏨ ᏰᏫ ᏙᏁᎾᏁᏁᏅ ᏫᏁᏨᏁ᎓

CO3. ᏋᏫᏬᏁ ᏦᏁᎾᏁᏨ ᏆᏫᏆᏫᏣᏔᏫᏋ ᏰᏁᎾᏃ ᏆᏁ.ᏁᏔᏬᏁ.ᏰᏫ ᏦᏁᏋᎾᏁᏣᏗ ᏨᏃᏢᏁᏓᏰᏗ ᏉᏅᏁᏁᏫ ᏫᏁᏫᏣᏔᏫᏋ, ᏦᏁᎾᏁᏨ, ᏕᏬᏉᏁᎾ, ᏫᏁᏆᏁᏢᏨᏁᏉᏁᏬ ᏁᏉ ᏫᏁᏅᏁᏋ ᎾᏗᏰᏗᏋᏗᏰᏗᏰᏰᏫ ᏙᏗᏦᏣᏗ ᏬᏁᏣᏅᏁᏋᏫᏨ-Ꮑ᎓

CO4. ᏋᏫᏬᏁ ᏦᏁᎾᏁᏨ ᏆᏫᏆᏫᏣᏔᏫᏋ ᏰᏁᎾᏃ ᏆᏁ.ᏁᏔᏬᏁ.ᏰᏫ ᏦᏁᏋᎾᏁᏣᏗ ᏨᏃᏢᏁᏓᏰᏗ ᏖᏬᏖᏨ ᏦᏫᏬᏫᏉ, ᏨᏫᏭᏫᏫ-ᏰᏁ.ᏉᏗ, ᏙᏫᏖᏣᏫᏩᏗ ᏁᏉ ᏦᏁᏋᎾᏁᏣᏗ ᏨᏃᏢᏁᏓᏰᏗ ᏉᏅᏁᏁᏫ ᏦᏁᏬᎾᏁᏉᏗ ᏁᏉ ᏢᏁᏰᏫᏓᏁᏉᏗᏅᏁᏋᏁ. ᏨᏫᏬᏫᎾ ᏫᏁ.ᏬᏗᏉ ᎾᏃᏰᏫ ᏙᏖᏬᏫᏁᏁ.Ꮼ ᏬᏁᏣᏅᏁᏋᏫᏨ-Ꮑ᎓

CO5. ᏋᏫᏬᏁ ᏦᏁᎾᏁᏨ ᏆᏫᏆᏫᏣᏔᏫᏋ ᏰᏁᎾᏃ ᏆᏁ.ᏁᏔᏬᏁ.ᏰᏫ ᏦᏁᏋᎾᏁᏣᏗ ᏨᏃᏢᏁᏓᏰᏗ ᏉᏅᏁᏁᏫ ᏫᏁᏆᏁᏢᏨᏁᏉᏁᏬ, ᏨᏫᏭᏫᏫ ᏖᏬᏖᏨ ᏦᏫᏬᏫᏉ, ᏰᏫᏫ·ᏬᏉᏫᏋ ᏁᏉ ᏓᏫᏫᏁᏬ ᏓᏫᏎᏫᏋ ᏰᏫ ᏬᏗᏦᏁ. ᏬᏁᏣᏅᏁᏋᏫᏨ-Ꮑ᎓

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 ᱩᱫᱚᱢᱥᱚᱞ ᱯᱩᱨᱚᱱᱚ ᱚᱞᱚᱪᱚᱣ ᱚᱨ ᱜᱚᱞᱚᱚ

- ᱩᱫᱮᱵᱚ, ᱨᱟᱯᱚᱞᱟᱣ ᱚᱨ ᱩᱫᱚᱢᱥᱚᱞ ᱯᱚᱨᱤᱪᱚᱭ ᱡᱚᱨᱤᱜᱚᱚ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱫᱚᱢᱥᱚᱞ ᱯᱩᱨᱚᱱᱚ ᱚᱞᱚᱪᱚᱣ ᱚᱨ ᱜᱚᱞᱚᱚ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱫᱚᱢᱥᱚᱞ ᱯᱩᱨᱚᱱᱚ ᱮᱚᱜᱚᱣ ᱚᱨ ᱜᱚᱞᱚᱚ
- ᱜᱚᱫ ᱩᱫᱚᱢᱥᱚᱞ ᱦᱩᱱᱩᱭ ᱚᱨ ᱦᱩᱱᱩᱭᱚᱠᱨᱤᱪ. ᱵᱳᱵᱜ ᱦᱚᱳᱚᱱ
- ᱦᱚᱲᱚᱱᱟᱞ ᱨᱚ.ᱱᱦᱟ, ᱦᱚᱡᱜᱩᱮᱳ ᱚᱨ ᱯᱚᱠᱩᱣᱚᱱ ᱱᱮ ᱩᱫᱚᱢᱥᱚᱞ ᱯᱩᱨᱚᱱᱚ ᱮᱮᱮᱣ

Unit–II: ᱜᱚᱨᱚᱚᱮᱚᱜᱚᱱ ᱚᱨ ᱜᱚᱨᱚᱚᱮ ᱦᱚᱡᱜᱩᱮᱳ

- ᱜᱚᱨᱚᱚᱮᱚᱜᱚᱱ ᱠᱳᱡᱚᱚᱜ ᱡᱟᱨᱚᱮ ᱚᱨ ᱠᱚ.ᱩᱟ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱫᱚᱢᱥᱚᱞ ᱱᱮ ᱜᱵᱚᱠ ᱜᱳᱩᱠᱨ ᱨᱳ᱾ᱜᱮᱮ ᱱᱳᱜᱜᱵᱮᱚᱳ ᱩᱵᱚᱩᱵᱳᱚᱜ ᱮᱮᱮᱣ
- ᱮᱟᱚᱚᱜ ᱳᱠᱚᱳ ᱱᱮᱨᱚᱚᱜ ᱩᱫᱚᱢᱥᱚᱞ ᱚᱨ ᱩᱫᱚᱢᱥᱚᱞ ᱜᱚᱡᱚᱚᱚᱠᱳ

Unit–III: Elements and Techniques of Santali Theatre

- ᱜᱚᱨᱚᱚᱮ ᱱᱮᱨᱚᱚᱜ ᱚᱮᱚᱮᱨᱳ: ᱠᱚ.ᱡᱮᱟ, ᱥᱵᱚᱟᱚ, ᱜᱤᱚᱚᱯᱩᱚᱚᱱᱚᱡ, ᱦᱚᱚᱚᱩ, ᱠᱚ.ᱩᱟ ᱚᱨ ᱳᱠᱚᱳ
- ᱩᱳᱟᱥᱳ-ᱠᱚ.ᱱᱟ: ᱩᱳᱟᱥᱳ ᱜᱳᱫᱡᱡᱳᱮ, ᱡᱳᱚᱱᱳᱜ-ᱡᱚ᱾ᱳᱨ, ᱦᱚᱡᱚᱡ-ᱦᱚᱤᱫᱚᱡ, ᱡᱚ.ᱚᱟ, ᱚᱨ ᱱᱵ-ᱱᱚᱡᱚᱚ
- ᱡᱳᱟᱨᱜᱟ ᱚᱟᱠᱟᱮᱟᱠᱟ ᱚᱨ ᱳᱨᱟᱮᱚ. ᱵᱳᱵᱜ
- ᱩᱫᱚᱢᱥᱚᱞ ᱵᱳᱵᱜ ᱦᱚᱳᱚᱱ ᱚᱨ ᱣᱟᱣᱫᱚᱯᱟᱨᱚᱚ.ᱠᱳ ᱦᱚᱡ ᱣᱟᱤᱫᱚᱯ-ᱱᱳᱤᱳᱫ
- ᱜᱚᱨᱚᱚᱮᱚᱮ ᱜᱳᱫᱡᱡᱳᱮ ᱚᱨ ᱜᱚᱨᱚᱚᱮ ᱮᱟᱱᱩᱭ

Unit–IV: Santali Theatre in Contemporary Perspective

- ᱦᱚᱡᱚᱚ ᱥᱡᱳᱫᱮ ᱚᱨ ᱯᱚᱠᱩᱣᱚᱱ ᱡᱚᱚᱣᱣᱚᱱᱡ ᱯᱮᱠᱚᱚᱟ ᱦᱚᱲᱚᱱᱟᱞ ᱩᱫᱚᱢᱥᱚᱞ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱫᱚᱢᱥᱚᱞ ᱱᱮ ᱮᱟᱱᱩᱭ ᱚᱨ ᱜᱟᱨᱚᱚᱮ ᱡᱳᱚᱚᱜ
- ᱩᱫᱚᱢᱥᱚᱞ ᱚᱨ ᱮᱚᱡᱳᱚᱜ media (radio, television, digital platforms)
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱫᱚᱢᱥᱚᱞ ᱱᱮᱨᱚᱚᱜ ᱥᱚᱠᱮᱚᱟᱚᱡᱟᱠᱟᱮ ᱚᱨ ᱚᱜᱚᱚᱚ ᱱᱮ ᱠᱮᱮᱱᱚᱡ ᱳᱚᱚᱟᱮ
- ᱡᱟᱡᱳᱚᱚᱚᱱᱚᱮ ᱩᱮᱩᱮᱜᱳᱮ : ᱜᱚᱩᱚᱚᱯᱩᱚᱚᱱᱚᱡ ᱠᱚᱡᱳᱚᱚ ᱩᱚᱜᱳᱚᱚᱡ, ᱩᱫᱚᱢᱥᱚᱞ ᱵᱳᱵᱜ ᱦᱚᱳᱚᱱ, ᱵᱳᱵᱜ ᱦᱚᱳᱚᱱᱚᱮᱚᱜ ᱡᱟᱦᱟᱨ

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** **ᱦᱚᱨᱚᱱᱟᱞ ᱢᱮᱜᱟᱡᱤᱱ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ**	4	3-1-0

Course Objective:

ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱛᱚᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱛᱟ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱵᱟᱜᱮᱡᱟᱭ ᱮᱥᱛᱮᱨᱠᱚᱞ ᱭᱩᱱᱤᱠᱚᱰ, ᱫᱟᱜᱮᱱᱟᱢᱮᱫ ᱜᱟᱱᱟᱱ ᱵᱚ ᱡᱟᱢᱟᱢᱟᱨ ᱢᱟᱱᱟᱢ। ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱵᱟᱜᱮᱡᱟᱭ ᱮᱥᱛᱮᱨᱠᱚᱞ ᱭᱩᱱᱤᱠᱚᱰ ᱟᱨ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱟ.ᱮᱦᱟ ᱟᱨ ᱦᱚᱡᱟᱜᱮᱫ ᱮᱴ ᱚᱰᱤ ᱮᱥᱛᱮᱨᱠᱚᱞ ᱣᱮᱵᱥᱟᱭᱴ ᱵᱚ ᱡᱟᱢᱟᱢᱟᱨ ᱢᱟᱱᱟᱢ।

Course Outcomes:

CO1. ᱛᱟ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱵᱟᱜᱮᱡᱟᱭ ᱮᱥᱛᱮᱨᱠᱚᱞ ᱭᱩᱱᱤᱠᱚᱰ, ᱫᱟᱜᱮᱱᱟᱢᱮᱫ ᱜᱟᱱᱟᱱ ᱟᱨ ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱵᱟᱜᱮᱡᱟᱭ ᱚᱢᱯᱚᱨᱚᱴ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱟ.ᱮᱦᱟ ᱟᱨ ᱦᱚᱡᱟᱜᱮᱫ ᱮᱴ ᱚᱰᱤ ᱮᱥᱛᱮᱨᱠᱚᱞ ᱣᱮᱵᱥᱟᱭᱴ ᱵᱚ ᱡᱟᱢᱟᱢᱟᱨ ᱢᱟᱱᱟᱢ।

CO2. ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱛᱚᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱛᱟ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱵᱟᱜᱮᱡᱟᱭ ᱵᱚ ᱡᱟᱢᱟᱢᱟᱨ ᱢᱟᱱᱟᱢ। ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱵᱟᱜᱮᱡᱟᱭ ᱦᱚᱦᱚᱱᱛᱟᱹᱨᱚᱭ ᱵᱚᱲᱚᱱᱜ ᱦᱚᱡᱟᱜᱮᱫ ᱮᱴ ᱥᱩᱵᱩᱛ ᱵᱚ ᱡᱟᱢᱟᱢᱟᱨ ᱢᱟᱱᱟᱢ।

CO3. ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱛᱚᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱛᱟ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱵᱟᱜᱮᱡᱟᱭ ᱟᱴ ᱦᱩᱲᱟᱣ.ᱮ ᱱᱚᱵᱚᱨᱮ ᱵᱟᱵᱚᱛᱽᱨᱮᱭᱮᱫ ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱚᱵᱮᱵᱟᱹᱨ ᱛᱮᱞᱠᱚᱞᱨᱮᱱ।

CO4. ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱛᱚᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱛᱟ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱟᱴᱤᱠᱞ ᱯᱚᱱᱤ, ᱜᱩᱮᱥᱪᱚ ᱟᱨ ᱦᱚᱡᱟᱜᱮᱫ ᱮᱴ ᱚᱰᱤ ᱯᱚᱨᱥᱱᱤᱭᱟᱞᱤᱛᱤ ᱯᱚᱨᱟᱪᱟᱨᱮᱱᱜ-ᱱᱤ।

CO5. ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱛᱚᱣᱟᱫᱮ ᱚᱢᱯᱚᱨᱚᱴ ᱛᱟ.ᱢᱟᱣᱟᱱ.ᱵᱚ ᱦᱚᱨᱚᱱᱟᱞ ᱛᱚᱨᱚᱱᱟᱞ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱟᱵᱚᱛ ᱵᱟ.ᱡᱟ ᱵᱚ ᱦᱚ.ᱚ ᱯᱚᱨᱟᱪᱟᱨᱮᱱᱜ-ᱱᱤ ᱟᱨ ᱡᱟᱨᱡᱟᱨᱮᱱᱜ ᱭᱟᱵᱚ ᱟ.ᱜᱭ ᱯᱚᱨᱟᱪᱟᱨᱮᱱᱜ-ᱱᱤ।

CO-PO-PSO Mapping

Course Outco	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

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 ᱯᱟᱹᱛᱨᱤᱠᱟ ᱵᱤᱫᱭᱟᱹᱣ। (Introduction to Magazine)

- ᱤᱢᱚᱥᱢᱩ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱩᱫᱮᱥᱚ, ᱤᱢ.ᱮᱢ.ᱯᱷᱤ, ᱜᱣᱮᱣᱚ, ᱡᱢ.ᱢᱟᱛᱩ, ᱩᱣᱢᱥᱢ.ᱮ ᱩᱜᱡᱜᱚ।

Unit-2:

ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱣᱚ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱮᱢᱜᱟᱹᱨ।
(History of Santali Magazine)

- ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱩᱜᱩᱮᱨᱩ, ᱡᱢᱢᱯᱟᱹᱢ।
- ᱥᱟᱱᱭᱟᱨᱮᱨ ᱡᱟᱹᱢᱯᱟᱹ ᱣᱣᱟᱣ ᱯᱟᱹ ᱤᱢᱚᱥᱢᱩ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱮᱛᱟᱨᱤᱠᱟ ᱪᱮᱫᱟᱭ।
- ᱮᱟᱚᱢᱜ ᱨᱣᱚᱨ ᱯᱟᱹ ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱚᱢ.ᱣᱚᱟᱹ।

ᱤᱢᱚᱥᱢᱩ ᱢᱟ ᱣᱟᱨᱡᱣᱱᱟᱢ (ᱡᱮᱢᱟᱹᱨᱮᱢ), ᱟ-ᱤᱢᱚᱥᱢᱩ

Unit-3:

ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱢᱟ ᱣᱟᱨᱡᱣᱱᱟ ᱣᱢᱜᱮᱡᱭ
(Santali Magazine and Journals)

- ᱡᱮᱫ ᱥᱮᱞᱩᱣᱢᱨᱮ, ᱡᱮᱣᱨᱮᱜ ᱜᱢᱩᱢ, ᱥᱟᱨᱣ, ᱥᱢᱟᱞᱡᱮᱞ ᱭᱩᱭᱣ, ᱡᱭᱣ ᱥᱮᱞᱩᱣᱢᱨᱮ, ᱚᱡᱚᱟᱱ ᱪᱩᱭᱣ।
  ᱤᱜᱢ.ᱜᱭᱮ, ᱧᱟᱥᱮᱞ ᱣᱟᱨᱡᱣᱱᱟ, ᱡᱢᱮᱢᱩ ᱧᱟᱥᱮᱞ, ᱣᱟᱨᱡᱣᱱᱟ ᱣᱢᱜᱮᱡᱭ, ᱥᱢᱟ ᱥᱢ.ᱜᱭᱮ ᱪᱩᱢᱢᱮ।

Unit-4:

ᱤᱢᱚᱥᱢᱩ ᱥᱢᱤᱪᱟᱡᱚ ᱢᱟ ᱣᱟᱨᱡᱣᱱᱟᱱᱟᱨᱮᱢ. (Editors and Journalist)

- ᱥᱟᱱᱛᱚᱞᱤ ᱤᱢᱚᱥᱢᱩ ᱥᱢᱤᱪᱟᱢᱡ ᱱᱟ ᱩᱟᱨᱥᱮᱫ ᱢᱟ ᱩᱟᱨᱥᱮᱫᱢᱟᱱᱟᱨ ᱣᱮᱡᱢᱜ ᱪᱮᱫᱤᱩ।

ᱩᱱᱟᱞᱚᱫᱤᱱᱟᱹᱨ ᱚᱵᱚᱨ ᱢᱟᱹᱱᱚᱜ ᱫᱟᱣᱚ ᱜᱤ.ᱥᱤᱱ ᱯᱟᱫᱮ ᱴᱤᱯᱩᱱᱤᱠᱚ ᱢᱚᱞᱚᱜ ᱩᱱᱟᱞᱤᱫᱮ ᱥᱩᱧᱟᱣᱟᱹᱭ᱾

Reference Books

1. ᱴᱤᱯᱚᱨᱤᱭᱟᱞ ᱴᱤᱰᱤᱡᱤᱴᱚᱹᱨ ᱯᱟᱨᱮᱱᱛᱤᱝ ᱚᱩᱭᱮᱫᱚᱩ ᱨᱤᱱ ᱜᱤᱯᱤᱱᱤ- ᱜᱤ. ᱵᱤ. ᱴᱤ. ᱢᱩᱨᱢᱩ
2. ᱴᱤᱯᱚᱨᱤᱭᱟᱞ ᱴᱤᱰᱤᱡᱤᱴᱚᱹᱨ ᱯᱟᱨᱮᱱᱛᱤᱝ ᱮᱱᱜᱨᱤᱩ- ᱯᱚᱵᱤᱫᱮ ᱥᱤ᱾ᱯᱤᱭᱟᱹᱰ ᱩᱱᱟᱞᱩ
3. ᱜᱚᱰ ᱤᱱ.ᱭᱴᱟ ᱨᱤᱱ ᱴᱤᱯᱩᱱᱤᱠᱚ ᱯᱟᱨᱮᱱᱛᱤᱝ ᱮᱱᱜᱨᱤᱩ - ᱵᱩᱥᱣᱤᱨ ᱯᱨᱤᱭ 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** **ᱚᱱᱚᱞᱚᱢᱫᱟ ᱩᱯᱚᱢᱮᱛᱚᱱ ᱣᱟᱨᱛᱟᱢᱟᱱ ᱵᱮᱵᱥᱟᱞᱩ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱣᱟᱢ ᱚᱱᱚᱞᱚᱢᱫᱟ ᱩᱫᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱢᱟᱱᱚᱛ ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱢᱫ ᱚᱱᱚᱞᱚᱢᱫᱟᱨ ᱩᱯᱚᱢᱮᱛᱚᱱ ᱣᱟᱨᱛᱟᱢᱟᱱ ᱯᱩᱨᱟᱱᱟ, ᱣᱟᱱᱣᱟᱱ, ᱩᱵᱣᱚᱨᱟᱭ ᱥᱟ ᱫᱚᱜᱟᱢᱟᱱᱮ ᱣᱟᱱᱣᱟᱱ ᱢᱫ ᱢᱟᱢᱟᱢᱟᱨᱮ ᱰᱟᱢᱟᱱ। ᱚᱱᱚᱞᱚᱢᱫᱟᱨ ᱚᱱᱟᱡᱣᱟᱨᱭ ᱥᱟ ᱯᱟᱢᱚᱞᱟᱱᱟ ᱣᱟᱨ ᱫᱚᱣᱟᱢ ᱣᱟᱨᱛᱟᱢᱟᱱᱮ ᱩᱫᱣᱟᱫᱚ ᱢᱫ ᱢᱟᱢᱟᱢᱟᱨᱮ ᱰᱟᱢᱟᱱ।

Course Outcomes:

CO1. ᱫᱚᱣᱟᱢ ᱚᱱᱚᱞᱚᱢᱫᱟ ᱩᱫᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱢᱟᱱᱚᱛ ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱢᱫ ᱚᱱᱚᱞᱚᱢᱫᱟᱨ ᱩᱯᱚᱢᱮᱛᱚᱱᱣᱟᱨᱛᱟᱢᱟᱱ ᱫᱩᱨᱟᱱᱟ, ᱫᱚᱜᱟᱢᱟᱱᱮ ᱣᱟᱱᱣᱟᱱ ᱥᱟ ᱜᱵᱮᱵᱚ ᱢᱫ ᱢᱟᱢᱟᱢᱟᱨᱮ ᱰᱟᱢᱟᱱ।

CO2. ᱫᱚᱣᱟᱢ ᱚᱱᱚᱞᱚᱢᱫᱟ ᱩᱫᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱢᱟᱱᱚᱛ ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱢᱫ ᱚᱱᱚᱞᱚᱢᱫᱟᱨ ᱩᱯᱚᱢᱮᱛᱚᱱ ᱜᱟᱡᱚᱢᱟᱢᱫ ᱥᱟ ᱜᱟᱢᱮᱢᱟᱱᱮ ᱴᱮᱵᱟᱡᱟᱢᱫ ᱢᱟᱢᱟᱢᱟᱨᱮ ᱰᱟᱢᱟᱱ । ᱩᱯᱚᱢᱮᱛᱚᱱ ᱣᱟᱱᱮ ᱜᱟᱢᱮᱢᱟᱱᱮᱴᱟᱣᱟᱱᱣᱟᱱᱢᱫ ᱥᱟ ᱵᱮᱢᱫᱵᱟᱡᱟᱢᱜ ᱥᱮᱴᱤᱩ ᱢᱫ ᱢᱟᱢᱟᱢᱟᱨᱮ ᱰᱟᱢᱟᱱ।

CO3. ᱫᱚᱣᱟᱢ ᱚᱱᱚᱞᱚᱢᱫᱟ ᱩᱫᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱢᱟᱱᱚᱛ ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱢᱫ ᱚᱱᱚᱞᱚᱢᱫᱟᱨ ᱩᱯᱚᱢᱮᱛᱚᱱ ᱣᱟᱨᱛᱟᱢᱟᱱ ᱜᱫᱟᱣᱟᱫᱮ, ᱚᱱᱚᱞᱚᱢᱫᱟ, ᱯᱩᱵᱞᱤᱥᱤᱝ, ᱜᱟᱢᱩᱢᱚᱯᱚᱱᱣᱟᱱᱣᱟᱱᱩ ᱥᱟ ᱜᱟᱢᱮᱢᱟᱱᱮ ᱚᱨᱜᱟᱱᱤᱡᱮᱥᱟᱱᱵᱟᱵᱚ ᱣᱟᱨᱤᱞᱟᱨ ᱯᱟᱵᱞᱤᱠ-ᱛᱟ।

CO4. ᱫᱚᱣᱟᱢ ᱚᱱᱚᱞᱚᱢᱫᱟ ᱩᱫᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱢᱟᱱᱚᱛ ᱩᱢ.ᱢᱟᱣᱟᱢ.ᱢᱫ ᱚᱱᱚᱞᱚᱢᱫᱟᱨ ᱩᱯᱚᱢᱮᱛᱚᱱ ᱵᱩᱫᱩᱠ ᱚᱫᱩᱠ ᱚᱫᱚᱣ, ᱩᱫᱩᱡᱩᱫ-ᱢᱟ.ᱣᱟ, ᱣᱟᱵᱟᱜᱟᱣ ᱥᱟ ᱚᱱᱚᱞᱚᱢᱫᱟᱨ ᱩᱯᱚᱢᱮᱛᱚᱱ ᱣᱟᱨᱛᱟᱢᱟᱱ ᱚᱱᱚᱞᱚᱢᱣᱟᱨᱭ ᱥᱟ ᱯᱟᱢᱚᱞᱟᱱᱣᱟᱨᱛᱟᱢ. ᱩᱫᱣᱟᱫᱚ ᱜᱟᱢ.ᱡᱟᱣ ᱚᱡᱢᱫ ᱣᱤᱡᱟᱣᱟᱢ.ᱭ ᱯᱟᱢᱚᱞᱟᱱᱣᱟᱨᱛᱟᱢᱜ-ᱛᱟ।

CO5. ᱫᱚᱡᱚᱨ ᱦᱟᱱᱚᱨᱤ ᱩᱫᱩᱜᱟᱣᱟᱫᱮ ᱠᱟᱱᱚᱟ ᱩᱨ.ᱢᱟᱡᱚᱨ.ᱠᱚ ᱦᱟᱨᱮᱚᱨᱟᱨᱤ ᱚᱨᱮᱱᱴᱟᱞ ᱥᱟᱦᱤᱛᱭ ᱜᱚᱞᱟᱨᱠᱤᱱᱟᱨ, ᱚᱞᱟᱞᱚ ᱵᱟᱵᱟᱜ ᱦᱟᱹᱯᱟᱢ, ᱠᱚᱞ·ᱯᱟᱲᱮ ᱱᱚ ᱣᱚᱜᱟᱱᱚ ᱣᱚᱛᱚᱲᱮ ᱠᱚ ᱯᱟᱦᱮᱱ. ᱯᱟᱨᱛᱤᱥᱤᱯᱟᱱᱴ-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	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
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: ᱦᱟᱨᱮᱚᱨᱟᱨᱤ ᱚᱨᱮᱱᱴᱟᱞ ᱥᱟᱦᱤᱛᱭ ᱯᱩᱨᱣᱮᱥᱩ ᱟᱨ ᱜᱟᱱᱟᱜ

- ᱚᱨᱮᱥᱚ, ᱩᱵᱟᱵᱟᱛᱚ ᱟᱨ ᱚᱨᱯᱟᱱᱴᱟᱞ ᱥᱟᱦᱤᱛᱭ ᱣᱟᱨᱢᱜᱟ
- ᱦᱟᱨᱮᱚᱨᱟᱨᱤ ᱚᱨᱯᱟᱱᱴᱟᱞ ᱥᱟᱦᱤᱛᱭ ᱯᱩᱨᱣᱮᱥᱩ ᱟᱨ ᱜᱟᱱᱟᱜ
- ᱦᱟᱨᱮᱚᱨᱟᱨᱤ ᱚᱨᱯᱟᱱᱴᱟᱞ ᱥᱟᱦᱤᱛᱭ ᱮᱢᱜᱟᱹᱣ ᱟᱨ ᱜᱟᱱᱟᱜ
- ᱜᱚᱫ ᱚᱨᱯᱟᱱᱴᱟᱞ ᱦᱟᱥᱟᱣᱟᱜ ᱟᱨ ᱦᱟᱥᱟᱣᱟᱜᱵᱟᱨᱢᱟ. ᱵᱚᱵᱜ ᱦᱚᱯᱚᱱ
- ᱦᱟᱨᱮᱚᱨᱟᱨᱤ ᱩᱨ.ᱱᱤᱨ, ᱦᱟᱹᱡᱟᱨᱚ ᱟᱨ ᱯᱟᱵᱩᱜᱟᱱ ᱱᱟ ᱚᱨᱯᱟᱱᱴᱟᱞ ᱥᱟᱦᱤᱛᱭ ᱪᱮᱫᱩ

Unit–II: ᱜᱟᱨᱢᱟᱮᱴᱟᱣᱟᱱ ᱟᱨ ᱜᱟᱨᱢᱟᱮᱴ ᱦᱟᱹᱡᱟᱨᱚ

- ᱜᱟᱨᱢᱟᱮᱴᱟᱣᱟᱱ ᱵᱚᱡᱟᱜ ᱱᱟᱨᱢᱚᱴ ᱟᱨ ᱵᱟ.ᱚᱨ
- ᱦᱟᱨᱮᱚᱨᱟᱨᱤ ᱚᱨᱯᱟᱱᱴᱟᱞ ᱱᱟ ᱜᱚᱱᱚ ᱜᱚᱩᱞᱚ ᱩᱫ·ᱣᱚᱞ ᱱᱚᱜᱟᱣᱚᱮᱴᱟᱣ ᱚᱱᱟᱱᱚᱡᱟᱜ ᱪᱮᱫᱩ
- ᱮᱨᱚᱜ ᱚᱵᱚᱚ ᱥᱟᱨᱮᱜ ᱚᱨᱯᱟᱱᱴᱟᱞ ᱟᱨ ᱚᱨᱯᱟᱱᱴᱟᱞ ᱜᱟᱡᱚᱣᱟᱵᱚ

Unit–III: Elements and Techniques of Santali Theatre

- ᱜᱟᱨᱢᱟᱮ ᱥᱟᱨᱮᱜ ᱣᱚᱣᱚᱨᱯ: ᱵᱟ.ᱣᱮᱨ, ᱥᱵᱟᱨᱚ, ᱜᱩᱟᱱᱯᱩᱟᱱᱴᱟᱞᱟᱡ, ᱦᱟᱨᱚᱟᱜ, ᱵᱟ.ᱩᱨ ᱟᱨ ᱚᱵᱚᱚ

- ᱩᱫᱟᱞᱩ-ᱵᱚᱦᱟᱜ: ᱩᱫᱟᱞᱩ ᱜᱮᱛᱟᱣᱮᱫ, ᱣᱮᱥᱚᱜ-ᱯᱚᱥᱟᱠ, ᱴᱮᱠᱱᱚᱞᱚᱡᱤ-ᱴᱮᱠᱱᱤᱛᱮᱥ, ᱯᱚ.ᱚᱨ, ᱥᱤᱧ ᱯᱚ-ᱯᱚᱥᱣᱚ
- ᱯᱚᱨᱟᱱᱜᱟ ᱚᱨᱵᱟᱨᱛᱟᱵᱟ ᱥᱤᱧ ᱜᱟᱞᱮᱢ. ᱵᱜᱵᱜ
- ᱩᱛᱜᱚᱥᱵᱟ ᱵᱜᱵᱜ ᱴᱮᱜᱜᱤᱧ ᱥᱤᱧ ᱣᱟᱛᱣᱟᱨᱮᱢ.ᱵᱜ ᱴᱮᱢᱚ ᱣᱟᱠᱛᱟᱨ-ᱯᱚᱠᱛᱚᱣ
- ᱜᱚᱨᱮᱢᱮᱢᱮ ᱜᱮᱛᱣᱚᱛᱮ ᱥᱤᱧ ᱜᱚᱨᱮᱢᱮ ᱴᱟᱲᱚᱢ

Unit–IV: Santali Theatre in Contemporary Perspective

- ᱴᱮᱢᱚᱜᱚᱢ ᱥᱚᱱᱜᱚᱞ ᱥᱤᱧ ᱯᱚᱵᱜᱤᱧ ᱚᱢᱣᱜᱤᱢᱚ ᱯᱚᱵᱚᱢᱚᱰ ᱴᱮᱯᱚᱢᱣᱟᱨ ᱩᱫᱟᱞᱩ ᱵᱜᱵᱜ
- ᱴᱮᱯᱚᱢᱣᱟᱨ ᱩᱫᱟᱞᱩ ᱵᱜᱵᱜ ᱱᱟᱰ ᱴᱟᱲᱚᱢ ᱥᱤᱧ ᱜᱟᱨᱮᱢᱮ ᱣᱚᱱᱚᱢ
- ᱩᱫᱟᱞᱩ ᱵᱜᱵᱜ ᱥᱤᱧ ᱮᱢᱣᱚᱢᱜ media (radio, television, digital platforms)
- ᱴᱮᱯᱚᱢᱣᱟᱨ ᱩᱫᱟᱞᱩ ᱵᱜᱵᱜ ᱱᱟᱨᱮᱢᱜ ᱪᱷᱚᱵᱷᱚᱨᱚᱵᱚ ᱥᱤᱧ ᱥᱮᱜᱢᱩ ᱱᱟᱨ ᱵᱚᱱᱚᱢᱤᱡ ᱯᱚᱢᱟᱰ
- ᱯᱟᱨᱣᱚᱱᱚᱢᱮᱢᱮ ᱤᱱᱤᱱᱟᱣᱚᱛᱮ : ᱜᱚᱤᱥᱚᱢᱯᱩᱚᱢᱚᱨᱤ ᱵᱚᱦᱚᱣᱚᱢ ᱤᱢᱟᱣᱚᱢᱡᱤ, ᱩᱫᱟᱞᱩ ᱵᱜᱵᱜ ᱴᱮᱜᱜᱤᱧ, ᱵᱜᱵᱜ ᱴᱮᱜᱜᱤᱧᱚᱢᱮᱢᱜ ᱯᱟᱨᱣᱟᱨ

Reference Books:

- Bhartiya Rangmanch ka vikas : Dr. Sadhna Tripathi
- Rangmanch : Dr. Pratibha Rana
- Hindi Rangmanch : Dr. Vinita Rani
- Bharat Muni ka Natyashastra : Shalina Chaturvedi
- Traditional Indian Theatre : Kapila Vatsyayan
- Sangeet Natak Akademi. *Traditional Theatre Forms of India*. New Delhi.
- Murmu, Raghunath. *Bidu Chandan*. ASECA Publications.
- 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** **ᱦᱚᱨᱯᱚᱨᱛᱤ ᱨᱚᱲᱟᱣᱟᱜ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱯᱚᱨᱠᱷᱟ**	4	3-1-0

Course Objective:

ᱫᱚᱣᱟᱜ ᱦᱚᱨᱯᱚᱨ ᱨᱚᱨᱚᱫᱟᱣᱟᱫ ᱚᱱᱞᱚᱰᱚᱠ ᱨᱚᱢ.ᱢᱟᱣᱟᱢ.ᱯᱤ ᱨᱚᱢᱚᱣᱚᱨ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱯᱚᱨᱠᱷᱟ ᱡᱟᱱᱟᱣ ᱮᱢᱚᱞᱟᱣ, ᱫᱚᱜᱚᱞᱚᱫ ᱜᱚᱲᱚᱱ ᱯᱤ ᱛᱚᱛᱚᱨ ᱵᱚᱦᱚᱧ, ᱦᱚᱨᱯᱚᱨᱛᱤ ᱨᱚᱢᱚᱣᱚᱨ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱯᱚᱨᱠᱷᱟ ᱡᱟᱱᱟᱣ ᱯᱚᱨᱠᱷᱟ ᱡᱚᱜᱟᱣ ᱟᱨ ᱦᱚᱨᱯᱚᱨᱛᱤ ᱨᱚᱢ.ᱡᱮᱞ ᱟᱨ ᱦᱚᱲᱟᱣᱟᱰ ᱡᱟᱲ ᱚᱞᱟᱱ ᱡᱟᱲᱟᱜ ᱥᱮᱞᱟᱹᱜ ᱯᱤ ᱛᱚᱛᱚᱨ ᱵᱚᱦᱚᱧ।

Course Outcomes:

CO1. ᱨᱚᱢ.ᱢᱟᱣᱟᱢ.ᱯᱤ ᱨᱚᱢᱚᱣᱚᱨ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱯᱚᱨᱠᱷᱟ ᱡᱟᱱᱟᱣ ᱮᱢᱚᱞᱟᱣ, ᱫᱚᱜᱚᱞᱚᱫ ᱜᱚᱲᱚᱱ ᱟᱨ ᱨᱚᱢᱚᱣᱚᱨ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱯᱚᱨᱠᱷᱟ ᱡᱟᱱᱟᱣ ᱚᱱᱞᱚᱰᱚᱠ ᱦᱚᱨᱯᱚᱨᱛᱤ ᱨᱚᱢ.ᱡᱮᱞ ᱟᱨ ᱦᱚᱲᱟᱣᱟᱰ ᱡᱟᱲ ᱚᱞᱟᱱ ᱡᱟᱲᱟᱜ ᱩᱫᱚᱹᱜ ᱵᱚᱦᱚᱧ।

CO2. ᱫᱚᱣᱟᱜ ᱦᱚᱨᱚᱢ ᱨᱚᱨᱚᱫᱟᱣᱟᱫ ᱚᱱᱞᱚᱰᱚᱠ ᱨᱚᱢ.ᱢᱟᱣᱟᱢ.ᱯᱤ ᱦᱚᱨᱯᱚᱨᱛᱤ ᱨᱚᱢᱚᱣᱚᱨ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱯᱚᱨᱠᱷᱟ ᱵᱚᱦᱚᱧ ᱵᱚ ᱛᱚᱛᱚᱨ ᱵᱚᱦᱚᱧ। ᱨᱚᱢᱚᱣᱚᱨ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱯᱚᱨᱠᱷᱟ ᱦᱚᱨᱚᱢᱨᱮᱛᱚᱱ ᱯᱚᱱᱰᱤᱛ ᱦᱚᱨᱯᱚᱨᱛᱤ ᱨᱚᱢᱩᱣᱟᱞ ᱟᱨ ᱥᱩᱵᱚᱱ ᱯᱚᱨᱠᱷᱟ ᱡᱟᱱᱟᱣ ᱯᱚᱨᱠᱷᱟ ᱡᱚᱜᱟᱣ ᱟᱨ ᱛᱚᱛᱚᱨ ᱵᱚᱦᱚᱧ।

CO3. ᱫᱚᱣᱟᱜ ᱦᱚᱨᱚᱢ ᱨᱚᱨᱚᱫᱟᱣᱟᱫ ᱚᱱᱞᱚᱰᱚᱠ ᱨᱚᱢ.ᱢᱟᱣᱟᱢ.ᱯᱤ ᱦᱚᱨᱯᱚᱨᱛᱤ ᱨᱚᱢᱚᱣᱚᱨ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱯᱚᱨᱠᱷᱟ ᱵᱚᱦᱚᱧ ᱡᱚᱜᱟᱣ ᱟᱱ ᱶᱭᱟᱱ.ᱮ ᱱᱚᱵᱚᱞ ᱯᱟᱹᱵᱞᱤᱥᱤᱝ ᱨᱚᱢᱚᱣᱚᱨ ᱚᱱᱞᱚᱰᱚᱠ ᱚᱶᱮᱯᱟᱜ ᱛᱟᱞᱮᱫᱟᱨᱮᱱ।

CO4. ᱫᱚᱣᱟᱜ ᱦᱚᱨᱚᱢ ᱨᱚᱨᱚᱫᱟᱣᱟᱫ ᱚᱱᱞᱚᱰᱚᱠ ᱨᱚᱢ.ᱢᱟᱣᱟᱢ.ᱯᱤ ᱦᱚᱨᱯᱚᱨᱛᱤ ᱨᱚᱢᱚᱣᱚᱨ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱡᱟᱱᱟᱣ ᱪᱟᱱᱟᱣ, ᱜᱮᱴᱮᱴ ᱟᱨ ᱩᱫᱚᱹᱜ ᱵᱚᱦᱚᱧ ᱚᱶᱮᱯᱟᱜ-ᱟᱨ।

CO5. ᱫᱚᱣᱟᱜ ᱦᱚᱨᱚᱢ ᱨᱚᱨᱚᱫᱟᱣᱟᱫ ᱚᱱᱞᱚᱰᱚᱠ ᱨᱚᱢ.ᱢᱟᱣᱟᱢ.ᱯᱤ ᱦᱚᱨᱯᱚᱨᱛᱤ ᱨᱚᱢᱚᱣᱚᱨ ᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱵᱚᱦᱚᱧ ᱵᱚ.ᱩᱚ ᱵᱚ ᱦᱚ.ᱚ ᱪᱟᱨᱛᱟᱨᱮᱱᱜ-ᱟᱨ ᱟᱨ ᱛᱟᱨᱛᱟᱣᱟᱱ ᱡᱟᱲᱯᱤ ᱨ.ᱜᱵ ᱪᱟᱨᱛᱟᱨᱮᱱᱜ-ᱟᱨ।

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 ᱵᱮᱵᱥᱟᱞᱤ (Introduction to Magazine)

- ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱮᱫᱟᱜ ᱡᱮᱞᱮᱠᱚ, ᱯᱟᱹ.ᱮᱢ.ᱨᱮᱡ, ᱜᱵᱮᱵᱚ, ᱜᱟᱢ.ᱢᱟᱛᱩ, ᱡᱵᱢᱜᱟᱢ.ᱮ ᱡᱩᱜᱩᱮᱚ।

Unit-2:

ᱮᱢᱮᱚᱢᱛᱟᱡ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱵᱚ ᱨᱮᱫᱟᱜ ᱮᱢᱜᱮᱢᱟ।
(History of Santali Magazine)

- ᱮᱢᱮᱚᱢᱛᱟᱡ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱮᱫᱟᱜ ᱹᱩᱹᱩᱮᱹᱩ, ᱜᱢᱢᱨᱢ।
- ᱮᱢᱥᱩᱮᱨᱩ ᱜᱢᱨᱢ ᱣᱵᱨᱵ ᱨᱮ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱮᱫᱟᱜ ᱮᱮᱮᱩ।
- ᱮᱟᱚᱢᱜ ᱹᱵᱚᱹ ᱨᱮ ᱮᱢᱮᱚᱢᱛᱟᱡ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱨᱮᱫᱟᱜ ᱯᱢ.ᱵᱚᱟ।
  ᱯᱟᱹᱛᱨᱤᱠᱟ ᱢᱨ ᱵᱟᱹᱣᱹᱨᱢᱢ (ᱡᱮᱣᱟᱨᱮᱢ), ᱟ-ᱯᱟᱹᱛᱨᱤᱠᱟ

Unit-3:

ᱮᱢᱮᱚᱢᱛᱟᱡ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱢᱨ ᱵᱟᱹᱣᱹᱨᱟ ᱵᱢᱜᱹᱣᱹ
(Santali Magazine and Journals)

- ᱜᱹᱫ ᱮᱹᱩᱣᱢᱹᱹ, ᱜᱹᱯᱹᱹ ᱜᱢᱣᱢ, ᱮᱟᱯᱟ, ᱮᱢᱨᱩᱹᱢ ᱵᱩᱵᱯ, ᱜᱵᱯ ᱮᱹᱩᱣᱢᱢᱹ, ᱚᱡᱚᱨᱡ ᱡᱩᱢᱯ।
  ᱯᱟᱹ.ᱜᱵᱮ, ᱹᱟᱮᱹᱩ ᱵᱟᱹᱣᱹᱨᱟ, ᱡᱢᱮᱢᱩ ᱹᱟᱮᱹᱩ, ᱵᱟᱹᱣᱹᱨᱟ ᱵᱢᱜᱹᱣᱹ, ᱮᱢᱨ ᱮᱢ.ᱜᱵᱮ ᱡᱩᱢᱯ।

Unit-4:

ᱯᱟᱹᱛᱨᱤᱠᱟ ᱮᱢᱯᱩᱡᱚ ᱢᱨ ᱵᱟᱹᱣᱹᱨᱟᱨᱮᱢ. (Editors and Journalist)

- ᱮᱢᱮᱚᱢᱛᱟᱡ ᱯᱟᱹᱛᱨᱤᱠᱟ ᱮᱢᱯᱩᱡᱢᱣ ᱨᱮ ᱡᱟᱮᱮᱮ ᱢᱨ ᱡᱟᱮᱹᱮᱢᱨᱟ ᱵᱹᱣᱢᱜ ᱡᱮᱡᱩ।
  ᱡᱟᱮᱹᱮᱢᱨᱟ ᱹᱵᱚᱹ ᱵᱟᱹᱣᱮ ᱮᱟᱚ ᱜᱢ.ᱣᱟᱣ ᱨᱮᱮ ᱮᱢᱯᱩᱡᱚ ᱵᱹᱣᱢᱜ ᱯᱟᱹᱮᱮᱮ ᱩᱟᱹᱨᱚᱮ ᱩᱟᱨᱚ।

Reference Books

1. ᱮᱢᱮᱚᱢᱛᱟᱡ ᱮᱢᱥᱩᱮᱨᱩ ᱨᱮᱫᱟᱜ ᱹᱩᱹᱩᱮᱹᱩ ᱢᱨ ᱜᱢᱨᱢ- ᱣᱨ. ᱵᱡ. ᱮᱟ. ᱢᱵᱣᱵ

2. ᱪᱟᱢᱚᱢᱟᱨ ᱪᱟᱢᱫᱩᱞᱤᱠᱚ ᱯᱮᱨᱟᱢᱞ ᱮᱟᱢᱞᱟᱢ- ᱮᱫᱠᱞᱫᱮ ᱥᱫᱚᱠᱯᱮ ᱢᱮᱯᱢᱮ
3. ᱡᱫᱤ ᱣᱟ.ᱯᱪᱨ ᱟᱯ ᱪᱟᱢᱫᱩᱞᱤᱠᱚ ᱯᱮᱨᱟᱢᱞ ᱮᱟᱢᱞᱟᱢ - ᱠᱮᱭᱡᱫ ᱚᱟᱪ ᱢᱮᱯᱢᱮ

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** **ᱚᱞᱚᱪᱤᱛᱟ ᱚᱞᱮᱪᱟᱨᱮᱫ ᱰᱟᱨᱮᱢᱜ ᱚᱛᱚᱨᱫ ᱟᱨ ᱢᱩᱞᱭᱟᱭᱮᱢ**	**4**	**3-1-0**

Course Objectives:

ᱩᱢ.ᱢᱟᱭᱭᱟᱢ. ᱦᱟ ᱮᱭᱟᱢ ᱚᱞᱚᱢᱤᱧ ᱩᱟᱩᱟᱜᱟᱣᱟᱮ ᱚᱢᱯᱢᱚᱴ ᱚᱢᱭᱟᱨᱫ ᱰᱟᱨᱮᱢᱜ ᱜᱢ.ᱟᱛᱰ ᱜᱟᱨᱮᱢᱮ ᱦᱟ ᱣᱢᱤᱧ᱾ ᱜᱰᱟᱦ, ᱡᱤᱜᱭᱰᱟᱨᱟ, ᱚᱭ᱾ᱚᱦᱰᱟᱨᱟ, ᱟᱨᱮᱫᱭᱟ, ᱤᱢᱤᱜᱯᱢ, ᱚᱢᱮᱚᱢᱛᱟ ᱰᱟᱨᱮᱢᱜ ᱚᱢᱤᱢᱭ ᱢᱟ ᱢᱤᱣᱰᱟᱰᱮᱢ ᱩᱟᱭᱚᱞᱰᱟᱨᱟ ᱚᱛᱚᱨᱫ ᱢᱟ ᱢᱯᱭᱣᱰᱮᱢ ᱯᱨᱦᱢᱚᱨ᱾

Course Outcomes:

CO1. ᱩᱢ.ᱢᱟᱭᱭᱟᱢ. ᱦᱟ ᱮᱭᱟᱢ ᱚᱞᱚᱢᱤᱧ ᱩᱟᱩᱟᱜᱟᱣᱟᱮ ᱚᱢᱯᱢᱚᱴ ᱚᱢᱮᱚᱢᱛᱟ ᱚᱢᱭᱟᱨᱫ ᱰᱟᱨᱮᱢᱜ ᱚᱛᱚᱨᱫ ᱢᱟ ᱢᱯᱭᱣᱰᱮᱢ ᱣᱟᱣᱟᱢ ᱦᱟ ᱤᱢᱤᱢᱤᱨ ᱜᱢᱤᱧ᱾

CO2. ᱩᱢ.ᱢᱟᱭᱭᱟᱢ. ᱦᱟ ᱮᱭᱟᱢ ᱚᱞᱚᱢᱤᱧ ᱩᱟᱩᱟᱜᱟᱣᱟᱮ ᱚᱢᱯᱢᱚᱴ ᱢᱯᱭᱣᱰᱮᱢ ᱚᱛᱚᱨᱫ ᱰᱟᱨᱮᱢᱜ ᱣᱢᱭᱢᱤᱣᱦᱭᱦ ᱢᱟ ᱚᱢᱮᱚᱢᱛᱟ ᱚᱢᱭᱟᱨᱫ ᱰᱟᱨᱮᱢᱜ ᱢᱭᱚᱜ ᱡᱮᱢ ᱰᱟᱨᱮᱢᱜ ᱢᱭᱚᱜ ᱡᱟᱛᱟᱦᱢᱚᱨ ᱚᱢᱟᱨᱯᱢᱨ ᱜᱟᱨᱮᱢᱮ ᱦᱟ ᱤᱢᱤᱢᱤᱨ ᱜᱢᱤᱧ᱾

CO3. ᱢᱯᱭᱣᱰᱮᱢ ᱦᱢ.ᱩᱟ ᱣᱭᱭᱢ ᱦᱟ ᱤᱢᱤᱢᱤᱨ ᱜᱢᱤᱧ᱾

CO4. ᱢᱯᱭᱣᱰᱮᱢ ᱚᱛᱚᱨᱫ ᱦᱟ ᱦᱟ ᱤᱢᱤᱢᱤᱨ ᱜᱢᱤᱧ᱾

CO5. ᱚᱢᱭᱟᱨᱫ ᱢᱯᱭᱣᱰᱮᱢ ᱭᱟᱮᱢᱜ ᱯᱢ.ᱦᱚᱩ ᱦᱟ ᱤᱢᱤᱢᱤᱨ ᱜᱢᱤᱧ᱾

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. ᱦᱚᱨᱚᱱᱟᱹᱞ ᱦᱚᱲᱟᱯᱷᱩ ᱦᱚᱲ ᱵᱤᱵᱥᱚᱪ : ᱱᱚ.ᱮᱚ.ᱥᱮᱞ, ᱱᱚᱮ ᱚᱱ ᱯᱚ.ᱠᱚᱞ, ᱯᱚᱲ, ᱜᱵᱮ ᱠᱚ ।

Unit-2. ᱦᱚᱲᱟᱯᱷᱩ ᱥᱮᱨᱮᱚᱜ ᱚ.ᱯᱚᱴ : ᱠᱯᱚᱦᱮᱞᱟᱞᱟᱹᱣ, ᱥᱚᱡᱚᱮᱢᱟᱦᱮᱞᱟᱞᱟᱹᱣ, ᱮᱚᱵᱵᱥᱚᱱᱚᱯᱟᱞᱟᱹᱣ, ᱦᱟᱞᱚᱜᱚᱯᱟᱞᱟᱹᱣ, ᱱᱟᱱᱚᱮᱵᱵᱥᱚᱱᱚᱯᱟᱞᱟᱹᱣ, ᱦᱚᱵᱵᱥᱚᱱᱚᱯᱟᱞᱟᱹᱣ, ᱱᱚᱮᱦᱚ-ᱦᱚᱱᱚᱮᱵᱵᱥᱚᱱᱚᱯᱟᱞᱟᱹᱣ ।

Unit-3. ᱦᱚᱲᱟᱯᱷᱩ ᱥᱮᱨᱮᱚᱜ ᱡᱚ.ᱢᱟᱩ : ᱚᱮᱚᱣᱡᱮ, ᱵᱡᱚᱢᱚ ᱚᱮᱚᱣᱡᱮ, ᱜᱚᱨᱮᱚᱮ, ᱢᱟᱠᱚᱵᱟᱚᱚ. ᱜᱚᱨᱮᱚᱮ, ᱜᱚᱢᱚᱩ, ᱚᱮᱚᱠ, ᱡᱟᱨᱮᱚᱮ ᱵᱚᱚᱡᱚ ᱚᱮᱚᱠ,ᱚᱱᱱᱮᱨᱮᱚᱜ ᱡᱟᱨᱮᱚᱮ ᱵᱚᱚᱡᱚ ᱚᱮᱚᱠ, ᱦᱚᱮ.ᱜᱡᱚᱚ ᱚᱮᱚᱠ, ᱜᱟᱠᱹᱥᱚᱚ. ᱦᱚᱲᱟᱯᱷᱩ ।

Unit- 4. ᱚᱢᱡᱡᱚᱚᱮ ᱚᱱ ᱥᱡᱚ.ᱠᱚ ᱦᱚᱦᱟᱚᱚᱡ ।

ᱱᱚᱮᱚ.ᱥᱮᱞ, ᱡᱮᱮᱮᱟ ᱚᱱ ᱡᱚ.ᱢᱟᱩ, ᱦᱚᱲᱟᱯᱷᱩ ᱥᱮᱨᱮᱚᱜ ᱚᱟᱚᱟᱮᱠ ᱚᱱ ᱚᱠᱚᱥᱮᱚᱚ।

Reference Books:

1.Kabya Tatta – Aristotal – *Sisir Kumar Das.*
2.Sahitya – *Rabindra Nath Tagore*
3. ᱦᱚᱲᱟᱯᱷᱩ– ᱢᱚᱢᱢᱟᱚᱠᱚᱚ ᱡᱵᱥᱡᱵ ‘ᱚᱠᱟᱢᱚ.ᱦᱟ’
4.Sahityo Sondorson – *Shirsha Chandra Das*
5.Alankar muktabali – *Debendra Nath Sharma*
6.Bangla Chhander Bibron– *Dr. S.K. Bhowmik*
7. ᱷᱛᱚᱷᱵᱚᱥ– ᱦᱚᱢᱚᱚᱮᱚᱚᱚᱚ ᱢᱮᱦᱟᱚᱚ
8. ᱦᱚᱲᱟᱯᱷᱩ ᱥᱮᱮᱚᱜ ᱡᱵᱮᱚ.ᱥ ᱚᱮᱚᱮᱠ– ᱚᱮᱡᱚᱮ ᱵᱚᱥᱡᱚᱚᱵᱚᱥ
9. ᱚᱮᱚᱣᱡᱮ ᱵᱚ.ᱥᱟ– ᱥᱚᱡᱡᱧ ᱵᱵᱡᱚᱥ ᱡᱵᱥᱡᱵ

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)** **ᱪᱚᱞᱚᱛᱚᱢ ᱢᱚᱢᱚᱛᱚᱞᱚᱛᱚᱢ ᱚᱛ Artificial Intelligence ᱚᱛᱢᱚᱜ ᱞᱛᱞᱚᱚᱚᱚ (ᱪᱚᱛᱚᱞᱚᱛᱛ)**	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** **ଯାହ ବାଦଅ. ଓଳରେଟ ଅଣ ଟବଯଅ ଣଟରେଓ ଠଟଠଟହ**	4	3-1-0

Course Objectives:

ଯଅ.ଦଓଏଯଅ. ବଡ ଟବଯଅ ୟଅଠଅଧ ଯଡଯଡଟଯଓଡଟ ଠଅଦଫଅଠଟ ୟଅଟଠଅଦଯଟ ଯାହ ବାଦଅ. ଓଳରେଟ ଣଟରେଓ ଓଟରେଟ ୟଅଧଟଫଅଦରଠଟ ଫଅ.ର ଅବଡଯଅ। ଯାହ ବାଦଅ. ଓଳରେଟ ଅଫ ଠଡଫ ଣଟ ଯାଡଟ ଫଅଓଳଅଯ ଅଓଡ ଅଣ ଓଳରେଟ ଣଟଟଅଓ ଧଏଠ ଓଏଟ ବଡ ଧଅଠଧଅର ଅଓଡ ବଡଯଅ।

Course Outcomes:

CO1. ଯଅ.ଦଓଏଯଅ. ବଡ ଟବଯଅ ୟଅଠଅଧ ଯଡଯଡଟଯଓଡଟ ଠଅଦଫଅଠଟ ୟଅଟଠଅଦଯଟ ଯାହ ବାଦଅ. ଓଳରେଟ ଅଣ ଟବଯଅ ଣଟରେଓ ଠଟଠଟହ ବଡ ଧଅଠଧଅର ସଅଧଯଅ।

CO2. ꠀꠀꠀ

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** **ᱠᱚᱢᱟᱞᱤ ᱢᱮᱞᱚᱢᱫᱷᱟ ᱣᱮᱭᱚᱢᱜ ᱫᱮᱪᱟᱫᱢ**	**4**	**3-1-0**

Course Objectives:

ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ವಿದ್ಯಾರ್ಥಿಯಾಗಿ ಬಹುಮುಖ ವಿಜ್ಞಾನ.ಬಿಇ ಸಾಫ್ಟ್‌ವೇರ್‌ನಲ್ಲಿ ಯಶಸ್ಸಿನ ಶಿಖರವನ್ನು ಏರುವುದು, ಆಜೀವ, ವಿಶ್ವಬಾಂಧವ್ಯ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಆಜೀವ ಬಿಇ ಯಾಂತ್ರಿಕ ಇಂಜಿನಿಯರ್ ಸಾಫ್ಟ್‌ವೇರ್ ಮತ್ತು ಬಹುಮುಖ ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ಆಜೀವ ವಿದ್ಯಾರ್ಥಿಯಾಗಿ ಯಶಸ್ಸಿನ ಶಿಖರವನ್ನು ಏರುವುದು ಆಜೀವ ಬಿಇ ಯಾಂತ್ರಿಕ ಇಂಜಿನಿಯರ್.

Course Outcomes:

CO1. ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ವಿದ್ಯಾರ್ಥಿಯಾಗಿ ಬಹುಮುಖ ವಿಜ್ಞಾನ.ಬಿಇ ಸಾಫ್ಟ್‌ವೇರ್‌ನಲ್ಲಿ ಯಶಸ್ಸಿನ ಶಿಖರವನ್ನು ಏರುವುದು, ಪ್ರಾಯೋಗಿಕ ಆಜೀವ ಮತ್ತು ಆರೋಗ್ಯ ಬಿಇ ಯಾಂತ್ರಿಕ ಇಂಜಿನಿಯರ್ ಆಜೀವ.

CO2. ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ವಿದ್ಯಾರ್ಥಿಯಾಗಿ ಬಹುಮುಖ ವಿಜ್ಞಾನ.ಬಿಇ ಸಾಫ್ಟ್‌ವೇರ್‌ನಲ್ಲಿ ಯಶಸ್ಸಿನ ಶಿಖರವನ್ನು ಆಜೀವ ಆರೋಗ್ಯಕರ ಯಾಂತ್ರಿಕ ಇಂಜಿನಿಯರ್ ಆಜೀವ ಮತ್ತು ಸಮಾಜಕ್ಕೆ ಬಿಇ ಯಾಂತ್ರಿಕ ಇಂಜಿನಿಯರ್ ಆಜೀವ ಮತ್ತು ಸಮಾಜಕ್ಕೆ ಬಿಇ ಯಾಂತ್ರಿಕ ಇಂಜಿನಿಯರ್ ಆಜೀವ ಮತ್ತು ಸಮಾಜಕ್ಕೆ ಬಿಇ ಯಾಂತ್ರಿಕ ಇಂಜಿನಿಯರ್.

CO3. ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ವಿದ್ಯಾರ್ಥಿಯಾಗಿ ಬಹುಮುಖ ವಿಜ್ಞಾನ.ಬಿಇ ಸಾಫ್ಟ್‌ವೇರ್‌ನಲ್ಲಿ ಯಶಸ್ಸಿನ ಶಿಖರವನ್ನು ಆಜೀವ, ಪ್ರಾಯೋಗಿಕ, ಪ್ರಾಮಾಣಿಕತೆಯನ್ನು ಮತ್ತು ಆರೋಗ್ಯ ಯಂತ್ರಿಕ ಇಂಜಿನಿಯರಿಂಗ್-ನ.

CO4. ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ವಿದ್ಯಾರ್ಥಿಯಾಗಿ ಬಹುಮುಖ ವಿಜ್ಞಾನ.ಬಿಇ ಸಾಫ್ಟ್‌ವೇರ್‌ನಲ್ಲಿ ಯಶಸ್ಸಿನ ಶಿಖರವನ್ನು ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ಆಜೀವ ವಿದ್ಯಾರ್ಥಿಯಾಗಿ ಬಹುಮುಖ ವಿಜ್ಞಾನ.ಬಿಇ ಸಾಫ್ಟ್‌ವೇರ್‌ನಲ್ಲಿ ಯಶಸ್ಸಿನ ಶಿಖರವನ್ನು ಏರುವುದು. ಆಜೀವ ಆರೋಗ್ಯ ಯಂತ್ರಿಕ ಇಂಜಿನಿಯರಿಂಗ್-ನ.

CO5. ಕಲಿಯುವ ಸಾಂಸ್ಥಿಕ ವಿದ್ಯಾರ್ಥಿಯಾಗಿ ಬಹುಮುಖ ವಿಜ್ಞಾನ.ಬಿಇ ಸಾಫ್ಟ್‌ವೇರ್‌ನಲ್ಲಿ ಯಶಸ್ಸಿನ ಶಿಖರವನ್ನು ಆರೋಗ್ಯಕರ ಪ್ರಾಮಾಣಿಕತೆಯನ್ನು, ಆಜೀವ ಸಮಾಜ ಕಲಿಯುವ, ಬಹುಮುಖ ಪ್ರಾಯೋಗಿಕ ಆಜೀವ ಬಿಇ ಯಾಂತ್ರಿಕ ಇಂಜಿನಿಯರಿಂಗ್-ನ.

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: ᱶᱚᱨᱚᱚᱢᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱟᱱᱚ ᱛᱩᱞᱩᱨᱛᱩᱞ ᱚᱨ ᱜᱚᱱᱯ

- ᱩᱫᱩᱞᱩ, ᱥᱟᱯᱚᱨᱟᱣ ᱚᱨ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱟᱱᱚ ᱣᱚᱨᱞᱜᱚ
- ᱶᱚᱨᱚᱚᱢᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱟᱱᱚ ᱛᱩᱞᱩᱨᱛᱩᱞ ᱚᱨ ᱜᱚᱱᱯ
- ᱶᱚᱨᱚᱚᱢᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱟᱱᱚ ᱮᱚᱜᱚᱢ ᱚᱨ ᱜᱚᱱᱯ
- ᱜᱚᱛ ᱩᱫᱯᱚᱛᱚᱨ ᱴᱟᱯᱚᱱ ᱚᱨ ᱴᱟᱯᱚᱱᱚᱣᱟᱨᱟᱱ. ᱵᱣᱵᱜ ᱴᱚᱣᱚᱱ
- ᱶᱚᱨᱚᱚᱢᱟᱞ ᱩᱚ.ᱯᱴᱟ, ᱶᱚᱱᱡᱣᱟᱣ ᱚᱨ ᱯᱚᱱᱠᱩᱱᱚ ᱯᱟ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱟᱱᱚ ᱮᱮᱪᱩ

Unit–II: ᱜᱚᱨᱚᱚᱢᱮᱱᱟᱣᱚᱱᱯ ᱚᱨ ᱜᱚᱨᱚᱚᱢᱮᱞ ᱶᱚᱱᱡᱣᱟᱣ

- ᱜᱚᱨᱚᱚᱢᱮᱱᱟᱣᱚᱱᱯ ᱠᱚᱡᱚᱱᱜ ᱱᱟᱨᱚᱞᱮ ᱚᱨ ᱠᱚ.ᱩᱟ
- ᱶᱚᱨᱚᱚᱢᱟᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱟ ᱜᱵᱯᱵ ᱜᱚᱩᱠᱟ ᱩᱚ.ᱣᱴᱚ ᱯᱚᱜᱚᱵᱵᱮᱚᱚᱯ ᱠᱵᱯᱩᱠᱵᱡᱚᱱᱜ ᱮᱮᱪᱩ
- ᱮᱟᱚᱚᱱᱜ ᱚᱠᱚᱚ ᱯᱚᱨᱚᱚᱢᱮᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱚᱨ ᱩᱫᱯᱚᱛᱚᱨ ᱜᱚᱱᱡᱚᱚᱢᱠᱚ

Unit–III: Elements and Techniques of Santali Theatre

- ᱜᱚᱨᱚᱚᱢᱮ ᱯᱚᱨᱚᱚᱢᱜ ᱚᱴᱚᱴᱵ: ᱠᱚ.ᱣᱮᱟ, ᱯᱵᱯᱟᱚ, ᱜᱩᱚᱚᱯᱩᱚᱚᱯᱯᱚᱡ, ᱶᱚᱚᱢᱚᱩ, ᱠᱚ.ᱩᱟ ᱚᱨ ᱚᱠᱚᱚ
- ᱩᱚᱯᱯᱚᱯ-ᱠᱚ.ᱯᱟ: ᱩᱚᱯᱯᱚᱯ ᱜᱚᱩᱣᱚᱮ, ᱣᱚᱯᱚᱜ-ᱡᱚ.ᱵᱵ, ᱶᱚᱡᱚᱚ-ᱶᱚᱩᱩᱣᱚᱡ, ᱡᱚ.ᱚᱟ, ᱚᱨ ᱯᱵ-ᱯᱚᱡᱣᱚ
- ᱡᱚᱟᱵᱜᱟ ᱚᱟᱠᱟᱮᱟᱠᱟ ᱚᱨ ᱵᱟᱶᱚ. ᱵᱵᱠ
- ᱩᱫᱯᱚᱛᱚᱨ ᱵᱵᱠ ᱶᱚᱵᱵᱚ ᱚᱨ ᱫᱟᱫᱟᱮᱟᱚᱚᱨ.ᱠᱚ ᱶᱚᱡ ᱫᱟᱩᱩᱮᱵ-ᱯᱚᱩᱩᱚᱯ
- ᱜᱚᱨᱚᱚᱢᱮᱚᱮ ᱜᱚᱯᱣᱚᱮ ᱚᱨ ᱜᱚᱨᱚᱚᱢᱮ ᱮᱟᱚᱚᱡᱚᱚ

Unit–IV: Santali Theatre in Contemporary Perspective

- ᱶᱚᱡᱚᱚᱢ ᱥᱡᱣᱟᱮᱮ ᱚᱨ ᱯᱚᱨᱚᱚᱢᱜ ᱡᱚᱚᱢᱫᱚᱡᱚᱡ ᱮᱵᱠᱚᱚᱮ ᱶᱚᱨᱚᱚᱢᱮᱞ ᱩᱫᱯᱚᱛᱚᱨ
- ᱶᱚᱨᱚᱚᱢᱮᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱟ ᱮᱟᱚᱚᱡᱚᱚ ᱚᱨ ᱜᱟᱨᱚᱚᱢᱮ ᱣᱚᱯᱚᱜ
- ᱩᱫᱯᱚᱛᱚᱨ ᱚᱨ ᱮᱚᱣᱚᱚᱜ media (radio, television, digital platforms)
- ᱶᱚᱨᱚᱚᱢᱮᱞ ᱩᱫᱯᱚᱛᱚᱨ ᱯᱩᱨᱟᱱᱚ ᱥᱚᱠᱟᱚᱚᱱᱚᱣᱟᱠᱟᱚ ᱚᱨ ᱚᱜᱚᱚᱢ ᱯᱟ ᱠᱚᱯᱯᱚᱡ ᱵᱚᱯᱚᱜ
- ᱡᱟᱣᱡᱚᱚᱚᱚᱮ ᱥᱚᱥᱚᱟᱮᱣᱚᱮ : ᱜᱚᱥᱚᱚᱯᱩᱚᱚᱯᱡᱚᱡ ᱠᱚᱚᱣᱚᱚ ᱥᱚᱚᱢᱣᱚᱡ, ᱩᱚᱯᱩᱩᱚ ᱵᱵᱠ ᱶᱚᱵᱵᱚ, ᱵᱵᱠ ᱶᱚᱵᱵᱚᱚᱚᱮᱚᱚᱜ ᱡᱟᱶᱶᱮᱮ

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** **ᱚᱱᱚᱞᱚᱢᱫᱟᱨᱤ ᱦᱟᱱᱰᱤᱱ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱵᱟᱹᱞᱤᱛᱚᱨ ᱯᱮᱫᱚᱞᱟ**	**4**	**3-1-0**

Course Objectives:

ᱤᱱ.ᱦᱟᱹᱵᱟᱱ. ᱦᱚ ᱮᱞᱟᱱ ᱚᱱᱚᱢᱟᱞ ᱤᱞᱤᱛᱮᱫᱟᱣᱟᱮ ᱚᱱᱯᱟᱱᱚᱴ ᱚᱱᱚᱢᱫᱟᱨᱤ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱚᱱᱩᱣᱟᱴᱹ ᱵᱟᱹᱞᱤᱛᱚᱨ ᱯᱮᱫᱚᱞᱟ ᱪᱤᱱᱟᱜ ᱦᱚᱞᱟ ᱦᱚᱞᱟᱱ ᱚᱱᱚᱢᱫᱟᱨᱤ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱵᱟᱹᱞᱤᱛᱚᱨ ᱯᱮᱫᱚᱞᱟ ᱪᱤᱱᱟᱜ ᱦᱚᱞᱟ ᱦᱚᱞᱟᱱ᱾

Course Outcomes:

CO1. ᱤᱱ.ᱦᱟᱹᱵᱟᱱ. ᱦᱚ ᱮᱞᱟᱱ ᱚᱱᱚᱢᱟᱞ ᱤᱞᱤᱛᱮᱫᱟᱣᱟᱮ ᱦᱚ ᱚᱱ.ᱚ ᱯᱷᱚᱞᱟᱱᱮ ᱚᱱᱚᱢᱫᱟᱨᱤ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱵᱟᱹᱞᱤᱛᱚᱨ ᱚᱴᱚᱷᱤᱨᱤ ᱦᱚ ᱦᱚ ᱡᱟᱢᱡᱟᱢᱨᱮ ᱰᱟᱦᱟᱱ ᱥᱤᱱᱟᱜ ᱮᱢᱟᱣᱟᱜ ᱚᱱᱚᱢᱫᱟᱨᱤ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱵᱟᱹᱞᱤᱛᱚᱨ ᱚᱞᱟᱣᱟᱱ ᱦᱚ ᱦᱚᱡᱟᱢᱡᱟᱢᱨᱮ ᱰᱟᱦᱟᱱ᱾

CO2. ᱤᱱ.ᱦᱟᱹᱵᱟᱱ. ᱦᱚ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱥᱟᱯ ᱚᱞᱟᱯ ᱦᱱ.ᱩᱨ ᱥᱮ ᱵᱟᱹᱜᱤᱱ.ᱭ ᱦᱚ ᱰᱟᱦᱟᱱ ᱥᱤᱱᱟᱜ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱮᱢᱩᱣᱟᱴᱹᱱᱟᱹ ᱥᱮ ᱪᱮᱫᱤᱪ ᱦᱚ ᱪᱤᱱᱟᱜ᱾

CO3. ᱤᱱ.ᱦᱟᱹᱵᱟᱱ. ᱦᱚ ᱦᱟᱹᱜᱤᱱᱟ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱥᱟᱨᱠᱟᱱᱤᱜ ᱮᱱᱜᱟᱹᱞᱤ ᱦᱚ ᱡᱟᱢᱡᱟᱢᱨᱮ ᱰᱟᱦᱟᱱ᱾

CO4. ᱤᱱ.ᱦᱟᱹᱵᱟᱱ. ᱦᱚ ᱦᱟᱹᱜᱤᱱᱟ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱥᱟᱨᱠᱟᱱᱤᱜ ᱴᱮᱠᱯᱟ (ᱮᱱᱟᱹᱡᱤᱱᱟᱹᱡ) ᱦᱚ ᱡᱟᱢᱡᱟᱢᱨᱮ ᱰᱟᱦᱟᱱ᱾

CO5. ᱤᱱ.ᱦᱟᱹᱵᱟᱱ. ᱦᱚ ᱦᱟᱹᱜᱤᱱᱟ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱥᱟᱨᱠᱟᱱᱤᱜ ᱮᱱᱜᱟᱹᱞᱤ ᱯᱤ.ᱦᱟᱹ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱥᱮ ᱤᱞᱟᱹᱥᱮᱵ ᱦᱚ ᱡᱟᱢᱡᱟᱢᱨᱮ ᱰᱟᱦᱟᱱ᱾

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. ᱚᱱᱚᱢᱫᱟᱨᱤ ᱦᱟᱹᱜᱤᱱᱟ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱥᱟᱨᱠᱟᱱᱤᱜ ᱮᱱᱜᱟᱹᱞᱤ᱾

Unit- 2. (i) ᱚᱱᱚ ᱚᱱᱩᱣᱟᱴᱹ,

(ii) ᱥᱩᱱ᱾ᱦᱩᱞ ᱡᱟᱢᱯᱩ᱾

Unit- 3 (i) ᱥᱩᱱ᱾ᱦᱩᱞ ᱡᱩ᱾ᱜᱩᱱ

(ii) ᱯᱩᱞᱩᱱ.ᱜ ᱾

Unit- 4. (i) ꣑ꣃ꣑꣄꣇꣆꣈꣄.ꣂ

(ii) ꣆꣈꣆꣋꣍ꣀ꣍ ꣇꣍꣐꣍꣎

Reference Books:

1. ꣑꣍꣋ ꣑꣍꣆꣉ꣃ꣈ – ꣋꣄.꣎꣆꣇꣆꣋꣈꣆꣈꣋ꣃ꣑꣄꣍

2. ꣊꣍꣓꣎ ꣇꣍꣐꣍ –꣈꣆꣄꣍꣊꣍꣓꣎꣆꣓꣋꣋꣆

3. ꣊꣍꣓꣎꣆꣋꣆꣓꣈ – ꣍.꣄꣉꣆꣈ꣃꣂ꣋꣋꣓꣄꣆꣇

4.꣐꣆꣇꣍.ꣅ– ꣈꣆꣈꣎꣆꣇꣑꣄꣆꣇꣑꣈꣆ (꣑꣍꣓꣈ꣃ꣍꣄꣐꣍꣈꣆꣇)

5. ꣑ꣃ꣑꣄꣇꣆꣈꣄.ꣂ – ꣋꣎꣍.꣆꣆꣄꣊꣆꣄꣑꣍꣎꣓꣇꣆꣆꣇꣆

6. ꣆꣈꣆꣋꣍ꣀ꣍ ꣇꣍꣐꣍ – ꣍꣎꣓꣑ꣀ꣎꣈ ‘꣇꣓ꣀꣀ꣄꣓꣑꣍꣈ꣀ꣍꣐꣓’

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** **ᱚᱨᱚᱞᱤᱭᱟ ᱯᱤᱛᱷᱚᱥᱟᱹᱨᱤ ᱟᱨ ᱯᱟᱲᱤᱠᱷᱟ ᱯᱨᱚᱠᱟᱥᱚᱱ**	4	3-1-0

Course Objective:

ᱫᱚᱲᱟᱜ ᱚᱨᱚᱞᱤᱭᱟ ᱯᱚᱲᱚᱫᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱ ᱠᱚᱨᱥᱚᱞᱚᱛ ᱯᱤᱱ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱯᱤᱱᱚᱥᱟᱱᱚ ᱱᱟ ᱠᱟᱫᱚᱣᱟᱫᱟ ᱠᱱᱜᱮᱞᱟᱹ ᱮᱰᱟᱢᱜ ᱥᱩᱣᱫᱮᱫᱚ, ᱫᱱᱜᱮᱱᱚᱣᱟᱫᱮ ᱡᱱᱟᱭᱱ ᱠᱚ ᱣᱱᱚᱣᱱᱨᱮ ᱣᱱᱚᱣ, ᱫᱱᱜᱮᱱᱚᱣᱟᱫᱮ ᱚᱨᱚᱞᱤᱭᱟ ᱯᱤᱱᱚᱥᱟᱱᱚ ᱱᱟ ᱠᱟᱫᱚᱣᱟᱫᱟ ᱠᱱᱜᱮᱞᱟᱹ ᱮᱰᱟᱢᱜ ᱵᱚᱲᱚᱱᱜ ᱱᱟ ᱚᱨᱚᱞᱤᱭᱟ ᱯᱤᱛ.ᱮᱞᱟ ᱱᱟ ᱚᱨᱚᱡᱟᱵᱮᱛ ᱮᱰᱟᱢᱜ ᱵᱚᱲᱚᱱᱜ ᱵᱮᱞᱟᱱ ᱠᱚ ᱣᱱᱚᱣᱱᱨᱮ ᱣᱱᱚᱣ, ᱫᱱᱜᱮᱱᱚᱣᱟᱫᱮ ᱡᱱᱟᱭᱱ ᱱᱟ ᱯᱤᱱᱚᱥᱟᱱᱚ ᱱᱟ ᱠᱟᱫᱚᱣᱟᱫᱟ ᱠᱱᱜᱮᱞᱟᱹ ᱚᱱᱞᱟᱭᱱ ᱮᱰᱟᱢᱜ ᱵᱚᱲᱚᱱᱜ ᱠᱚᱨᱥᱚᱞᱚᱛ ᱯᱤᱱ.ᱮᱞᱟ ᱱᱟ ᱮᱱᱡᱤᱡᱟᱵᱮᱛ ᱡᱱᱟᱭᱱ ᱠᱚ ᱣᱱᱚᱣᱱᱨᱮ ᱣᱱᱚᱣ, ᱫᱱᱜᱮᱱᱚᱣᱟᱫᱮ ᱡᱱᱟᱭᱱ ᱱᱟ ᱯᱤᱱᱚᱥᱟᱱᱚ ᱱᱟ ᱠᱟᱫᱚᱣᱟᱫᱟ ᱠᱱᱜᱮᱞᱟᱹ ᱚᱱᱞᱟᱭᱱ ᱮᱰᱟᱢᱜ ᱵᱚᱲᱚᱱᱜ ᱵᱮᱞᱟᱱ ᱠᱚ ᱣᱱᱚᱣᱱᱨᱮ ᱣᱱᱚᱣ, ᱫᱱᱜᱮᱱᱚᱣᱟᱫᱮ ᱚᱨᱚᱞᱤᱭᱟ ᱯᱤᱱᱚᱥᱟᱱᱚ ᱱᱟ ᱠᱟᱫᱚᱣᱟᱫᱟ ᱠᱱᱜᱮᱞᱟᱹ ᱮᱰᱟᱢᱜ ᱵᱚᱲᱚᱱᱜ ᱵᱮᱞᱟᱱ ᱠᱚ ᱣᱱᱚᱣᱱᱨᱮ ᱣᱱᱚᱣ, ᱫᱱᱜᱮᱱᱚᱣᱟᱫᱮ ᱡᱱᱟᱭᱱ ᱱᱟ ᱯᱤᱱᱚᱥᱟᱱᱚ ᱱᱟ ᱠᱟᱫᱚᱣᱟᱫᱟ ᱠᱱᱜᱮᱞᱟᱹ

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:

ᱛᱟᱦᱚᱨᱟᱹ ᱯᱩᱨᱚᱱᱤ ᱯᱮᱨᱤᱯᱷᱮᱨᱤ (Introduction to Magazine)

- ᱛᱟᱦᱚᱨᱟᱹ ᱯᱩᱨᱚᱱᱤ ᱩᱫᱮᱥᱚ, ᱛᱟ.ᱮᱢ.ᱯᱮᱛ, ᱣᱮᱵᱥᱟᱭᱴ, ᱩᱵᱩᱟᱹᱨᱤ ᱩᱱᱤᱠᱚᱰ ᱩᱱᱤᱠᱚᱰ ᱥᱟᱦᱤᱛᱭ ᱥᱟᱦᱤᱛᱭ ᱯᱨᱚᱵᱷᱟᱛ ᱢᱤᱥᱨᱤ ᱯᱟᱨᱥᱤ ᱯᱟᱨᱥᱤ ᱯᱟᱨᱥ

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** **ᱦᱚᱱᱚᱢᱟᱞ ᱛᱷᱤᱭᱮᱴᱨᱟ ᱯᱨᱟᱨᱢᱷᱤᱵᱷ ᱵᱮᱥᱤᱠ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱭᱟᱢ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱞ ᱵᱚᱱᱚᱛ ᱡᱚᱢ.ᱢᱟᱭᱟᱢ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱛ ᱛᱷᱤᱭᱮᱴᱨᱟ ᱯᱨᱟᱨᱢᱷᱤᱵᱷ ᱯᱚᱨᱤᱪᱚᱭ, ᱣᱚᱱᱯᱚ, ᱡᱤᱯᱵᱨᱟᱚ ᱚᱱ ᱫᱚᱜᱚᱦᱚᱱᱚᱞ ᱣᱚᱱᱯᱚ ᱵᱚ ᱣᱚᱜᱚᱱᱚᱨ ᱩᱚᱱᱟᱣ। ᱦᱚᱱᱚᱢᱟᱛ ᱦᱚᱱᱡᱟᱨᱫ ᱚᱱ ᱯᱚᱱᱵᱤᱚᱱ ᱯᱨᱟᱨᱢᱷᱤᱵᱷ ᱫᱚᱜᱚᱦᱚᱱᱚᱞ ᱣᱚᱱᱯᱚ ᱵᱚ ᱣᱚᱜᱚᱱᱚᱨ ᱩᱚᱱᱟᱣ।

Course Outcomes:

CO1. ᱫᱚᱭᱟᱢ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱞ ᱵᱚᱱᱚᱛ ᱡᱚᱢ.ᱢᱟᱭᱟᱢ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱛ ᱛᱷᱤᱭᱮᱴᱨᱟᱯᱨᱟᱨᱢᱷᱤᱵᱷ ᱯᱚᱨᱤᱪᱚᱭ, ᱫᱚᱜᱚᱦᱚᱱᱚᱞ ᱣᱚᱱᱯᱚ ᱚᱱ ᱜᱮᱥᱮᱥᱚ ᱵᱚ ᱣᱚᱜᱚᱱᱚᱨ ᱩᱚᱱᱟᱣ।

CO2. ᱫᱚᱭᱟᱢ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱞ ᱵᱚᱱᱚᱛ ᱡᱚᱢ.ᱢᱟᱭᱟᱢ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱛ ᱛᱷᱤᱭᱮᱴᱨᱟ ᱜᱚᱲᱚᱱᱚᱵᱚ ᱚᱱ ᱜᱚᱨᱚᱱᱚᱞ ᱨᱮᱭᱟᱣᱚᱱᱵᱚ ᱣᱚᱜᱚᱱᱚᱨ ᱩᱚᱱᱟᱣ ।ᱯᱨᱟᱨᱢᱷᱤᱵᱷ ᱭᱟᱞ ᱜᱚᱨᱚᱱᱚᱞᱚᱦᱚᱱᱚᱣᱚᱱᱭᱟᱣᱵᱚ ᱚᱱ ᱵᱮᱵᱷᱵᱣᱚᱱᱚᱜ ᱥᱮᱥᱩ ᱵᱚ ᱣᱚᱜᱚᱱᱚᱨ ᱩᱚᱱᱟᱣ।

CO3. ᱫᱚᱭᱟᱢ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱞ ᱵᱚᱱᱚᱛ ᱡᱚᱢ.ᱢᱟᱭᱟᱢ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱛ ᱛᱷᱤᱭᱮᱴᱨᱟ ᱯᱨᱟᱨᱢᱷᱤᱵᱷ ᱜᱚᱛᱟᱣᱚᱞ, ᱦᱚᱱᱚᱢᱟᱞ, ᱥᱵᱭᱟᱞᱚ, ᱜᱚᱱᱡᱚᱱᱯᱟᱱᱭᱚᱱᱚᱡ ᱚᱱ ᱜᱚᱨᱚᱱᱚᱞ ᱚᱨᱵᱟᱨᱮᱨᱟᱵᱟᱵ ᱣᱟᱨᱤᱛᱟᱨ ᱫᱚᱱᱟᱛᱟᱨᱚᱨᱚᱜ-ᱚ।

CO4. ᱫᱚᱭᱟᱢ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱞ ᱵᱚᱱᱚᱛ ᱡᱚᱢ.ᱢᱟᱭᱟᱢ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱛ ᱛᱷᱤᱭᱮᱴᱨᱟ ᱭᱩᱫᱩᱜ ᱦᱚᱫᱚᱭ, ᱡᱚᱣᱟᱥᱚ-ᱵᱚᱱ.ᱭᱟ, ᱣᱟᱥᱩᱜᱮᱨᱟ ᱚᱱ ᱦᱚᱱᱚᱢᱟᱛ ᱛᱷᱤᱭᱮᱴᱨᱟ ᱯᱨᱟᱨᱢᱷᱤᱵᱷ ᱦᱚᱱᱚᱢᱟᱞ ᱚᱱ ᱯᱚᱱᱵᱤᱚᱱᱭᱟᱨᱮᱱ. ᱡᱚᱣᱚᱵᱚ ᱜᱚᱱ.ᱜᱟᱭ ᱚᱟᱵᱚ ᱣᱤᱞᱟᱥᱚᱱ.ᱭ ᱫᱚᱜᱚᱦᱚᱱᱚᱞ-ᱚ।

CO5. ᱫᱚᱭᱟᱢ ᱦᱚᱱᱚᱢᱟᱞ ᱡᱚᱡᱚᱛᱟᱣᱚᱞ ᱵᱚᱱᱚᱛ ᱡᱚᱢ.ᱢᱟᱭᱟᱢ.ᱵᱚ ᱦᱚᱱᱚᱢᱟᱛ ᱛᱷᱤᱭᱮᱴᱨᱟ ᱯᱨᱟᱨᱢᱷᱤᱵᱷ ᱜᱚᱱᱡᱚᱱᱯᱟᱱᱭᱚᱱᱚᱡ, ᱡᱚᱣᱟᱥᱚ ᱭᱩᱫᱩᱜ ᱦᱚᱫᱚᱭ, ᱵᱟᱱᱤᱫᱚᱱᱚᱨ ᱚᱱ ᱣᱚᱜᱚᱱᱚᱨ ᱣᱚᱱᱚᱨᱚᱨ ᱵᱚ ᱫᱟᱞᱮᱱ. ᱫᱚᱜᱚᱦᱚᱱᱚᱞ-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 ᱩᱯᱚᱥᱚᱱᱚ ᱵᱤᱪᱚᱨ ᱚᱨ ᱜᱚᱵᱮᱥᱚᱱᱟ

- ᱩᱯᱮᱞᱚ, ᱥᱟᱵᱚᱞᱚ ᱚᱨ ᱩᱯᱚᱥᱚᱱᱚ ᱵᱤᱪᱚᱨ ᱣᱚᱨᱮᱜᱚ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱯᱚᱥᱚᱱᱚ ᱵᱤᱪᱚᱨ ᱚᱛᱚᱲᱚᱛᱚ ᱚᱨ ᱜᱚᱵᱮᱥᱚᱱᱟ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱯᱚᱥᱚᱱᱚ ᱵᱤᱪᱚᱨ ᱮᱱᱮᱜᱚᱛᱤ ᱚᱨ ᱜᱚᱵᱮᱥᱚᱱᱟ
- ᱜᱚᱛᱚ ᱩᱯᱚᱥᱚᱱᱚ ᱦᱤᱵᱤᱡᱚ ᱚᱨ ᱦᱤᱵᱤᱡᱚᱱᱚᱨᱮᱨ. ᱵᱳᱵᱜ ᱦᱚᱳᱚᱡ
- ᱦᱚᱲᱚᱱᱟᱞ ᱤᱱ.ᱵᱤᱨ, ᱦᱚᱡᱜᱤᱴ ᱚᱨ ᱮᱱᱵᱩᱚᱱᱚ ᱵᱤᱪᱚᱨ ᱵᱤᱵᱮᱱᱮ ᱥᱮᱥᱤ

Unit–II: ᱜᱚᱨᱮᱱᱮᱱᱜᱚᱱᱚ ᱚᱨ ᱜᱚᱨᱮᱱᱮ ᱦᱚᱡᱜᱤᱴ

- ᱜᱚᱨᱮᱱᱮᱱᱜᱚᱱᱚ ᱵᱚᱡᱚᱱᱮ ᱣᱤᱨᱮᱫᱮ ᱚᱨ ᱵᱚ.ᱩᱨ
- ᱦᱚᱲᱚᱱᱟᱞ ᱩᱯᱚᱥᱚᱱᱚ ᱵᱤ ᱜᱤᱵᱤ ᱜᱚᱩᱵᱤ ᱤᱰ.ᱚᱥᱤ ᱵᱚᱜᱜᱚᱵᱮᱫᱚᱣ ᱩᱵᱤᱵᱤᱡᱚᱱᱮ ᱥᱮᱥᱤ
- ᱮᱨᱚᱱᱮ ᱚᱵᱚᱚ ᱵᱤᱪᱚᱨ ᱩᱯᱚᱥᱚᱱᱚ ᱚᱨ ᱩᱯᱚᱥᱚᱱᱚ ᱜᱚᱡᱚᱚᱱᱚᱵᱚ

Unit–III: Elements and Techniques of Santali Theatre

- ᱜᱚᱨᱮᱱᱮ ᱵᱤᱪᱚᱨ ᱚᱥᱚᱥᱵ: ᱚᱱ.ᱣᱮᱨ, ᱯᱩᱵᱤᱨᱚ, ᱜᱤᱱᱚᱯᱩᱚᱱᱚᱱᱚᱡ, ᱦᱚᱚᱱᱚ, ᱚᱱ.ᱩᱨ ᱚᱨ ᱚᱵᱚᱚ
- ᱩᱚᱯᱩᱯ-ᱚᱱ.ᱵᱤ: ᱩᱚᱯᱩᱯ ᱜᱚᱫᱩᱣᱚᱮ, ᱣᱚᱵᱚᱜ-ᱚᱱ.ᱯᱤ, ᱦᱚᱡᱚᱡ-ᱦᱚᱤᱫᱚᱡ, ᱚᱱ.ᱚᱨ, ᱚᱨ ᱵᱩ-ᱵᱚᱣᱚ
- ᱚᱣᱨᱤᱜᱚᱨ ᱚᱨᱚᱵᱨᱮᱨᱚᱵ ᱚᱨ ᱪᱨᱤᱦᱚ. ᱵᱳᱵᱜ
- ᱩᱯᱚᱥᱚᱱᱚ ᱵᱳᱵᱜ ᱦᱚᱳᱚᱡ ᱚᱨ ᱫᱨᱫᱩᱫᱨᱮᱚ.ᱚᱱ ᱦᱚᱡ ᱫᱩᱤᱫᱚᱯ-ᱵᱚᱤᱫᱚᱫ
- ᱜᱚᱨᱮᱱᱮᱱᱮ ᱜᱚᱫᱩᱣᱚᱮ ᱚᱨ ᱜᱚᱨᱮᱱᱮ ᱥᱮᱥᱤ

Unit–IV: Santali Theatre in Contemporary Perspective

- ᱦᱚᱡᱚᱚ ᱥᱣᱚᱨᱮ ᱚᱨ ᱯᱚᱵᱚᱡᱚᱱᱚ ᱣᱚᱱᱫᱚᱡᱚᱡ ᱯᱨᱵᱚᱚᱥ ᱦᱚᱮᱚᱨᱚᱨ ᱩᱯᱚᱥᱚᱱᱚ
- ᱦᱚᱮᱚᱨᱚᱨ ᱩᱯᱚᱥᱚᱱᱚ ᱵᱤ ᱥᱤᱥᱤᱡᱚ ᱚᱨ ᱜᱨᱤᱨᱚᱮ ᱣᱚᱵᱚᱚ
- ᱩᱯᱚᱥᱚᱱᱚ ᱚᱨ ᱮᱱᱣᱚᱱᱜ media (radio, television, digital platforms)

- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱫᱷᱭᱟᱭ ᱯᱩᱨᱚᱱᱚ ᱥᱟᱦᱤᱛᱭ ᱨᱮ ᱢᱩᱫᱽᱫᱟ ᱯᱩᱥᱛᱠ ᱥᱮᱞᱮᱫ ᱠᱟᱢᱤ
- ᱯᱟᱨᱵᱚᱛᱤᱭᱟ ᱞᱚᱠᱧᱟᱹᱨᱚᱣ : ᱫᱷᱚᱞᱠᱤᱨᱤᱭᱟ ᱵᱷᱚᱣᱟᱭᱤ ᱞᱚᱠᱧᱟᱹᱨᱚᱣ, ᱩᱫᱽᱜᱟᱞ ᱵᱟᱦᱟ ᱠᱷᱮᱞᱟᱣᱟᱞ ᱵᱤᱨ, ᱵᱟᱦᱟ ᱠᱷᱮᱞᱟᱣᱟᱞ ᱯᱟᱨᱵᱚᱛᱤᱭᱟ

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** **ᱚᱱᱚᱞᱚᱢᱟᱨ ᱦᱟᱱᱰᱤ ᱥᱮᱞᱢᱚᱨ᱾ ᱵᱟᱨᱛᱷᱚᱞᱤ ᱯᱚᱨᱦᱟ**	**4**	**3-1-0**

Course Objectives:

ᱩᱱ.ᱦᱟᱹᱪᱟᱱ. ᱢᱮ ᱠᱮᱪᱟᱱ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱩᱢᱩᱫᱟᱣᱟᱭᱮ ᱚᱱᱞᱚᱢᱟᱨ ᱥᱮᱞᱢᱚᱨ᱾ ᱚᱱᱪᱤᱨᱟᱜ ᱵᱟᱨᱛᱷᱚᱞᱤ ᱯᱚᱨᱦᱟ ᱵᱟᱹᱞᱟᱣ ᱢᱮᱱᱟᱜ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱥᱮᱞᱢᱚᱨ᱾ ᱚᱱ ᱩᱫᱮ ᱯᱟᱹᱜᱟᱹᱨᱤ ᱥᱩᱧᱩ ᱢᱮᱪᱮᱱᱟ᱾

Course Outcomes:

CO1. ᱩᱱ.ᱦᱟᱹᱪᱟᱱ. ᱢᱮ ᱠᱮᱪᱟᱱ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱩᱢᱩᱫᱟᱣᱟᱭᱮ ᱢᱮ ᱚᱱ.ᱚ ᱯᱷᱚᱞᱟᱜᱮ ᱚᱱᱠᱚᱞᱚᱢᱟᱨ ᱥᱮᱞᱢᱚᱨ᱾ ᱚᱱᱪᱤᱨᱟᱜ ᱚᱪᱚᱪᱟᱹ ᱢᱮ ᱢᱮ ᱡᱟᱢᱡᱟᱢᱨᱤ ᱯᱟᱹᱨᱟᱱ ᱦᱟᱱ ᱠᱮᱱᱟᱜ ᱚᱱᱠᱚᱞᱚᱢᱟᱨ ᱥᱮᱞᱢᱚᱨ᱾ ᱚᱱᱪᱤᱨᱟᱜ ᱚᱮᱟᱮᱟ ᱢᱮ ᱢᱮᱡᱟᱢᱡᱟᱢᱨᱤ ᱯᱟᱹᱨᱟᱱ᱾

CO2. ᱩᱱ.ᱦᱟᱹᱪᱟᱱ. ᱢᱮ ᱮᱮᱢᱚᱨ᱾ ᱰᱚ ᱚᱰᱚ ᱢᱮ.ᱡᱟ ᱚᱪ ᱢᱟᱹᱨᱟᱱ.ᱭ ᱢᱮ ᱯᱟᱹᱨᱟᱱ ᱦᱟᱱ ᱮᱮᱢᱚᱨ᱾ ᱠᱮᱱᱟᱜ ᱡᱟᱱᱟᱱᱡᱟᱱᱛᱟᱱ ᱚᱪ ᱥᱮᱪᱩ ᱢᱮ ᱥᱩᱧᱩ᱾

CO3. ᱩᱱ.ᱦᱟᱹᱪᱟᱱ. ᱢᱮ ᱢᱟᱹᱱᱦᱟᱱ ᱮᱮᱢᱚᱨ᱾ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱮᱱᱜᱟᱱᱟ ᱢᱮ ᱡᱟᱢᱡᱟᱢᱨᱤ ᱯᱟᱹᱨᱟᱱ᱾

CO4. ᱩᱱ.ᱦᱟᱹᱪᱟᱱ. ᱢᱮ ᱢᱟᱹᱱᱦᱟᱱ ᱮᱮᱢᱚᱨ᱾ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱤᱧᱚᱨᱯᱟ (ᱠᱮᱱᱡᱟᱱᱮ) ᱢᱮ ᱡᱟᱢᱡᱟᱢᱨᱤ ᱯᱟᱹᱨᱟᱱ᱾

CO5. ᱩᱱ.ᱦᱟᱹᱪᱟᱱ. ᱢᱮ ᱢᱟᱹᱱᱦᱟᱱ ᱮᱮᱢᱚᱨ᱾ ᱚᱱᱚᱞᱚᱢᱟᱨ ᱦᱟᱱ ᱯᱤ.ᱦᱚ ᱮᱮᱢᱚᱨ᱾ ᱚᱱ ᱩᱟᱹᱮᱟᱹᱮᱵ ᱢᱮ ᱡᱟᱢᱡᱟᱢᱨᱤ ᱯᱟᱹᱨᱟᱱ᱾

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. ᱠᱮᱱᱚᱱᱚᱞᱚᱢᱟᱨ ᱵᱟᱨᱛᱷᱚᱞᱤ ᱮᱮᱢᱚᱨ᱾ ᱚᱱᱪᱤᱨᱟᱜ ᱩᱢᱩᱫᱟᱣ᱾

Unit- 2.(i) ᱠᱮᱱᱚ ᱠᱮᱱᱡᱟᱱᱮ,

(ii) ᱥᱩᱱᱩᱜᱩᱱᱤ ᱡᱟᱢᱡᱟᱢᱨᱤ᱾

Unit- 3 (i) ᱥᱩᱱᱩᱜᱩᱱ ᱡᱚᱰᱚᱜᱮᱱ

(ii) ꯄꯤꯇꯣ.꯳ ।

Unit- 4. (i) ꯀꯥꯀꯥꯡꯅꯤꯖꯤꯡ.꯲

(ii) ꯖꯦꯎꯖꯥꯏꯟꯅꯥ ꯇꯣꯉꯃ।

Reference Books:

1. ꯀꯣꯛ ꯀꯣꯝꯁꯥꯡꯗꯤ – ꯍꯅ.ꯤꯖꯇꯖꯦꯎꯀꯥꯏꯟꯗꯦꯡ

2. ꯐꯣ.ꯤꯙ ꯇꯣꯉꯃ –ꯒꯖꯅꯐꯣ.ꯤꯙꯍꯌꯍ

3. ꯐꯣ.ꯤꯖꯏꯖ.ꯒꯣ – ꯑ.ꯅꯁꯍꯦꯡꯗꯇꯙꯅꯖꯇ

4.ꯄꯤꯇꯣ.꯳– ꯔꯖꯦꯤꯖꯍꯀꯥꯅꯖꯀꯥꯍꯍ (ꯀꯣ.ꯒꯦꯟꯅꯇꯣꯟꯒꯖꯇ)

5. ꯀꯥꯀꯥꯡꯅꯤꯖꯤꯡ.꯲ – ꯃꯐꯣ.ꯍꯅꯅꯐꯖꯅꯣꯤꯙꯇꯅꯍ

6. ꯖꯦꯎꯖꯥꯏꯟꯅꯥ ꯇꯣꯉꯃ – ꯑꯤꯀꯥꯎꯔꯖ ‘ꯇꯥꯎꯎꯅꯖꯅꯣꯦꯎꯟꯄꯥ’

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



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