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 2026-2027



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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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 SModern 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
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**	**5x3=15**	**5x4=20**

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

Examination Question Pattern of Mid Semester Examination:

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

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.

Four Year Under Graduate Programme (FYUGP) 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) ᱪᱟᱵᱷᱟᱞ ᱵᱟ.ᱱᱪᱟ ᱟᱱ ᱥᱟᱲᱟ ᱲᱪᱲᱱᱲᱩ	3 – 1– 0	4
Minor	ST12001	Basics of Santali Literary History (M – I) ᱪᱟᱵᱷᱟᱞ ᱪᱟᱹᱪᱩᱡᱟᱨᱤ ᱵᱟᱵᱷᱟᱞ ᱱᱟᱨᱟᱵᱟ ᱟᱨᱟᱵᱟ ᱵᱟᱵᱟᱱᱟᱲᱩᱱᱟ	3 – 1– 0	4
MDC	ST13001	Introduction to Santali Literature (MD- I) ᱪᱟᱵᱷᱟᱞ ᱪᱟᱹᱪᱩᱡᱟᱨᱤ ᱱᱟᱨᱟᱵᱟ ᱲᱪᱲᱱᱲᱩ	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) ᱵᱟᱪᱟᱵᱟ ᱪᱟᱭᱟᱵᱟᱨᱟᱟ. ᱵᱟ.ᱱᱪᱟ		
	AE14009	Alternative English		
SEC	CS15001	Information Technology and Communication	2 – 0 – 1	3
VAC	VA16201	Environment Education and Disaster Management ᱭᱟᱨᱟᱵᱟᱜ ᱪᱟᱥᱟᱱᱟᱪᱟ ᱪᱟᱥᱟᱨᱤ ᱟᱱ	3 – 0– 1	4

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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) ᔪᑐᕈᑕᑐᑐᓇᑎ ᑎᑐᓇ ᔪᓚᓇᓚᑫ	3 – 1– 0	4
Minor	ST12002	Santali Folk Narrative Traditions (M-2) ᔪᑐᕈᑕᑐᑐᓇᑎ ᑎᑐᓇ ᑲᑐ.ᑎᕈᑎ ᔪᓚᓇᑐᑐ	3 – 1 – 0	4
MDC	ST13002	Tribal Heroes (MD-2) ᑐ.ᓐᑎᑌ ᑎᑎᓇᓐᑐᑐᓇ	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) ᑕᑐᓇᑎᑐᑌᑐ ᔪᑐᑐᑎᓚᓐ		
	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) ᱪᱚᱲᱚᱢᱛᱟ ᱡᱚᱛ ᱠᱚ.ᱡᱮᱟ	3 – 1 – 0	4
Major	ST20003	Introduction to Santali Grammar (C- 4) ᱪᱚᱲᱚᱢᱛᱟ ᱣᱚᱮᱚᱛ ᱣᱮᱭᱚᱠ ᱫᱮᱫᱣᱫᱤ	3 – 1 – 0	4
Minor	ST22001	Introduction to Santali Novel (M- 3) ᱪᱚᱲᱚᱢᱛᱟ ᱠᱚᱤᱚᱤ ᱣᱮᱭᱚᱠ ᱫᱮᱫᱣᱫᱤ	3 – 1 – 0	4
MDC	ST23001	Introduction to Santali Folk Literature (MD- 3) ᱪᱚᱲᱚᱢᱛᱟ ᱡᱚᱛ ᱪᱚᱡᱡᱮᱢ ᱣᱮᱭᱚᱠ ᱫᱮᱫᱣᱫᱤ	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 ᱵᱷᱩᱡᱮᱢ	3 – 1 – 0	4
Major	ST20004	Introduction to Santali Poetry (C-6) ᱵᱷᱮᱞᱚᱛᱟ ᱠᱷᱢᱤᱞᱚ ᱯᱮᱞᱷᱚᱞ ᱫᱮᱫᱯᱚᱞ	3 – 1 –0	4
Major	ST20006	Indian Literature (C-7) ᱢᱞᱷᱚᱞᱚᱞᱤᱞᱚ ᱵᱷᱩᱡᱮᱢ	3 – 1 – 0	4
Practical	CP20082	Course Based Presentation	0 – 0 – 2	2
Minor	ST22002	Santali Drama (M- 4) ᱵᱷᱮᱞᱚᱛᱟ ᱚᱷᱤᱞᱮᱞ	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) ᱪᱟᱢᱠᱚᱢᱞᱟᱨ ᱪᱟᱢᱠᱩᱞᱚᱨᱚ ᱣᱟᱭᱟᱢᱜ ᱡᱟᱣᱟᱢ	3 – 1 – 0	4
Major	ST30003	Studies in Santali Folk Literature (C-9) ᱪᱟᱢᱠᱚᱢᱞᱟᱨ ᱡᱟᱞ ᱪᱟᱢᱠᱩᱞᱚᱨᱚ ᱣᱟᱭᱟᱢᱜ ᱫᱟᱫᱟᱞᱞᱟᱡᱟᱢᱠᱚᱢ	3 – 1 – 0	4
Major	ST30005	Modern Santali Story (C-10) ᱚᱢᱡᱟᱢᱜ ᱪᱟᱢᱠᱚᱢᱞᱟᱨ ᱠᱟᱢ.ᱡᱚᱨ	3 – 1 – 0	4
Major	ST30007	Studies in Santali Travel Literature (C- 11) ᱪᱟᱢᱠᱚᱢᱞᱟᱨ ᱪᱟᱢᱜᱞᱟᱢᱣ ᱪᱟᱢᱠᱩᱞᱚᱨᱚ ᱣᱟᱭᱟᱢᱜ ᱫᱟᱫᱟᱞᱞᱟᱡᱟᱢᱠᱚᱢ	3 – 1– 0	4
Minor	ST32001	Functional Grammar of Santali Language (M - 5) ᱪᱟᱢᱠᱚᱢᱞᱟᱨ ᱫᱟᱢ.ᱣᱪᱨ ᱣᱟᱭᱟᱢᱜ ᱠᱟᱢ.ᱡᱟᱢ.ᱣᱨ ᱣᱟᱚᱠᱞᱟ	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	Credits

			L –T- P	
Major	**ST30001**	**Theory of Santali Literature (C-8)** **ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱩᱨᱟᱱᱤ ᱜᱚᱫᱚᱱ**	**3 – 1 – 0**	**4**
Major	**ST30003**	**Santali Folk Literature (C-9)** **ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱜᱚᱫ ᱚᱱᱚᱡᱤᱠ**	**3 – 1 – 0**	**4**
Major	**ST30005**	**Modern Santali Story (C-10)** **ᱮᱱᱟᱱᱟᱜ ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱦᱟ.ᱟᱮᱞ**	**3 – 1 – 0**	**4**
Major	**ST30007**	**Studies in Santali Travel Literature (C- 11)** **ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱚᱱ᱾ᱜᱩᱭᱟᱱᱭ ᱚᱱᱚᱡᱤᱠᱤᱯ ᱥᱟᱨᱦᱟᱜ ᱤᱥᱤᱫᱤᱣᱟᱭᱮᱫ**	**3 – 1– 0**	**4**
Minor	**ST32001**	**Functional Grammar of Santali Language (M - 5)** **ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱤᱱ.ᱭᱞᱟ ᱥᱟᱨᱦᱟᱜ ᱦᱟ.ᱩᱱ.ᱭᱟ ᱭᱚᱞᱚᱣ**	**3 – 1 – 0**	**4**
(Double Major)	**ST32003**	**Evolution of Santali Literature (DM – I)** **ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱚᱱᱚᱡᱤᱠᱤᱯ ᱥᱟᱨᱦᱟᱜ ᱡᱚᱱᱭᱚᱱ**	3 - 1 – 0	4
(Double Major)	**ST32005**	**Development of Santali Prose Literature (DM – 2)** **ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱦᱟ.ᱚᱭᱞᱟ ᱚᱱᱚᱡᱤᱠᱤᱯ ᱥᱟᱨᱦᱟᱜ ᱡᱚᱱᱭᱚᱱ**	3 - 1 – 0	4
(Double Major)	**ST32007**	**Santali Folk Song Traditions (DM – 3)** **ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱜᱚᱫ ᱚᱨᱭᱚᱨᱟ ᱚᱨᱭᱚᱜᱚᱱ**	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) ᱜᱚᱡᱩᱞᱟᱹᱭᱮᱫ ᱞᱮᱠᱛᱚᱱᱟᱛ ᱚᱞᱮᱭᱚᱠᱟᱱ.ᱵᱚ	3 – 1 – 0	4
Major	ST30004	The Santals Self-Governance Justice and Legal System (C-13) ᱞᱮᱠᱛᱚᱱᱟ ᱵᱚᱞᱚᱱᱜ ᱥᱤᱫᱚᱫ ᱞᱮᱞᱚᱫ ᱛᱟᱨᱟᱱᱚᱞᱚᱱ	3 – 1 – 0	4
Major	ST30006	Development of Santali Drama (C- 14) ᱞᱮᱠᱛᱚᱱᱟᱛ ᱜᱮᱢᱮᱫ ᱱᱟᱨᱮᱱᱜ ᱡᱮᱢᱱᱮ	3 – 1– 0	4
Major	ST30008	Santali Cinema Literature (C-15) ᱞᱮᱠᱛᱚᱱᱟᱛ ᱜᱟᱨᱯᱚᱦ ᱞᱮᱛᱩᱡᱟᱨᱮ	3 – 1 – 0	4
Minor	ST32002	Santali Cast System of Tribes (M- 6) ᱢ.ᱫᱟᱦ ᱵᱚᱞᱚᱱᱜ ᱡᱮ.ᱚᱟ	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) ᱜᱚᱡᱩᱞᱟᱹᱭᱮᱫ ᱞᱮᱠᱛᱚᱱᱟᱛ ᱚᱞᱮᱭᱚᱠᱟᱱ.ᱵᱚ	3 – 1 – 0	4
Major	ST30004	The Santals Self-Governance Justice and Legal System (C-13) ᱞᱮᱠᱛᱚᱱᱟ ᱵᱚᱞᱚᱱᱜ ᱥᱤᱫᱚᱫ ᱞᱮᱞᱚᱫ ᱛᱟᱨᱟᱱᱚᱞᱚᱱ	3 – 1 – 0	4

Major	**ST30006**	**Development of Santali Drama (C- 14)** ᱚᱢᱟᱹᱣᱚᱢᱛᱟᱹᱨ ᱫᱢᱨᱮᱢᱟᱣ ᱱᱟᱛᱨᱟᱹᱜ ᱡᱟᱢᱱᱟ	3 – 1– 0	4
Major	**ST30008**	**Santali Cinema Literature (C- 15)** ᱚᱢᱟᱹᱣᱚᱢᱛᱟᱹᱨ ᱥᱤᱞᱦᱩ ᱚᱢᱟᱹᱣᱡᱟᱨᱭ	3 – 1 – 0	4
Minor	**ST32002**	**Santali Cast System of Tribes (M- 6)** ᱥᱟ.ᱭᱟᱹᱩ ᱦᱩᱡᱩᱢᱜ ᱡᱟ.ᱚᱨ	3 – 1 – 0	4
Double Major	**ST32004**	**Santali Essays (DM-4)** ᱚᱢᱟᱹᱣᱚᱢᱛᱟᱹᱨ ᱭᱮᱭᱦ ᱚᱢᱟᱹᱣᱡᱟᱨᱭ	3 – 1 – 0	4
Double Major	**ST32006**	**Tribal Freedom Fighters (DM- 5)** ᱥᱟ.ᱭᱟᱹᱩ ᱤᱥᱟᱱᱜᱟ.ᱹ ᱡᱟᱱᱭᱮᱢᱱ	3 – 1 – 0	4
Double Major	**ST32008**	**Santali Travel Narratives (DM- 6)** ᱚᱢᱟᱹᱣᱚᱢᱛᱟᱹᱨ ᱚᱢ᱾ᱜᱤᱢᱱ ᱚᱢᱟᱹᱣᱡᱟᱨᱭ ᱦᱟᱱᱤᱤᱢᱱ	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)** ᱚᱢᱟᱹᱣᱚᱢᱛᱟᱹᱨ ᱤᱦᱤᱦᱛᱟᱡᱟᱦᱚᱠ ᱱᱟᱸ ᱦᱟᱦ᱾ᱹᱨᱱᱟᱦᱚᱠ ᱥᱟ.ᱠᱥᱟ.ᱱᱟᱛ	3 – 1– 0	4
Major	**ST40003**	**History of Santali Literature (C-17)** ᱚᱢᱟᱹᱣᱚᱢᱛᱟᱹᱨ ᱚᱢᱡᱟᱨᱭ ᱱᱟᱛᱨᱟᱹᱜ ᱠᱥᱟᱜᱟᱹᱩ	3 – 1– 0	4

Major	**ST40005**	**Linguistics (C- 18)** **ᱯᱷᱚ.ᱥᱟᱱ ᱞᱚᱦᱟᱨᱤ**	3 – 1 – 0	4
Major	**ST40007**	**Santali Novel and Story (C- 19)** **ᱞᱚᱠᱚᱢᱫᱟᱹ ᱜᱚᱞᱚᱢᱚ ᱚᱨ ᱦᱚ.ᱜᱚᱨᱟ**	3 – 1 – 0	4
Minor	**ST42001**	**Editing and Preparation of News-letters in Santali (M - 7)** **ᱞᱚᱠᱚᱢᱫᱟᱹ ᱦᱟᱹᱯᱟᱣᱚᱱ ᱦᱚᱜᱚᱣᱟᱹ ᱚᱞᱚᱹ ᱦᱚ.ᱥᱟ**	3 – 1– 0	4
Total				**20**

SEMESTER-VII
(Double Major)

Course Type	Course Code	Course Title	Contact hours /Week L –T- P	Credits
Major	**RS40001**	**Research Methods in Santali Studies (C- 16)** **ᱞᱚᱠᱚᱢᱫᱟᱹ ᱯᱚᱯᱚᱫᱟᱣᱚᱞ ᱱᱟ ᱦᱟᱹᱫᱤᱱᱚᱞ ᱚ.ᱞᱚ.ᱥᱟ**	3 – 1– 0	4
Major	**ST40003**	**History of Santali Literature (C-17)** **ᱞᱚᱠᱚᱢᱫᱟᱹ ᱞᱚᱚᱣᱟᱞᱩ ᱱᱟᱨᱮᱚᱜ ᱞᱚᱜᱚᱦᱚ**	3 – 1– 0	4
Major	**ST40005**	**Linguistics (C- 18)** **ᱯᱷᱚ.ᱥᱟᱱ ᱞᱚᱦᱟᱨᱤ**	3 – 1 – 0	4
Major	**ST40007**	**Santali Novel and Story (C- 19)** **ᱞᱚᱠᱚᱢᱫᱟᱹ ᱜᱚᱞᱚᱢᱚ ᱚᱨ ᱦᱚ.ᱜᱚᱨᱟ**	3 – 1 – 0	4
Minor	**ST42001**	**Editing and Preparation of News-letters in Santali (M - 7)**	3 – 1– 0	4

		ᱦᱚᱲᱚᱢᱟᱞ ᱵᱟᱹᱞᱚᱜᱚᱲ ᱵᱚᱜᱮᱞᱩᱭ ᱚᱞᱮᱪᱮᱯ ᱵᱚ.ᱥᱟ		
Double Major	**ST42003**	**Santali Folklore and Oral Traditions (DM- 7)** ᱦᱚᱲᱚᱢᱟᱞ ᱡᱚᱫ ᱦᱚᱵᱡᱟᱨᱪᱮᱫ ᱚᱨ ᱥᱚᱫ ᱦᱟᱥᱟᱹᱣ	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)** ᱦᱚᱲᱚᱢᱟᱞ ᱤᱧᱚᱥᱧᱩ ᱚᱨ ᱵᱟᱹᱞᱚᱜᱚᱲ ᱵᱚᱜᱮᱞᱩᱭ	3-1-0	4
Major	**ST40004**	**Elements of Santali literature & criticism (C- 21)** ᱦᱚᱲᱚᱢᱟᱞ ᱦᱚᱵᱡᱟᱨᱪᱮᱫ ᱥᱟᱨᱦᱚᱜ ᱚᱟᱚᱟᱪ ᱚᱨ ᱚᱢᱯᱚᱨᱦᱚᱞ	3-1-0	4
Major	**ST40006**	**Application of Artificial Intelligence in Literary Studies (Santali) (C-22)** ᱦᱚᱵᱡᱟᱨᱪᱮᱫ ᱤᱧᱛᱮᱞᱤᱡᱮᱱᱥ ᱥᱟᱪ Artificial Intelligence ᱥᱟᱨᱦᱚᱜ ᱣᱟᱹᱨᱣᱚᱨᱚᱱ (ᱦᱚᱲᱚᱢᱟᱞ)	3-1-0	4
Major	**ST40008**	**One Act Play and Its Elements (C-23)** ᱩᱱᱟᱪ ᱵᱟᱹᱣᱚᱱ. ᱜᱚᱨᱚᱢᱮᱞ ᱚᱨ ᱮᱞᱮᱢᱚᱱ ᱥᱟᱨᱦᱚᱜ ᱚᱟᱚᱟᱪ	3-1-0	4

Minor	**ST42002**	**Introduction to Santali Theatre (M-8)** ᱪᱟᱢᱠᱩᱢᱟᱨ ᱢᱮᱠᱟᱢᱥᱚᱨ ᱯᱮᱨᱟᱢᱞᱤ ᱪᱮᱪᱟᱪᱢᱤ	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)** ᱪᱟᱢᱠᱩᱢᱟᱨ ᱫᱟᱢᱚᱞᱟᱢ ᱟᱯ ᱥᱚᱞᱤᱞᱟᱯ ᱥᱟᱞᱞᱤᱞᱤ	3 – 1 – 0	4
Minor	**ST42002**	**Introduction to Santali Theatre (M-8)** ᱪᱟᱢᱠᱩᱢᱟᱨ ᱞᱟᱨᱟᱢᱮ ᱥᱟ.ᱯᱟ ᱯᱮᱨᱟᱢᱞᱤ ᱪᱮᱪᱟᱪᱢᱤ	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)** **ᱚᱢᱟᱹᱣᱚᱥᱟᱨ ᱤᱢᱚᱞᱚᱢᱤᱞ ᱟᱨ ᱦᱚᱲᱚᱱᱚᱞ ᱦᱮᱢᱜᱚᱞᱩᱭ**	**3-1-0**	4
Major	**ST40004**	**Elements of Santali literature & criticism (C- 21)** **ᱚᱢᱟᱹᱣᱚᱥᱟᱨ ᱚᱢᱫᱟᱨᱛᱚ ᱱᱟᱹᱨᱮᱢᱜ ᱚᱡᱚᱡᱛᱚ ᱟᱨ ᱟᱢᱟᱞᱚᱪᱟ**	**3-1-0**	4
Major	**ST40006**	**Application of Artificial Intelligence in Literary Studies (Santali) (C-22)** **ᱚᱢᱫᱟᱨᱛᱚ ᱤᱱᱴᱮᱞᱤᱡᱮᱱᱥ ᱱᱟᱹ Artificial Intelligence ᱱᱟᱹᱨᱮᱢᱜ ᱣᱟᱹᱨᱥᱟᱨᱟ (ᱚᱢᱟᱹᱣᱚᱥᱟᱨ)**	**3-1-0**	4
Major	**ST40008**	**One Act Play and Its Elements (C- 23)** **ᱩᱱᱛᱚ ᱦᱟᱹᱚᱨ. ᱜᱟᱹᱨᱢᱟᱹᱞ ᱟᱨ ᱮᱞᱫᱟ ᱱᱟᱹᱨᱮᱢᱜ ᱚᱡᱚᱡᱛᱚ**	**3-1-0**	4
Minor	**ST42002**	**Introduction to Santali Theatre (M- 8)** **ᱚᱢᱟᱹᱣᱚᱥᱟᱨ ᱩᱪᱟᱨᱜᱦᱟᱲ ᱱᱟᱹᱨᱮᱢᱜ ᱦᱮᱦᱟᱱᱦᱩ**	**3-1-0**	4
Double Major	**ST42004**	**Introduction to Santali Short Poems (DM- 8)** **ᱚᱢᱟᱹᱣᱚᱥᱟᱨ ᱦᱟᱹᱥᱟᱨ ᱥᱮᱨᱫᱚᱢᱟᱨ· ᱱᱟᱹᱨᱮᱢᱜ ᱦᱮᱦᱟᱱᱦᱩ**	**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)** **ᱪᱟᱢᱠᱟᱨᱤ ᱨᱟᱢᱦᱟᱣᱞ ᱟᱞ ᱠᱦᱟᱢᱟᱞ ᱠᱟᱜᱟᱢᱟᱡ**	3 – 1 – 0	4
Minor	**ST42002**	**Introduction to Santali Theatre (M- 8)** **ᱪᱟᱢᱠᱟᱨᱤ ᱜᱟᱢᱟᱢ ᱠᱟ.ᱞᱤ ᱞᱮᱢᱟᱜ ᱢᱮᱢᱞᱢᱞ**	3 – 1 – 0	4
Double Major	**ST42004**	**Introduction to Santali Short Poems (DM- 8)** **ᱪᱟᱢᱠᱟᱨᱤ ᱠᱦᱟᱢᱟᱣ ᱟᱮᱟᱣᱡᱮ· ᱞᱮᱢᱟᱜ ᱢᱮᱢᱞᱢᱞ**	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** **ᱚᱱᱚᱣᱚᱫᱟ ᱛᱚ.ᱵᱚᱨ ᱟᱵ ᱥᱟᱞᱤ ᱵᱚᱨᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱚᱱᱚᱣᱚᱫᱟ ᱚᱱᱚᱱᱟ ᱛᱚᱫᱟᱣᱚᱠ ᱚᱱᱮᱱᱚᱨᱚᱴ ᱛᱚ.ᱢᱟᱣᱚᱱ. ᱵᱚ ᱚᱮᱥᱟᱞᱤ ᱚᱱᱚᱡ ᱵᱚ ᱵᱚᱦᱟᱵᱟᱜᱚ-ᱱᱤ ।
ᱚᱮᱥᱟᱞᱤ ᱵᱚ ᱥᱟᱨᱮᱱ ᱱᱟᱵ ᱚᱮᱥᱟᱞᱤ ᱣᱚᱵᱚᱛ ᱚᱴ ᱱᱤ.ᱡᱟ. ᱱᱟᱵ ᱱᱤ.ᱨᱟ.ᱚ ᱵᱚ ᱜᱟᱢᱟᱱᱮᱱ। ᱮᱱᱤᱵᱟᱱᱚᱴ ᱚᱮᱥᱟᱞᱤ ᱚᱴ ᱚᱮᱚᱜ-ᱛᱤᱫᱟᱣᱚᱮ ᱵᱤ.ᱡᱟ ᱵᱚ ᱵᱤ.ᱡᱟ ᱮᱱᱣᱟᱱᱜ-ᱱᱤ ।

Course Outcomes:

CO1. ᱰᱟᱮᱚᱱᱡᱟ ᱛᱤ.ᱵᱰᱟ ᱵᱡᱨᱟᱱᱜ ᱮᱱᱜᱟᱢ ᱵᱟᱱᱚᱣᱟᱱ ᱵᱚ ᱢᱟᱢᱟᱱᱨ ᱣᱟᱱᱟᱱ।

CO2. ᱮᱚᱣᱟᱱ ᱰᱟᱮᱚᱱᱡᱟ ᱛᱤᱫᱟᱣᱚᱮ ᱚᱱᱮᱱᱚᱴ ᱚᱮᱚᱜ ᱮᱱᱜᱟᱢ ᱯᱨᱤᱛᱤ ᱵᱡᱨᱟᱱᱜ ᱭᱩᱭᱮᱭᱩ, ᱣᱟᱱᱵᱟᱱ ᱱᱟᱵ ᱚᱮᱱ ᱵᱡᱨᱟᱱᱜ ᱢᱤᱨᱢᱟᱣᱟᱱᱵ ᱵᱚ ᱛᱤ.ᱢᱟᱣᱚᱱ. ᱵᱚ ᱢᱟᱢᱟᱱᱨ ᱣᱟᱱᱟᱱ ।

CO3. ᱮᱚᱣᱟᱱ ᱰᱟᱮᱚᱱᱡᱟ ᱛᱤᱫᱟᱣᱚᱮ ᱚᱱᱮᱱᱚᱴ ᱛᱤ.ᱢᱟᱣᱚᱱ. ᱵᱚ ᱱᱤ.ᱡᱟ. ᱵᱚ ᱵᱡᱨᱟᱱᱜ ᱛᱤ.ᱵᱡᱱ, ᱱᱤ.ᱨᱟᱢ ᱵᱡᱨᱟᱱᱜ ᱜᱮᱫᱡᱟᱣᱚᱮ, ᱚᱮᱛᱤᱮᱯ ᱱᱟᱵ ᱱᱟᱢᱮᱱᱤᱥ ᱵᱚᱵᱚ ᱢᱟᱢᱟᱱᱨ ᱳᱱᱡᱟᱨᱨᱟᱱᱜ-ᱱᱤ ।

CO4. ᱮᱚᱣᱟᱱ ᱰᱟᱮᱚᱱᱡᱟ ᱛᱤᱫᱟᱣᱚᱮ ᱚᱱᱮᱱᱚᱴ ᱚᱯ ᱵᱡᱨᱟᱱᱜ ᱚᱮᱣᱚᱵ ᱵᱚ ᱜᱟᱳᱱ।

CO5. ᱚᱮᱮᱯ ᱚᱯ, ᱵᱚᱢᱟᱱ. ᱱᱤ.ᱡᱟ. ᱰᱟᱮᱱᱚᱡ ᱱᱤ.ᱡᱟ., ᱣᱟᱰᱚᱰᱯ ᱚᱯ, ᱱᱤ.ᱵᱱᱟ ᱰᱟᱱᱵᱟᱡ ᱚᱯ ᱵᱡᱨᱟᱱᱜ ᱵᱤ.ᱵᱟ ᱰᱩᱱᱮ ᱵᱚ ᱜᱟᱳᱱ ।

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. ꯀꯝꯅꯑꯃꯁꯤ ꯇꯤ.ꯑꯀꯤ ꯑꯆꯧꯕꯝ ꯅꯤꯡꯊꯧ

a) ꯀꯝꯖꯌꯦꯛ

(i) ꯑꯍꯥ ꯀꯝꯖꯌꯦꯛ

(ii) ꯑꯥ ꯀꯝꯖꯌꯦꯛ

b) ꯃꯤꯇꯤ ꯇꯦꯇꯑꯇꯗ

(i) ꯑꯝꯌꯝ ꯍꯥꯝꯅ

(ii) ꯇꯦꯃꯦꯛ ꯍꯥꯝꯅ

(iii) ꯂꯥꯏꯅꯤꯡ ꯃꯤꯇꯤ ꯍꯥꯝꯅ

Unit-2. ꯀꯝꯅꯑꯃꯁꯤ ꯇꯤ.ꯑꯀꯤ ꯑꯥꯃꯤꯇꯤ ꯑꯆꯧꯕꯝ ꯑꯃꯑꯦꯑꯗ ꯍꯑ ꯄꯦ-ꯄꯆꯇꯍꯦ ꯍꯥ.ꯔꯍ.ꯇꯑ ꯑꯆꯧꯕꯝ ꯒꯍꯥꯍꯦ ।

a) ꯑꯍꯥ, ꯑꯇꯦꯑꯔ

(b)ꯑꯍꯥ ꯇꯑ ꯑꯃꯑꯦꯆꯦ ꯑꯆꯧꯕꯝ ।

i) ꯍꯥ.ꯔꯍ.ꯇꯑ ꯑꯆꯧꯕꯝ ꯒꯍꯥꯍꯦ ।

ii) ꯑꯝꯌꯝ ꯍꯥꯝꯅ ꯑꯆꯧꯕꯝ ꯊꯍꯥꯆ ।

iii) ꯑꯍꯥ ꯇꯑ ꯑꯆꯧꯕꯝ ꯂꯍꯅ ।

iv) ꯂꯑꯐꯑꯂ

Unit-3. ꯍꯥ.ꯔꯍ. ꯇꯑ ꯑꯆꯧꯕꯝ ꯇꯤ.ꯑꯗꯀ ꯍꯥ ꯑꯥ ꯑꯆꯧꯕꯝ ꯐꯑꯅꯑ ।

a) ꯍꯥ.ꯆꯍ.ꯐ ꯑꯆ ꯍꯥ.ꯔꯍ. ꯇꯑꯖꯍꯒ ꯐꯑꯇꯑꯥ ।

b) ꯒꯑꯑꯑꯦ,ꯒꯑꯃꯍꯦ, ꯂꯍꯦꯍꯅ।

c) ꯑꯦꯑꯥ ꯑꯥ ꯑꯆꯧꯕꯝ ꯇꯍ.ꯑꯗ ।

d) ꯀꯝ·ꯒꯆ ꯍꯥ.ꯔꯍ. - ꯁꯗꯨ ꯍꯥ.ꯔꯍ.ꯐꯆ ꯑꯥ ।

e) ꯇꯥꯃꯅꯍ. ꯍꯥ.ꯔꯍ., ꯀꯗꯦꯍ.ꯁ ꯍꯥ.ꯔꯍ.।

Unit-4 ꯍꯩꯒꯍꯑꯥꯐꯐꯗꯆꯥ ꯒꯆꯆꯍꯦ ꯀꯆꯑꯩꯍ ।

ꯀꯝꯅꯑꯃꯁꯤ ꯄꯍꯇꯔꯒꯍꯑ ꯑꯆ ꯑꯥ ꯀꯆꯑꯩꯍ।

ꯑꯥꯔꯗꯇꯗ ꯏꯑꯑꯑꯤ ꯇꯥ ꯑꯆꯧꯕꯝ ꯀꯗꯑꯂꯑꯦ ꯀꯝꯖ ꯂꯑꯤꯑꯔꯍꯑ।

Reference Books:

1. ᱱᱚᱞᱚᱜ - ᱚᱞ᱾ᱱᱚᱜᱟᱞᱮᱢᱚᱩ ᱩᱵᱱᱩᱵ
2. ᱮᱢᱮᱚᱢᱛᱟ ᱱᱚᱞᱚᱜ- CIIL Mysore
3. ᱮᱢᱮᱚᱢᱛᱟ ᱱᱚᱞᱚᱜ - ᱛᱱ. ᱱᱚᱠᱚᱞ ᱣᱩᱩᱛᱱᱚᱠᱩ
4. ᱮᱢᱣᱢᱜ ᱮᱢᱮᱚᱢᱛᱟ ᱱᱚᱞᱚᱜ - ᱮᱢᱯᱜᱚᱞ ᱠᱩᱩᱢᱱ ᱩᱢ.ᱮᱛᱟ
5. ᱮᱢᱣᱢᱜ ᱮᱢᱮᱚᱢᱛᱟ ᱱᱚᱞᱚᱜ - ᱛᱱ. ᱰᱚᱛᱮᱯᱱᱚ ᱮᱢᱚᱩ ᱛᱩᱨᱮᱱᱚ
6. ᱚᱢ.ᱱᱨᱟ ᱚᱢ᱾ᱰᱢ-ᱯᱚᱨᱱᱚᱚᱩ ᱩᱵᱱᱩᱵ
7. ᱚᱯ ᱥᱩᱣᱩᱯ- ᱚᱞ᱾ᱛᱩᱣᱚ ᱱᱚ.ᱜᱜᱵᱮᱢᱚᱩ ᱩᱵᱱᱩᱵ
8. ᱚᱯ ᱥᱟᱠᱟ ᱚᱯ ᱯᱚᱚ- ᱛᱱ. ᱨᱵᱮᱢ.ᱱᱢᱩ ᱨᱚᱱᱯᱮ

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 ᱚᱱᱚᱜᱟᱹᱨᱤ ᱫᱷᱟᱨᱟ ᱯᱟᱹᱨᱥᱤ ᱵᱷᱟᱥᱟ ᱥᱟᱦᱤᱛᱭ ᱤᱛᱤᱦᱟᱥ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱣᱟ ᱚᱱᱚᱱᱟ ᱤᱛᱟᱜᱟᱱᱮ ᱚᱢᱯᱟᱱᱚᱸ ᱤᱢ.ᱣᱟᱭᱣᱟ. ᱠᱚ ᱚᱱᱮᱚᱱᱟᱜᱟᱨ ᱚᱱᱚᱡᱟᱨᱫᱷ ᱥᱟᱨᱟᱱᱜ ᱨᱚᱣᱟᱱᱚᱣ ᱫᱷᱟᱜᱟᱱᱚ ᱠᱚᱢᱚᱣᱟᱱ ᱠᱚ ᱡᱟᱱᱟᱣᱟᱨᱮᱢᱜ ᱭᱟᱱᱟ ᱠᱚᱣᱟ ।

Course Outcomes:

CO1. ᱚᱱᱮᱚᱱᱟᱜᱟᱨ ᱚᱱᱚᱡᱟᱨᱫᱷ ᱥᱟᱨᱟᱱᱜ ᱫᱷᱟᱜᱟᱱᱚ ᱚᱱᱚᱱᱟ ᱤᱛᱟᱜᱟᱱᱮ ᱚᱢᱯᱟᱱᱚᱸ ᱤᱢ.ᱣᱟᱭᱣᱟ.ᱠᱚ ᱚᱱᱚᱡᱟᱨᱫᱷ ᱥᱟᱨᱟᱱᱜ ᱫᱷᱟᱜᱟᱱᱚ ᱠᱚᱢᱚᱭᱟᱱᱠᱚ ᱡᱟᱱᱟᱣᱟᱨᱮᱢ ᱢᱟᱱᱟ ᱯᱟᱱᱟᱛᱟᱨᱟᱱᱜ-ᱱᱤ।

CO2. ᱚᱱᱮᱚᱱᱟᱜᱟᱨ ᱚᱱᱚᱡᱟᱨᱫᱷ ᱥᱟᱨᱟᱱᱜ ᱣᱟ.ᱢᱟᱨᱢᱟᱠᱚ ᱫᱷᱟᱜ ᱯᱟᱠᱚᱱᱚᱸ ᱠᱚ ᱡᱟᱱᱟᱣᱟᱨᱮᱢ ᱢᱟᱱᱟᱱᱤ।

CO3. ᱫᱚᱣᱟ ᱚᱱᱚᱱᱟ ᱤᱛᱟᱜᱟᱱᱮ ᱚᱢᱯᱟᱱᱚᱸ ᱤᱢ.ᱣᱟᱭᱣᱟ. ᱠᱚ ᱚᱱᱮᱚᱱᱟᱜᱟᱨ ᱚᱱᱚᱡᱟᱨᱫᱷ ᱥᱟᱨᱟᱱᱜ ᱚᱮᱭᱥᱚᱪᱷ, ᱤᱢ.ᱮᱢ.ᱥᱮᱞ, ᱩᱥᱮᱥᱟ ᱠᱚ ᱡᱟᱨᱮᱞᱟᱨ ᱚᱢ:ᱣᱟᱞ ᱠᱚ ᱡᱟᱱᱟᱣᱟᱨᱮᱢ ᱢᱟᱱᱟᱱᱤ ᱱᱤᱧ ᱜᱟᱨᱟᱱᱮ ᱠᱚ ᱱᱤᱥᱞᱟᱱᱚᱭ-ᱱᱤ।

CO4. ᱫᱚᱣᱟ ᱚᱱᱚᱱᱟ ᱤᱛᱟᱜᱟᱱᱮ ᱚᱢᱯᱟᱱᱚᱸ ᱚᱱᱮᱚᱱᱟᱜᱟᱨ ᱚᱱᱚᱡᱟᱨᱫᱷ ᱥᱟᱨᱟᱱᱜ ᱣᱟ᱾ᱮ ᱣᱟ.ᱢᱟᱨᱩ “ᱣᱚᱟ ᱚᱱᱚᱡᱟᱨᱫᱷ” ᱥᱟᱨᱟᱱᱜ ᱠᱚᱢᱚᱣᱟᱱ ᱠᱚ ᱤᱢ.ᱣᱟᱭᱣᱟ. ᱠᱚ ᱡᱟᱱᱟᱣᱟᱨᱮᱢ ᱢᱟᱱᱟᱱᱤ ।

CO5. ᱫᱚᱣᱟ ᱚᱱᱚᱱᱟ ᱤᱛᱟᱜᱟᱱᱮ ᱚᱢᱯᱟᱱᱚᱸ ᱫᱷᱟᱣᱟᱱᱜ ᱦᱩᱜᱩ ᱥᱟᱨᱟᱱᱜ ᱚᱱᱮᱚᱱᱟᱜᱟᱨ ᱚᱱᱚᱡᱟᱨᱫᱷᱠᱚ ᱡᱟᱱᱟᱣᱟᱨᱮᱢ ᱢᱟᱱᱟ ᱠᱚᱢᱚᱣ ᱤᱢ.ᱣᱟᱭᱣᱟ.ᱠᱚ ᱚᱱᱚᱡᱟᱨᱫᱷ ᱯᱟᱱᱟᱯᱟᱱ ᱥᱟᱣ ᱠᱚᱯᱩᱜᱟᱱ.ᱡ ᱠᱚ ᱢᱟᱱᱟᱱᱤ ।

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	3	3	2	2	3	2	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3
CO3	3	3	3	3	3	3	2	2	2	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	2.8	3.0	3.0	3.0	3.0	3.0	2.4	2.6	2.8	2.8	3.0	2.4	3.0	3.0	3.0	3.0	3.0

Contents:

Unit-1. ᱥ.ᱯᱫᱮᱥᱤ ᱯᱟᱹᱨᱦᱤ ᱡᱚᱛᱚ ᱠᱷᱚᱱᱚᱡᱟᱹᱨᱯ (ᱯᱮᱨᱶᱟ ᱠᱟᱱᱟᱣᱟ ᱵᱟᱫᱮ ᱩᱥᱩᱞᱤᱥᱤ)

Unit-2. ᱚᱥᱠᱷᱮᱥᱤ ᱯᱟᱹᱨᱦᱤ ᱠᱷᱚᱱᱚᱡᱟᱹᱨᱯ ᱵᱚ (ᱯᱮᱨᱶᱟ ᱵᱟᱫᱮ ᱯᱨᱮᱯ ᱡᱚ.ᱡᱟᱞ)

Unit-3. ᱮᱥᱡᱚᱜᱮᱥᱤ ᱯᱟᱹᱨᱦᱤ ᱠᱷᱚᱱᱚᱡᱟᱹᱨᱯ ᱵᱚ (ᱯᱨᱮᱨᱶᱟ ᱵᱟᱫᱮ ᱮᱟᱚ ᱡᱚ.ᱡᱟᱞ)

Unit-4. ᱠᱷᱚᱱᱮᱚᱥᱟᱨ ᱠᱷᱚᱱᱚᱡᱟᱹᱨᱯ ᱯᱟᱹᱨᱦᱤ ᱮᱥᱜᱚᱞ ᱯᱟᱨ ᱡᱟᱹᱥᱚᱱᱟᱹᱞᱤᱨᱮᱭ ᱜᱟᱨᱤᱵᱮ ᱠᱟᱱᱟᱣᱟ

a) ᱡᱚᱛᱚ ᱵᱚ.ᱡᱮᱨ

b) ᱡᱚᱛᱚ ᱠᱟᱱᱟᱹᱰᱟ, ᱦᱟᱹᱨᱤ ᱵᱚᱦᱚᱞᱚᱜ, ᱡᱟᱜᱟᱨᱮᱚᱜ ᱵᱚᱦᱚᱞᱚᱜ, ᱵᱟᱹᱜᱟᱞᱤ

c) ᱮᱜ.ᱧ ᱥ.ᱜᱟᱡᱚᱜ ᱮᱜᱜᱚᱲ

Reference Books:

1. ᱠᱷᱚᱱᱮᱚᱥᱟᱨ ᱠᱷᱚᱱᱚᱡᱟᱹᱨᱯ ᱯᱟᱹᱨᱦᱤ ᱯᱩᱞᱤᱫᱤᱭᱩ ᱥᱟᱲᱟᱣᱥᱤ- ᱡᱚ. ᱵᱟ.ᱠᱟ. ᱢᱟᱡᱡᱟ,
2. ᱠᱷᱚᱱᱮᱚᱥᱟᱨ ᱚᱮᱚᱮ ᱯᱟᱹᱨᱦᱤ ᱮᱜᱜᱚᱲ- ᱵᱚᱮᱟᱮᱯᱟᱹᱯ ᱮᱜᱚᱥ ᱩᱜᱮᱚᱨᱟ
3. ᱠᱷᱚᱱᱚᱡᱟᱹᱨᱯ ᱥ.ᱯᱟᱨ -ᱚᱯ.ᱠᱷᱩᱩᱡᱟᱹᱲ ᱮᱜᱚᱥ ᱠᱟᱱᱟᱣᱟ
4. ᱠᱷᱚᱱᱮᱚᱥᱟᱨ ᱥᱡᱟᱹᱱᱚᱮ : ᱚᱣᱟᱵ᱾ -ᱯᱟᱹᱱᱟᱜᱥ. ᱯᱚᱱᱟᱚᱮ ᱩᱟᱱᱩᱟ
5. ᱡᱚᱛᱚ ᱚᱥ.ᱱᱠᱟ ᱥᱟ ᱠᱷᱚᱱᱚᱡᱟᱹᱨᱯ ᱯᱟᱹᱨᱦᱤ ᱮᱜᱜᱚᱲ -ᱵᱟᱢᱡᱚᱯᱚᱯᱚᱠ ᱩᱟᱱᱩᱟ

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** **ᱚᱱᱚᱣᱚᱰᱟᱹ ᱚᱱᱩᱡᱟᱨᱫ ᱱᱟᱨᱮᱢᱜ ᱵᱮᱵᱥᱟᱣᱪᱩ**	**3**	**2-1-0**

Course Objectives:

ᱮᱫᱩᱢ ᱚᱱᱚᱢᱩ ᱩᱫᱟᱜᱟᱫᱮ ᱚᱢᱯᱢᱚᱱ ᱩᱢ.ᱢᱟᱭᱪᱩᱢ. ᱠᱫ ᱚᱱᱮᱚᱢᱟᱜᱟ ᱚᱱᱩᱡᱟᱨᱫ ᱱᱟᱨᱮᱢᱜ ᱣᱚᱰᱟᱹᱫᱮ ᱚᱱᱚᱢᱩ ᱠᱚᱱᱚᱢᱟᱜ ᱠᱫ ᱡᱚᱜᱟᱭᱢ ᱠᱚᱱᱜᱮᱢᱩ ᱠᱢᱚᱭᱟᱢ ᱠᱫ ᱡᱢᱡᱢᱟᱨᱮ ᱯᱞᱠ ᱠᱮᱪᱮᱭᱟᱢ ।

Course Outcomes:

CO1. ᱚᱱᱮᱚᱢᱟᱜᱟ ᱚᱱᱩᱡᱟᱨᱫ ᱱᱟᱨᱮᱢᱜ ᱮᱢᱜᱮᱢᱩ ᱚᱱᱚᱢᱩ ᱩᱫᱟᱜᱟᱫᱮ ᱚᱢᱯᱢᱚᱱ ᱩᱢ.ᱢᱟᱭᱪᱩᱢ.ᱠᱫ ᱚᱱᱩᱡᱟᱨᱫ ᱱᱟᱨᱮᱢᱜ ᱮᱢᱜᱮᱢᱩ ᱠᱢᱚᱭᱟᱢᱠᱫ ᱡᱢᱡᱢᱟᱨᱮ ᱣᱟᱱᱟ ᱯᱢᱟᱵᱨᱮᱢᱜ-ᱢ।

CO2. ᱚᱱᱮᱚᱢᱟᱜᱟ ᱚᱱᱩᱡᱟᱨᱫ ᱱᱟᱨᱮᱢᱜ ᱣᱢ.ᱢᱟᱵᱣᱠᱫ ᱮᱢᱜ ᱯᱟᱠᱢᱚᱱ ᱠᱫ ᱡᱢᱡᱢᱟᱨᱮ ᱣᱟᱱᱟᱢ।

CO3. ᱮᱫᱩᱢ ᱚᱱᱚᱢᱩ ᱩᱫᱟᱜᱟᱫᱮ ᱚᱢᱯᱢᱚᱱ ᱩᱢ.ᱢᱟᱭᱪᱩᱢ. ᱠᱫ ᱚᱱᱮᱚᱢᱟᱜᱟ ᱚᱱᱩᱡᱟᱨᱫ ᱱᱟᱨᱮᱢᱜ ᱵᱮᱵᱥᱟᱣᱪᱩ, ᱩᱢ.ᱮᱢ.ᱚᱞᱟ, ᱡᱟᱮᱟᱚ ᱠᱫ ᱡᱟᱞᱟᱜᱟ ᱚᱱ:ᱣᱟᱡ ᱠᱫ ᱡᱢᱡᱢᱟᱨᱮ ᱣᱟᱱᱟᱢ ᱢᱟᱭ ᱜᱟᱨᱮᱢᱮ ᱠᱫ ᱢᱟᱭᱡᱢᱩ-ᱢ।

CO4. ᱮᱫᱩᱢ ᱚᱱᱚᱢᱩ ᱩᱫᱟᱜᱟᱫᱮ ᱚᱢᱯᱢᱚᱱ ᱚᱱᱮᱚᱢᱟᱜᱟ ᱚᱱᱩᱡᱟᱨᱫ ᱱᱟᱨᱮᱢᱜ ᱣᱟ᱾ᱮ ᱣᱢ.ᱢᱟᱣ “ᱣᱫᱟ ᱚᱱᱩᱡᱟᱨᱫ” ᱱᱟᱨᱮᱢᱜ ᱠᱚᱱᱚᱢᱟᱜ ᱠᱫ ᱩᱢ.ᱢᱟᱭᱪᱩᱢ. ᱠᱫ ᱡᱢᱡᱢᱟᱨᱮ ᱣᱟᱱᱟᱢ ।

CO5. ᱮᱫᱩᱢ ᱚᱱᱚᱢᱩ ᱩᱫᱟᱜᱟᱫᱮ ᱚᱢᱯᱢᱚᱱ ᱮᱢᱣᱚᱜ ᱱᱩᱵᱜᱩ ᱱᱟᱨᱮᱢᱜ ᱚᱱᱮᱚᱢᱟᱜᱟ ᱚᱱᱩᱡᱟᱨᱫᱠᱫ ᱡᱢᱡᱢᱟᱨᱮ ᱣᱟᱱᱟ ᱠᱚᱱᱚᱢ ᱩᱢ.ᱢᱟᱭᱪᱩᱢ.ᱠᱫ ᱚᱱᱩᱡᱟᱨᱫ ᱥᱚᱱᱥᱚᱢ ᱱᱟ ᱵᱟᱨᱟᱜᱚᱢ.ᱭ ᱠᱫ ᱣᱟᱱᱟᱢ ।

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.ᱯᱱᱮᱱᱤᱥ ᱱᱟᱨᱮᱱᱜ ᱜᱚᱛ ᱦᱮᱲᱟᱞᱚᱠ (ᱯᱮᱨᱢᱟ ᱦᱟᱱᱟᱣ ᱢᱚᱰᱮᱞ ᱩᱱᱫᱮᱨ)

Unit-2. ᱚᱱᱞᱮᱱᱤᱥ ᱱᱟᱨᱮᱱᱜ ᱦᱮᱲᱟᱞᱚᱠ ᱢᱚ (ᱯᱮᱨᱢᱟ ᱢᱚᱰᱮᱞ ᱯᱟᱹᱪᱤ ᱜᱚ.ᱡᱟᱞ)

Unit-3. ᱮᱱᱟᱜᱮᱱᱤᱥ ᱱᱟᱨᱮᱱᱜ ᱦᱮᱲᱟᱞᱚᱠ ᱢᱚ (ᱯᱟᱹᱪᱤ ᱢᱚᱰᱮᱞ ᱮᱟᱣ ᱜᱚ.ᱡᱟᱞ)

Unit-4. ᱦᱮᱨᱚᱱᱟᱛᱟ ᱦᱮᱲᱟᱞᱚᱠ ᱱᱟᱨᱮᱱᱜ ᱮᱱᱜᱮᱞᱩ ᱱᱟ ᱡᱚᱱᱟᱱᱚᱣᱟᱨᱮᱣ ᱜᱟᱨᱮᱱᱮ ᱦᱟᱱᱚᱣ

a) ᱜᱚᱛ ᱢᱱ.ᱜᱮᱟ

b) ᱜᱚᱛ ᱦᱟᱱᱟᱹᱨ, ᱩᱟᱨᱮ ᱢᱱᱚᱜᱱ, ᱡᱚᱱᱟᱹᱨᱤᱣᱟᱞ ᱢᱱᱚᱜᱱ, ᱢᱤᱫᱤᱭᱟ

c) ᱯᱱ.ᱧ ᱓.ᱜᱤᱲᱤᱱᱜ ᱮᱱᱜᱮᱞᱩ

Reference Books:

1. ᱦᱮᱨᱚᱱᱟᱛᱟ ᱦᱮᱲᱟᱞᱚᱠ ᱱᱟᱨᱮᱱᱜ ᱡᱩᱜᱚᱨᱮᱡᱩ ᱚᱱ ᱜᱚᱱᱟᱱ- ᱡᱟ. ᱢᱨ.ᱦᱟ. ᱢᱤᱡᱚᱢ,
2. ᱦᱮᱨᱚᱱᱟᱛᱟ ᱡᱮᱱᱯ ᱱᱟᱨᱮᱱᱜ ᱮᱱᱜᱮᱞᱩ- ᱢᱱᱯᱟᱨᱮᱱᱟᱱ ᱮᱱᱚᱜ ᱩᱱᱮᱨᱚᱣᱟ
3. ᱦᱮᱲᱟᱞᱚᱠ ᱓.ᱱᱟ -ᱚᱱ.ᱦᱮᱩᱚᱡ ᱮᱱᱚᱜ ᱦᱮᱱᱨᱮ
4. ᱦᱮᱨᱚᱱᱟᱛᱟ ᱥᱚᱣᱱᱚᱨᱮ : ᱓ᱥᱜᱟ᱾ -ᱯᱤᱱᱜᱮᱞ. ᱚᱮᱱᱚᱨ ᱩᱤᱱᱩᱤ
5. ᱜᱚᱛ ᱚᱥ.ᱱᱟᱟ ᱚᱱ ᱦᱮᱲᱟᱞᱚᱠ ᱱᱟᱨᱮᱱᱜ ᱮᱱᱜᱮᱞᱩ -ᱢᱤᱫᱚᱱᱚᱯᱚᱱᱟ ᱩᱤᱱᱩᱤ

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.

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SDG 16	**Peace, Justice and Strong Institutions**	**Literary history promotes social harmony, justice, ethical consciousness, and cultural understanding among communities.**
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AEC-I
Modern India Languages (Odia)
(ଆଧୁନିକ ଭାରତୀୟ ଭାଷା)
AE14001
Credit-02
Refer to Department of Odia

AEC-I

Modern Indian Language (Hindi)
AE14003
Credit-02
Refer to Department of Hindi

AEC-I

Modern Indian Language (Sanskrit)
(Prayogic Vyakarana)
AE14005
Credit-02
Refer to Department of Sanskrit

AEC – I

Code	Course Title	Credit	L-T-P
AE14007	**Modern Indian Language (Santali)** **ᱯᱟᱹᱨᱚᱢᱤᱛ ᱦᱤᱱᱰᱤ ᱞᱮᱠᱷᱟᱱ ᱞᱮ.ᱵᱷᱟ**	**2**	**2-0-0**

Course Objectives:

ᱯᱚᱲᱚᱢ ᱵᱟᱦᱚᱱᱟ ᱯᱟᱹᱨᱚᱢᱤᱛᱟᱨ ᱞᱮ.ᱵᱷᱟ ᱥᱩᱫᱤᱫᱟᱹ ᱚᱱ ᱯᱚᱲᱚᱢ ᱯᱟᱹᱨᱚᱢᱤᱛᱟᱨ ᱩᱪᱤᱪᱚ, ᱞᱮᱠᱷᱟᱱ.ᱵᱷᱟ, ᱚ.ᱛᱟ. ᱚᱛᱟᱜ ᱚᱱ ᱜᱟᱦᱟᱱᱤᱫᱤᱨ, ᱞᱮ.ᱦᱟᱲᱟᱣᱟᱱ. ᱨᱮ ᱦᱟᱦᱟᱱᱨᱮ ᱡᱚᱰᱚ ᱡᱩᱨᱩᱜ-ᱚ ।

Course Outcomes:

CO1. ᱯᱚᱲᱚᱢ ᱵᱟᱦᱚᱱᱟ ᱞᱮᱨᱮᱛᱟᱡᱟᱱᱮ ᱚᱯᱨᱚᱣᱟᱱ ᱞᱮ.ᱦᱟᱲᱟᱣᱟᱱ.ᱨᱮ ᱯᱟᱹᱨᱚᱢᱤᱛᱟᱨ ᱞᱮᱵᱟᱜ ᱥᱩᱫᱤᱫᱚᱱᱚ ᱡᱟᱱᱟᱜ ᱦᱟᱦᱟᱱᱨᱮᱭ ᱣᱟᱱᱟᱜ ᱦᱟᱦᱟᱱᱨᱮᱠ ᱚᱱ ᱞᱮ.ᱦᱟᱲᱟᱣᱟᱱ.ᱨᱮ ᱞᱩᱭᱤᱦᱟᱱ.ᱭ ᱚᱱᱨᱮ ᱦᱟᱦᱟᱱᱨᱮ ᱣᱟᱱᱟᱜ ᱣᱟᱱᱟᱹᱣ ।

CO2. ᱯᱚᱲᱚᱢ ᱵᱟᱦᱚᱱᱟ ᱯᱟᱹᱨᱚᱢᱤᱛᱟᱨ ᱞᱮᱦᱟᱣᱟᱨᱠ ᱞᱮᱛᱟᱜᱟᱱᱮ ᱚᱯᱨᱚᱣᱟᱱ ᱞᱮ.ᱦᱟᱲᱟᱣᱟᱱ.ᱨᱮ ᱢ.ᱨᱢ.ᱚ ᱜᱟᱦᱟᱱᱤᱫ ᱚᱱ ᱚᱫᱤᱢ ᱵᱟᱨᱱᱟᱜ ᱦᱟᱱᱚᱛᱟᱜ ᱨᱮ ᱠᱷᱚᱱᱟᱨᱨᱮᱱᱜ-ᱚ ।

CO3. ᱯᱚᱲᱚᱢ ᱵᱟᱦᱚᱱᱟ ᱞᱮᱛᱟᱜᱟᱱᱟ ᱚᱯᱨᱚᱣᱟᱱ ᱵᱟᱨᱱᱟᱜ ᱵᱟᱛ, ᱚᱛᱟᱜ, ᱢ.ᱨᱢ.ᱚ ᱯᱚᱲᱚᱢ ᱨᱮ ᱥᱟᱠᱷ ᱯᱟᱨᱨᱚᱣᱟᱱ ᱦᱟᱱᱚᱛᱟᱜ ᱨᱮ ᱞᱮ.ᱦᱟᱲᱟᱣᱟᱱ. ᱨᱮ ᱦᱟᱦᱟᱱᱨᱮ ᱡᱟᱱᱟ ᱠᱷᱚᱱᱟᱨᱨᱮᱱᱜ-ᱚ ।

CO4. ᱞᱮᱨᱮᱛᱟᱡᱟᱱᱮ ᱞᱮ.ᱵᱷᱟ ᱵᱟᱨᱱᱟᱜ ᱯᱟᱣᱟᱱᱤᱚᱨ ᱚᱱᱨᱮ ᱦᱮᱫᱟᱣᱟᱱᱚᱨ ।

CO5. ᱚᱱᱟᱜ ᱵᱟᱹᱠᱚ ᱵᱟᱹᱨᱚᱢᱤᱛᱟᱨᱨᱮ ᱞᱮ.ᱵᱷᱟ ᱨᱮ ᱚᱯᱨᱚᱵᱟᱹᱨ ᱞᱮᱨᱮᱛᱟᱡᱟᱱ ᱞᱮ.ᱵᱷᱟ ᱵᱟᱨᱱᱟᱜ ᱠᱷᱚᱱᱟᱨᱨᱮᱱᱜ ᱨᱮ ᱞᱮ.ᱦᱟᱲᱟᱣᱟᱱ. ᱨᱮ ᱦᱟᱦᱟᱱᱨᱮ ᱡᱟᱱᱟ ᱠᱷᱚᱱᱟᱨᱨᱮᱱᱜ-ᱚ ।

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. 낸앨ᄉᆞ 매.ᄎᆞᄂᆞᆫ ᄒᆞᆫ ᄇᆞᆺᄒᆞᆫ ᄎᆞᄀᆞᆫᄀᆞᆨ ᄒᆞᆫᄒᆞᆫᄒᆞᆫ ᄆᆞᄎᆞ ᄑᆞᄀᆞᄒᆞᆫᄃᆞ ᄆᆞ.ᄌᆞᆫ.ᄒᆞᆫ ᄎᆞᄀᆞᆫᄀᆞᆨ ᄀᆞᆫᄋᆞᆫᄃᆞ ।

a) ᄒᆞᆫᄇᆞᆺᄒᆞᆫ, ᄎᆞᄒᆞᆯ, ᄎᆞᄒᆞᆫᄒᆞᆯ (b) ᄎᆞᄒᆞᆯ ᄒᆞᄒᆞ ᄒᆞᆫᄒᆞᆫᄀᆞᆫ ᄎᆞᄀᆞᆫᄀᆞᆨ : (i) ᄆᆞ.ᄌᆞᆫ.ᄒᆞᄒᆞ ᄎᆞᄀᆞᆫᄀᆞᆨ ᄀᆞᆫᄋᆞᆫᄃᆞ (ii) ᄎᆞᆫᄋᆞᆫ ᄆᆞᄌᆞᆫᄀᆞᆼ ᄎᆞᄀᆞᆫᄀᆞᆨ ᄒᆞᆫᄌᆞᆫ (iii) ᄎᆞᄒᆞᆯ ᄒᆞᄒᆞ ᄎᆞᄀᆞᆫᄀᆞᆨ ᄂᆞᆫᄀᆞᆼ (iv) ᄂᆞᄒᆞᄋᆞᄂᆞ

Unit-2. ᄆᆞ.ᄌᆞᆫ. ᄒᆞᄒᆞ ᄎᆞᄀᆞᆫᄀᆞᆨ ᄆᆞᆫ.ᄎᆞᄀᆞᄂᆞ ᄇᆞᄂᆞᄋᆞᄂᆞᄒᆞᄒᆞ : ᄇᆞᄂᆞᄋᆞᄂᆞ, ᄂᆞᄇᆞᄂᆞ, ᄒᆞᆫᄃᆞᄋᆞᆫ, ᄀᆞᄂᆞᄋᆞᄃᆞ, ᄋᆞᄒᆞᄋᆞᆯ, ᄋᆞᄒᆞᄋᆞᆼ, ᄀᆞᆫ.ᄃᆞᆫ.ᄒᆞ, ᄋᆞᆫᄃᆞᆫᄋᆞ, ᄂᆞᄃᆞᄃᆞᄒᆞ।

(a) ᄑᆞᆫ.ᄒᆞᄋᆞᄀᆞ ᄑᆞᄃᆞᆫᄃᆞ ᄎᆞᄒᆞᆯ ᄆᆞᄎᆞ ᄂᆞᄃᆞᄃᆞᄋᆞ ᄒᆞᄒᆞ (b) ᄆᆞ.ᄀᆞᆫ.ᄋᆞ ᄎᆞᄀᆞ ᄆᆞ.ᄌᆞᆫ. ᄒᆞᄒᆞᆫᄋᆞᆫᄀᆞᆨ ᄋᆞᄒᆞᄆᆞᄒᆞ (c) ᄀᆞᄒᆞᄎᆞᄃᆞ, ᄀᆞᄒᆞᄂᆞᄃᆞ, ᄂᆞᄃᆞᄃᆞᄀᆞ।

Reference Books:

1. ᄎᆞᄒᆞᄒᆞᆯ - ᄆᆞᄒᆞ.ᄎᆞᄒᆞᄀᆞᆫᄋᆞᄂᆞᄃᆞᄋᆞᆫ ᄂᆞᄂᆞᄎᆞᄂᆞ
2. ᄂᆞᄃᆞᄋᆞᄃᆞᄀᆞ ᄎᆞᄒᆞᄒᆞᆯ- CIIL Mysore
3. ᄂᆞᄃᆞᄋᆞᄃᆞᄀᆞ ᄎᆞᄒᆞᄒᆞᆯ - ᄆᆞᄎᆞ. ᄎᆞᄒᆞᄋᆞᄒᆞ ᄋᆞᄀᆞᄂᆞᄆᆞᄎᆞᄒᆞᄂᆞ
4. ᄃᆞᄂᆞᄋᆞᄃᆞ ᄂᆞᄃᆞᄋᆞᄃᆞᄀᆞ ᄎᆞᄒᆞᄒᆞᆯ - ᄂᆞᄃᆞᄒᆞᄋᆞᄒᆞ ᄒᆞᄂᆞᄂᆞᄎᆞ ᄂᆞᄂᆞ.ᄃᆞᄆᆞᄀᆞ
5. ᄃᆞᄂᆞᄋᆞᄃᆞ ᄂᆞᄃᆞᄋᆞᄃᆞᄀᆞ ᄎᆞᄒᆞᄒᆞᆯ - ᄆᆞᄎᆞ. ᄂᆞᄒᆞᄋᆞᄀᆞᄃᆞᄒᆞᄒᆞ ᄃᆞᄃᆞᄋᆞᄎᆞ ᄆᆞᄀᆞᄂᆞᄎᆞᄎᆞ
6. ᄆᆞᄂᆞ.ᄎᆞᄂᆞᄀᆞ ᄆᆞᄂᆞ.ᄂᆞᄂᆞ-ᄒᆞᄒᆞᄂᆞᄎᆞᄒᆞᄋᆞᄎᆞ ᄂᆞᄂᆞᄎᆞᄂᆞ
7. ᄂᆞᄃᆞᄋᆞᄃᆞᄀᆞ ᄆᆞᄎᆞᄂᆞᄂᆞᄎᆞ ᄒᆞᄎᆞ ᄂᆞᄒᆞᄆᆞᄎᆞᄒᆞᄆᆞᄋᆞ ᄒᆞᄋᆞᄎᆞ ᄆᆞᄀᆞᄒᆞᄂᆞᄂᆞ - ᄆᆞᄎᆞ. ᄒᆞᄀᆞ.ᄂᆞᄀᆞ ᄆᆞᄂᆞᄆᆞᄂᆞ
8. ᄒᆞᄒᆞ ᄇᆞᄀᆞᄂᆞᄀᆞᆼ- ᄆᆞᄒᆞ.ᄆᆞᄀᆞᄋᆞ ᄎᆞᄒᆞ.ᄀᆞᄎᆞᄂᆞᄃᆞᄋᆞᄋᆞ ᄂᆞᄂᆞᄎᆞᄂᆞ
9. ᄒᆞᄒᆞ ᄇᆞᄀᆞᄒᆞᄀᆞ ᄒᆞᄒᆞ ᄀᆞᄋᆞᄒᆞ- ᄆᆞᄎᆞ. ᄂᆞᄂᆞᄃᆞᄂᆞ.ᄎᆞᄂᆞᄂᆞ ᄂᆞᄒᆞᄎᆞᄀᆞᄃᆞ

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.

Top of Form
Bottom of Form

· Textbooks:

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

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	**Quality Education**	**Foundational digital and communication literacy**
SDG 5	**Gender Equality**	**Safer, empowering online participation**
SDG 8	**Decent Work and Economic Growth**	**ICT skills for employability**
SDG 10	**Reduced Inequalities**	**Bridging digital divides (rural/tribal learners)**
SDG 16	**Peace, Justice & Institutions**	**Responsible online citizenship, e-governance use**

VAC

Code	Course Title	Credit	L-T-P
VA16201	**Environment Education and Disaster Management**	**4**	**3-0-1**

	ᑭᙓᖇᘐᔕ ᓴᙓᐃᔕᙓᔑᑕ ᓴᑕᐃᑕᑭ ᙓᔕ ᐄᔑᔑᐄ ᙙᘐᐁᑭᑕᔑᘐ		

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** **ᱶᱚᱨᱚᱦᱟᱱ ᱚᱨ ᱶᱟᱱᱟᱹᱞ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱪᱟᱭ ᱶᱚᱨᱚᱦᱩ ᱡᱚᱛᱟᱣᱚᱞ ᱚᱱᱮᱱᱚᱴ ᱡᱚ.ᱢᱟᱹᱪᱟᱭ ᱠᱚ ᱶᱚᱨᱚᱦᱟᱱ ᱚᱨ ᱶᱟᱱᱟᱹᱞ ᱣᱚᱱᱣᱚᱴ ᱣᱚᱱᱚᱱᱮᱨ ᱚᱞᱚᱠᱚᱪᱟᱭ, ᱱᱟᱦᱟᱭ ᱚᱨ ᱶᱟᱱᱟᱹᱞ ᱭᱟᱨᱮᱱᱜ ᱫᱚᱱᱜᱚᱩ, ᱩᱫᱮᱫᱚ, ᱡᱚ.ᱫᱚ.ᱭᱟᱨ, ᱜᱩᱫᱮᱪᱚ, ᱣᱚ.ᱢᱟᱨᱣ ᱥᱩᱦᱚᱫ ᱣᱚᱱᱚᱱᱮᱨ ᱚᱞᱚᱜ ᱠᱚᱪᱟᱭ, ᱚᱨ ᱶᱟᱱᱟᱹᱞ ᱭᱟᱨᱮᱱᱜ ᱣᱚᱞᱚᱱᱚᱹ ᱠᱚᱪᱟᱭ ᱚᱱᱚᱛᱚᱜ ᱠᱚᱪᱟᱭ ᱱᱚ ᱱᱚᱜᱮᱱᱚᱹ ᱱᱚᱛᱚᱫᱮ ᱣᱚᱱᱣᱟᱞᱱᱚᱹ ᱯᱚᱣᱚ ᱭᱟᱨᱮᱱᱜ ᱣᱚᱱᱟᱱ ᱠᱚ ᱣᱚᱱᱚᱱᱮᱨ ᱚᱞ

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

Course Inputs:

Contents:

Unit-1. ಕಾರ್ಯಾಗಾರ ಅಥವ ಪ್ರಯೋಗ ತರಬೇತಿ : ಕಾರ್ಯಾಗಾರ ಅಥವ ಪ್ರಯೋಗ ತರಬೇತಿ ಪರಿಚಯ, ಪರಿಕರ, ಬಿಡಿ.ಕಾ.ತಂತ್ರ ಹಾಗ ಉಪಕರಣ, ಅಳತೆ, ಅಡಿ.ಗುರುತು ಮಾಡುವ ಸಾಧನಗಳು

Unit-2. ಪ್ರಾಥಮಿಕ ಪ್ರಯೋಗ : ಯಾಂತ್ರಿಕ ಕೆಲಸ ಪ್ರಯೋಗ, ಪ್ರಾಥ.ಗರಗಸ.ತ.ಕೆಲಸ ಪ್ರಯೋಗ, ಯಾಂತ್ರ.ಯಾಂತ್ರಿ ಕೆಲಸ ಪ್ರಯೋಗ

Unit-3. ಬಿಡಿತಾಯ-ಬಿಲ್ಲಿಗ.ರ ಪ್ರಯೋಗ : ಯಾಂತ್ರಿಕ ಪ್ರಯೋಗ, ಪ್ರಯೋತಾಂರ ಪ್ರಯೋಗ, ಒಡ್ಡಣಾ ಪ್ರಯೋಗ, ಕೆಲ್ಲಿಗ.ರ ಪ್ರಯೋಗ

Unit-4. ಒಡ.ಯಗ ಒಡ.ಲಿಲಗ ಹಾಗ ತಡ.ಲಿಒಡ. ಬಾಡಿ ಪ್ರಯೋಗ : ಬಿಬಿಒ ತಾಂಯೋರ ಹಾಗ ಬಗಾಬಗಿಕೆ ಪ್ರಯೋಗ, ಬಿಹಿಂಡಿ, ಯಾಂ.ಬಾಲಗ ಪ್ರಯೋಗ, ಒಹಿಕಲ್ಲಿ ಪ್ರಯೋಗ

Reference Books:

1. ಒಗಂಡಿಬ ಹಾಡಹಿ- ಕಿಡಿಲಿಪ್ರಲಿಬಿತ ಯಹಿಲಿಡಿಗ
2. ಬಿಡಾ ಪ್ರಯೋಗ- ಯಹಿಯಿಒಹಿಂಒ ಯಿಬಿಯಾಂ ಹಿಕಿಯಹಿಗ
3. ಯಹಿಬಹಿ ಪ್ರಯೋಗ- ಯಿಒಕಿತಿಬಹಿಯ ಂಬಿಂಬ
4. ಯಹಿಬಹಿ ಪ್ರಿಡಿತಾಂರ ಪ್ರಹಿ.ತಗ ಕಿಬಿತಾಹಿ -ಹಿತಗಾಬಿಲ ಯಿಬಿಯಾಂ
5. ಪ್ರಿಡಿಂಒಹಿ.-ಯಹಿಬಹಿ ಪ್ರಯೋಗ -ಲಹಿರಿಒಲ ಯಿಲಿಪ್ರಿಒಒ ಪ್ರಿಲಿ.ಕಿತಿಲಿ ಪ್ರಿಡಿತಲಿ
6. ಪ್ರಹಿಲಿಒಹಿಗಿ ಬಿಡಾ ಪ್ರಯೋಗ ತಗ ಪ್ರಹಿಜಬಿಲಿಕೆ ಹಿತಿ ಕಿಲಿಡಿಬಿಯಾ - ಂಡಿ. ತಿಡಿಂಒಲಿ ಬಿಪಿಯಬಿತಿಒಯ
7. ಹಿರಿಲಿಡಿ ಒಹಿಬಿಒಒ- ಪ್ರಿಯಿಕೆಹಿ ಯಹಿತಿಂಬಿಗ
8. ಬಿಒತಿ ಪ್ರಿಡಿತಾಂರ- ಬಿಲಿ.ಂಬಿಂಒ ತಹಿ.ಪ್ರಿಡಿಲಿಲಿಹಿಂಒಡಿ ಯಿಯಿಯಿಬ
9. ಒಹಿತಿಹಿಯ ಂಬಿಲಿಂಒಬಿ-ಲಿ- ಯಿಒಬಿಪಿಲಿಒಹಿತಿ ಲಿಒತಿಲಿ
10. ಂಬಿಯಹಿ.ಒ ಂಹಿಬಿಒಹಿತಿ ಪ್ರಿಡಿತಾಂರ- ಂಬಿಪಿಒಲಿಲಿಹಿಂಒಡಿ ಂಬಿಂಬ
11. ಂಬಿಯಹಿ.ಒ ಒಹಿಪ್ರಿಒಲಿಬಿ ಪ್ರಿಡಿತಾಂರ - ಯಿಒಕಿಲಿ ಯಿತಿಒಲಿ ಂಬಿಂಬ
12. ಪ್ರಿಒಬಿ-ಪ್ರಿಯಿ - ಲಿಬಿಯಹಿ.ರ ಲಿಒತಿಲಿ

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** **ᱵᱷᱮᱴᱷᱟᱞ ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ ᱵᱮᱱᱚᱲᱷ**	**4**	**3-1-0**

Course Objectives

ᱵᱷᱮᱴᱷᱟᱞ ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ ᱫᱚᱞᱢᱚᱲ ᱴᱷᱮᱠᱴᱴᱮ ᱫᱷ.ᱱᱲᱚᱲᱷ.ᱠᱚ ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ ᱱᱮᱨᱮᱜ ᱵᱮᱮᱴᱴ ,ᱜᱚᱮ ᱷᱱ ᱢᱷ.ᱱᱞᱭ ᱠᱚ ᱴᱷᱢᱷᱨᱮ ᱚᱲᱚᱠᱚᱲᱷ ᱹ ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ ᱴᱷᱢᱷᱨᱮ ᱫᱷ.ᱱᱲᱚᱲᱷ. ᱵᱷᱱᱮ ᱢᱷᱫᱮᱲᱷ ᱠᱚᱴᱷᱜ ᱠᱷᱴᱷᱱ, ᱱᱞᱴᱲ-ᱱᱞᱨᱮᱞᱞᱞ, ᱫᱷᱱᱮ ᱮᱷᱭᱞ, ᱴᱚᱰᱮᱜ ᱷᱱ ᱵᱷ.ᱮᱵᱞ ᱠᱚᱲᱷᱜ ᱱᱚᱫᱚᱞ ᱠᱷ.ᱢᱮᱞ, ᱫᱲᱷ.ᱱᱴᱞ ᱵᱞᱱᱱᱚᱲ, ᱵᱷ.ᱮᱵᱞ ᱵᱞᱱᱱᱚᱲ, ᱱᱞᱴᱲ-ᱱᱞᱨᱮᱞᱞᱞ ᱵᱞᱱᱱᱚᱲ ᱱᱮᱨᱮᱜ ᱴᱞᱮᱴᱴ ᱠᱷ.ᱢᱮᱞ, ᱵᱞᱰᱜᱱᱷ.ᱨ, ᱫᱷ.ᱱᱨᱷ. ᱮᱵᱷᱮ ᱠᱷ.ᱢᱮᱞ ᱠᱚ ᱠᱚ ᱴᱷᱢᱷᱨᱮ ᱭᱷᱵᱷ ᱹ

Course Outcomes:

CO1. ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ ᱫᱷᱮᱢᱷᱨᱚᱲ ᱠᱷᱴᱮ ᱠᱷ.ᱢᱮᱞ ᱱᱮᱨᱮᱜ ᱚᱫᱚᱱᱚᱵ ᱠᱚ ᱴᱷᱢᱷᱨᱮ ᱭᱷᱵᱷ ᱹ

CO2. ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ ᱱᱮ ᱱᱞᱲᱞᱨᱮᱞᱮ ᱷᱱ ᱴᱞᱮᱱᱞᱲᱞᱨᱮᱞᱮ ᱠᱚᱲᱷᱜ ᱠᱷ.ᱢᱮᱞ ᱴᱷᱮᱠᱴᱴᱮ ᱜᱮᱨᱮᱜ ᱠᱚ ᱭᱷᱵᱷ ᱹ

CO3. ᱮᱷᱜᱷᱵ ᱱᱮᱨᱮᱜ ᱠᱷᱴᱷᱱ ᱴᱷᱮᱠᱴᱴᱮ ᱠᱷ.ᱢᱮᱞ ᱴᱷᱮᱠᱴᱴᱮ ᱠᱚ ᱴᱷᱢᱷᱨᱮ ᱭᱷᱵᱷ ᱫᱷᱮᱮᱨᱮᱜ-ᱷ ᱹ

CO4. ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ ᱫᱷᱮᱢᱷᱨᱚᱲ ᱠᱷᱴᱮ ᱮᱷᱜᱷᱵ ᱷᱱ ᱷᱜᱷᱵ ᱱᱮᱨᱮᱜ ᱫᱞᱮᱢᱚᱫᱞᱮᱠᱚᱠ ᱴᱷᱢᱷᱨᱮ ᱭᱷᱵᱷᱠᱮᱨᱮᱜ ᱹ

CO5. ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ ᱫᱷᱮᱢᱷᱨᱚᱲ ᱠᱷᱴᱮ ᱮᱞᱱᱷ.ᱱᱷᱜ ᱱᱞᱨᱮᱠᱮ ᱱᱮ ᱴᱚᱜᱞ-ᱴᱷ.ᱮᱚᱱ ᱴᱚᱱᱱᱷ.ᱚ ᱫᱷᱮᱮᱨ ᱠᱚ ᱷ.ᱢᱚᱨᱮᱜ

Reference Books:

1. ᱢᱚᱞ ᱷᱱ ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ - ᱵᱷ.ᱮᱠᱲᱚ ᱵᱚᱱᱵᱚ
2. ᱚᱴ ᱚᱫᱮᱮ ᱵᱷ.ᱵᱞ ᱵᱞᱱᱱᱚᱲ - ᱴᱷᱢᱷᱨᱲᱷ ᱴᱮᱵᱱᱷ
3. ᱱᱚᱵᱵᱞᱵ ᱴᱞᱮᱴᱴ - ᱠᱷ.ᱮᱢᱷ.ᱨ ᱮᱷᱮ ᱵᱚᱢᱚ
4. ᱵᱷᱮᱴᱴᱷᱮᱞ ᱮᱚᱠ ᱠᱷᱴᱷᱱᱚᱲ ᱠᱞ ᱫᱚᱮᱞᱨᱮᱜ - ᱢᱷ. ᱫᱲᱚᱮᱮᱵᱮᱱ ᱵᱷᱮᱱᱲᱷ
5. ᱢᱚᱞ ᱠᱷ.ᱢᱮᱞ ᱫᱚᱴᱷᱞ - ᱱᱮᱚ. ᱫᱞ. ᱴ. ᱴᱚᱢᱷᱰᱰᱞ
6. ᱱᱚᱵᱵᱞᱵ ᱴᱞᱮᱴᱴ - ᱵᱚᱰᱜᱚᱮ ᱲᱚᱰᱜᱚᱲ ᱴᱚᱵᱠᱚ ᱮᱚᱵᱷ.ᱰ ᱵᱚᱱᱮᱮ

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**

Course Inputs:

Contents:

Unit-1. ⵉⵏⵜⵔⵓⴷⴽⵜⵉⵓⵏ ⵡⵖⵙ ⴱⵏ.ⵡⵔⵏ ⵣⵔⵛⵏⴳ ⵄⵔⵜⵔⵓ, ⵊⵏ.ⵉⵏ.ⵣⵔⵏ, ⴳⵜⵉ ⵏⵣ ⵡⵏ.ⵏⵏⵟ ।

Unit-2. ⴳⵏⵄ ⴱⵏ.ⵡⵔⵏ

ⵄⵏ.ⵉⵄⵏ ⴱⵖⵢⵏⴳ, ⵍⵏⵡⵖ-ⵍⵏⵛⵏ.ⴲⵏ ⴱⵖⵢⵏⴳ, ⵒⵏⵣⵣ ⵉⵏⵎⵏ ⴱⵖ ⵣⵔⵛⵏⴳ ⵣⵖⵊⵖⵙ ⴱⵏ.ⵡⵔⵏ।

Unit-3. ⵡⵏⵉⵓⵏ ⴱⵏ.ⵡⵔⵏ

ⵒⵖⵏ.ⵣⵓⵏ ⵓⵏⵣⵍⵖⵉ, ⵄⵏ.ⵉⵄⵏ ⵓⵏⵣⵍⵖⵉ, ⵍⵏⵡⵖ-ⵍⵏⵛⵏ.ⴲⵏ ⵓⵏⵣⵍⵖⵉ ।

Unit-4. ⵡⵖⵙ ⴳⵏⵛⵏⵉ

ⵓⵏⵜⴳⵣⵏ.ⵛ - ⵓⵏⵟ ⵓⵏⵜⴳⵣⵏ.ⵛ, ⵡⵏⵣ ⵓⵏⵟⵜⴳⵣⵏ.ⵛ, ⵊⵏ.ⵣⵛⵏ. ।

Reference Books:

1- ⵡⵖⵙ ⵏⵣ ⵡⵖⵙ ⴱⵏ.ⵡⵔⵏ - ⵉⵏ.ⴲⴱⴳⵖ ⵄⴱⵣⵄⴱ
2- ⵡⵏⵓⵏ.ⴲ - ⵊⵖ· ⵣⵏⴳⵣⴱⵉⵏⵓⵣ ⵄⴱⵣⵄⴱ
3- ⵀⵓ ⵀⵊⵔⴲ ⵄⵏ.ⵄⵏ ⵓⵏⵣⵍⵖⵉ - ⵡⵏⵡⵣⵏ ⵡⵔⵓⵣⵏ
4- ⵡⵏⵊⴲⵏ ⵡⵏⵉⵓⵏ - ⵓⴱⵉⵏⵣⵏⵄ ⵓⵀⵣⵔⵉ,
5- ⵍⵀⵄⵓⵏⵄ ⵡⵏⵉⵓⵏ - ⴱⵏ.ⵉⵡⵏ.ⵛ ⴲⵏⴲ ⵏⴱⵡⴱ
6- ⵉⵏⵜⵓⵏⴲⵏ ⴲⵀⴱ ⴱⵏⵓⵣⵏⵀ ⴱⵏ ⵒⴱⵉⵏⵛⵏ -ⵡⵣ. ⵒⵣⵀⵉⵔⵓⵓⵣ ⵄⵏⵉⵍⵣⵏ
7- ⵡⵀⵔ ⴱⵏⵡⵉⵏ ⵊⴱⵓⵣⵏ - ⵣⵔⵀ ⵊⵏ. ⵖ ⵡⵀⵡⵡⵏⵖ
8- ⵍⵀⵄⵓⵏⵄ ⵡⵏⵉⵓⵏ - ⵄⵀ·ⴳⵀⴲ ⵚⵀ·ⵒⵣⵀ ⵏⴱⵏⴱⴱ ⴲⴱⵄⵏ.ⵖ ⵓⵀⵣⵔⵉ

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** **ᱱ.ᱜᱮᱞᱟ ᱢᱮᱞᱜᱩᱱᱜ**	**3**	**2-1-0**

Course Objectives:

ᱠᱚᱞᱚᱱ ᱱ.ᱜᱮᱞᱟ ᱢᱮᱞᱜᱩᱱᱜ ᱠᱚᱞᱚᱱᱜ ᱱᱟᱜᱚᱠ ᱱᱟ ᱠᱱ.ᱟᱮ ᱠᱱ.ᱠᱠᱮ ᱡᱱ.ᱢᱜᱦᱞᱚᱱ. ᱠᱚ ᱡᱱᱛᱟᱱᱚ ᱚᱞᱚ ᱠᱚᱞᱚᱱ ᱱ ᱱ.ᱜᱮᱞᱟ ᱢᱮᱞᱜᱩᱱᱜ ᱠᱚᱞᱚᱱᱜ ᱠᱱᱜᱱᱟ ᱠᱚᱝᱜᱱ ᱠᱚ ᱢᱱᱜᱱᱟ ᱚᱞᱚ ᱠᱚᱞᱚᱱ ᱱ

Course Outcomes:

CO1. ᱠᱚᱞᱚᱱ ᱠᱱᱝᱱᱟ ᱡᱚᱡᱚᱛᱟᱠᱚᱠ ᱝᱱᱨᱱᱝᱟᱡ ᱡᱱ.ᱢᱜᱦᱞᱚᱱ.ᱠᱚ ᱱ.ᱜᱮᱞᱟ ᱢᱮᱞᱜᱩᱱᱜᱠᱚ ᱢᱱᱜᱱᱟ ᱭᱱᱟ ᱠᱚᱞᱚᱱᱱ

CO2. ᱠᱚᱞᱚᱱ ᱠᱱᱝᱱᱟ ᱡᱚᱡᱚᱛᱟᱠᱚᱠ ᱝᱱᱨᱱᱝᱟᱡ ᱡᱱ.ᱢᱜᱦᱞᱚᱱ. ᱠᱚ ᱱ.ᱜᱮᱞᱟ ᱢᱮᱞᱜᱩᱱᱜ ᱠᱚᱞᱚᱱᱜ ᱨᱱ.ᱛᱟᱱ.ᱢ ᱱᱟᱢᱚᱠ ᱠᱚ ᱢᱚᱟᱚᱝ ᱠᱚ ᱢᱱᱜᱱᱟ ᱠᱚ ᱢᱱᱜᱱᱟ ᱭᱱᱟ ᱠᱛᱢᱱᱱ

CO3. ᱠᱚᱞᱚᱱ ᱠᱱᱝᱱᱟ ᱡᱚᱡᱚᱛᱟᱠᱚᱠ ᱝᱱᱨᱱᱝᱟᱡ ᱡᱱ.ᱢᱜᱦᱞᱚᱱ.ᱠᱚ ᱱ.ᱜᱮᱞᱟ ᱢᱮᱞᱜᱩᱱᱜ ᱠᱚᱞᱚᱱᱜ ᱠᱱᱜᱱᱟ ᱱᱟ ᱛᱠᱛᱟ ᱠᱚ ᱨᱱ.ᱢ ᱜᱱᱛᱛᱢᱱᱜ-ᱱᱱ

CO4. ᱠᱚᱞᱚᱱ ᱠᱱᱝᱱᱟ ᱡᱚᱡᱚᱛᱟᱠᱚᱠ ᱝᱱᱨᱱᱝᱟᱡ ᱡᱱ.ᱢᱜᱦᱞᱚᱱ.ᱠᱚ ᱱ.ᱜᱮᱞᱟ ᱢᱮᱞᱜᱩᱱᱜ ᱠᱚᱞᱚᱱᱜ ᱨᱱ.ᱛᱟᱱ.ᱢ ᱱᱟᱢᱚᱠ, ᱛᱠᱛᱟ ᱱᱟ ᱢᱚᱟᱚᱝ ᱠᱚ ᱝᱦᱠᱚᱠᱜᱟ ᱢᱮᱞᱠᱛᱟ ᱜᱱᱛᱛᱢᱱᱜ-ᱱᱱ

CO5. ᱠᱚᱞᱚᱱ ᱠᱱᱝᱱᱟ ᱡᱚᱡᱚᱛᱟᱠᱚᱠ ᱝᱱᱨᱱᱝᱟᱡ ᱡᱱ.ᱢᱜᱦᱞᱚᱱ.ᱠᱚ ᱱ.ᱜᱮᱞᱟ ᱢᱮᱞᱜᱩᱱᱜ ᱠᱚᱞᱚᱱᱜ ᱨᱱ.ᱛᱟᱱ.ᱢ ᱱᱟ ᱛᱠᱛᱟ ᱞᱛᱢᱱᱜ ᱜᱱᱟ ᱠᱚ ᱠᱚ ᱝᱦᱨᱱ-ᱡᱱ.ᱢᱨᱱ. ᱭᱱᱟ ᱜᱱᱛᱛᱢᱱᱜ-ᱱᱱ

CO-PO-PSO Mapping

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

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

Outcomes																	
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. ᱛᱚᱹᱰᱚ ᱥᱚᱜᱟᱞᱵᱮᱥᱚᱱ ᱟᱵᱟᱣ : ᱱᱟᱛᱚᱵ ᱥᱟ ᱠᱮᱛᱟᱹ।

Unit-2. ᱱᱚᱛᱤᱥᱚᱨ ᱣᱟᱜ ᱟᱵᱮᱱᱚ : ᱱᱟᱛᱚᱵ ᱥᱟ ᱠᱮᱛᱟᱹ।

Unit-3 ᱱᱟᱱᱚ. ᱣᱚᱲᱟᱛ ᱥᱟ ᱦᱟᱣᱦᱮ ᱟᱵᱟᱣ : ᱱᱟᱛᱚᱵ ᱥᱟ ᱠᱮᱛᱟᱹ।

Unit-4, ᱣᱦᱮᱥᱚᱥᱚᱣ ᱣᱚᱲᱟᱛ ᱥᱟ ᱣᱟᱱᱦ ᱣᱚᱲᱟᱛ : ᱱᱟᱛᱚᱵ ᱥᱟ ᱠᱮᱛᱟᱹ।

Reference Books –

1. ᱣᱠᱱᱚ ᱜᱚᱰ - ᱣᱚᱨᱥᱜᱚᱞ ᱟᱵᱟᱣ
2. ᱜᱚᱰ ᱟᱚᱜᱚᱨ ᱲᱠᱮ ᱚ.ᱦᱟᱨᱥᱟᱚᱮ ᱜᱚᱰ ᱦᱚ
3. ᱜᱚᱛᱟᱚᱣ ᱦᱚᱡᱚᱜ ᱱᱟᱛᱚᱵ ᱤᱦᱲᱟᱱ - ᱲᱚᱣᱠᱤ ᱤᱚ.ᱩᱲᱚ ᱦᱟᱣᱦᱦ
4. ᱱᱚᱜᱚᱲᱦᱚᱚ.ᱱ ᱦᱠ ᱣᱚᱜᱟᱩᱩ- ᱱᱚ. ᱱᱚᱦᱱᱚᱩᱣᱠᱣᱚᱚᱲ ᱚᱠᱦᱚᱩ

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)** **ᱚᱫᱟᱞᱚᱫᱚᱱ ᱠᱷᱚᱡᱟᱨᱤᱭ**	**2**	**2-0-0**

Course Objectives:

ᱩᱱ.ᱢᱟᱯᱟᱣᱟᱱ. ᱢᱤ ᱫᱚᱣᱟᱱ ᱠᱷᱚᱱᱚᱢᱤ ᱩᱫᱪᱟᱣᱟᱫ ᱚᱱᱞᱚᱠᱚᱨ ᱠᱷᱚᱫᱚᱱᱪᱟᱨ ᱚᱫᱟᱞᱚᱫᱚᱱ ᱯᱨᱮᱢᱚᱜ ᱱᱚᱛᱟᱣᱢᱤ ᱣᱤᱫᱟᱭᱟᱜ ᱢᱤᱱᱚᱢᱤᱨᱮ ᱨᱩᱜᱤ ᱢᱤᱫᱚᱣᱟᱱ᱾ ᱚᱫᱟᱞᱚᱫᱚᱱ ᱠᱷᱚᱡᱟᱨᱤᱭ ᱢᱤ.ᱩᱨ ᱣᱤᱫᱟᱭᱟᱜ ᱢᱤᱱᱚᱢᱤᱨᱮ ᱭᱩᱫ ᱢᱤᱫᱚᱣᱟᱱ ᱩᱱᱚᱨ ᱮᱥᱞᱮᱥᱤ.ᱯ ᱥᱤᱱ ᱵᱮᱱᱟᱥᱮᱥᱞᱮᱥᱤ.ᱯ ᱢᱤᱩᱫᱤᱥᱤᱨᱤ ᱢᱤᱱᱟᱜ ᱚᱫᱟᱞᱚᱫᱚᱱ ᱢᱤ.ᱩᱨ ᱢᱤ ᱣᱟᱹᱞᱩ ᱜᱤᱫᱤᱨᱮᱱᱟᱜ ᱩᱱ᱾

Course Outcomes:

CO1. ᱩᱱ.ᱢᱟᱯᱟᱣᱟᱱ. ᱢᱤ ᱫᱚᱣᱟᱱ ᱠᱷᱚᱱᱚᱢᱤ ᱩᱫᱪᱟᱣᱟᱫ ᱚᱱᱞᱚᱠᱚᱨ ᱚᱫᱟᱞᱚᱫᱚᱱ ᱯᱨᱮᱢᱚᱜ ᱨᱩᱜᱤ ᱢᱤᱱᱚᱥᱟᱱ ᱥᱤᱱ ᱣᱤᱫᱟᱭᱟᱜ ᱢᱤ ᱢᱤᱱᱚᱢᱤᱨᱮ ᱣᱟᱹᱞᱩᱱ᱾

CO2. ᱩᱱ.ᱢᱟᱯᱟᱣᱟᱱ. ᱢᱤ ᱫᱚᱣᱟᱱ ᱠᱷᱚᱱᱚᱢᱤ ᱩᱫᱩᱫᱪᱟᱣᱟᱫ ᱠᱷ.ᱚ ᱢᱤᱱᱚᱨ ᱮᱥᱞᱮᱥᱤ.ᱯ ᱥᱤᱱ ᱵᱮᱱᱟᱥᱮᱥᱞᱮᱥᱤ.ᱯ ᱢᱤᱩᱫᱤᱥᱤ.ᱮᱨ ᱢᱤᱫᱚᱣᱟᱱ ᱚᱫᱟᱞᱚᱫᱚᱱ ᱢᱤ.ᱩᱨ ᱢᱤ ᱣᱟᱹᱞᱩᱱ᱾

CO3. ᱩᱱ.ᱢᱟᱯᱟᱣᱟᱱ. ᱢᱤ ᱚᱫᱟᱞᱚᱫᱚᱱ ᱥᱟᱨᱦᱤᱜ ᱮᱱᱜᱤᱞᱤᱥ ᱢᱤ ᱢᱤᱱᱚᱢᱤᱨᱮ ᱣᱟᱹᱞᱩᱱ᱾

CO4. ᱩᱱ.ᱢᱟᱯᱟᱣᱟᱱ. ᱢᱤ ᱚᱫᱟᱞᱚᱫᱚᱱ ᱥᱟᱨᱦᱤᱜ ᱠᱷᱚᱢᱟᱯᱟ.ᱮ ᱥᱤᱱ ᱣᱟ.ᱢᱟᱨᱣ ᱢᱤ ᱢᱤᱱᱚᱢᱤᱨᱮ ᱣᱟᱹᱞᱩᱱ᱾

CO5. ᱩᱱ.ᱢᱟᱯᱟᱣᱟᱱ. ᱢᱤ ᱚᱫᱟᱞᱚᱫᱚᱱ ᱥᱟᱨᱦᱤᱜ ᱠᱷᱚᱣᱟᱱᱚ ᱢᱤ ᱢᱤᱱᱚᱢᱤᱨᱮ ᱣᱟᱹᱞᱩᱱ᱾

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. ⵔⵒⵣⵡⵒⵓⵗⵒ ⵣⵥⵑⵒⵏ ⵚⵑⵚⵣⵚⵓ

I. ⵔⵒⵣⵡⵒⵓⵗⵒ ⵣⵥⵐⵒⵏ ⵡⵥⵑⵥⵔ ⵒⵣ ⵊⵒ.ⵑⵒ.ⵣⵑⵤ

II. ⵔⵒⵣⵡⵒⵓⵗⵒ ⵣⵥⵐⵒⵏ ⵔⵒⵡⵒⵣ ⵒⵣ ⵡⵒⵣⵒ

III. ⵔⵒⵣⵡⵒⵓⵗⵒ ⵣⵥⵐⵒⵏ ⵡⵒⵡⵒⵔ

IV. ⵔⵒⵣⵡⵒⵓⵗⵒ ⵣⵥⵐⵒⵏ ⵏⵚⵑ

Unit- 2. ⵔⵒⵣⵡⵒⵓⵗⵒ ⵚⵒ.ⵓⵤⵡⵒⵣⵒ

I. ⵑⵒⵑⵔⵔⵒⵒⵤ ⵚⵣⵒⵑ ⵡⵤⵑⵣⵣ, ⵒⵔⵤⵐⵒ., ⵓⵒⵒⵏⵣⵒ, ⵥⵏⵣⵏⵏⵒ

II. ⵡⵤⵑⵣⵣ, ⵒⵔⵤⵐⵒ, ⵓⵒⵒⵏⵣⵒ, ⵤⵏⵏⵏⵣⵒⵒⵤ ⵚⵣⵒⵑ ⵑⵒⵑⵔⵔⵒⵒⵤ

Reference Books:

1. ⵋⵚⵔⵒ.ⵑⵤ ⵔⵒⵣⵡⵒⵓⵗⵒ ⵚⵒ.ⵡⵑⵤ ⵚⵒ – ⵔⵒ. ⵑⵚⵑⵤⵒ ⵡⵒ·ⵑⵣⵒⵒⵏ
2. ⵒⵣ ⵑⵒⵡⵒⵣ. ⵊⵒⵒ. ⵑⵐⵒⵔ ⵖⵒⵒⵒⵚⵑ ⵡⵥⵑⵔⵒⵒⵗⵔⵤⵣ ⵓⵒⵒⵏⵣⵏ – ⵑⵚⵣⵣⵡⵒⵒ ⵓⵤⵔⵔⵒ
3. ⵑⵒⵒⵊⵡⵥⵣ ⵑⵒ.ⵣⵤⵗ - ⵑⵐⵒⵔ ⵑⵤ. ⵔⵚⵔⵚ

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 ଆପଣ ଏଇ ଜିନିଷଗୁଡ଼ିକ ଜିନ୍ଦାଗିରେ ଦରକାର. ଏଥିରେ ବିଜ୍ଞାନ ସମ୍ପର୍କରେ, ବି.ଏସ-ବି.ଜେଡ, ଟେଟେଟ ଆଣ ମଉଜ ଦିନଦିଅ ଦିନଦାନର ଉଭୟ ବିଜ୍ଞାନ।

Course Outcome:

CO1: ଫ୍ରାନ୍ସିସ୍କାନ ଯୁଦ୍ଧଯୁଦ୍ଧାନ ସମ୍ପର୍କରେ ଆଣ ଆସାନ ବି.ଏସ ବି.ଜେଡ
ଅନ୍ତି.ମାଷ୍ଟର୍ସ. ବିଃ ଦିନଦାନର ପାନଯାନ ।

CO2: ଅନ୍ତିମ୍ୟୁଜିକ୍ୟାଲ ଦିଲ୍ଲୀର ଯୁଜିଦାନ ଆଣ ସମ୍ପର୍କରେ ଆଣ ଆସାନ ବି.ଏସ ବି.ଜେଡ
ଅନ୍ତି.ମାଷ୍ଟର୍ସ. ବିଃ ଦିନଦାନର ପାନଯାନ ।

CO3: ଅନ୍ତିମ୍ୟୁଜିକ୍ୟାଲ ଫ୍ରାଯୁଦ୍ଧରେଟିଦାର ଦୁଜିକ୍ୟାନ ଆଣ ସମ୍ପର୍କରେ ଆଣ ଆସାନ ବି.ଏସ ବି.ଜେଡ
ଅନ୍ତି.ମାଷ୍ଟର୍ସ. ବିଃ ଦିନଦାନର ପାନଯାନ ।

CO4: ଅନ୍ତିମ୍ୟୁଜିକ୍ୟାଲ ବ୍ରାଯୁଦ୍ଧ ଅଭିସାନ୍ତ ଆଣ ସମ୍ପର୍କରେ ଆଣ ଆସାନ ବି.ଏସ ବି.ଜେଡ
ଅନ୍ତି.ମାଷ୍ଟର୍ସ. ବିଃ ଦିନଦାନର ପାନଯାନ

CO5: ଜିବିଦ ଦାନ୍ସିସ୍କ. ଏଥିରେ ବିଜ୍ଞାନ ସମ୍ପର୍କରେ ଆଣ ବି.ଏସ ବିଃ ଦିନଦାନର ବିଆଦ
ଆବିଯଏ· ଆଜିଆ ଏଟେରାଜ ବି.ଏସ ଏଥିଲ ବିଃ ଜିନିଷ ଏମାବିଆଦିନ ।

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. ଫ୍ରାନ୍ସିସ୍କାନ ଯୁଦ୍ଧଯୁ : ଯୁଜିଦାନ, ବି.ଏସ ବି.ଜେଡ ଆଣ ମଉଜ।
Unit-2. ଅନ୍ତିମ୍ୟୁଜିକ୍ୟାଲ ଦିଲ୍ଲୀର ଯୁଦ୍ଧଯୁଦ୍ଧ : ଯୁଜିଦାନ, ବି.ଏସ ବି.ଜେଡ ଆଣ ମଉଜ।
Unit-3. ଅନ୍ତିମ୍ୟୁଜିକ୍ୟାଲ ଫ୍ରାଯୁଦ୍ଧରେଟିଦାର ଦୁଜିକ୍ୟାନ : ଯୁଜିଦାନ, ବି.ଏସ ବି.ଜେଡ ଆଣ ମଉଜ।
Unit-4. ଅନ୍ତିମ୍ୟୁଜିକ୍ୟାଲ ବ୍ରାଯୁଦ୍ଧ ଅଭିସାନ୍ତ : ଯୁଜିଦାନ, ବି.ଏସ ବି.ଜେଡ ଆଣ ମଉଜ।

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** **ᱦᱟᱱᱛᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱷᱟ.ᱜᱮᱞ**	**4**	**3-1-0**

Course Objectives:

ᱦᱟᱱᱛᱚᱢᱟᱞ ᱜᱚᱛ ᱠᱷᱟ.ᱜᱮᱞ ᱡᱚᱛᱟᱜᱚᱭᱮ ᱚᱢᱯᱟᱚᱱ ᱡᱟ.ᱢᱟᱱᱩᱟᱞ.ᱠᱚ ᱜᱚᱛ ᱠᱷᱟ.ᱜᱮᱞ ᱯᱩᱨᱮᱢᱤᱛ ᱩᱫᱮᱥᱭᱟ ᱚᱢᱯᱟᱚᱱ ᱡᱟ.ᱢᱟᱱᱩᱟᱞ. ᱩᱢᱯᱟᱨᱤᱭᱟᱜ ᱠᱚᱛᱟᱜᱚᱨᱤ, ᱥᱟᱦᱤᱛᱭ-ᱥᱟᱨᱦᱩᱞ, ᱯᱩᱨᱟᱱ ᱮᱢᱤᱞ, ᱱᱚ᱾ᱜᱟ ᱢᱟ.ᱮᱞᱟ ᱠᱚᱛᱟᱜᱚᱨᱤ ᱯᱚᱲᱚᱢ ᱠᱷᱟ.ᱜᱮᱞ, ᱯᱟᱯᱩ.ᱯᱚᱞ ᱮᱞᱟᱥᱚᱭᱮ, ᱩᱢ.ᱮᱞᱟ ᱮᱞᱟᱥᱚᱭᱮ, ᱥᱟᱦᱤᱛᱭ-ᱥᱟᱨᱦᱩᱞ ᱮᱞᱟᱥᱚᱭᱮ ᱯᱟᱨᱦᱟᱱ ᱱᱤᱮᱚᱞ ᱠᱷᱟ.ᱜᱮᱞ, ᱮᱞᱤᱡᱵᱮᱛ.ᱨᱮ, ᱡᱟ.ᱯᱨᱮᱢ. ᱥᱩᱦᱟᱮ ᱠᱷᱟ.ᱜᱮᱞ ᱠᱚ ᱠᱚ ᱢᱟᱱᱩᱟᱞᱨᱮ ᱣᱟᱦᱟᱢ ᱾

Course Outcomes:

CO1. ᱜᱚᱛ ᱠᱷᱟ.ᱜᱮᱞ ᱡᱚᱛᱟᱜᱚᱲᱚ ᱠᱷᱟᱚᱨ ᱠᱷᱟ.ᱜᱮᱞ ᱯᱟᱨᱦᱟᱱ ᱛᱩᱞᱛᱩᱱᱩ ᱠᱚ ᱢᱟᱱᱩᱟᱞᱨᱮ ᱣᱟᱦᱟᱢ᱾

CO2. ᱜᱚᱛ ᱠᱷᱟ.ᱜᱮᱞ ᱯᱟ ᱥᱟᱭᱟᱨᱤᱦᱟᱮ ᱦᱟᱲ ᱢᱟᱨᱮᱞᱟᱭᱟᱨᱤᱦᱟᱮ ᱠᱚᱭᱟᱱ ᱠᱷᱟ.ᱜᱮᱞ ᱚᱢᱯᱟᱚᱨ ᱜᱟᱨᱤᱦᱟᱮ ᱠᱚ ᱣᱟᱦᱟᱢ᱾

CO3. ᱮᱢᱜᱟᱢ ᱯᱟᱨᱦᱟᱱ ᱠᱷᱟᱚᱨᱤ ᱠᱷᱟ.ᱜᱮᱞ ᱚᱢᱯᱟᱚᱨ ᱠᱚ ᱢᱟᱱᱩᱟᱞᱨᱮ ᱣᱟᱦᱟᱢ ᱯᱟᱨᱤᱦᱟᱮᱜ-ᱜᱤ ᱾

CO4. ᱜᱚᱛ ᱠᱷᱟ.ᱜᱮᱞ ᱡᱚᱛᱟᱜᱚᱲᱚ ᱠᱷᱟᱚᱨ ᱮᱢᱜᱟᱢ ᱦᱟᱱ ᱦᱤᱜᱟᱢ ᱯᱟᱨᱦᱟᱱ ᱯᱟᱨᱤᱮᱥᱟᱠᱯᱟᱨᱤᱮᱠᱚ ᱢᱟᱱᱩᱟᱞᱨᱮ ᱣᱟᱦᱟᱢᱠᱚᱨᱮᱜ ᱾

CO5. ᱜᱚᱛ ᱠᱷᱟ.ᱜᱮᱞ ᱡᱚᱛᱟᱜᱚᱲᱚ ᱠᱷᱟᱚᱨ ᱮᱞᱟᱢ.ᱭᱚᱜ ᱥᱟᱨᱮᱭᱮ ᱯᱟ ᱢᱩᱜᱟ-ᱢᱩ.ᱛᱩᱥ ᱢᱩᱥᱟᱭᱚᱢ.ᱭ ᱯᱚᱛᱟᱛ ᱠᱚ ᱢ.ᱜᱩᱨᱮᱜ᱾

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. ᱦᱚᱲᱚᱦᱟᱲ ᱜᱚᱫ ᱵᱚ.ᱜᱚᱲ ᱯᱨᱚᱪᱚᱞᱤᱛ ᱩᱨᱚᱫᱚ, ᱱᱚ.ᱫᱚ.ᱯᱚᱲᱟ, ᱤᱵᱫ ᱚᱯ ᱜᱚ.ᱣᱟᱹ ।

Unit-2. ᱤᱚᱩ ᱵᱚ.ᱜᱫᱟ

ᱩᱚ.ᱫᱩᱟ ᱵᱚᱡᱚᱚᱜ, ᱱᱟᱣᱷ-ᱱᱟᱨᱚᱚ.ᱮᱟ ᱵᱚᱡᱚᱚᱜ, ᱪᱚᱯᱱᱟᱸ ᱫᱚᱣᱟ ᱵᱚ ᱯᱨᱚᱚᱜ ᱯᱚᱱᱚᱡᱚᱛ ᱵᱚ.ᱜᱫᱟ।

Unit-3. ᱣᱟᱫᱚᱟ ᱵᱚ.ᱜᱫᱟ

ᱪᱚᱚ.ᱯᱚᱟ ᱴᱟᱯᱱᱚᱡᱫ, ᱩᱚ.ᱫᱩᱟ ᱴᱟᱯᱱᱚᱡᱫ, ᱱᱟᱣᱷ-ᱱᱟᱨᱚᱚ.ᱮᱟ ᱴᱟᱯᱱᱚᱡᱫ ।

Unit-4. ᱜᱚᱛ ᱤᱚᱨᱚᱚᱫ

ᱴᱟᱵᱤᱯᱚ.ᱨ - ᱴᱟᱲ ᱴᱟᱵᱤᱯᱚ.ᱨ, ᱣᱟᱯ ᱴᱟᱲᱵᱤᱯᱚ.ᱨ, ᱱᱚ.ᱯᱨᱚ. ।

Reference Books:

1- ᱜᱚᱛ ᱚᱯ ᱜᱚᱛ ᱵᱚ.ᱜᱫᱟ - ᱦᱚ.ᱮᱵᱚᱲ ᱩᱵᱚᱩᱵ
2- ᱜᱟᱣᱚ.ᱮ - ᱱᱚ᱾ ᱚᱚᱤᱵᱚᱲᱫᱚᱣᱚ ᱩᱵᱚᱩᱵ
3- ᱚᱣ ᱚᱱᱨᱮ ᱩᱚ.ᱩᱟ ᱴᱟᱯᱱᱚᱡᱫ - ᱣᱚᱣᱚᱚᱚ ᱣᱨᱴᱚᱚ
4- ᱣᱚᱱᱤᱮᱚ ᱣᱟᱫᱚᱟ - ᱴᱵᱫᱚᱚᱚᱩ ᱴᱚᱚᱨᱫ,
5- ᱱᱚᱩᱴᱟᱩ ᱣᱟᱫᱚᱟ - ᱵᱚ.ᱫᱜᱚ.ᱨ ᱮᱚᱮ ᱢᱵᱣᱵ
6- ᱦᱚᱫᱚᱚᱚᱮᱟ ᱮᱚᱵ ᱵᱚᱣᱚᱚᱚᱡ ᱵᱟ ᱪᱵᱫᱟᱨᱚᱚ -ᱣᱚ. ᱪᱚᱚᱫᱫᱨᱴᱚᱚ ᱩᱚᱫᱜᱱᱚᱟ
7- ᱜᱚᱛ ᱵᱚᱜᱚᱫᱟ ᱱᱵᱣᱚᱟ - ᱚᱨᱡ ᱱᱟ. ᱚ ᱣᱚᱣᱣᱟᱨ
8- ᱱᱚᱩᱴᱟᱩ ᱣᱟᱫᱚᱟ - ᱩᱚ᱾ᱜᱚᱮ ᱚᱚ᱾ᱪᱚᱚ ᱢᱵᱟᱵᱵ ᱮᱵᱩᱚ.ᱛ ᱴᱚᱚᱨᱫ

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** **ᱚᱱᱚᱞᱚᱢᱟᱨ ᱥᱟᱱᱛᱟᱞᱤ ᱥᱟᱠᱷᱟᱨᱟᱜ ᱫᱚᱲᱥᱟᱱ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱡᱚᱱ ᱚᱱᱚᱢᱚᱞ ᱚᱱᱟᱹᱠᱟᱢᱚᱨ ᱤᱱ.ᱢᱟᱹᱫᱚᱡᱚᱱ. ᱠᱚ ᱥᱚᱛᱚᱭᱛ ᱥᱟᱠᱷᱟᱨᱟᱜ ᱡᱟᱠᱷᱤᱨᱚ, ᱤᱱᱫᱤᱱ.ᱥᱚᱵᱟᱹ, ᱱ.ᱵᱱ., ᱱᱟᱵᱟᱜ ᱱᱟᱹ ᱜᱟᱞᱟᱢᱫᱤᱨᱤᱠᱚ ᱚᱱᱟᱢᱟᱱᱨᱤ ᱡᱚᱦᱚᱞ ᱡᱩᱨᱤᱪᱩᱜ-ᱱᱟ ।

Course Outcomes:

CO1. ᱫᱚᱡᱚᱱ ᱚᱱᱚᱢᱚᱞ ᱤᱱᱛᱚᱨᱵᱟᱡᱟᱣᱚᱠ ᱚᱱᱟᱹᱠᱟᱢᱚᱨ ᱤᱱ.ᱢᱟᱹᱫᱚᱡᱚᱱ. ᱠᱚ ᱚᱱᱤᱛᱚᱱᱟᱱᱛ ᱥᱚᱛᱚᱭᱛ ᱤᱵᱤᱢᱟᱱ.ᱭ ᱚᱡᱠᱚ ᱚᱱᱟᱢᱟᱱᱨᱤ ᱣᱟᱱᱟᱢ ।

CO2. ᱥᱚᱛᱚᱭᱛ ᱤᱱᱛᱟᱣᱚᱠ ᱚᱱᱟᱹᱠᱟᱢᱚᱨ ᱤᱱ.ᱢᱟᱹᱫᱚᱡᱚᱱ. ᱠᱚ ᱱ.ᱨᱱ.ᱚ ᱜᱟᱢᱟᱱᱚᱛ ᱱᱟᱹ ᱚᱨᱚᱱ ᱥᱟᱨᱚᱱᱜ ᱚᱣᱟᱨᱤᱣᱟᱹᱨ ᱠᱚ ᱣᱟᱱᱟᱵᱨᱚᱱᱜ-ᱱᱟ ।

CO3. ᱥᱚᱛᱚᱭᱛ ᱥᱟᱨᱚᱱᱜ ᱥᱚᱛᱟᱜ, ᱱᱟᱵᱟᱜ, ᱱ.ᱨᱱ.ᱚ ᱠᱚ ᱥᱟᱨᱣ ᱯᱟᱠᱦᱟᱱᱚᱠ ᱚᱡᱨᱚᱱᱜ ᱦᱟᱱᱚᱛ ᱤᱱ.ᱢᱟᱹᱫᱚᱡᱚᱱ. ᱠᱚ ᱚᱱᱟᱢᱟᱱᱨᱤ ᱣᱟᱱᱚᱛ ᱣᱟᱱᱟᱵᱨᱚᱱᱜ-ᱱᱟ ।

CO4. ᱤᱱ.ᱢᱟᱹᱫᱚᱡᱚᱱ.ᱠᱚ ᱱ.ᱵᱱ. ᱠᱚᱥᱟᱨᱨᱚᱱᱜ ᱤᱱ.ᱥᱟᱨᱭ ᱱᱟᱹ ᱯᱱ.ᱠᱚᱢ ᱯᱟᱠᱦᱟᱱᱭ ᱥᱚᱛᱚᱠᱚ ᱤᱱᱛᱚᱨᱵᱟᱡᱟᱣᱚᱠ ᱚᱱᱟᱹᱠᱟᱢᱚᱨ ᱣᱟᱱᱚᱛ ᱣᱟᱱᱟᱵᱨᱚᱱᱜ-ᱱᱟ ।

CO5. ᱦᱟᱡᱟᱨᱣᱟᱹᱨ ᱜᱚᱛᱟᱣᱚᱠ ᱥᱟᱨ ᱤᱱ.ᱢᱟᱹᱫᱚᱡᱚᱱ.ᱠᱚ ᱜᱚᱛᱟᱜᱚᱠ ᱣᱟᱱᱟᱢ।

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 ᱥᱚᱛᱚᱭᱛ

(a) ᱥᱚᱛ, ᱥᱚᱫᱚᱛ, (b) ᱡᱤ, ᱡᱤᱱ., ᱡᱤᱫᱤᱭ, ᱡᱮᱡᱤ.ᱚ, ᱦᱤ.ᱮᱡᱤ.ᱚ (c) ᱫᱤᱭ ᱜᱤ.ᱢᱨᱩ : ᱯᱫᱤᱭ ᱫᱤᱭ, ᱫᱨᱚᱡᱤᱭ ᱫᱤᱭ, ᱵᱩᱨᱨᱤᱫᱤ.ᱭ ᱫᱤᱭ

Unit-2 ᱡᱤ.ᱛᱡᱤ. ᱚᱵᱥᱮᱨᱵᱮᱪ ᱤᱡᱤ.ᱥᱨᱤᱞ ᱡᱥ ᱯᱡᱤ.ᱚᱜᱨ ᱯᱮᱚᱡᱤᱫ ᱥᱚᱛᱚᱵ

(a) ᱤᱡᱤ.ᱥᱨᱤᱞ ᱡᱤ.ᱥᱚᱪ ᱚᱡᱜᱚᱱᱡ (b) ᱡᱤ.ᱮᱡᱤ.ᱚ ᱯᱮ ᱡᱤ.ᱛᱡᱤ. ᱚᱵᱭᱡᱤᱪ ᱚᱡᱤᱛᱚᱯ (c) ᱦᱤᱡᱮᱜᱤᱢ ᱡᱤᱥ ᱦᱤ.ᱜᱤ.ᱨ ᱜᱤ.ᱫᱤ.ᱢ

Unit-3 ᱚᱡᱤᱫᱭᱡ ᱥᱮᱫᱤᱪ ᱚᱡᱥᱚᱫ

(a) ᱚᱡ.ᱫᱭᱡ ᱥᱮᱨᱤᱡᱤᱪ ᱫᱤᱭ (b) ᱫᱤᱭ ᱥᱮᱫᱤᱪ ᱡᱤ.ᱢᱨᱩ ᱡᱤᱥ ᱚᱫᱤᱡ ᱥᱮᱫᱤᱪ ᱥᱚᱤ (c) ᱚᱡᱤᱫᱭᱡ ᱥᱮᱫᱤᱭᱤᱪ ᱰᱮᱫᱤᱫᱩ

Unit-4 ᱚᱡᱤᱫᱭᱡ ᱥᱮᱨᱤᱡᱤᱪ ᱰᱚᱫᱤᱭᱤᱪ

Reference Books:

1. ᱥᱚᱫᱤᱭᱛ - ᱤᱚ᱾ ᱥᱚᱜᱩᱪᱮᱡᱤᱚᱩ ᱡᱪᱥᱡᱪ
2. ᱦᱤᱫᱮᱚᱡᱛᱨᱮ ᱥᱚᱫᱤᱭᱛ - CIIL Mysore
3. ᱦᱤᱫᱮᱚᱡᱛᱨᱮ ᱥᱚᱫᱤᱭᱛ - ᱡᱥ. ᱥᱚᱚᱚᱫᱮ ᱱᱮᱡᱡᱩᱥᱚᱩ
4. ᱮᱡᱩᱱᱤᱜ ᱦᱤᱫᱮᱚᱡᱛᱨᱮ ᱥᱚᱫᱤᱭᱛ - ᱦᱤᱵᱩᱚᱚᱫᱮ ᱚᱪᱩᱡᱤᱥ ᱡᱤᱫᱮᱚᱨ
5. ᱮᱡᱩᱱᱤᱜ ᱦᱤᱫᱮᱚᱡᱛᱨᱮ ᱥᱚᱫᱤᱭᱛ - ᱡᱥ. ᱱᱚᱚᱨᱤᱮᱵᱩᱚ ᱮᱡᱤᱚᱨ ᱡᱮᱦᱤᱥᱤᱡ
6. ᱤᱡᱤ.ᱥᱦᱨ ᱤᱡᱤ᱾ᱱᱡᱤ-ᱵᱚᱦᱥᱚᱫᱚᱩ ᱡᱪᱥᱡᱪ

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** **ᱦᱟᱱᱚᱢᱟᱞ ᱜᱚᱞᱚᱯ ᱯᱟᱹᱨᱥᱤᱞ ᱛᱚᱲᱟᱭ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱣᱟ ᱦᱟᱣᱚᱱᱚ ᱡᱚᱰᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱡᱟ.ᱢᱟᱣᱟᱱ.ᱠᱚ ᱜᱚᱞᱚᱯ ᱦᱟᱱᱤᱣᱮᱛ ᱯᱟᱱᱤᱯᱚ ᱯᱟᱱᱚᱨᱮ ᱚᱞᱚ ᱠᱚᱣᱟᱱ ।

Course Outcomes:

CO1. ᱡᱟ.ᱢᱟᱣᱟᱱ.ᱠᱚ ᱦᱟᱱᱤᱣᱚᱱᱚᱛᱟ ᱜᱚᱞᱚᱯ ᱚᱨᱛᱷᱚ ᱚᱡᱚᱫᱚᱣ, ᱡᱟ.ᱫᱟ.ᱚᱰᱟ, ᱡᱟᱫᱟᱱᱚᱣ, ᱜᱚᱫ ᱟᱚ ᱱᱚᱰ ᱠᱚ ᱯᱟᱱᱚᱨᱮ ᱩᱟᱱᱚᱣ ।

CO2. ᱡᱟ.ᱢᱟᱣᱟᱱ.ᱠᱚ 'ᱯᱚᱲᱚᱣ ᱠᱚᱢᱚᱲ ᱜᱟ.ᱚᱨᱞ ᱦᱟᱞᱟᱢ.ᱡᱟᱢᱟᱰᱚᱲ' ᱜᱚᱞᱚᱯ ᱚᱨᱛᱷᱚ ᱱᱚᱰ ᱠᱚ ᱯᱟᱱᱚᱨᱮ ᱩᱟᱱᱚᱣ ।

CO3. ᱫᱚᱣᱟ ᱡᱚᱰᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱡᱟ.ᱢᱟᱣᱟᱱ.ᱠᱚ 'ᱣᱟᱣᱟᱱᱚᱞ ᱢᱚᱠᱟᱛᱢ' ᱜᱚᱞᱚᱯ ᱚᱨᱛᱷᱚ ᱱᱚᱰ ᱠᱚ ᱯᱟᱱᱚᱨᱮ ᱩᱟᱱᱚᱣ ।

CO4. ᱡᱟ.ᱢᱟᱣᱟᱱ.ᱠᱚ 'ᱦᱟᱱᱤᱣᱚᱱᱚ ᱣᱟᱞᱤᱣᱚᱞ ᱦᱟᱱ.ᱡᱚᱜ ᱠᱟᱱᱤᱢ' ᱜᱚᱞᱚᱯ ᱚᱨᱛᱷᱚ ᱱᱚᱰ ᱠᱚ ᱯᱟᱱᱚᱨᱮ ᱩᱟᱱᱚᱣ ।

CO5. ᱡᱟ.ᱢᱟᱣᱟᱱ.ᱠᱚ ᱦᱟᱱᱤᱣᱚᱱᱚᱛᱟ ᱜᱚᱜᱚᱞ ᱡᱚᱰᱟᱣᱟᱫᱮ ᱠᱟᱱᱚᱛ ᱯᱟᱱ.ᱜᱟ ᱯᱟᱨᱥᱤᱞ.ᱚ ᱢᱠᱚᱣᱟᱱᱚ ᱦᱟᱨᱮᱫᱮ ᱚᱨ ᱯᱮᱨᱯᱟᱱᱚ ᱚᱨᱠᱚ ᱢᱤ.ᱜᱦᱨᱮᱢ।

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. ᱜᱚᱞᱚᱢᱟᱹ ᱯᱨᱠᱟᱥᱱ ᱚᱞᱟᱪᱤᱞᱟ, ᱱᱚ.ᱫᱚ.ᱯᱨᱠᱟ, ᱜᱚᱞᱚᱢᱯᱚ, ᱜᱟᱫ ᱢᱯ ᱱᱚᱫ ।

Unit-2. ᱛᱟᱭᱟᱝ ᱠᱚᱢᱯᱩᱫ ᱜᱚ.ᱚᱨᱟᱹ ᱣᱨᱟᱢ.ᱯᱱᱢᱯᱩᱫ ।

Unit-3. ᱥᱟᱱᱛᱟᱞ ᱢᱠᱟᱯᱢ

Unit-4. ᱱᱚᱫᱚᱢᱟ ᱥᱨᱣᱫᱟ ᱟᱱᱚ.ᱯᱟᱜ ᱠᱚᱫᱚᱢ ।

Reference Books:

1. ᱛᱟᱭᱟᱝ ᱠᱚᱢᱯᱩᱫ ᱜᱚ.ᱚᱨᱟᱹ ᱣᱨᱟᱢ.ᱯᱱᱢᱯᱩᱫ - ᱥᱚᱨᱚᱦᱚᱫ ᱱᱩᱭᱣᱚᱢᱥᱩ ᱡᱚ.ᱡᱩᱥᱨᱟ
2. ᱥᱟᱱᱛᱟᱞ ᱢᱠᱟᱯᱢ - ᱱᱚ.ᱟᱚ.ᱭ ᱡᱟᱟᱡᱟ
3. ᱱᱚᱫᱚᱢᱟ ᱥᱨᱣᱫᱟ ᱟᱱᱚ.ᱯᱟᱜ ᱠᱚᱫᱚᱢ - ᱣᱚᱢᱠᱜᱯ ᱜᱚ.ᱣᱥᱚᱜ

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** **ᱚᱱᱚᱣᱚᱱᱛᱤ ᱜᱚᱛ ᱚᱱᱩᱞᱟᱹᱜ ᱯᱟᱹᱨᱥᱤᱞ ᱵᱤᱫᱭᱟ**	**3**	**2-1-0**

Course Objectives:

ᱚᱫᱚᱭ ᱚᱱᱚᱱᱩᱞ ᱚᱱᱟᱹᱠᱚᱱᱚᱨ ᱚᱱᱩᱞᱟᱹᱜ ᱯᱟᱹᱨᱥᱤᱞ ᱵᱤᱫᱭᱟ ᱣᱟᱹᱜ ᱣᱚᱱᱣᱚᱱᱨ ᱯᱚ.ᱜᱞᱩᱯ ᱚᱨ ᱯᱚᱞᱚᱲᱟ ᱥᱮᱞ ।
ᱚᱫᱚᱭᱚᱨ ᱱᱚ.ᱢᱣᱚᱭᱚ.ᱵᱚ ᱣᱚᱛ ᱚᱱᱩᱞᱟᱹᱜ ᱯᱟᱹᱨᱥᱤᱞ ᱵᱤᱫᱭᱟ ᱵᱚ ᱣᱚᱱᱣᱚᱱᱨ ᱣᱚᱱᱟ ᱯᱚᱡᱟᱨᱨᱮᱱᱜ-ᱟ ।
ᱚᱮᱱᱵᱚ ᱣᱚᱱᱣᱚᱱᱨ ᱵᱚᱱᱚᱨ ᱚ.ᱵᱞᱚᱠ ᱣᱚᱱᱣᱚᱱᱭ ᱚᱨᱵᱚ ᱠᱚᱱᱣᱚ ᱨᱮᱯᱨᱚᱜ-ᱟ।

Course Outcomes:

CO1. ᱱᱚ.ᱢᱣᱚᱭᱚ.ᱵᱚ ᱚᱱᱩᱞᱟᱹᱜ ᱣᱚᱛ ᱵᱚ.ᱣᱮᱨ ᱱᱟᱹᱨᱮᱱᱜ ᱵᱤᱫᱭᱟ ᱥᱤᱱ ᱮᱱᱜᱟᱞ ᱵᱚᱱᱚᱣᱚᱱ ᱵᱚ ᱣᱚᱱᱣᱚᱱᱨ ᱣᱚᱱᱟ ।

CO2. ᱱᱚ.ᱢᱣᱚᱭᱚ.ᱵᱚ ᱚᱱᱩᱞᱟᱹᱜ ᱣᱚᱛ ᱦᱟᱹᱡᱟᱨᱣ ᱱᱟᱹᱨᱮᱱᱜ ᱵᱤᱫᱭᱟ ᱥᱤᱱ ᱮᱱᱜᱟᱞ ᱵᱚᱱᱚᱣᱚᱱ ᱵᱚ ᱣᱚᱱᱣᱚᱱᱨ ᱣᱚᱱᱟ ।

CO3. ᱱᱚ.ᱢᱣᱚᱭᱚ.ᱵᱚ ᱚᱱᱩᱞᱟᱹᱜ ᱣᱚᱛ ᱵᱚᱱᱚᱣᱚᱱ ᱱᱟᱹᱨᱮᱱᱜ ᱵᱤᱫᱭᱟ ᱥᱤᱱ ᱮᱱᱜᱟᱞ ᱵᱚᱱᱚᱣᱚᱱ ᱵᱚ ᱣᱚᱱᱣᱚᱱᱨ ᱣᱚᱱᱟ ।

CO4. ᱱᱚ.ᱢᱣᱚᱭᱚ.ᱵᱚ ᱚᱱᱩᱞᱟᱹᱜ ᱣᱚᱛ ᱜᱮᱢᱨᱮᱱᱮ ᱵᱚᱱᱚᱣᱚᱱ ᱱᱟᱹᱨᱮᱱᱜ ᱵᱤᱫᱭᱟ ᱥᱤᱱ ᱮᱱᱜᱟᱞ ᱵᱚᱱᱚᱣᱚᱱ ᱵᱚ ᱣᱚᱱᱣᱚᱱᱨ ᱣᱚᱱᱟ ।

CO5. ᱱᱚ.ᱢᱣᱚᱭᱚ.ᱵᱚ ᱚᱫᱚᱭ ᱚᱱᱚᱱᱩᱞ ᱱᱟᱹᱨᱮᱱᱜ ᱵᱚ.ᱣᱮᱨ, ᱦᱟᱹᱡᱟᱨᱣ, ᱣᱚᱛ ᱵᱚᱱᱚᱣᱚᱱ ᱥᱤᱱ ᱜᱮᱢᱨᱮᱱᱮ ᱵᱚ ᱱᱟᱹᱨᱮᱱᱜ ᱜᱮ.ᱣᱟᱹᱱ ᱵᱚᱱᱚᱣᱚᱱ ᱵᱚ ᱩᱰᱤ ᱵᱚᱱᱚᱨ ᱚᱫᱚᱭᱚᱨ ᱱᱚᱵᱚ ᱣᱚ᱾ ᱱᱚᱵᱚᱭᱚᱱᱜ ᱵᱚ.ᱱᱟᱨ ᱱᱟᱹᱨᱮᱵ ᱣᱮᱣᱚᱱᱟᱱ ᱯᱚᱡᱟᱨᱨᱮᱱᱜ-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	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. ⵅⵏⵉⵕⵏⵣⵣⵔ ⵡⵖⵣ ⵒⵏ.ⵡⵉⵔ ⵏⵏ ⵍⵖⵏⵏⵖⵕⵔⵏⵔⵖ ⵜⵣⵔⵏⵉ ⵅⵣⵏⵡⵏ ⵅⵏⵡ ⵡⵖⵊⵖⵣⵏⵡ : ⵅⵏⵉⵕⵏⵣⵣⵔ ⵡⵖⵣ ⵒⵏ.ⵡⵉⵔ ⵏⵣⵔⵏⵏⵜ ⵄⵣⵉⵣⵕ, ⵊⵏ.ⵉⵏ.ⵏⵅⵔ, ⵜⵒⵉⵒⵕ, ⵡⵖⵅ ⵏⵏ ⵡⵏ.ⵏⵔⵍⵕ

Unit-2. ⵅⵏⵉⵕⵏⵣⵣⵔ ⵡⵖⵣ ⵅⵣⵏⵣⵕ ⵏⵏ ⵍⵖⵏⵏⵖⵕⵔⵏⵔⵖ ⵜⵣⵔⵏⵉ ⵅⵣⵏⵡⵏ: : ⵅⵏⵉⵕⵏⵣⵣⵔ ⵡⵖⵣ ⵅⵣⵏⵣⵕ ⵏⵣⵔⵏⵏⵜ ⵊⵏ.ⵉⵏ.ⵏⵅⵔ, ⵡⵖⵅ ⵏⵏ ⵄⵖⵡⵖⵕ

Unit-3. ⵅⵏⵉⵕⵏⵣⵣⵔ ⵡⵖⵣ ⵒⵏⵕⵖⵏⵏ ⵏⵏ ⵍⵖⵏⵏⵖⵕⵔⵏⵔⵖ ⵜⵣⵔⵏⵉ ⵅⵣⵏⵡⵏ ⵅⵏⵡ ⵡⵖⵊⵖⵣⵏⵡ : ⵅⵏⵉⵕⵏⵣⵣⵔ ⵡⵖⵣ ⵒⵏⵕⵖⵏⵏ ⵏⵣⵔⵏⵏⵜ ⵄⵣⵉⵣⵕ, ⵊⵏ.ⵉⵏ.ⵏⵅⵔ, ⵡⵖⵅ ⵏⵏ ⵄⵖⵡⵖⵕ

Unit-4. ⵅⵏⵉⵕⵏⵣⵣⵔ ⵡⵖⵣ ⵜⵏⵔⵏⵉ ⵏⵏ ⵍⵖⵏⵏⵖⵕⵔⵏⵔⵖ ⵜⵣⵔⵏⵉ ⵅⵣⵏⵡⵏ ⵅⵏⵡ ⵡⵖⵊⵖⵣⵏⵡ :

ⵅⵏⵉⵕⵏⵣⵣⵔ ⵡⵖⵣ ⵜⵏⵔⵏⵉ ⵏⵣⵔⵏⵏⵜ ⵄⵣⵉⵣⵕ, ⵊⵏ.ⵉⵏ.ⵏⵅⵔ, ⵡⵖⵅ, ⵄⵖⵡⵖⵕ ⵏⵏ ⵡⵏⵉⵏⵏⵖ।

Reference books -

1. ⵡⵖⵣ ⵏⵏ ⵡⵖⵣ ⵒⵏ.ⵡⵉⵔ - ⵅⵏⵒⵒⵖⵜ ⵄⵒⵏⵄⵒ
2. ⵡⵖⵣ ⵒⵏ.ⵡⵉⵔ ⵊⵒⵕⵖⵔ - ⵏⵣⵡ. ⵊⵔ. ⵖ. ⵡⵖⵡⵕⵔⵜ
3. ⵡⵖⵏ ⵅⵣⵏⵣⵕ - ⵊⵖ· ⵏⵏⵜⵖⵒⵒⵉⵏⵏⵕⵖ ⵄⵒⵏⵄⵒ
4. ⵖⵖⵜ ⵅⵣⵏⵣⵕ - ⵍⵖⵡⵒⵒ. ⵍⵔ. ⵏⵏⵖⵖⵏⵏ ⵏⵏ ⵍⵔ. ⵍⵔ. ⵅⵖⵏⵣⵉ
5. ⵡⵖⵣ ⵅⵣⵏⵣⵕ - ⵍⵏⵡⵒⵒⵏⵏ ⵄⵒⵏⵄⵒ ⵏ.ⵖⵔⵍⵖⵏ.ⵅⵔ
6. ⵅⵏⵉⵕⵏⵣⵣⵔ ⵍⵖⵔⵉⵕⵕⵖⵏ ⵒⵏⵕⵖⵏⵏ ⵏⵏ ⵒⵏ.ⵡⵕⵒⵒ - ⵍⵏⵡⵒⵒⵏⵏⵒ ⵄⵒⵏⵄⵒ ⵏ.ⵖⵔⵍⵖⵏ.ⵅⵔ
7. ⵍⵏⵡⵏ ⵅⵣⵏⵣⵕ - ⵍⵖⵒⵏⵏⵖⵍ ⵏⵒⵍⵏⵒ

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 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 ᱚᱱᱩᱜᱩᱞᱩ**	**4**	**3-1-0**

Course Objectives:

ᱚᱱᱩᱜᱩᱞ ᱚᱱᱚᱱᱤ ᱩᱫᱯᱟᱞᱚᱨ ᱚᱱᱮᱱᱚᱨ ᱩᱱ.ᱢᱟᱦᱟᱱ.ᱦᱚ ᱚᱱᱚᱣᱚᱱᱛᱟ ᱦᱟ.ᱚᱞᱚᱟ ᱚᱱᱩᱜᱩᱞᱩ ᱡᱚᱱᱡᱚᱨ ᱡᱚᱱᱡᱚᱨ ᱭᱟᱭ ᱦᱚᱭᱟᱱ ।

Course Outcomes:

CO1. ᱦᱟ.ᱜᱚᱟ ᱯᱮᱨᱢᱟᱱ ᱥᱚᱦᱟᱲᱤ ᱢᱟᱭ ᱚᱱᱤᱞᱟᱱᱤᱦᱚ ᱡᱚᱱᱡᱚᱨ ᱵᱟᱠᱭᱟᱱ ।

CO2. ᱚᱱᱩᱜᱩᱞ ᱚᱱᱚᱱᱤ ᱚᱱᱮᱱᱚᱨ ᱤᱞᱟᱱᱤ ᱯᱮᱨᱢᱟᱱ ᱱᱚᱨᱚᱨᱛᱷ ᱢᱟᱭ ᱢᱤᱞᱟᱱᱤ ᱯᱮᱨᱢᱟᱱ ᱦᱚᱚᱣᱟᱱᱦᱚ ᱡᱚᱱᱡᱚᱨ ᱵᱟᱠᱭᱟᱱ ।

CO3. ᱤᱞᱟᱨᱟᱱᱮ ᱯᱮᱨᱢᱟᱱ ᱥᱚᱦᱟᱲᱤ ᱚᱱᱩᱜᱩᱞᱩ ᱨᱦᱚᱭᱟᱱ ᱵᱮ ᱡᱚᱮ ᱢᱟᱭ ᱤᱞᱟᱨᱟᱱᱮ ᱯᱮᱨᱢᱟᱱ ᱚᱨᱚᱨᱛᱷ ᱦᱚᱚᱣᱟᱱ ᱦᱚ ᱡᱚᱱᱡᱚᱨ ᱵᱟᱠᱭᱟᱱ ।

CO4. ᱮᱱᱚᱣᱟ ᱦᱟ.ᱜᱚᱟ ᱦᱚ ᱩᱱᱫᱟᱲᱟᱱᱚᱣ ᱦᱚᱱᱚᱨ ᱩᱱ.ᱢᱟᱦᱟᱱ. ᱦᱚᱣᱚ᱾ ᱵᱮ ᱡᱚᱮ ᱯᱮᱨᱢᱟᱱ ᱱᱚᱨᱚᱨᱛᱷ ᱫᱟᱞᱤ ᱣᱟᱹᱫᱟᱲᱤ ᱦᱚ ᱵᱟᱠᱭᱟᱱ ।

CO5. ᱮᱱᱚᱣᱟ ᱦᱟ.ᱚᱞᱚᱟ ᱩᱱᱫᱟᱲᱟᱱᱚᱣ ᱦᱚᱱᱚᱨ ᱱᱚᱨᱚᱨᱛᱷ ᱮᱱᱚᱨᱚᱨᱛᱷ ᱯᱮᱨᱢᱟᱱ ᱫᱟᱞᱤᱱ. ᱦᱚ ᱵᱟᱠᱭᱟᱱ ।

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. ᱦᱟ.ᱜᱚᱟ ᱯᱮᱨᱢᱟᱱ ᱥᱚᱦᱟᱲᱤ : ᱦᱟ.ᱜᱚᱟ ᱯᱮᱨᱢᱟᱱ ᱩᱡᱮᱞᱚ ,ᱩᱱ.ᱮᱱ.ᱯᱮᱨ.,ᱜᱟᱮᱞᱚ, ᱚᱞᱚᱟ, ᱜᱱ.ᱢᱟᱣᱩ, ᱤᱱᱮ

Unit-2. ᱜᱚᱞᱚᱢᱚᱞ ᱯᱟᱹᱨᱚᱢᱤᱛ ᱫᱮᱥᱟᱞᱤ : ᱜᱚᱞᱚᱢᱚᱞ ᱯᱟᱹᱨᱚᱢᱤᱛ ᱡᱟᱱᱟᱨ, ᱰᱚ.ᱮᱢ.ᱯᱮᱨᱟ ᱜᱩᱰᱤᱞ, ᱚᱡᱚᱡᱩ, ᱡᱚ.ᱢᱟᱹᱩ, ᱱᱚᱞ

Unit-3. ᱮᱢᱮᱚᱢᱟᱱ ᱜᱚᱨᱚᱢᱮᱞ : ᱜᱚᱨᱚᱢᱮᱞ ᱯᱟᱹᱨᱚᱢᱤᱛ ᱡᱟᱱᱟᱨ, ᱰᱚ.ᱮᱢ.ᱯᱮᱨᱟ ᱜᱩᱰᱤᱞ, ᱚᱡᱚᱡᱩ, ᱡᱚ.ᱢᱟᱹᱩ, ᱱᱚᱞ

Unit-4. ᱮᱢᱮᱚᱢᱟᱱ ᱚᱮᱚᱯ : ᱚᱮᱚᱯ ᱯᱟᱹᱨᱚᱢᱤᱛ ᱡᱟᱱᱟᱨ, ᱰᱚ.ᱮᱢ.ᱯᱮᱨᱟ ᱜᱩᱰᱤᱞ, ᱚᱡᱚᱡᱩ, ᱡᱚ.ᱢᱟᱹᱩ, ᱱᱚᱞ

Reference Books:

1. ᱮᱢᱮᱚᱢᱟᱱ ᱮᱢᱥᱩᱡᱩ ᱯᱟᱹᱨᱚᱢᱤᱛ ᱚᱩᱚᱮᱚᱩ ᱢᱯ ᱡᱢᱯᱢ - ᱦᱩ. ᱮᱨ. ᱢᱥᱚᱦ
2. ᱮᱢᱮᱚᱢᱟᱱ ᱦᱢ.ᱡᱮᱨ ᱜᱢᱮᱚᱚᱢᱯ - ᱚᱯ. ᱦᱩ. ᱮᱨ. ᱢᱥᱚᱦ
3. ᱮᱢᱥᱩᱡᱩ ᱢ.ᱯᱨ - ᱮᱚᱩᱚᱚᱥ ᱮᱢᱚᱚ ᱮᱚᱯᱨᱮ

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** **ᱚᱱᱚᱣᱚᱛᱟᱨ ᱦᱚᱲᱟᱱ ᱯᱮᱛᱟᱜ ᱫᱚᱨᱥᱟᱣ**	**4**	**3-1-0**

Course Objectives:

ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱚᱱᱚᱡᱟᱨᱛᱮ ᱚᱱᱚᱱᱟ ᱚᱱᱞᱚᱜᱚᱣᱟᱱ. ᱦᱚ ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱱᱚᱨᱮᱱᱜ ᱮᱱᱜᱮᱱᱟ, ᱚᱡᱚᱡᱛᱮ ᱱᱚᱣ ᱥᱞ ᱱᱚᱨᱮᱱᱜ ᱦᱚ.ᱱᱟᱨ ᱪᱟᱱᱮᱫᱚ ᱣᱚᱱᱣᱚᱨ ᱳᱱᱟ ᱜᱚᱱᱟᱨᱮᱱᱜ-ᱱ ། ᱮᱥᱟᱣ ᱚᱱᱚᱱᱟ ᱠᱚᱱᱟᱞᱚᱜᱟᱣ ᱦᱚᱠᱚᱡ ᱜᱮᱨᱮᱱᱮ ᱦᱚ ᱱᱚᱲᱟᱱᱟᱣ ᱜᱚᱱᱟᱨᱮᱱᱜ-ᱱ།

Course Outcomes

CO1. ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱱᱚᱨᱮᱱᱜ ᱥᱩᱱᱥᱮᱫᱩ ᱱᱚᱲ ᱣᱚᱱᱮᱱᱱᱚ ᱦᱚ ᱣᱚᱱᱣᱚᱨ ᱳᱱᱟᱱ །

CO2. ᱮᱥᱟᱣ ᱚᱱᱚᱱᱟ ᱠᱚᱱᱟᱞᱚᱜᱟᱣ ᱦᱚᱠᱚᱡ ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱱᱚᱲ ᱚᱱᱚᱡᱟᱨᱛᱮ ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱱᱚᱨᱮᱱᱜ ᱮᱱᱜᱮᱱᱟ ᱦᱚ ᱣᱚᱱᱣᱚᱨ ᱳᱱᱟ ᱜᱚᱱᱟᱨᱮᱱᱜ-ᱱ །

CO3. ᱣᱟᱣᱚᱱ.ᱯ ᱱᱚᱲ ᱯᱟᱠᱚᱱ. ᱜᱥᱣᱚᱰᱚ ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱦᱚ ᱠᱚᱱᱟᱞᱚᱜᱟᱣ ᱦᱚᱠᱚᱡ ᱥᱚᱱᱚᱢ ᱥᱰᱮᱱᱤ ᱜᱚᱱ.ᱣᱟᱲ ᱚᱡᱚᱡᱛᱮ ᱱᱚᱲ ᱣᱚᱱᱣᱚᱨ ᱳᱱᱟ ᱜᱚᱱᱟᱨᱮᱱᱜ-ᱱ །

CO4. ᱣᱟᱣᱚᱱᱚᱱ.ᱭ ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱠᱚᱱᱟᱞᱚᱜᱟᱣ ᱦᱚᱠᱚᱡ ᱮᱱᱜᱮᱱᱟ ᱦᱚᱠᱚᱱᱚ ᱦᱚ ᱣᱚᱱᱣᱚᱨ ᱳᱱᱟ ᱣᱚᱱᱟᱨᱮᱱᱜ-ᱱ །

CO5. ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱠᱚᱱᱟᱞᱚᱜᱟᱣ ᱦᱚᱠᱚᱡ ᱠᱚᱱ.ᱱᱚᱨᱮᱱᱜ.ᱦᱚ ᱮᱥᱟᱣ ᱥᱚᱱᱚᱢᱟᱜ ᱣᱚᱱᱚ.ᱜᱟᱲ ᱜᱚᱱᱟᱨᱮᱱᱜ ᱱᱚᱵᱚᱨᱮᱱᱜ ᱰᱟᱨᱮᱫᱮᱱᱟᱨ ᱦᱚ ᱣᱚᱣᱚᱨᱚᱱᱚᱱ།

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. ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱥᱩᱱᱥᱮᱫᱩ ᱱᱚᱲ : ᱥᱚᱱᱚᱢᱟᱜ᱾ ᱥᱩᱱᱥᱮᱫᱩ ᱩᱡᱮᱰᱚ, ᱚᱱ.ᱮᱱ.ᱥᱮᱨᱟ, ᱜᱵᱮᱵᱚ, ᱚᱡᱚᱡᱛᱮ, ᱩᱵᱱᱜᱚᱱ.ᱮ, ᱣᱱ.ᱱᱟᱲᱟ ᱠᱟ ᱢᱚᱦᱚ ᱥᱩᱱᱥᱮᱫᱩ ᱱᱚᱲ ।

Unit-2. **ᱦᱚᱲᱚᱢᱟᱞ ᱫᱮᱲᱚᱢᱟᱭᱛᱤ ᱵᱚᱲᱚ ᱯᱟᱹᱨᱥᱤ ᱮᱢᱵᱩᱞ** : ᱦᱚᱲᱚᱢᱟᱞ ᱫᱮᱲᱚᱢᱟᱭᱛᱤ ᱯᱟᱹᱨᱥᱤ ᱜᱚᱲᱚᱱ ᱤᱢᱵᱩᱞᱟᱹᱱ ।

Unit-3. **ᱦᱚᱲᱚᱢᱟᱞ ᱫᱮᱲᱚᱢᱟᱭᱛᱤ** : (i) ᱜᱟᱱᱚᱢ.ᱯ (ii) ᱯᱟᱨᱣᱚᱛ.ᱜᱮᱞᱮᱛᱮ

Unit-4. **ᱜᱩᱞᱛᱟᱨ ᱫᱮᱲᱚᱢᱟᱭᱛᱤ** : (i) ᱛᱟᱞᱟᱹᱱᱚᱢ.ᱡ

Reference Books:

1. ᱜᱟᱱᱚᱢ.ᱯ - ᱰᱚ. ᱣᱚᱢᱜᱩᱡᱮᱢᱚᱞ ᱦᱮᱣᱟᱹᱲ
2. ᱯᱟᱨᱣᱚᱛ. ᱜᱮᱞᱮᱛᱮ - ᱦᱚ.ᱯᱩᱡ ᱣᱚᱦᱟᱹᱨ᱾ᱯᱧ ᱦᱮᱣᱟᱹᱲ
3. ᱛᱟᱞᱟᱹᱱᱚᱢ.ᱡ - ᱛᱚ.ᱦᱮᱵᱨᱚᱲ ᱛᱟᱦᱟᱣ

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 ꯂꯥꯠꯔꯦꯟ. ꯏꯟꯖꯤꯡꯒꯤ**	**4**	**3-1-0**

Course Objectives:

ꯂꯩꯃꯤꯟ ꯏꯟꯑꯣꯟꯅ ꯑꯣꯟꯇꯣꯟꯑꯣꯟ ꯑꯣꯟꯊꯣꯛꯇꯨꯅ ꯑꯆꯦꯟꯒ ꯀꯤ.ꯑꯦꯏꯗ ꯅꯨ ꯏꯟꯖꯤ ꯇꯦꯇꯑꯇꯅ꯭ ꯂꯩꯃꯤꯟ ꯏꯟꯖꯤꯡꯒꯤ ꯏꯟꯖꯤꯡꯊꯣꯡꯕꯟ ꯑꯣꯟꯊꯣꯛꯇꯨꯅ ꯑꯆꯦꯟꯒ ꯀꯤ.ꯑꯦꯏꯗ ꯑꯆꯦꯟꯒ ꯏꯟꯖꯤꯡꯒ ꯏꯂꯤꯡꯕ ꯑꯣꯟꯊꯣꯛꯇꯨꯅ ꯑꯆꯦꯟꯒ ꯀꯤ.ꯃꯑꯇꯦꯟꯃꯟ.ꯅꯨ ꯑꯣꯟꯑꯣꯟꯅꯥ ꯑꯂꯩꯅ ꯑꯇꯦꯇꯦꯟ-ꯟ꯭ꯟ꯭ꯟ꯭

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. ಕಾರ್ಯಾಗಾರ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ ಮತ್ತು ಪ್ರಾ.ಖರ್ಚ ಕಾಲುಜಾರು : ಕಾರ್ಯಾಗಾರ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ ಮತ್ತು ಪ್ರಾ.ಖರ್ಚ ಕಾಲುಜಾರು ಖರೀದಿಗೆ ನಿರ್ಬಂಧ, ಕಡಿಮೆ, ಯಶಸ್ವಿನ ಕಾಲುಜಾರು ಬಗ್ಗೆ ಅಂಶಗಳು ಖಂಡಿತವಾಗಿ ।

Unit-2. ಕಾರ್ಯಾಗಾರ ಸಂಖ್ಯಾ ನಿಯಾಮಕ. ಪ್ರಾ.ಖರ್ಚ ಕಾಲುಜಾರು : ಕಾರ್ಯಾಗಾರ ಸಂಖ್ಯಾ ನಿಯಾಮಕ. ಪ್ರಾ.ಖರ್ಚ ಖರೀದಿಗೆ ನಿರ್ಬಂಧ, ಕಡಿಮೆ, ಯಶಸ್ವಿನ ಕಾಲುಜಾರು ಬಗ್ಗೆ ಅಂಶಗಳು ಖಂಡಿತವಾಗಿ ಅಲ್ಲವಾಗಿ।

Unit-3 ಕಾರ್ಯಾಗಾರ ಸಂಖ್ಯಾ ಬಗೆಹರಿಸಿ, ಕಲಿ.ಕಂಖ್ಯಾಂ ಪ್ರಾ.ಖರ್ಚ ಕಾಲುಜಾರು : ಕಾರ್ಯಾಗಾರ ಪ್ರಾ.ಖರ್ಚ ಕಾಲು ಬಗೆಹರಿಸಿ ಸಂಖ್ಯಾ ಕಲಿ.ಕಂಖ್ಯಾಂ ಪ್ರಾ.ಖರ್ಚ ನಿರ್ಬಂಧ, ಕಡಿಮೆ, ಯಶಸ್ವಿನ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ ಬಗ್ಗೆ ಅಂಶಗಳು ಮಂಜಾನಾಸ ಅಲ್ಲವಾಗಿ ।

Unit-4 ಕಾರ್ಯಾಗಾರ ಸಂಖ್ಯಾ ಚರ್ಚಾಸಂಖ್ಯೆ, ಆತ, ಬಹುಸಂಬಂಧ ಪ್ರಾ.ಖರ್ಚ ಕಾಲುಜಾರು ।
ಕಾರ್ಯಾಗಾರ ಪ್ರಾ.ಖರ್ಚ ಕಾಲು ಚರ್ಚಾಸಂಖ್ಯೆ, ಆತ, ಬಹು.ಪ್ರಬಂಧ ಪ್ರಾ.ಖರ್ಚಿಲ ಖರೀದಿಗೆ ನಿರ್ಬಂಧ, ಖಂಡಿತವಾಗಿ, ಯಶಸ್ವಿನ ಕಾಲುಜಾರು ಬಗ್ಗೆ ಅಂಶಗಳು ಮಂಜಾನಾಸ ಅಲ್ಲವಾಗಿ ।

Reference Books:

1. ಬಗೆಹರಿಸಿ ಸಾಲಿನ ಕಾರ್ಯಾಗಾರ ಬಗ್ಗೆ ಂಖಿಕಿಸಾಂಂಬಿಖಿ ಖಿಖಿಗಿಖಿಬಿಗಿಖಿ - ಮಾ. ಮಖಿಂಖಿ ಕಾಲುಬ ಕಖಿಂಬಿಖಿ ।
2. ಕಾರ್ಯಾಗಾರ ಬಗ್ಗೆ ಯಖಿಗಿಖಿಕಾರ್ಯಾಖಿಬ ಖಿಖಿಗಿಖಿಬಿಗಿಖಿ - ಬಿ. ಕಿ. ಗಿಬಂಬ ।
3. ಕಾರ್ಯಾಗಾರ ಪ್ರಾ.ಖರ್ಚ ನಿರ್ಬಂಧ - ಬಿ. ಕಿ. ಗಿಬಂಬ ।
4. ಯಖಿಸಾಖಿಂಬಿಗಿಖಿ ಕಾಲುಬಿಂಖಿಗಿ - ಮಾ. ಖಿಬಿಗಿ ಬಿಕಿಯಾಖಿಂ

SDG Mapping for this course

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

Practical

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

Course Description:

This course enables the students to develop presentation skills and subject-based communication competencies. It provides opportunities for independent learning, critical analysis, academic discussion and effective use of ICT tools for presentation. The course

also helps students enhance confidence, creativity and professional skills through seminar presentations, group discussions and project-based activities related to education.

Course Objectives:

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

Course Outcomes:

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

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

CO-PO-PSO Mapping

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

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

Course Contents:

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

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

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

SDG Mapping for this Course

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

Minor

Code	Course Title	Credit	L-T-P
ST22002	**Santali Drama** **ᱥᱟᱱᱛᱟᱲᱤ ᱫᱨᱟᱢᱟ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱨᱚᱥ ᱥᱟᱦᱟᱭᱤ ᱚᱱᱞᱟᱭᱤᱱ ᱫᱟᱲᱤᱜ ᱵᱟᱹᱞᱟᱵᱽᱫᱽᱜ ᱵᱚ ᱨᱚᱨᱵᱚᱞ ᱫᱚᱨᱚᱥ ᱜᱚᱲᱚᱣ ᱢᱩᱞᱜᱮᱢ ᱾ ᱫᱚᱨᱚᱥ ᱜᱮᱛᱮᱢ ᱵᱚ ᱤᱱ.ᱢᱟᱵᱚᱨᱢ. ᱵᱚ ᱤᱢᱥᱟᱣᱮᱞ ᱯᱟᱵᱟᱨᱮᱢ ᱜᱮᱛᱮᱢ ᱨᱚᱨ ᱵᱟᱱᱚᱠ ᱜᱟᱲᱮᱢ ᱵᱚ ᱢᱟᱞᱟᱱᱚᱢ ᱾

Course Outcomes:

CO1. ಕಬ್ಬಿಣ ಕಾರ್ಖಾನೆ ಅಥವಾ ಯಂತ್ರೋಪಕರಣ ತಯಾರಿಕೆ, ಬಿಇ.ಕೆಇ.೪೭೨ ಅನ್ವಯ ಕೆಲಸಗಾರ ಬಿಡಿ ಯಂತ್ರಾಂಶದ ಅನುಷ್ಠಾನ ।

CO2. ಯಂತ್ರಾಲಯ-ಪ್ರಾಂತೀಯ ಅಧಿಕಾರಿ ೪೭೨ನೇ ಸಭೆಯಲ್ಲಿ ಬಿಡಿ ಯಂತ್ರಾಂಶದ ಅನುಷ್ಠಾನ ।

CO3. ಪ್ರಯೋಗಾಲಯ ಮತ್ತು ಪ್ರಯೋಗಾಲಯ ತಂತ್ರಜ್ಞಾನದಲ್ಲಿ ಕಬ್ಬಿಣದ ಪ್ರಮಾಣ ಯಂತ್ರ ಬಿಡಿಭಾಗ ಬಿಡಿ ಯಂತ್ರಾಂಶದ ಅನುಷ್ಠಾನ ।

CO4. ಯಾಂತ್ರಿಕ ಬಿಡಿಭಾಗ. ಅಂತರಾಷ್ಟ್ರೀಯ ಮತ್ತು ಶಿಕ್ಷಣ ಬಿಡಿ ತಂತ್ರಜ್ಞಾನದ ಬಳಕೆ ಬಿಡಿ ಯಂತ್ರಾಂಶದ ಅನುಷ್ಠಾನ ।

CO5. ಕಬ್ಬಿಣ ಅಂತರಾಷ್ಟ್ರೀಯ ಬಿಡಿ ತಂತ್ರಜ್ಞಾನದ ಬಿಡಿ ಯಂತ್ರಾಂಶದ ಪ್ರಮಾಣೀಕರಣ ಬಿಇ.ಗಿಇಎ. ಬಿಡಿ ಎಡ ಎಣಿಸುವ ಕ್ರಿಯೆಯ ಅಂತರಾಷ್ಟ್ರೀಯ ಬಿಡಿ ಯಾಂತ್ರಿಕ.ಎಣ ।

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. ಅಂತರಾಷ್ಟ್ರೀಯ ತಂತ್ರಜ್ಞಾನದ ತಯಾರಿಕೆ, ಬಿಇ.ಕೆಇ.೪೭೨, ಮಾದರಿ, ಪ್ರಯೋಗ, ಬಳಕೆ ಮತ್ತು ಮಿಶ್ರಣ

Unit-2. ಕಾರ್ಖಾನೆ,

Unit-3. ಎಇ.ಕೆಗ ಬಿಯಿಂಗ ಬಿಯೆಇ ಬಿಯೆಇಕೆಗ

Unit-4. ಬಿಡಿ ಯಾಂತ್ರೀಕೃತ ಯಂತ್ರೀಕೃತ ಯಂತ್ರಾಂಶ ಬಿಇ.ಪ ಯಶಸ್ವಿಗೊಳಿಸುವ ಗಿಇಟಿಇ ಗಿಇಎಂಬ

Reference Books:

1. ಎಇ.ಕೆಗ ಬಿಯಿಂಗ ಬಿಯೆಇ ಬಿಯೆಇಕೆಗ - ಯಶಸ್ವಿ ಪ್ರಕಾಶನ ಮನೆ.ಪಿಕೆಗ
2. ಕಾರ್ಖಾನೆ - ಬಿಪಿ. ಕಾ. ಗಿಯಂಬ

3 ಬಿಡಿ ಯಾಂತ್ರೀಕೃತ ಯಂತ್ರಾಂಶ ಬಿಇ.ಪ ಯಶಸ್ವಿಗೊಳಿಸುವ ಗಿಇಟಿಇ ಗಿಇಎಂಬ - ಮನ.ಕ ಮಂಡಳಿ ಮಂಡಳಿ ಗಿಯಂಬ

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** **ᱚᱱᱚᱞᱚᱡᱤᱠᱟᱞ ᱚᱱᱩᱵᱟᱫ ᱵᱟᱹᱞᱚᱱ ᱚᱦᱚᱵᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱩᱜᱚᱱ ᱚᱱᱚᱱᱟ ᱚᱱᱟᱹᱨᱚᱱᱚᱛ ᱚᱱᱩᱵᱟᱫᱚᱜ ᱵᱟᱹᱞᱚᱱᱚᱜ ᱡᱚᱦᱚᱵ ᱚᱱᱚᱱᱟᱨᱮ ᱯᱷ.ᱜᱟᱛ ᱚᱛ ᱮᱫᱩᱜᱚᱱ ᱚᱱᱚᱱᱟ ᱹᱨᱚ ᱹᱨᱚᱡᱟᱨᱟ ᱪᱮᱱᱟ ᱾ ᱮᱫᱩᱜᱚᱱᱚᱛ ᱤᱱ.ᱢᱟᱹᱭᱩᱜᱚᱱ. ᱵᱚ ᱚᱱᱩᱵᱟᱫᱚᱜ ᱵᱟᱹᱞᱚᱱᱚᱜ ᱡᱚᱦᱚᱵ ᱵᱚ ᱚᱱᱚᱱᱟᱨᱮ ᱳᱱᱟ ᱹᱨᱚᱡᱟᱨᱮᱱᱜ-ᱜᱤ ᱾ ᱚᱮᱱᱚᱵᱚ ᱚᱱᱚᱱᱟᱨᱮ ᱵᱚᱱᱚᱛ ᱜᱤ.ᱵᱟᱯ ᱚᱱᱚᱣᱚᱱᱤ ᱚᱪᱵᱚ ᱯᱱᱟᱣᱚ ᱣᱚᱹᱨᱟᱜ-ᱜᱤ᱾

Course Outcomes:

CO1. ᱚᱱᱩᱵᱟᱫᱚᱜ ᱜᱤᱱ ᱚᱱᱮᱚᱱᱚᱛᱟᱹ ᱚᱱᱩᱵᱟᱫᱚᱜ ᱣᱚᱹᱨ ᱵᱚᱱᱚᱛ ᱮᱫᱩᱜᱚᱱ ᱡᱚᱦᱚᱵᱚᱜ ᱛᱮᱪᱱᱚᱪᱟ ᱵᱚ ᱚᱱᱚᱱᱟᱨᱮ ᱳᱱᱟ ᱹᱨᱚᱡᱟᱨᱮᱱᱜ-ᱜᱤ᱾

CO2. ᱜᱚᱱᱟᱹ ᱦᱟᱨᱹ ᱵᱚᱱᱮᱱ ᱜᱤᱱ ᱚᱮᱱ ᱡᱚᱮᱱᱜ ᱚᱣᱟᱨᱹᱭ ᱜᱤᱱ ᱰᱚᱠ ᱵᱚ ᱚᱱᱚᱱᱟᱨᱮ ᱳᱱᱟᱜ ᱾

CO3. ᱜᱚᱣᱟᱜᱚᱱᱮ ᱣᱚᱹᱵᱚᱱᱚᱛ ᱦᱟᱨᱚᱛᱟᱹᱨᱮᱱ.ᱵᱚ ᱚᱮᱚᱦᱚᱨ᱾ ᱡᱚᱮᱱᱜ ᱚᱹᱠ ᱚᱨᱠ ᱜᱤᱱ ᱚᱮᱱᱵᱚ ᱡᱚᱮᱱᱜ ᱮᱱᱤᱥᱱᱤᱭᱮᱱ ᱵᱚ ᱚᱱᱚᱱᱟᱨᱮ ᱳᱱᱟᱜ ᱾

CO4. ᱚᱮᱚᱦᱚᱨ᱾ ᱚᱹᱠᱡᱚ ᱦᱟᱜᱟ᱾ᱹᱜᱤ ᱡᱚᱮᱱᱜ ᱯᱷ.ᱵᱚᱚᱨ ᱹᱜᱚ ᱜᱤ.ᱚᱨ ᱤᱱ.ᱡᱵᱛᱜᱤᱮᱱ ᱾ ᱚᱮᱱᱵᱚ ᱮᱫᱩᱜᱚᱱ ᱚᱱᱚᱱᱟᱨᱮ ᱳᱱᱟᱜᱚᱛ ᱵᱚ ᱚᱱᱚᱱᱟᱨᱮ ᱳᱱᱟᱜ ᱾

CO5. ᱮᱫᱩᱜᱚᱱᱵᱚ ᱚᱱᱚᱱᱟᱨᱮ ᱳᱱᱟ ᱜᱤᱱ ᱚᱣᱟᱱ.ᱜᱟᱚᱛ ᱵᱚ ᱚᱚᱡᱚᱤᱱᱨᱮᱱ ᱜᱤᱱ ᱜᱤᱵᱹᱜᱚ᱾ ᱮᱱᱛᱮᱱᱨ ᱮᱱᱛᱮᱱᱨ ᱚᱮᱚᱦᱚᱨ᱾ ᱜᱤᱱ ᱚᱮᱚᱯ ᱵᱚᱣᱯᱚᱵ᱾ᱹᱹ ᱵᱚ ᱣᱚ᱾ ᱵᱚ ᱚᱹᱠ ᱚᱨᱠ ᱹᱨᱚᱡᱟᱨᱮᱱᱜ-ᱜᱤ ᱾

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. ᱚᱱᱩᱵᱟᱫᱚᱜ ᱵᱟᱹᱞᱚᱱᱚᱜ ᱪᱮᱱᱟᱪᱟ : ᱡᱚᱮᱱᱚ, ᱤᱱ.ᱮᱱ.ᱵᱟᱠᱨ, ᱜᱪᱮ, ᱹᱡᱚ, ᱚᱡᱚᱡᱚᱛ, ᱜᱤᱱ ᱡᱱ.ᱢᱟᱨᱩ ᱾

Unit-2. ᱜᱚᱱᱟᱹ ᱳᱱᱟᱜ : ᱜᱚᱱᱟᱹ ᱜᱚᱱᱚᱱᱟᱨᱮ ᱤᱱ.ᱮᱱ.ᱵᱟᱠᱨ, ᱳᱱᱩᱡᱩᱜ ᱡᱱ.ᱢᱟᱨᱩ, ᱜᱣᱟᱨᱹᱭ, ᱜᱤ.ᱡᱜ. ᱜᱚᱱᱚᱱᱟᱨᱮ ᱹᱜᱤᱡᱚ ᱾

Unit-3. ᱜᱚᱣᱟᱜᱚᱱᱮ ᱜᱚᱱᱚᱱᱟᱨᱮ ᱳᱱᱟᱜ : ᱤᱱ.ᱮᱱ.ᱵᱟᱠᱨ,ᱡᱱ.ᱢᱟᱨᱩ ᱜᱤᱱ ᱜᱣᱟᱨᱹᱭ ᱾

Unit-4. ᱥᱟᱱᱛᱚᱞᱤ : ᱚᱢ.ᱮᱢ.ᱚᱮᱞ, ᱜᱚᱡᱟᱜᱚ ᱜᱢ.ᱢᱚᱩ, ᱮᱜᱡᱜᱚᱮ ।

Reference Books:

1. ᱴᱢᱩᱡᱜᱷᱚ ᱢ.ᱚᱰ - ᱢᱚ. ᱯᱟᱜᱚᱨᱮᱟᱮᱣᱰ ᱣᱷᱮᱴᱚᱢ
2. ᱚᱠᱮ ᱥᱚᱛ'ᱯᱩ ᱢᱱᱟᱦᱟᱢᱚ - ᱚᱰ. ᱴᱚᱮᱟᱣ ᱜᱢ'ᱯᱢᱮ
3. ᱦᱢᱣᱨᱮ ᱦᱷ ᱚᱢᱚ - ᱮᱦᱱᱢᱣᱩ ᱚᱢᱨ
4. ᱦᱢᱣᱨᱮ ᱯᱟᱚᱴᱟᱮ - ᱚᱢᱣᱯᱟᱜᱚᱰ ᱣᱰᱴᱚᱢ
5. ᱴᱢᱮᱣᱢᱰᱚ ᱢᱣᱜᱚᱚᱢᱮ - ᱚᱣᱜᱚ' -ᱯᱦᱚᱮᱜᱢ ᱥᱟᱚᱮ ᱣᱦᱚᱣᱦ

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** **ᱦᱟᱹᱱᱰᱤᱢᱟᱱ ᱜᱚᱲᱚ ᱦᱟᱹᱲᱩᱭᱟᱹᱜ ᱯᱟᱹᱨᱛᱷᱚᱜ** **ᱩᱫᱩᱫᱚᱡᱟᱣᱚᱞ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱩᱭᱟᱱ ᱦᱟᱱᱚᱱᱩ ᱚᱱᱞᱟᱱᱚᱸ ᱦᱟᱲᱩᱭᱟᱹᱜ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱜᱚᱲᱚᱱᱜ ᱜᱚᱲᱚᱱᱤᱧ ᱱᱚᱸᱜᱚᱱᱤᱧ ᱯᱟᱹ.ᱜᱟᱹᱨ ᱚᱸ ᱮᱫᱩᱭᱟᱱ ᱦᱟᱱᱚᱱᱩ ᱹᱨ ᱹᱨᱡᱟᱱᱩ ᱥᱮᱱ । ᱮᱫᱩᱭᱟᱱ ᱚᱸ ᱩᱱ.ᱱᱚᱭᱭᱟᱱ. ᱵᱨ ᱜᱚᱲᱚ ᱦᱟᱱᱩᱭᱟᱹᱜ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱜᱚᱲᱚᱱᱜ ᱜᱚᱲᱚᱱᱤᱧ ᱵᱨ ᱱᱚᱱᱚᱱᱤᱧ ᱣᱟᱹᱞᱟᱱᱚᱸ ᱹᱨᱡᱟᱱᱩᱜ-ᱱᱟ । ᱨᱮᱱᱚᱵᱨ ᱱᱚᱱᱚᱱᱤᱧ ᱵᱟᱱᱚᱸ ᱱᱟ.ᱵᱟᱹᱯ ᱱᱚᱱᱟᱜᱟᱱᱭ ᱚᱸᱵᱨ ᱯᱟᱱᱟᱱ ᱣᱨᱟᱜ-ᱱᱟ।

Course Outcomes:

CO1. ᱦᱟᱱᱮᱚᱱᱚᱣᱟᱹ ᱜᱚᱲᱚ ᱵᱟ.ᱜᱮᱟᱹ ᱭᱟᱹᱨᱛᱷᱚᱜ ᱪᱮᱪᱭᱟᱪᱤᱞ ᱱᱟᱭ ᱮᱱᱜᱟᱱᱤᱞ ᱵᱟᱱᱚᱣᱟᱱ ᱵᱨ ᱱᱚᱱᱚᱱᱤᱧ ᱣᱟᱱᱤᱞᱟᱱ ।

CO2. ᱦᱟᱱᱮᱚᱱᱚᱣᱟᱹ ᱜᱚᱲᱚ ᱦᱟᱭᱟᱨᱣ ᱭᱟᱹᱨᱛᱷᱚᱜ ᱪᱮᱪᱭᱟᱪᱤᱞ ᱱᱟᱭ ᱮᱱᱜᱟᱱᱤᱞ ᱵᱟᱱᱚᱣᱟᱱ ᱵᱨ ᱱᱚᱱᱚᱱᱤᱧ ᱣᱟᱱᱤᱞᱟᱱ ।

CO3. ᱦᱟᱱᱮᱚᱱᱚᱣᱟᱹ ᱜᱚᱲᱚ ᱵᱟᱱᱚᱣᱟᱱ ᱭᱟᱹᱨᱛᱷᱚᱜ ᱪᱮᱪᱭᱟᱪᱤᱞ ᱱᱟᱭ ᱮᱱᱜᱟᱱᱤᱞ ᱵᱟᱱᱚᱣᱟᱱ ᱵᱨ ᱱᱚᱱᱚᱱᱤᱧ ᱣᱟᱱᱤᱞᱟᱱ ।

CO4. ᱦᱟᱱᱮᱚᱱᱚᱣᱟᱹ ᱜᱚᱲᱚ ᱜᱮᱱᱨᱮᱱᱮᱴ ᱵᱟᱱᱚᱣᱟᱱ ᱭᱟᱹᱨᱛᱷᱚᱜ ᱪᱮᱪᱭᱟᱪᱤᱞ ᱱᱟᱭ ᱮᱱᱜᱟᱱᱤᱞ ᱵᱟᱱᱚᱣᱟᱱ ᱵᱨ ᱱᱚᱱᱚᱱᱤᱧ ᱣᱟᱱᱤᱞᱟᱱ ।

CO5. ᱮᱫᱩᱭᱟᱱ ᱦᱟᱱᱚᱱᱩ ᱭᱟᱹᱨᱛᱷᱚᱜ ᱵᱟ.ᱜᱮᱟᱹ, ᱦᱟᱭᱟᱨᱣ, ᱜᱚᱲᱚ ᱵᱟᱱᱚᱣᱟᱱ ᱱᱟᱭ ᱜᱮᱱᱨᱮᱱᱮᱴᱵᱚ ᱭᱟᱹᱨᱛᱷᱚᱜ ᱜᱮᱱ.ᱜᱟᱹᱭ ᱵᱟᱱᱚᱣᱟᱱ ᱵᱨ ᱬᱟᱨ ᱵᱟᱱᱚᱸ ᱮᱱᱜᱟᱱᱤᱵᱨ ᱱᱚᱵᱨ ᱜᱚᱲ· ᱱᱚᱵᱨᱭᱟᱱᱜ ᱵᱟ.ᱣᱭᱟᱵᱨ ᱩᱪᱩᱣᱟᱱᱭ ᱹᱨᱡᱟᱱᱩᱜ-ᱱᱟ ।

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	3	2	3	3	2	2	2	3	3	2	3	3
CO2	3	3	2	2	2	3	2	3	3	2	2	2	3	3	2	3	3
CO3	3	3	2	2	2	3	2	3	3	2	2	2	3	3	2	3	3
CO4	3	3	2	2	2	3	3	3	3	2	2	2	3	3	2	3	3
CO5	3	3	2	2	2	3	3	3	3	2	2	2	3	3	2	3	3
Average	3.0	3.0	2.0	2.0	2.0	3.0	2.4	3.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0

Contents:

Unit-1. ᱟᱱᱚᱞᱚᱡᱤ ᱜᱚᱛ ᱦᱟ.ᱜᱚᱲ : ᱟᱱᱚᱞᱚᱡᱤ ᱜᱚᱛ ᱦᱟ.ᱜᱚᱲ ᱵᱩᱨᱩᱞ ᱩᱫᱚᱜ, ᱰᱟ.ᱟᱱ.ᱵᱤ, ᱜᱮᱞᱮᱪᱚ, ᱯᱚᱞ ᱜᱟ.ᱢᱤᱯ

Unit-2. ᱟᱱᱚᱞᱚᱡᱤ ᱜᱚᱛ ᱟᱵᱚᱯ : ᱟᱱᱚᱞᱚᱡᱤ ᱜᱚᱛ ᱟᱵᱚᱯ ᱵᱩᱨᱩᱞ ᱩᱫᱚᱜ, ᱰᱟ.ᱟᱱ.ᱵᱟᱠᱤ, ᱯᱚᱞ ᱥᱤᱵ ᱩᱥᱩᱥᱚ

Unit-3. **ᱟᱱᱚᱞᱚᱡᱤ ᱜᱚᱛ ᱦᱟᱚᱡᱟ :** ᱟᱱᱚᱞᱚᱡᱤ ᱜᱚᱛ ᱦᱟᱚᱡᱟ ᱵᱩᱨᱩᱞ ᱩᱫᱚᱜ, ᱰᱟ.ᱟᱱ.ᱵᱟᱠᱤ, ᱯᱚᱞ ᱥᱤᱵ ᱩᱥᱩᱥᱚ

Unit-4. ᱟᱱᱚᱞᱚᱡᱤ ᱜᱚᱛ ᱜᱟᱨᱟᱱᱤᱮ : ᱟᱱᱚᱞᱚᱡᱤ ᱜᱚᱛ ᱜᱟᱨᱟᱱᱤᱮ ᱵᱩᱨᱩᱞ ᱩᱫᱚᱜ, ᱰᱟ.ᱟᱱ.ᱵᱟᱠᱤ, ᱯᱚᱞ ᱩᱥᱩᱥᱚ, ᱜᱟᱱᱮᱥᱟᱱ ।

Reference books –

1 ᱜᱚᱛ ᱥᱤᱵ ᱜᱚᱛ ᱦᱟ.ᱜᱚᱲ - ᱟᱱᱤᱞᱦᱚᱲ ᱚᱠᱟᱜᱚ

2 ᱜᱚᱛ ᱦᱟ.ᱜᱚᱲ ᱰᱚᱦᱚᱜᱟ - ᱵᱟᱨᱮ. ᱰᱟ.ᱵ. ᱛᱚᱛᱚᱨᱟᱹ

3 ᱜᱚᱵ ᱟᱵᱚᱯ - ᱰᱚ᱾ ᱵᱥᱤᱜᱚᱵᱮᱥᱤᱚ ᱚᱠᱟᱜᱚ

4 ᱫᱚᱹ ᱟᱵᱚᱯ - ᱛᱚᱛᱚᱲ ᱯᱟ ᱥᱟᱞᱩᱥᱤᱚ ᱥᱟ ᱯᱟ.ᱯᱟ ᱟᱚᱵᱟᱮ

5 ᱜᱚᱛ ᱟᱵᱚᱯ- ᱛᱥᱛᱚᱲᱤᱥᱤᱲ ᱚᱠᱟᱜᱚ ᱥᱫᱟᱛᱥᱤᱟᱱ

6 ᱟᱱᱚᱞᱚᱡᱤ ᱛᱜᱟᱵᱮᱚᱥ ᱦᱟᱚᱡᱟ ᱥᱟ ᱦᱟᱜᱚᱦᱚᱲ - ᱛᱥᱛᱚᱲᱤᱥᱤᱲ ᱚᱠᱟᱜᱚ ᱥ.ᱫᱟᱛᱥᱤᱟᱱ

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** **ᱯᱟᱱᱩᱱᱤᱜ ᱥᱟᱱᱛᱚᱞᱤ ᱠᱷᱟ.ᱵᱮᱛ**	**4**	**3-1-0**

Course Objectives:

ᱯᱚᱲᱚᱢ ᱥᱟᱦᱚᱱᱟ ᱡᱚᱰᱤᱚᱜᱟᱱᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱡᱟ.ᱢᱟᱲᱟᱢ. ᱠᱚ ᱠᱷᱟ.ᱵᱮᱛ ᱥᱟᱱᱩᱵᱟᱨᱛ ᱰᱟᱨᱟᱱᱤᱜ ᱜᱟ.ᱵᱟᱰ ᱜᱟᱨᱮᱱᱮ ᱨᱩᱞᱤ ᱠᱚᱲᱚᱢ ᱢᱤᱱᱚᱴ ᱠᱷᱟ.ᱵᱮᱛ ᱥᱟᱱᱩᱵᱟᱨᱛ ᱨᱮᱱ ᱰᱟᱨᱟᱱᱤᱜ ᱛᱟᱦᱮᱱᱟ.ᱭ ᱠᱚ ᱣᱟᱦᱟᱱ।

Course Outcomes:

CO1. ᱡᱟ.ᱢᱟᱲᱟᱢ. ᱠᱚ ᱯᱟᱱᱩᱱᱤᱜ ᱠᱷᱟ.ᱵᱮᱛ ᱥᱟᱱᱩᱵᱟᱨᱛ ᱠᱚ ᱡᱟᱱᱟᱵᱟᱱᱭ ᱯᱟᱠᱷᱟᱱᱮ ᱯᱚᱲᱚᱢ ᱰᱟᱨᱟᱱᱤᱜ ᱜᱟᱨᱮᱱᱮ ᱠᱚ ᱣᱟᱦᱟᱱ।

CO2. ᱯᱟᱱᱩᱱᱤᱜ ᱠᱷᱟ.ᱵᱮᱛ ᱥᱟᱱᱩᱵᱟᱨᱛ ᱰᱟᱨᱟᱱᱤᱜ ᱡᱚᱰᱟᱣ ᱡᱟ.ᱢᱟᱱᱣ ᱠᱚ ᱣᱟᱦᱟᱱᱟᱜ ᱣᱟᱦᱟᱱ।

CO3. ᱯᱟᱠᱷᱟᱱᱮ-ᱯᱟᱠᱷᱟᱱᱮ ᱯᱟᱱᱩᱱᱤᱜ ᱠᱷᱟ.ᱵᱮᱛ ᱠᱚ ᱣᱟᱦᱟᱱᱟᱜ ᱠᱷᱟᱱᱚᱴ ᱚᱱᱞᱟᱭᱱ. ᱡᱚᱠᱷᱟᱱ ᱠᱚ ᱜᱟᱱᱮᱱ।

CO4. ᱯᱟᱱᱩᱱᱤᱜ ᱠᱷᱟ.ᱵᱮᱛ ᱥᱟᱱᱩᱵᱟᱨᱛ ᱰᱟᱨᱟᱱᱤᱜ ᱜᱩᱞᱮ ᱹᱨᱮ ᱠᱚ ᱣᱟᱦᱟᱱᱟᱜ ᱹᱱᱟᱰᱟᱨᱟᱱᱤᱜ-ᱱᱤ।

CO5. ᱯᱟᱱᱩᱱᱤᱜ ᱠᱷᱟ.ᱵᱮᱛ ᱥᱟᱱᱩᱵᱟᱨᱛ ᱰᱟᱨᱮᱱᱤᱜ ᱹᱱᱟ ᱚᱹᱱ ᱠᱷᱟ.ᱩᱚ ᱣᱟᱦᱟᱱᱟᱜ ᱠᱷᱟᱱᱚᱴ ᱯᱟᱱᱣᱟᱱ ᱵᱟᱨᱮᱜ ᱠᱚ ᱣᱟᱱᱰᱮᱱ ᱣᱚᱞᱰ ᱹᱱᱟᱰᱟᱨᱟᱱᱤᱜ-ᱱᱤ।

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	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. ꯑꯦꯟꯊꯣꯛ ꯀꯤ.ꯋꯑꯔ ꯅꯔꯥꯟꯛ ꯇꯑꯇꯅꯀ, ꯏꯤ.ꯑꯦꯟ.ꯅꯑꯔ, ꯊꯣꯏ

Unit- 2. ꯁꯟꯥꯟꯊꯣꯟ, ꯟ.ꯅꯑꯔ, ꯑꯦꯟꯖꯑꯟ

Unit- 3. ꯒꯜꯟꯅꯚ꯭ꯊꯕ, ꯃꯤ.ꯁꯔꯤ, ꯀꯤ.ꯋꯑꯔ ꯁꯟꯃꯟ

Unit- 4. ꯈꯇꯑ ꯟꯅ ꯁꯟꯅꯑꯦꯟꯃ., ꯃꯇꯃꯤ.ꯇ ꯎꯔꯑꯋꯟ.

Reference Books:

1. ꯁꯟꯥꯟꯊꯣꯟꯃ– ꯑꯅ. ꯑꯚꯁꯟꯑꯤ ꯑꯦꯟꯋꯇ ‘ꯑꯚꯁꯔꯅ’
2. ꯟ.ꯅꯑꯔ– ꯀꯞꯐꯑꯤꯒꯤꯅꯚ ꯑꯟꯑꯎꯚꯁꯟ.ꯑꯑꯔ
3. ꯃꯤ.ꯁꯔꯤ– ꯑꯐꯥꯟꯁꯑꯔꯐꯑꯦꯟ ‘ꯊꯔꯚꯔ ꯅꯟꯇꯐꯊ’
4. ꯀꯤ.ꯋꯑꯔ ꯁꯟꯃꯟ – ꯑꯦꯟꯋꯔꯑꯎꯥ ꯟꯀꯟꯒꯟꯁꯔ
5. ꯑꯦꯟꯖꯑꯟ– ꯑꯅ. ꯀꯐ. ꯑꯔ. ꯅꯇꯑꯇ
6. ꯒꯜꯟꯅꯚ꯭ꯊꯕ– ꯑꯅ. ꯀꯐ. ꯑꯔ. ꯅꯇꯑꯇ
7. ꯈꯇꯑ ꯟꯅ ꯁꯟꯅꯑꯦꯟꯃ- ꯟꯒꯔꯑꯎꯥ ꯁꯔꯑꯅꯟ ‘ꯑꯦꯟꯑꯑꯟꯃꯔ’
8. ꯃꯇꯃꯤ.ꯇ ꯎꯔꯑꯋꯟ.-ꯑꯇꯑꯇꯃꯟꯃ ꯊꯐꯁꯑꯦꯚꯟꯅ
9. ꯊꯚꯃꯚꯑ ꯀꯜꯟꯈꯎꯟꯅ – ꯄꯚꯀꯜꯅꯚꯗ ꯀꯔꯑꯀꯇ

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 ᱦᱚᱨᱟᱱᱚᱛᱟᱞ ᱦᱚᱲ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱜᱮᱞ ᱱᱟᱨᱮᱢᱜ ᱣᱚᱣᱚᱞᱟᱜᱟᱭᱮᱞ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱭᱚᱢ ᱦᱚᱣᱚᱢᱤ ᱣᱚᱣᱟᱜᱟᱭᱮᱞ ᱚᱢᱯᱚᱢᱚᱱ ᱣᱚᱢ.ᱢᱟᱵᱭᱚᱢ.. ᱵᱚ ᱦᱚᱲ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱜᱮᱞ ᱣᱚᱢᱣᱚᱱ ᱣᱚᱢᱣᱚᱢᱨ ᱱᱩᱱᱵᱚᱭᱚᱢ ।

Course Outcomes:

CO1. ᱮᱫᱭᱚᱢ ᱦᱚᱣᱚᱢᱤ ᱣᱚᱣᱟᱜᱟᱭᱮᱞ ᱵᱚᱱᱚᱱ ᱣᱚᱢ.ᱢᱟᱵᱭᱚᱢ. ᱵᱚ ᱦᱚᱲ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱜᱮᱞ ᱱᱩᱱᱭᱟᱜᱮᱞ ᱱᱮᱫᱯ ᱱᱟᱨᱮᱢᱜ ᱮᱢᱜᱚᱢᱤ ᱢᱚᱱ ᱯᱚᱵᱩᱱᱚᱱᱟᱨᱮᱢ. ᱵᱚᱱᱚᱱᱚᱵᱮ ᱣᱚᱢᱣᱚᱢᱨ ᱩᱚᱢᱤ ।

CO2. .ᱮᱫᱭᱚᱢ ᱦᱚᱣᱚᱢᱤ ᱣᱚᱣᱟᱜᱟᱭᱮᱞ ᱵᱚᱱᱚᱱ ᱣᱚᱢ.ᱢᱟᱵᱭᱚᱢ. ᱵᱚ ᱦᱚᱲ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱜᱮᱞ ᱵᱚ ᱱᱚ ᱜᱚᱢᱟᱱ ᱵᱚ ᱦᱟᱱᱞᱚᱢᱭᱚᱢ ।ᱦᱚᱲ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱜᱮᱞ ᱱᱟᱨᱮᱢᱜ ᱪᱚᱢᱚᱜ ᱪᱚᱢᱚᱜ ᱩᱵᱚᱢᱟᱵ.ᱮ ᱚᱱ ᱦᱟᱨᱮᱯᱟ ᱵᱚ ᱵᱚ ᱣᱟᱞᱮᱟᱨᱮᱢ ।

CO3. ᱮᱫᱭᱚᱢ ᱦᱚᱣᱚᱢᱤ ᱣᱚᱣᱟᱜᱟᱭᱮᱞ ᱵᱚᱱᱚᱱ ᱣᱚᱢ.ᱢᱟᱵᱭᱚᱢ. ᱵᱚ ᱦᱚᱲ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱜᱮᱞ ᱜ-ᱜᱯᱚᱱᱚᱪ ᱪᱚᱢᱚᱜ ᱯᱚᱵᱩᱱᱚᱱ ᱵᱚ ᱚᱢᱯᱚᱢᱚᱱᱚᱪ ᱣᱚᱜᱚᱢ.ᱜᱟ ᱣᱟᱞᱩᱚᱢ.ᱚ ᱵᱚ ᱣᱚᱢ᱾ᱣᱚᱢᱨᱮᱢ ।

CO4. ᱮᱫᱭᱚᱢ ᱦᱚᱣᱚᱢᱤ ᱣᱚᱣᱟᱜᱟᱭᱮᱞ ᱵᱚᱱᱚᱱ ᱣᱚᱢ.ᱢᱟᱵᱭᱚᱢ. ᱦᱚᱲ᱾ᱜᱩᱞᱚᱱ ᱦᱚᱭᱟᱜᱮᱞ ᱦᱚᱭ ᱣᱚᱣᱟᱜᱟᱭᱮᱞᱟᱭ ᱵᱚᱜ᱾ᱯᱚᱱᱚᱭᱮ ᱡᱚᱱᱚᱜ ᱚᱱ ᱣᱚᱢᱣᱚᱢᱨ ᱯᱚᱢᱚᱪ ᱵᱚ ᱜᱚᱢᱟᱢ ।

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᛫ᎶᏳᏣᏯ ᏦᏣᏬᏔᏃᏋ ᏯᏃᎡᏣᎶ ᏖᏆᏖᏯᏖᏗ

Unit-2. ᏫᏯ. ᏋᏮᏗᎡᏮᏃᎧᏁᏫ ᏫᏃᏦᏯᏣ ᏣᎶ ᏦᏣ᛫ᏳᏣᏯ ᏦᏣᏬᏔᏃᏋ ।

Unit-3. ᏫᏮᎡᏔᏣ ᏫᏗᏦᎡᎡᏮ ᏋᏣᏅᏳ ᏂᏖᏫᏖ ᏣᎶ ᏦᏣ᛫ᎶᏳᏣᏯ ᏦᏣᏬᏔᏃᏋ ।

Unit-4. ᏰᏮᎡᏅᏃᏋᎡᏮ ᏆᏯᏮᏦᏣᏋᏭ ᏌᏣ.ᏓᏳᏗ (ᏂᏖᏫᏖ) ᏣᎶ ᏦᏣ᛫ᎶᏳᏣᏯ ᏦᏣᏬᏔᏃᏋ ।

Reference Books:

1. ᏋᏣᏧᏣᏋ ᏋᏗᏋᏣ.Ꮲ - ᫫Ꮿ. ᏋᏮᏗᎡᏮᏃᎧᏁᏫ ᫫ᏃᏦᏯᏣ
2. ᏦᏮᏃᏅᎾ ᏋᏳᏣ.ᏯᏅᏗ ᏋᏣᏧᏣ᛫ - ᫫ᏮᎡᏔᏣ᫫ᏗᏦᎡᎡᏮᏃᎧᏁᏫ ᏂᏖᏫᏖ
3. ᫫ᏳᏖ᫫ᏮᏃᏃᏦᏯᏣ ᏏᏳᏮᏃ ᫫ᏳᏮᎶᏮᏃᏣᏫᏗ (ᏦᏣᏓᎶᏳᏣᏯ ᏏᏣ.ᏔᏃᏗ) - ᏰᏮᎡᏅᏃᏋᎡᏮ ᏆᏯᏮᏦᏣᏋᏭ ᏌᏣ.ᏓᏳᏗ (ᏂᏖᏫᏖ)

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** **ᱚᱱᱚᱠᱚᱢᱟᱨ ᱛᱚ.ᱱᱚᱨ ᱱᱟᱨᱮᱢᱜ ᱦᱚ.ᱩᱢ.ᱱᱟ ᱱᱚᱫᱚᱡ**	**4**	**3-1-0**

Course Objective:

ᱚᱱᱚᱠᱚᱢᱟᱨ ᱛᱚ.ᱱᱚᱨ ᱱᱟᱨᱮᱢᱜ ᱦᱚ.ᱩᱢ.ᱱᱟ ᱱᱚᱫᱚᱡ
ᱚᱱᱚᱢᱩ ᱛᱚᱛᱚᱡᱟᱣᱚᱞ ᱚᱢᱯᱚᱣᱟ ᱛᱚ.ᱢᱟᱣᱚᱢ.ᱦᱚ ᱚᱱᱚᱠᱚᱢᱟᱨ ᱱᱚᱫᱚᱡ ᱣᱟᱜ.ᱜᱨᱚᱟ ᱣᱢᱣᱢᱮᱨ ᱥᱩᱱ ᱦᱚᱡᱚᱢ। ᱚᱱᱚᱠᱚᱢᱟᱨ ᱛᱚ.ᱱᱚᱨ ᱱᱟᱨᱮᱢᱜ ᱦᱚ.ᱩᱢ.ᱱᱟ ᱱᱚᱫᱚᱡ ᱣᱟᱣᱟᱜᱢᱟ ᱦᱢᱚᱟ ᱚᱱᱚᱡᱟᱨᱣ ᱜᱟᱱᱟᱢᱣᱟᱲᱟ ᱜᱟ ᱫᱚᱡᱚᱢ ᱱᱟᱨᱮᱢᱜ ᱵᱚᱜᱟᱨᱟᱣ ᱚᱱᱚᱠᱚᱢᱟᱨ ᱱᱚᱫᱚᱡ ᱣᱟᱜ.ᱜᱨᱚᱟ

CO-PO-PSO Mapping

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	–	1	2	2	3	2	3	2	1
CO2	2	3	3	2	3	2	1	1	–	2	2	2	3	2	3	2	2
CO3	2	3	2	3	3	2	1	1	–	2	2	2	3	3	2	2	2
CO4	2	2	2	3	3	3	1	1	–	2	2	2	2	3	2	3	3
CO5	3	3	3	3	3	2	2	2	–	2	3	3	3	3	3	3	3
Average	2.2	2.8	2.4	2.6	2.8	2.0	1.2	1.2	0.0	1.8	2.2	2.2	2.8	2.6	2.6	2.4	2.2

Unit-I: ꯅꯤꯖꯤꯛ (Grammer)

- ꯅꯤꯛ, ꯅꯤꯖꯤꯛ, ꯃ.ꯛ, ꯃ.ꯛꯃ., ꯃ.ꯀꯃ.O, ꯀꯃ.ꯀꯃO

Unit-I: ꯃ.ꯛꯃ. ꯈꯤ ꯅꯀꯀꯃꯒ ꯀꯃ.ꯅꯥꯀ꯭ (Parts of speech)

- ꯑꯈꯦꯈꯗ, ꯈꯑꯈꯗ, ꯈꯃꯦꯍꯃ, ꯒꯈꯒꯈꯦ, ꯑꯤꯖꯤꯛ, ꯑꯤꯖꯤꯁ, ꯒꯃ.ꯦꯃ.ꯃ, ꯑꯃꯦꯃꯍ, ꯗꯀꯦꯀꯤ

Unit-3:

- ꯒꯤꯅꯤꯦ, ꯒꯤꯃꯃꯦ ꯃꯅ ꯗꯃꯦꯃꯁ꯭

Unit-4:

- ꯃꯗꯃ, ꯎꯤꯑꯤ,
- ꯗꯤꯑꯤꯗ - ꯀꯤꯒꯀꯦ ꯗꯤꯑꯤꯗ, ꯑꯤ꯭ꯒꯀꯦ ꯗꯤꯑꯤꯗ, ꯃ.ꯛꯃ. ꯃꯒꯃꯑ

Reference Books

1. ꯅꯤꯦꯛ- ꯏꯤ꯭ ꯅꯃ.ꯒꯑꯈꯦꯃꯑꯎ ꯇꯈꯅꯇ
2. ꯀꯃꯦꯑꯃꯀꯗ ꯅꯤꯦꯛ- ꯑꯑꯃꯅꯤꯑꯎꯗꯀꯃ. ꯏꯃ.ꯅꯀꯗ ꯇꯃꯑꯀꯦꯅ, ꯇꯀ.ꯀꯀꯈꯅ
3. ꯀꯃꯦꯑꯃꯀꯗ ꯅꯤꯦꯛ- ꯑꯅ. ꯅꯤꯑꯦꯤ ꯑꯀꯇꯑꯅꯤꯇ
4. ꯦꯃꯑꯃꯒ ꯀꯃꯦꯑꯃꯀꯗ ꯅꯤꯦꯛ- ꯀꯃꯎꯑꯤꯤ ꯈꯉ. ꯇꯃꯦꯑꯗ
5. ꯦꯃꯑꯃꯒ ꯀꯃꯦꯑꯃꯀꯗ ꯅꯤꯦꯛ- ꯑꯅ. ꯗꯤꯑꯗꯦꯎꯅꯤꯦꯃꯑꯎ ꯑꯀꯀꯅꯤꯃ

SDG Mapping for this Course

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

Internship

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

Course Objectives:

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

Course Outcomes:

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

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

·**CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.

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

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	1	–	–	1	–	2	3	1	2	–	–	2	1	–	–
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	–
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

Course Duration: 38 hours

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

1. **Internship Orientation and Workplace Induction**
   - Introduction to the organization
   - Workplace policies, ethics, and safety guidelines
   - Understanding organizational structure and work culture
2. **Technical Skill Development**
   - Training on organization-specific software, tools, or technologies
   - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)

3. **Assignment and Task Execution**
   - Participation in project-related activities
   - Requirement analysis and task planning
   - Problem identification and solution implementation
   - Testing and validation of assigned work
4. **Documentation and Reporting**
   - Maintenance of daily work diary/logbook
   - Weekly progress reports
   - Preparation of technical documentation
5. **Professional Skills Development**
   - Team collaboration
   - Technical communication
   - Time management
   - Professional ethics and workplace responsibility
6. **Project Demonstration**
   - Presentation of completed work
   - Demonstration of developed solution or assigned tasks
   - Interaction with industry/faculty mentor

7. **Internship Report and Viva Voce**
   - Submission of internship report
   - Seminar presentation
   - Viva voce examination

Suggested Assessment Scheme

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

SDG Mapping for this Course

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

SEMESTER - V
(Double Major)
Major

Code	Course Title	Credit	L-T-P
ST30001	Evolution of Santali Literature ᱦᱚᱲᱚᱢᱟᱱᱛᱟ ᱦᱚᱪᱟᱣᱟᱨᱫ ᱯᱟᱨᱤᱱᱤᱛ ᱜᱚᱞᱚᱢ	4	3-1-0

Course Objectives:

ᱮᱫᱪᱚᱢ ᱦᱚᱣᱚᱢᱟ ᱚᱢᱯᱚᱢᱚᱱ ᱦᱚᱪᱟᱣᱟᱨᱫ ᱯᱟᱨᱤᱱᱤᱛ ᱜᱚᱞᱚᱢ ᱡᱚᱢᱚᱢᱟᱨ ᱯᱚ.ᱜᱟᱫ ᱚᱱ ᱮᱫᱪᱚᱢ ᱦᱚᱣᱚᱢᱟ ᱫᱚ ᱫᱚᱵᱟᱫᱟ ᱪᱮᱫ ᱾ ᱮᱫᱪᱚᱢᱚᱱ ᱤᱢ.ᱢᱟᱪᱚᱢ. ᱵᱚ ᱦᱚᱪᱟᱣᱟᱨᱫ ᱜᱚᱞᱚᱢ ᱡᱚᱢᱚᱢᱟᱨ ᱵᱚ ᱡᱚᱢᱚᱢᱟᱨ ᱣᱚᱢᱟ ᱫᱚᱢᱵᱟᱨᱮᱢᱜ-ᱢ ᱾ ᱚᱮᱢᱵᱚ ᱡᱚᱢᱚᱢᱟᱨ ᱵᱚᱢᱚᱱ ᱢ.ᱵᱟᱯ ᱡᱚᱢᱣᱚᱢᱚ ᱚᱱᱵᱚ ᱯᱚᱢᱣᱚ ᱣᱚᱫᱟᱜ-ᱢ᱾

Course Outcomes:

CO1. ᱦᱚᱪᱟᱣᱟᱨᱫ ᱚᱢ ᱦᱚᱮᱚᱢᱵᱟᱨ ᱦᱚᱪᱟᱣᱟᱨᱫ ᱣᱫᱟ ᱵᱚᱢᱚᱱ ᱮᱫᱪᱚᱢ ᱜᱚᱞᱚᱢ ᱱᱮᱪᱣᱚᱱᱪᱤ ᱵᱚ ᱡᱚᱢᱚᱢᱟᱨ ᱣᱚᱢᱟ ᱫᱚᱢᱵᱟᱨᱮᱢᱜ-ᱢ᱾

CO2. ᱚᱢᱮᱢ ᱩᱨᱫ ᱵᱚᱢᱮᱢ ᱚᱢᱚ ᱚᱮᱢ ᱚᱨᱮᱢᱜ ᱡᱩᱨᱫᱫ ᱚᱢᱚ ᱠᱚᱱ ᱵᱚ ᱡᱚᱢᱚᱢᱟᱨ ᱣᱚᱢᱟᱢ ᱾

CO3. ᱚᱢᱡᱚᱱᱚᱮ ᱣᱫᱣᱵᱚᱢᱚᱵ ᱩᱨᱚᱵᱫᱣᱨᱮᱢ.ᱵᱚ ᱚᱮᱚᱢᱠᱟᱨ ᱚᱨᱮᱢᱜ ᱚᱯ ᱡᱚᱵᱯ ᱚᱱᱚ ᱚᱮᱢᱵᱚ ᱚᱨᱮᱢᱜ ᱦᱚᱠᱚᱱᱚᱮᱢ ᱵᱚ ᱡᱚᱢᱚᱢᱟᱨ ᱣᱚᱢᱟᱢ ᱾

CO4. ᱚᱮᱚᱢᱠᱟᱨ ᱚᱯᱚᱨ ᱩᱜᱚᱢ.ᱫᱚᱢ ᱚᱨᱮᱢᱜ ᱯᱚ.ᱵᱚᱣ ᱫᱚ ᱢ.ᱡᱣ ᱠᱚ.ᱚᱵᱩᱢᱮᱢ ᱾ ᱚᱮᱢᱵᱚ ᱮᱫᱪᱚᱢ ᱦᱚᱪᱚᱢ ᱚᱢᱯᱚᱢᱚᱵ ᱵᱚ ᱡᱚᱢᱚᱢᱟᱨ ᱣᱚᱢᱟᱢ ᱾

CO5. ᱫᱚᱭᱟᱱᱠᱚ ᱚᱱᱚᱛᱟᱱᱨᱤ ᱯᱟᱹᱞᱤ ᱟᱨ ᱚᱞᱟᱱ.ᱜᱟᱞᱚᱡ ᱠᱚ ᱚᱛᱚᱞᱚᱱᱨᱤᱱ ᱟᱨ ᱟᱠᱚᱞᱚᱣᱚ᱾ ᱫᱟᱹᱣᱟᱱᱨᱤ ᱫᱟᱹᱣᱟᱱᱨᱤ ᱚᱫᱚᱢᱟᱞ᱾ ᱟᱨ ᱚᱫᱚᱯ ᱠᱟᱞᱵᱚᱫ᱾ᱚ ᱠᱚ ᱟᱹᱭ᱾ ᱠᱚ ᱚᱯ ᱚᱞᱵ ᱵᱟᱞᱤᱯᱚᱨᱤᱱᱜ-ᱟ ᱾

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. ᱠᱟᱹᱡᱤᱣᱟᱨᱤ ᱱᱟᱨᱚᱢᱜ ᱫᱮᱫᱟᱱᱟᱦᱟ : ᱩᱨᱮᱨᱚ, ᱰᱟᱹ.ᱮᱟᱹ.ᱱᱮᱨᱟ, ᱜᱫᱮ, ᱟᱹᱣᱨ, ᱚᱨᱚᱨᱤᱛ, ᱟᱹᱱ ᱣᱟᱹ.ᱢᱨᱟᱩ ᱾

Unit-2. ᱱᱟᱹᱮᱟ ᱣᱚᱱᱟᱹ : ᱱᱟᱹᱮᱟ ᱱᱟᱨᱚᱢᱜ ᱰᱟᱹ.ᱮᱟᱹ.ᱱᱮᱨᱟ, ᱣᱚᱡᱩᱦᱚ ᱣᱟᱹ.ᱢᱨᱟᱩ, ᱛᱚᱨᱤᱛᱩ, ᱟᱹ.ᱡᱟᱹ. ᱱᱟᱨᱚᱢᱜ ᱫᱟᱹᱡᱨ ᱾

Unit-3. ᱟᱛᱚᱱᱟᱹᱢᱮ ᱱᱟᱨᱚᱢᱜ ᱣᱟᱹᱱᱟᱹ : ᱰᱟᱹ.ᱮᱟᱹ.ᱱᱮᱨᱟ,ᱣᱟᱹ.ᱢᱨᱟᱩ ᱟᱹᱱ ᱛᱚᱨᱤᱛᱩ ᱾

Unit-4. ᱯᱚᱨᱟᱹᱫᱟ : ᱰᱟᱹ.ᱮᱟᱹ.ᱱᱮᱨᱟ, ᱣᱚᱡᱩᱦᱚ ᱣᱟᱹ.ᱢᱨᱟᱩ, ᱜᱚᱡᱩᱣᱚᱮ ᱾

Reference Books:

1. ᱠᱟᱹᱡᱤᱣᱟᱨᱤ ᱟᱹ.ᱱᱟ - ᱛᱟᱹ. ᱫᱚᱩᱚᱨᱚᱫᱚᱮᱚᱨ ᱛᱟᱨᱠᱱᱟᱟ
2. ᱱᱚᱨ ᱯᱚᱯᱚᱞᱚᱢᱱᱟ - ᱰᱟᱹ. ᱠᱚᱮᱚᱦ ᱣᱟᱹ᱾ᱫᱟᱹᱜ
3. ᱦᱟᱹᱛᱚᱨᱚ ᱦᱟ ᱱᱟᱰ - ᱜᱦᱚᱨᱟᱹᱛᱩ ᱱᱟᱹᱨᱚ
4. ᱦᱟᱹᱛᱚᱨᱚ ᱫᱚᱱᱟᱨᱮᱮ - ᱱᱟᱹᱩᱫᱚᱣᱟᱨᱮ ᱩᱨᱠᱟᱟ
5. ᱠᱟᱹᱮᱚᱟᱡᱟ ᱟᱹᱛᱚᱱᱟᱹᱢᱮ - ᱚᱣᱟᱨ᱾ -ᱫᱦᱟᱜᱟ ᱯᱚᱱᱟᱚᱮ ᱩᱦᱟᱩᱦ

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** **ᱞᱮᱠᱚᱛᱟᱨ ᱜᱚᱛ ᱞᱮᱠᱩᱜᱟᱨᱤ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱚᱱᱚᱞᱚᱡᱤ**	**4**	**3-1-0**

Course Objectives:

ᱮᱜᱩᱱ ᱞᱮᱠᱚᱛᱟᱨ ᱚᱢᱯᱟᱹᱨᱛᱚᱨ ᱞᱮᱠᱩᱡᱟᱨᱤ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱜᱚᱱᱟᱜ ᱩᱢᱩᱛᱢᱚᱨ ᱯᱟ.ᱜᱟᱨᱤ ᱚᱨ ᱮᱜᱩᱱ ᱞᱮᱠᱚᱛᱟᱨ ᱢᱮᱱᱮᱫ ᱢᱮᱱᱟᱭ ᱛᱮᱭᱟ ।ᱮᱜᱩᱱ ᱚᱨ ᱡᱟ.ᱢᱟᱥᱪᱩᱟ. ᱵᱮ ᱜᱚᱛ ᱞᱮᱠᱩᱡᱟᱨᱤ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱜᱚᱱᱟᱜ ᱵᱮ ᱩᱢᱩᱛᱢᱚᱨ ᱰᱟᱱᱚ ᱢᱮᱱᱟᱜᱟᱨᱮᱱᱜ-ᱱᱟ ।ᱮᱫᱮᱱᱵᱮ ᱩᱢᱩᱛᱢᱚᱨ ᱵᱟᱱᱚᱨ ᱡᱟ.ᱵᱟᱨ ᱩᱢᱩᱜᱩᱱᱭ ᱚᱨᱵᱮ ᱯᱟᱱᱜᱟ ᱨᱮᱨᱜ-ᱱᱟ।

Course Outcomes:

CO1. ᱞᱮᱠᱚᱛᱟᱨ ᱜᱚᱛ ᱵᱟ.ᱜᱮᱨ ᱯᱟᱹᱨᱛᱷᱚᱜ ᱦᱮᱪᱭᱟᱪᱭ ᱥᱟ ᱮᱱᱜᱟᱞ ᱵᱟᱱᱚᱜᱟ ᱵᱮ ᱩᱢᱩᱛᱢᱚᱨ ᱰᱟᱱᱟ ।

CO2. ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಲೆವೆಲ್ಸ್ ಪ್ರೊಡಕ್ಷನ್ ಪ್ಲಾನಿಂಗ್ ಬೇಸಿಕ್ಸ್ ಅನ್ನು ವಿವರಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

CO3. ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಬಾಂಡ್ಸ್ ಪ್ರೊಡಕ್ಷನ್ ಪ್ಲಾನಿಂಗ್ ಬೇಸಿಕ್ಸ್ ಅನ್ನು ವಿವರಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

CO4. ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಕಂಪೆನಿ ಬಾಂಡ್ಸ್ ಪ್ರೊಡಕ್ಷನ್ ಪ್ಲಾನಿಂಗ್ ಬೇಸಿಕ್ಸ್ ಅನ್ನು ವಿವರಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

CO5. ವಿದ್ಯಾರ್ಥಿ ಲಾಂಗ್ಸ್ ಪ್ರೊಡಕ್ಷನ್ ಬಾ.ಆಲ್ಸ್, ಲೆವೆಲ್ಸ್, ಆಪ್ಟಿ ಬಾಂಡ್ಸ್ ಮತ್ತು ಕಂಪೆನಿಲಿಂಕ್ ಪ್ರೊಡಕ್ಷನ್ ಕಂಪ್ಲೀಟ್ ಬಾಂಡ್ಸ್ ಬಿಲ್ಲ್ ಆಪ್ಟಿ ಮಾಬಿಲಿಟಿ ಬಾ.ಸ್ಟಾಲಿಬಿ ಮಿಷಿನ್ಸ್ ಫಾರ್ಮಲೈಸೇಶನ್-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	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. ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಬಾ.ಆಲ್ಸ್ : ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಬಾ.ಆಲ್ಸ್ ಪ್ರೊಡಕ್ಷನ್ ಪ್ಲಾನಿಂಗ್, ಪಿಪಿ.ಲೀ.ಪ್ಸ್, ಲೆವೆಲ್ಸ್, ಪ್ರಲ್ ಆಪ್.ಗಾಪ್ಸ್

Unit-2. ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಲೆವೆಲ್ಸ್ : ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಲೆವೆಲ್ಸ್ ಪ್ರೊಡಕ್ಷನ್ ಪ್ಲಾನಿಂಗ್, ಪಿಪಿ.ಲೀ.ಪ್ಸ್, ಪ್ರಲ್ ಮಿಷಿನ್ಸ್ ಫಾರ್ಮಲೈಸೇಶನ್

Unit-3. **ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಬಾಂಡ್ಸ್ :** ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಬಾಂಡ್ಸ್ ಪ್ರೊಡಕ್ಷನ್ ಪ್ಲಾನಿಂಗ್, ಪಿಪಿ.ಲೀ.ಪ್ಸ್, ಪ್ರಲ್ ಮಿಷಿನ್ಸ್ ಫಾರ್ಮಲೈಸೇಶನ್

Unit-4. ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಕಂಪೆನಿ : ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಆಪ್ಟಿ ಕಂಪೆನಿ ಪ್ರೊಡಕ್ಷನ್ ಪ್ಲಾನಿಂಗ್, ಪಿಪಿ.ಲೀ.ಪ್ಸ್, ಪ್ರಲ್ ಫಾರ್ಮಲೈಸೇಶನ್, ಮಾಬಿಲಿಟಿ ಮಿಷಿನ್ಸ್ ನ.

Reference books –

1. ಆಪ್ಟಿ ಮಿಷಿನ್ ಆಪ್ಟಿ ಬಾ.ಆಲ್ಸ್ - ಲಾಜಿಸ್ಟಿಕ್ಸ್ ಫಾರ್ಮಲೈಸೇಶನ್
2. ಆಪ್ಟಿ ಬಾ.ಆಲ್ಸ್ ಪಿಬಿಂಡಿಸ್ಟ್ರಿ - ಪ್ಲಾಲ್. ಪಿಗ್.ಪ್. ಮಿಷಿನಿಸ್ಟ್ರಿ
3. ಆಪ್ಟಿ ಲೆವೆಲ್ಸ್ - ಪಿಪಿ. ಪ್ಲಾಟ್ಫಾರ್ಮಿಂಡಿಸ್ಟ್ರಿ ಫಾರ್ಮಲೈಸೇಶನ್
4. ಫಿಪಿಟ್ ಲೆವೆಲ್ಸ್ - ಮಿಷಿನಿಬಿಲ್ ಟಿಗ್ ಮಿಷ್ಟೀಲಿಸ್ ಮಿಷ್ ಟಿಗ್.ಟಿಗ್ ಲೆಪಿಷ್ಲೆಲ್

5. ᱡᱚᱫ ᱠᱟᱛᱟᱭ- ᱢᱚᱢᱚᱞᱚᱞᱚᱞ ᱢᱚᱛᱢᱚᱞ ᱚᱞᱟᱢᱚᱞᱠᱟ
6. ᱠᱚᱞᱚᱝᱚᱟ ᱢᱚᱟᱞᱚᱝᱚᱞ ᱠᱚᱝᱚᱞᱚᱞ ᱚᱞᱟ ᱠᱚᱡᱚᱝᱚᱞ - ᱢᱚᱢᱚᱞᱚᱞᱚᱞ ᱢᱚᱛᱢᱚᱞ ᱚᱞᱟᱢᱚᱞᱠᱟ

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** ᱰᱷᱱᱵᱷᱵ ᱮᱱᱰᱷᱱᱰᱱᱵ ᱲᱱ.ᱱᱰᱱ	**4**	**3-1-0**

Course Objectives:

ᏓᏅᏍᏕ ᏓᏕᏁᏕᏂ ᏗᏅᏗᏅᏓᏍᏅᏓ ᏁᏕᏈᏕᏁᏓ ᏗᏕ.ᏂᏑᏎᏍᏕ. ᏃᏅ ᏃᏕ.ᏍᏓᏁ ᏓᏕᏍᏍᏓᏥ ᏑᏓᏕᏕᏕ ᏕᏕ.ᏍᏁᏑ ᏕᏓᏕᏕᏓ ᏓᏂᏕ ᏃᏅᏍᏕ ᏂᏕᏁᏓ ᏃᏕ.ᏍᏓᏁ ᏓᏕᏍᏍᏓᏥ ᏅᏈ ᏑᏓᏕᏕᏕ ᏎᏥᏑᏕᏕ.Ꮝ ᏃᏅ ᏊᏕᏂᏕ।

Course Outcomes:

CO1. ᏗᏕ.ᏂᏑᏎᏍᏕ. ᏃᏅ ᏓᏕᏍᏕᏕ ᏃᏕ.ᏍᏓᏁ ᏓᏕᏍᏍᏓᏥ ᏃᏅ ᏗᏕᏑᏍᏕᏍ ᏈᏓᏃᏑᏕᏓ ᏓᏅᏍᏕ ᏑᏓᏓᏕᏕ ᏕᏓᏕᏕᏓ ᏃᏅ ᏊᏕᏂᏕ।

CO2. ᏓᏕᏍᏕᏕ ᏃᏕ.ᏍᏓᏁ ᏓᏕᏍᏍᏓᏥ ᏑᏓᏕᏕᏕ ᏍᏅᏑᏂᏅ ᏍᏕ.ᏂᏁᏊ ᏃᏅ ᏙᏕᏙᏕᏕ ᏊᏕᏂᏕ।

CO3. ᏈᏓᏃᏕᏓ-ᏈᏓᏃᏕᏓ ᏓᏕᏍᏕᏕ ᏃᏕ.ᏍᏓᏁ ᏃᏅ ᏙᏕᏙᏕᏕ ᏃᏕᏁᏓ ᏁᏎᏈᏕ. ᏂᏅᏃᏑᏕ ᏃᏅ ᏕᏕᏓᏕ।

CO4. ᏓᏕᏍᏕᏕ ᏃᏕ.ᏍᏓᏁ ᏓᏕᏍᏍᏓᏥ ᏑᏓᏕᏕᏕ ᏕᏎᏓ ᏥᏅᏓ ᏃᏅ ᏙᏕᏙᏕᏕ ᏥᏕᏑᏓᏕᏕ-Ꮥ।

CO5. ᏓᏕᏍᏕᏕ ᏃᏕ.ᏍᏓᏁ ᏓᏕᏍᏍᏓᏥ ᏑᏓᏓᏕᏕ ᏅᏈ ᏁᏅᏈ ᏃᏕ.ᏂᏁ ᏙᏕᏙᏕᏕ ᏃᏕᏁᏓ ᏈᏕᏍᏕ ᏓᏓᏥ ᏃᏅ ᏍᏕᏑᏕ ᏙᏎᏑᏎ ᏥᏕᏑᏓᏕᏕ-Ꮥ।

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. ᏓᏕᏍᏕᏕ ᏃᏕ.ᏍᏓᏁ ᏑᏓᏕᏕᏕ ᏎᏓᏕᏕᏎᏕ, ᏗᏕ.ᏓᏕ.ᏑᏓᏁ, ᏂᏅᏓ

Unit- 2. ᏂᏕᏕᏕᏂᏕᏈ, Ꮥ.ᏑᏓᏁ, ᏓᏕᏍᏁᏕ

Unit- 3. ᏕᏑᏕᏑᏅ˙ᏂᏑ, ᏥᏕ.ᏂᏁᏓ, ᏃᏕ.ᏍᏓᏁ ᏂᏕᏈᏕ

Unit- 4. ᏊᏎᏁ ᏕᏑ ᏂᏕᏑᏓᏕᏈ., ᏥᏎᏈᏕ.Ꮡ ᏓᏁᏓᏍᏕ.

Reference Books:

1. ᱩᱢᱨᱮᱢᱩᱢᱯ– ᱛᱰ. ᱛᱚᱩᱢᱮ ᱴᱢᱟᱹᱵ ‘ᱴᱚᱩᱨᱟᱱ’
2. ᱢ.ᱚᱴᱨ– ᱠᱯᱥᱮᱫᱚᱱᱚ ᱴᱢᱣᱚᱩᱢ.ᱴᱛᱨ
3. ᱫᱢ.ᱩᱨᱮ– ᱴᱥᱨᱢᱩᱛᱥᱴᱚᱢ ‘ᱱᱨᱚᱨ ᱚᱢᱫᱥᱛ’
4. ᱠᱢ.ᱣᱮᱨ ᱩᱢᱯᱢ – ᱴᱢᱣᱨᱣᱚᱨᱫ ᱢᱠᱢᱫᱢᱩᱨ
5. ᱴᱢᱡᱚᱢ– ᱛᱰ. ᱠᱥ. ᱴᱨ. ᱱᱵᱛᱵ
6. ᱻᱫᱢᱚᱫ᱾ᱱᱭ– ᱛᱰ. ᱠᱥ. ᱴᱨ. ᱱᱵᱛᱵ
7. ᱭᱵᱛ ᱢᱚ ᱩᱢᱚᱴᱴᱯ- ᱢᱫᱨᱣᱚᱨᱫ ᱩᱨᱣᱚᱚᱢ ‘ᱴᱢᱮᱚᱢᱯᱨᱨ’
8. ᱫᱵᱯᱢ.ᱡ ᱥᱨᱮᱣᱢ.-ᱮᱵᱮᱵᱯᱢᱯ ᱣᱵᱩᱛᱭᱚᱫᱩ
9. ᱱᱚᱯᱚᱮ ᱠᱫᱢᱭᱥᱢᱚ – ᱯᱚᱠᱫᱣᱚᱛᱛ ᱠᱨᱮᱠᱵ

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** **ᱪᱟᱞᱚᱛᱟ ᱪᱟᱞᱚᱞᱟᱱ ᱪᱟᱠᱚᱞᱚᱛ ᱱᱟᱞᱚᱛᱚᱛ ᱵᱟᱞᱚᱛᱟᱜᱚᱞ**	**4**	**3-1-0**

Course Objectives:

ᱞᱚᱠᱚᱟᱱ ᱪᱟᱚᱞᱟᱜᱚᱞ ᱵᱚᱟᱜᱚᱞᱚᱞ ᱵᱟᱟ.ᱠᱟᱭᱚᱠᱟᱱ.. ᱠᱚ ᱪᱟᱞᱚᱞᱟᱱ ᱪᱟᱠᱚᱞᱚᱛ ᱞᱟᱞᱚᱛᱚᱞ ᱞᱟᱞᱚᱛᱟᱞ ᱚᱟᱚᱛᱚᱞᱚᱞᱟᱱ ᱚ

Course Outcomes:

CO1 ಕಲ್ಪನಾ ಚಾವ್ಲಾ ಪ್ರಶಸ್ತಿಯಲ್ಲಿ ಬಾಲಿ ಪಿಜಿ.ಗಾಯನ. ಬಿ ಕಿ.ಲೋಪಾ ಕಾಲೇಜಿನ ಶಿಕ್ಷಣ ಪಡೆದ ನಂತರ ಪಿಜಿ.ಗಾಯನ. ಬಾಲಿವುಡ್‌ನಲ್ಲಿ ಯಶಸ್ಸು ಗಳಿಸಿ ।

CO2 ಕಲ್ಪನಾ ಚಾವ್ಲಾ ಪ್ರಶಸ್ತಿಯಲ್ಲಿ ಬಾಲಿ ಪಿಜಿ.ಗಾಯನ. ಬಿ ಕಿ.ಲೋಪಾ ಕಾಲೇಜಿನ ಬಿ ಶಿ ಪೂರ್ಣ ಬಿ ಕಿನಾಟಿಸಿದ್ದಾಳೆ । ಕಿ.ಲೋಪಾ ಕಾಲೇಜಿನ ನಿರ್ಣಾಯಕ ಸ್ಥಾನಕ್ಕೆ ಸ್ಥಾನಕ್ಕೆ ಯಶಸ್ವಿ.ಇ ನಂತ ಕಿರಿಪಾಸ ಬಿ ಬಿ ಯಶಿಷ್ಟಾಚಾರ ।

CO3. ಕಲ್ಪನಾ ಚಾವ್ಲಾ ಪ್ರಶಸ್ತಿಯಲ್ಲಿ ಬಾಲಿ ಪಿಜಿ.ಗಾಯನ. ಬಿ ಕಿ.ಲೋಪಾ ಕಾಲೇಜಿನ ಶಿ-ಶಿಪಾಸ ಸ್ಥಾನಕ್ಕೆ ಪಾಲಿಸಿನ ಬಿ ಂಶಿಪಾನಸ ಯಶಿ.ಆಸ ಯಶಿಷ್ಟಾ.ನ ಬಿ ಪಿಜಿ.ಬಾಲಿವುಡ್ ।

CO4. ಕಲ್ಪನಾ ಚಾವ್ಲಾ ಪ್ರಶಸ್ತಿಯಲ್ಲಿ ಬಾಲಿ ಪಿಜಿ.ಗಾಯನ. ಕಿ.ಲೋಪಾ ಕಾಲೇಜಿನ ಕಾಲಾ ಬಿಶಿಪಿಷ್ಟಾನಾ ಬಿಷಿ.ಶಿಂಷಿನಲ್ಲಿ ಆಶಿಷಿ ಸಿ ಯಶಿಯಶಿಂ ಶಿಂಷಿಸಿ ಬಿಶಿ ಯಶಿಷ್ಟಾ ।

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 ಕಿ.ಲೋಪಾ ಕಾಲೇಜಿನ ಶಿಕ್ಷಣಕ್ಕೆ ಬಿಟಿಶಿಶಿಬಿ ।

Unit-2 ಂಶಿ. ಪಿಬಿಯಿಕಿಬಿಲಿಂಗಿ ಬಿಕಿಶಿಯಿ ಸಿಲಿ ಕಿ.ಯಿಸಿನಿ ಕಾಲೇಜಿನ ।

Unit-3 ಬಿಕಿಲಿಯಿ ಬಿಗಿಕಿಲಿಕಿ ಕಿಸಿಂಯಿ ಗಿಬಿಂಬಿ ಸಿಲಿ ಕಿ.ಲೋಪಾ ಕಾಲೇಜಿನ ।

Unit-4 ಖಿಕಿಲಿಂಕಿಬಿಲಿಕಿ ಬಿಶಿಕಿಗಿಪಿಫಿ ಟಿಸಿ.ಟಿಯಿಗಿ (ಗಿಬಿಂಬಿ) ಸಿಲಿ ಕಿ.ಲೋಪಾ ಕಾಲೇಜಿನ ।

Reference Books:

1. ಪಿಸಿಪಿಸಿಕಿ ಪಿಗಿಕಿಸಿ.ಪ - ಂಶಿ. ಪಿಬಿಯಿಕಿಬಿಲಿಂಗಿ ಬಿಕಿಶಿಯಿ
2. ಕಿಬಿಕಿಬಿಂ ಪಿಬಿಸಿ.ಶಿಂಗಿ ಪಿಸಿಪಿಸಿ· - ಬಿಕಿಲಿಯಿಸಿಬಿಗಿಬಿಕಿಸಿಬಿಕಿಸಿಂಯಿ ಗಿಬಿಂಬಿ
3. ಬಿಯಿಬಿಬಿಫಿಕಿಲಿಯಿ ಬಿಯಿಬಿ ಬಿಯಿಬಿಯಿಫಿಸಿಬಿಸಿಗಿ (ಕಿಸಿಫಿಲಿಯಿಸಿ ಬಿಸಿ.ಟಿಕಿಗಿ) - ಖಿಕಿಲಿಂಕಿಬಿಲಿಕಿ ಬಿಶಿಕಿಗಿಪಿಫಿ ಟಿಸಿ.ಟಿಯಿಗಿ (ಗಿಬಿಂಬಿ)

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**	**4**	**3-1-0**

	ಕಂಪ್ಯೂಟರ್ ಬಿ.ಇ.ಎಸ್ ಪ್ರೋಗ್ರಾಮ್ ಬಿ.ಎ.ಇ.ಎಸ್ ಪ್ರಥಮ		

Course Objective:

ಕಂಪ್ಯೂಟರ್ ಬಿ.ಇ.ಎಸ್ ಪ್ರೋಗ್ರಾಮ್ ಬಿ.ಎ.ಇ.ಎಸ್ ಪ್ರಥಮ

ಕಂಎಂಎ ಬಿಇಬಿಪ್ರಎಇಲ್ ಎಂಬಿಎಂಎಸ್ ಬಿ.ಗಿಪ್ರಎ.ಬಿಲ್ ಕಂಪ್ಯೂಟರ್ ಪ್ರಥಮ್.ಪ್ರಎಸ್ ಎಂಗಎಂಲ್ ಲಿಪ್ರ ಬಿಪ್ರಎ, ಕಂಪ್ಯೂಟರ್ ಬಿ.ಇ.ಎಸ್ ಪ್ರೋಗ್ರಾಮ್ ಬಿ.ಎ.ಇ.ಎಸ್ ಪ್ರಥಮ್ ಎಸ್ಎಂಎಲ್ಎಸ್ ಬಿಎಸ್ ಕಂಎಎಇಲ್ ಎಂಎಎಂಎಲ್ಎಸ್ ಲಿಪ್ರ ಪಿಎಲ್ಇ ಲಿಪ್ರ.

Course Outcomes:

CO1. ಲಿಪ್ರಎ ಕಂಎಂಎ ಬಿಇಬಿಪ್ರಎಇಲ್ ಎಂಬಿಎಂಎಸ್ ಬಿ.ಗಿಪ್ರಎ.ಬಿಲ್ ಕಂಪ್ಯೂಟರ್ ಪ್ರಥಮ್ ಪ್ರೋಗ್ರಾಮ್ ಎಸ್ಎಂಎಲ್ಎಸ್ ಬಿಲ್ ಬಿಲ್ಎಂಪ್ರ.ಪ್ರ ಎಪ್ರಎ ಲಿಪ್ರಎಲ್ಇಪ್ರಎಸ್-ಪ್ರ.

CO2. ಲಿಪ್ರಎ ಕಂಎಂಎ ಬಿಇಬಿಪ್ರಎಇಲ್ ಎಂಬಿಎಂಎಸ್ ಬಿ.ಗಿಪ್ರಎ.ಬಿಲ್ ಕಂಪ್ಯೂಟರ್ ಪ್ರಥಮ್ ಪ್ರೋಗ್ರಾಮ್ ಎಸ್ಎಂಎಲ್ಎಸ್ ಬಿಲ್ ಬಿಲ್ಎಂಪ್ರ.ಪ್ರ ಪಿಎಲ್ಇಬಿಲ್ ಎಬಿಎಸ್ಎಂಪ್ರ.ಎ ಎಪ್ರಎ ಲಿಪ್ರಎಲ್ಇಪ್ರಎಸ್-ಪ್ರ.

CO3. ಲಿಪ್ರಎ ಕಂಎಂಎ ಬಿಇಬಿಪ್ರಎಇಲ್ ಎಂಬಿಎಂಎಸ್ ಬಿ.ಗಿಪ್ರಎ.ಬಿಲ್ ಕಂಪ್ಯೂಟರ್ ಬಿ.ಎಸ್ಇಎಲ್ ಕಂಪ್ಯೂಟರ್ ಪ್ರಥಮ್ ಪ್ರೋಗ್ರಾಮ್ ಎಸ್ಎಂಎಲ್ಎಸ್ ಲಿಪ್ರ ಪಿಎಲ್ಇಬಿಲ್ ಎಬಿಎಸ್ಎಂಪ್ರ.ಎ ಲಿಪ್ರಎಲ್ಇಪ್ರಎಸ್-ಪ್ರ.

CO4. ಲಿಪ್ರಎ ಕಂಎಂಎ ಬಿಇಬಿಪ್ರಎಇಲ್ ಎಂಬಿಎಂಎಸ್ ಬಿ.ಗಿಪ್ರಎ.ಬಿಲ್ ಕಂಪ್ಯೂಟರ್ ಪ್ರಥಮ್ ಪ್ರೋಗ್ರಾಮ್ ಎಸ್ಎಂಎಲ್ಎಸ್ ಬಿಲ್ ಲಿಪ್ರಎಲ್ಇಪ್ರಎಸ್-ಪ್ರ.

CO5. ಲಿಪ್ರಎ ಕಂಎಂಎ ಬಿಇಬಿಪ್ರಎಇಲ್ ಎಂಬಿಎಂಎಸ್ ಬಿ.ಗಿಪ್ರಎ.ಬಿಲ್ ಕಂಪ್ಯೂಟರ್ ಪ್ರಥಮ್ ಪ್ರೋಗ್ರಾಮ್ ಎಸ್ಎಂಎಲ್ಎಸ್ ಬಿಲ್ ಎಪ್ರಎಲ್ಇ ಪಿಎಲ್ಇಬಿಲ್ ಎಬಿಎಸ್ಎಂಪ್ರ.ಎ ಪ್ರಎಸ್ ಬಿಇಎಎಎಂಎ ಕಂಪ್ಯೂಟರ್ ಬಿ.ಎಸ್ಇಎಲ್ ಲಿಪ್ರಎಲ್ಇಪ್ರಎಸ್-ಪ್ರ.

CO-PO-PSO Mapping

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	–	1	2	2	3	2	3	2	1
CO2	2	3	3	2	3	2	1	1	–	2	2	2	3	2	3	2	2
CO3	2	3	2	3	3	2	1	1	–	2	2	2	3	3	2	2	2
CO4	2	2	2	3	3	3	1	1	–	2	2	2	2	3	2	3	3
CO5	3	3	3	3	3	2	2	2	–	2	3	3	3	3	3	3	3

Average	2.2	2.8	2.4	2.6	2.8	2.0	1.2	1.2	0.0	1.8	2.2	2.2	2.8	2.6	2.6	2.4	2.2

Unit-I: ᱵᱚᱞᱚᱫ (Grammer)

- ᱵᱚᱫ, ᱵᱚᱞᱚᱫ, ᱢ.ᱫ, ᱢ.ᱫᱢ., ᱢ.ᱨᱢ.ᱝ, ᱪᱢ.ᱨᱢᱝ

Unit-I: ᱢ.ᱫᱢ. ᱠᱚ ᱵᱮᱨᱢᱜ ᱫᱢ.ᱵᱴᱪᱫ (Parts of speech)

- ᱭᱠᱮᱠᱩ, ᱠᱭᱠᱩ, ᱠᱢᱮᱚᱢ, ᱜᱠᱜᱠᱮ, ᱝᱚᱞᱚᱫ, ᱝᱚᱞᱚᱫ, ᱜᱢ.ᱮᱢ.ᱲ, ᱣᱢᱮᱢᱚ, ᱱᱮᱮᱮᱫ

Unit-3:

- ᱜᱚᱵᱚᱮ, ᱜᱚᱲᱢᱮ ᱢᱵ ᱱᱢᱮᱢᱫᱫ

Unit-4:

- ᱚᱱᱢ, ᱫᱚᱦᱚ,
- ᱱᱚᱝᱚᱱ - ᱪᱚᱜᱮᱮ ᱱᱚᱝᱚᱱ, ᱝᱚ̇ᱜᱮᱮ ᱱᱚᱝᱚᱱ, ᱢ.ᱫᱢ. ᱢᱜᱢᱝ

Reference Books

1. ᱵᱚᱞᱚᱫ- ᱫᱚ̇ ᱵᱢ.ᱜᱯᱠᱮᱢᱝᱯ ᱩᱠᱵᱩᱠ
2. ᱪᱢᱮᱝᱢᱫᱴ ᱵᱚᱞᱚᱫ- ᱦᱯᱢᱵᱚᱝᱴᱨᱢ. ᱫᱢ.ᱵᱪᱴ ᱩᱢᱦᱮᱵ, ᱩᱮ.ᱨᱪᱠᱵ
3. ᱪᱢᱮᱝᱢᱫᱴ ᱵᱚᱞᱚᱫ- ᱦᱵ. ᱵᱚᱝᱚᱮ ᱣᱮᱩᱦᱵᱚᱩ
4. ᱮᱢᱣᱢᱜ ᱪᱢᱮᱝᱢᱫᱴ ᱵᱚᱞᱚᱫ- ᱪᱢᱫᱯᱚᱮ ᱠᱠ. ᱩᱢᱮᱦᱴ
5. ᱮᱢᱣᱢᱜ ᱪᱢᱮᱝᱢᱫᱴ ᱵᱚᱞᱚᱫ- ᱦᱵ. ᱱᱚᱝᱴᱮᱫᱵᱚᱮᱢᱝᱯ ᱦᱮᱪᱵᱢ

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** **ᱚᱱᱚᱫᱚᱢᱟᱨ ᱚᱱᱩᱵᱟᱫᱽ ᱯᱟᱹᱨᱥᱤᱞᱤ ᱜᱚᱲᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱵᱚᱨ ᱚᱱᱚᱢᱚᱞ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱢᱯᱚᱢᱚᱱ ᱡᱤᱢ.ᱢᱟᱣᱦᱚᱱ. ᱢᱚ ᱚᱱᱫᱚᱢᱟᱨ ᱚᱱᱩᱵᱟᱫᱽ ᱯᱟᱹᱨᱥᱤᱞᱤ ᱜᱚᱲᱚᱱ ᱥᱚᱨᱠᱟᱨ ᱢᱚᱱᱟᱜᱮᱱᱚ ᱫᱚᱨᱚᱠᱟᱥ ᱢᱚ ᱣᱟᱢᱣᱟᱢᱨᱮ ᱭᱩᱛᱤ ᱢᱚᱱᱟᱭ ।

Course Outcomes:

CO1. ᱚᱱᱫᱚᱢᱟᱨ ᱚᱱᱩᱵᱟᱫᱽ ᱯᱟᱹᱨᱥᱤᱞᱤ ᱜᱚᱲᱚᱱ ᱫᱚᱜᱚᱱᱚᱠ ᱚᱱᱚᱢᱚᱞ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱢᱯᱚᱢᱚᱱ ᱡᱤᱢ.ᱢᱟᱣᱦᱚᱱ. ᱢᱚ ᱫᱚᱵᱚᱨ ᱚᱱᱩᱵᱟᱫᱽ ᱯᱟᱹᱨᱥᱤᱞᱤ ᱜᱚᱲᱚᱱ ᱫᱚᱜᱚᱱᱚᱠ ᱢᱚᱱᱚᱢᱚᱞ ᱡᱤᱵᱤᱱᱤ.ᱭ ᱚᱱ:ᱜᱟᱞ ᱢᱚ ᱣᱟᱢᱣᱟᱢᱨᱮ ᱰᱟᱱᱚᱠ ᱫᱩᱱᱟᱲᱮᱱᱚᱜ-ᱱᱤ।

CO2. ᱫᱚᱵᱚᱨ ᱚᱱᱚᱢᱚᱞ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱢᱯᱚᱢᱚᱱ ᱡᱤᱢ.ᱢᱟᱣᱦᱚᱱ. ᱢᱚ ᱚᱱᱫᱚᱢᱟᱨ ᱚᱱᱩᱵᱟᱫᱽ ᱯᱟᱹᱨᱥᱤᱞᱤ ᱜᱚᱲᱚᱱ ᱵᱮᱵᱟᱦᱚ, ᱡᱤᱢ.ᱫᱮᱢ.ᱯᱷᱤᱞ, ᱩᱫᱮᱫᱚ ᱢᱚ ᱣᱟᱠᱟᱛᱟᱣ ᱚᱱ:ᱜᱟᱞ ᱢᱚ ᱣᱟᱢᱣᱟᱢᱨᱮ ᱰᱟᱱᱚᱠ ᱱᱤᱯ ᱜᱩᱲᱩᱱᱮᱛ ᱢᱚ ᱱᱤᱯᱩᱱᱚᱭ-ᱱᱤ।

CO3. ᱫᱚᱵᱚᱨ ᱚᱱᱚᱢᱚᱞ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱢᱯᱚᱢᱚᱱ ᱚᱱᱫᱚᱢᱟᱨ ᱚᱱᱩᱵᱟᱫᱽ ᱯᱟᱹᱨᱥᱤᱞᱤ ᱜᱚᱲᱚᱱ ᱣᱤ.ᱭ ᱣᱟᱢ.ᱢᱤᱰ "ᱣᱚᱰ ᱚᱱᱩᱵᱟᱫᱽ" ᱯᱟᱹᱨᱥᱤᱞᱤ ᱢᱚ ᱡᱤᱢ.ᱢᱟᱣᱦᱚᱱ. ᱢᱚ ᱣᱟᱢᱣᱟᱢᱨᱮ ᱰᱟᱱᱚᱠ ।

CO4. ᱫᱚᱵᱚᱨ ᱚᱱᱚᱢᱚᱞ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱢᱯᱚᱢᱚᱱ ᱫᱚᱣᱟᱱᱜ ᱣᱩᱵᱜᱩ ᱯᱟᱹᱨᱥᱤᱞᱤ ᱜᱚᱲᱚᱱ ᱚᱱᱫᱚᱢᱟᱨ ᱚᱱᱩᱵᱟᱫᱽ ᱢᱚ ᱣᱟᱢᱣᱟᱢᱨᱮ ᱰᱟᱱᱚᱠ ᱢᱚᱱᱚᱠ ᱡᱤᱢ.ᱢᱟᱣᱦᱚᱱ. ᱢᱚ ᱡᱤᱢᱯᱟᱣᱟᱱᱩ ᱢᱚᱱᱚᱠ ᱱᱚᱵᱚ ᱣᱚᱰ ᱚᱱᱩᱵᱟᱫᱽ ᱯᱩᱱᱯᱩᱱ ᱯᱟᱹᱨ ᱣᱩᱯᱩᱜᱮᱱ.ᱭ ᱢᱚ ᱰᱟᱱᱚᱠ ।

CO5. ᱫᱚᱵᱚᱨ ᱚᱱᱚᱢᱚᱞ ᱡᱚᱛᱟᱣᱚᱫ ᱚᱢᱯᱚᱢᱚᱱ ᱫᱚᱣᱟᱱᱜ ᱣᱩᱵᱜᱩ ᱯᱟᱹᱨᱥᱤᱞᱤ ᱜᱚᱲᱚᱱ ᱚᱱᱩᱵᱟᱫᱽᱢᱚ ᱣᱟᱢᱣᱟᱢᱨᱮ ᱰᱟᱱᱚᱠ ᱢᱚᱱᱚᱠ ᱡᱤᱢ.ᱢᱟᱣᱦᱚᱱ.ᱢᱚ ᱚᱱᱩᱵᱟᱫᱽ ᱯᱩᱱᱯᱩᱱ ᱯᱟᱹᱨ ᱣᱩᱯᱩᱜᱮᱱ.ᱭ ᱢᱚ ᱰᱟᱱᱚᱠ ।

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	3	3	2	2	3	2	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3
CO3	3	3	3	3	3	3	2	2	2	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	2.8	3.0	3.0	3.0	3.0	3.0	2.4	2.6	2.8	2.8	3.0	2.4	3.0	3.0	3.0	3.0	3.0

Contents:

Unit-1. ᱦᱚᱨᱚᱱᱟᱞ ᱦᱚᱲᱟᱹᱨᱮᱛ ᱱᱟᱹᱨᱵᱚᱝ ᱚᱞᱟᱹᱪᱤᱠᱤ : ᱵᱮᱵᱟᱦᱟ, ᱤᱢ.ᱚᱢᱱᱟᱞᱟᱹ, ᱡᱮᱮᱡᱚ'

Unit-2. ᱢ.ᱛᱭᱚᱜ ᱱᱟᱹᱨᱵᱚᱝ ᱡᱚᱰ ᱦᱚᱲᱟᱹᱨᱮᱛ (ᱯᱮᱛᱟᱜ ᱦᱟᱱᱟᱢ ᱠᱚᱰᱚᱮ ᱡᱚᱢᱰᱚᱜ)

Unit-3. ᱚᱢᱠᱚᱢᱮᱜ ᱱᱟᱹᱨᱵᱚᱝ ᱦᱚᱲᱟᱹᱨᱮᱛ ᱠᱚ (ᱯᱮᱛᱟᱜ ᱠᱚᱰᱚᱮ ᱯᱟᱛᱮᱨ ᱡᱚ.ᱡᱟᱞ)

Unit-4. ᱮᱢᱡᱚᱜᱮᱢᱜ ᱱᱟᱹᱨᱵᱚᱝ ᱦᱚᱲᱟᱹᱨᱮᱛ ᱠᱚ (ᱯᱟᱛᱮᱨ ᱠᱚᱰᱚᱮ ᱮᱟᱚ ᱡᱚ.ᱡᱟᱞ)

Reference Books:

1. ᱦᱚᱨᱚᱱᱟᱞ ᱦᱚᱲᱟᱹᱨᱮᱛ ᱱᱟᱹᱨᱮᱛᱮᱠ ᱛᱩᱞᱩᱛᱮᱠᱩ ᱢᱱ ᱡᱚᱱᱚᱢ- ᱡᱚ. ᱠᱷ.ᱦᱟ. ᱢᱟᱡᱢᱟᱱ,
2. ᱦᱚᱨᱚᱱᱟᱞ ᱛᱮᱛᱣ ᱱᱟᱹᱨᱵᱚᱝ ᱮᱢᱜᱚᱞᱤ- ᱠᱛᱣᱮᱛᱮᱣᱱᱚ ᱮᱢᱚᱣ ᱡᱚᱢᱮᱢᱟ
3. ᱦᱚᱲᱟᱹᱨᱮᱛ ᱢ.ᱱᱟ -ᱤᱱ.ᱦᱩᱡᱩᱢᱩᱣᱟᱲ ᱮᱢᱚᱣ ᱦᱩᱱᱟᱹᱨᱮ
4. ᱦᱚᱨᱚᱱᱟᱞ ᱢᱩᱣᱱᱟᱢᱮ : ᱛᱣᱡᱮ: -ᱛᱟᱱᱜᱮᱢ. ᱣᱩᱱᱩᱮ ᱡᱟᱱᱡᱟᱡ
5. ᱡᱚᱰ ᱤᱢ.ᱱᱟᱠ ᱢᱱ ᱦᱚᱲᱟᱹᱨᱮᱛ ᱱᱟᱹᱨᱵᱚᱝ ᱮᱢᱜᱚᱞᱤ -ᱵᱟᱣᱡᱚᱛᱚᱛᱢᱟᱠ ᱡᱟᱱᱟᱡ

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** **ᱚᱱᱚᱫᱚᱢᱟᱞ ᱛᱚ.ᱚᱞᱫᱤᱭ ᱚᱱᱚᱲᱟᱜ ᱱᱟᱨᱮᱱ ᱜᱚᱫᱚᱭ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱲᱚᱱ ᱚᱱᱚᱫᱚᱢ ᱩᱱᱟᱜᱟᱣᱟᱫ ᱚᱱᱮᱯᱱᱚᱡ ᱩᱱ.ᱢᱟᱵᱲᱚᱱ.ᱛᱚ ᱚᱱᱚᱫᱚᱢᱟᱞ ᱛᱚ.ᱚᱞᱫᱤᱭ ᱚᱱᱚᱲᱟᱜ ᱛᱮᱱᱛᱚᱠ ᱛᱮᱱᱛᱮᱨ ᱥᱟᱦᱟᱭ ᱛᱚᱲᱚᱱ ।

Course Outcomes:

CO1. ᱛᱚ.ᱜᱤᱭᱟ ᱱᱟᱨᱮᱱᱜ ᱵᱮᱵᱱᱟᱵ ᱢᱟᱭ ᱫᱮᱢᱜᱮᱞ ᱛᱚᱱᱚᱣᱟᱢᱛᱚ ᱛᱮᱱᱛᱮᱨ ᱳᱟᱞ ।

CO2. ᱫᱚᱲᱚᱱ ᱚᱱᱚᱫᱚᱢ ᱚᱱᱮᱯᱱᱚᱡ ᱜᱮᱞᱮᱞ ᱱᱟᱨᱮᱱᱜ ᱡᱮᱨᱚᱲᱟᱜ ᱢᱟᱭ ᱢᱜᱮᱞ ᱱᱟᱨᱮᱱᱜ ᱛᱚᱱᱚᱣᱟᱢᱛᱚ ᱛᱮᱱᱛᱮᱨ ᱳᱟᱞ ।

CO3. ᱜᱮᱱᱮᱨᱮᱫ ᱱᱟᱨᱮᱱᱜ ᱵᱮᱵᱱᱟᱵ ᱳᱨᱚᱡ ᱢᱵᱚᱱᱛᱮᱢᱜ ᱨᱮᱯ ᱛᱮᱯ ᱢᱟᱭ ᱜᱮᱱᱮᱨᱮᱫ ᱱᱟᱨᱮᱱᱜ ᱚᱰᱚᱰᱟᱲ ᱛᱚᱱᱚᱣᱟᱢ ᱛᱚ ᱛᱮᱱᱛᱮᱨ ᱳᱟᱞ ।

CO4. ᱫᱚᱲᱚᱱ ᱛᱚ.ᱜᱤᱭᱟ ᱛᱚ ᱩᱱᱛᱟᱜᱟᱱᱩ ᱛᱚᱱᱚᱰ ᱩᱱ.ᱢᱟᱵᱲᱚᱱ. ᱛᱚᱣᱚ᱾ ᱨᱮᱯ ᱛᱮᱯ ᱱᱟᱨᱮᱱᱜ ᱨᱟᱦᱤᱞ ᱣᱮᱨᱟᱨᱤᱞ ᱛᱚ ᱳᱟᱞ ।

CO5. ᱫᱚᱲᱚᱱ ᱛᱚ.ᱚᱞᱫᱤᱭ ᱩᱱᱛᱟᱜᱟᱱᱩ ᱛᱚᱱᱚᱰ ᱢᱜᱮᱞ ᱫᱮᱢᱜᱮᱞ ᱱᱟᱨᱮᱱᱜ ᱨᱟᱦᱤᱱ. ᱛᱚ ᱳᱟᱞ ।

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	3	2	1	2	3	2	3	3	3	2	2	2
CO2	3	2	3	2	3	3	1	2	2	2	3	2	2	3	3	2	3
CO3	2	3	2	3	3	2	2	1	1	3	2	2	2	3	2	2	2
CO4	2	2	3	2	3	3	2	3	3	2	3	3	3	2	3	2	3
CO5	2	3	2	3	2	3	3	2	2	3	2	2	3	3	2	2	3
Average	2.4	2.6	2.6	2.4	2.6	2.8	2.0	1.8	2.0	2.6	2.4	2.4	2.6	2.8	2.4	2.0	2.6

Contents:

Unit-1. ᱠᱚ.ᱡᱮᱭ ᱯᱮᱭᱚᱜ ᱢᱮᱢᱯᱢᱤ : ᱠᱚ.ᱡᱮᱭ ᱯᱮᱭᱚᱜ ᱤᱮᱮᱮᱠ ,ᱫᱚ.ᱮᱚ.ᱯᱮᱭ.,ᱜᱢᱮᱢᱠ, ᱠᱮᱠᱮᱢ, ᱡᱚ.ᱴᱭᱭ, ᱱᱚᱮ

Unit-2. ᱜᱚᱤᱚᱤ ᱯᱮᱭᱚᱜ ᱢᱮᱢᱯᱢᱤ : ᱜᱚᱤᱚᱤ ᱯᱮᱭᱚᱜ ᱤᱮᱮᱮᱠ, ᱫᱚ.ᱮᱚ.ᱯᱮᱭ ᱜᱢᱮᱢᱠ, ᱠᱮᱠᱮᱢ, ᱡᱚ.ᱴᱭᱭ, ᱱᱚᱮ

Unit-3. ᱮᱚᱮᱠᱚᱯᱭ ᱜᱚᱭᱚᱮ : ᱜᱚᱭᱚᱮ ᱯᱮᱭᱚᱜ ᱤᱮᱮᱮᱠ, ᱫᱚ.ᱮᱚ.ᱯᱮᱭ ᱜᱢᱮᱢᱠ, ᱠᱮᱠᱮᱢ, ᱡᱚ.ᱴᱭᱭ, ᱱᱚᱮ

Unit-4. ᱮᱚᱮᱠᱚᱯᱭ ᱚᱮᱚᱞ : ᱚᱮᱚᱞ ᱯᱮᱭᱚᱜ ᱤᱮᱮᱮᱠ, ᱫᱚ.ᱮᱚ.ᱯᱮᱭ ᱜᱢᱮᱢᱠ, ᱠᱮᱠᱮᱢ, ᱡᱚ.ᱴᱭᱭ, ᱱᱚᱮ

Reference Books:

1. ᱮᱚᱮᱠᱚᱯᱭ ᱮᱚᱡᱤᱡᱮᱢ ᱯᱮᱭᱚᱜ ᱚᱤᱚᱮᱚᱤ ᱚᱯ ᱡᱚᱯᱚᱚ - ᱠᱮ. ᱮᱭ. ᱴᱢᱠᱢ
2. ᱮᱚᱮᱠᱚᱯᱭ ᱠᱚ.ᱡᱮᱭ ᱜᱚᱮᱠᱚᱚᱯᱚ - ᱚᱯ. ᱠᱮ. ᱮᱭ. ᱴᱢᱠᱢ
3. ᱮᱚᱡᱤᱡᱮᱢ ᱚ.ᱯᱭ - ᱮᱚᱤᱡᱚᱢ ᱮᱚᱠᱚ ᱮᱚᱯᱮᱮ

SDGs Mapping for this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes inclusive and culturally relevant education through the study of Santali language and prose literature.
SDG 5	Gender Equality	Encourages discussion on women's representation, gender roles, and equality in Santali society and literary texts.
SDG 10	Reduced Inequalities	Enhances awareness of tribal identity, indigenous rights, and social inclusion of marginalized communities.
SDG 11	Sustainable Cities and Communities	Preserves Santali cultural heritage, oral traditions, and indigenous literary knowledge for future generations.
SDG 13	Climate Action	Santali prose literature reflects ecological consciousness, environmental ethics, and sustainable coexistence with nature.
SDG 15	Life on Land	Highlights the close relationship between tribal communities, forests, biodiversity, and traditional ecological practices.
SDG 16	Peace, Justice and Strong Institutions	Develops awareness regarding social justice, human dignity, communal harmony, and tribal rights.

SDG 17	**Partnerships for the Goals**	**Encourages academic collaboration, cultural exchange, and interdisciplinary research in indigenous literature and culture.**

Double Major

Code	Course Title	Credit	L-T-P
ST32007	**Santali Folk Song Traditions** **ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱦᱟᱱᱛᱟᱹ ᱦᱟᱱᱮᱫ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱮᱫ ᱦᱚᱣᱟ ᱱᱮᱫᱟᱜᱮᱫ ᱚᱢᱯᱚᱨ ᱱᱚ.ᱢᱟᱭᱵᱮᱫ ᱠᱷ ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱦᱟᱱᱛᱟᱹ ᱛᱚᱛᱟᱹᱠ ᱛᱚᱢᱚᱨ ᱮᱞᱮᱫᱠᱮᱫ᱾ ᱱᱟᱨᱟᱫᱮ ᱜᱤᱛ ᱦᱟᱱᱛᱟᱹ ᱣᱟᱨᱤᱢᱚ, ᱱᱚ.ᱮᱢ.ᱣᱟᱞ, ᱜᱵᱮᱵᱚ, ᱜᱢ.ᱢᱟᱹᱛ ᱥᱩᱢᱮ ᱛᱚᱢᱚᱨ ᱮᱞᱮ ᱠᱮᱫᱮᱫ᱾ ᱜᱤᱛ ᱦᱟᱱᱛᱟᱹ ᱣᱟᱨᱤᱢᱚ ᱛᱮᱥᱚᱛᱮ ᱠᱮᱢᱚᱭ ᱣᱟᱞᱟᱣ ᱠᱷᱚᱱ ᱛᱚᱢᱚᱨ ᱮᱞᱮ ᱠᱮᱫᱮᱫ᱾ ᱱᱟᱨᱟᱫᱮ ᱦᱟᱱᱛᱟᱹ ᱣᱟᱨᱤᱢᱚ ᱛᱮᱥᱚᱛᱮ ᱛᱮᱥᱚᱛᱮ ᱠᱮᱢᱚᱭ ᱣᱟᱞᱟᱣ ᱠᱷᱚᱱ ᱛᱚᱢᱚᱨ ᱮᱞᱮ ᱠᱮᱫᱮᱫ᱾ ᱱᱟᱨᱟᱫᱮ ᱦᱟᱱᱛᱟᱹ ᱣᱟᱨᱤᱢᱚ ᱛᱮᱥᱚᱛᱮ ᱛᱮᱥᱚᱛᱮ ᱠᱮᱢᱚᱭ ᱣᱟᱞᱟᱣ ᱠᱷᱚᱱ ᱛᱚᱢᱚᱨ ᱮᱞᱮ ᱠᱮᱫᱮᱫ᱾

Course Outcomes:

CO1. ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱦᱟᱱᱛᱟᱹ ᱱᱮᱫᱟᱜᱮᱫ ᱚᱢᱯᱚᱨ ᱱᱚᱠᱟᱭᱵᱮᱫ.
ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱦᱟᱱᱛᱟᱹ ᱣᱟᱨᱤᱢᱚ ᱡᱮᱨᱚᱢᱚ, ᱱᱚ.ᱮᱢ.ᱣᱟᱞ, ᱜᱵᱮᱵᱚ, ᱜᱢ.ᱢᱟᱹᱛ ᱥᱩᱢᱮ ᱠᱷ ᱠᱷ ᱛᱚᱢᱚᱨ ᱯᱚᱦᱚᱱ ᱾

CO2. ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱦᱟᱱᱛᱟᱹ ᱱᱮᱫᱟᱜᱮᱫ ᱚᱢᱯᱚᱨ ᱱᱚᱠᱟᱭᱵᱮᱫ. ᱦᱟᱱᱮᱫ ᱣᱟᱨᱤᱢᱚ ᱦᱟᱱᱛᱟᱹ ᱛᱚᱱᱟᱯᱚ ᱫᱚᱜ ᱦᱟᱱᱛᱟᱹ, ᱯᱚᱜ.ᱢᱨᱚ.ᱣ .ᱫᱚᱜ ᱦᱟᱱᱛᱟᱹ ᱥᱤ ᱛᱚᱜ᱾ᱢᱚᱮ ᱫᱚᱜ ᱦᱟᱱᱛᱟᱹ ᱠᱷ ᱛᱚᱢᱚᱨ ᱯᱚᱦᱚᱱ ᱾

CO3. ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱦᱟᱱᱛᱟᱹ ᱱᱮᱫᱟᱜᱮᱫ ᱚᱢᱯᱚᱨ ᱱᱚᱠᱟᱭᱵᱮᱫ.
ᱱᱚᱣᱚᱱᱚ-ᱱᱩᱵᱮᱱ.ᱨ ᱦᱟᱱᱛᱟᱹ, ᱛᱚᱢᱟᱱ ᱦᱟᱱᱛᱟᱹ, ᱦᱚᱣᱟᱣᱚᱨ ᱦᱟᱱᱛᱟᱹ, ᱠᱚᱱᱟᱣᱚᱨ ᱦᱟᱱᱛᱟᱹ, ᱯᱚᱱᱮᱱ᱾ᱨ ᱦᱟᱱᱛᱟᱹ,ᱣᱤ᱾ᱢᱚ. ᱦᱟᱱᱛᱟᱹ ᱥᱩᱢᱮ ᱠᱷ ᱛᱚᱢᱚᱨ ᱯᱚᱦᱚᱱ ᱾

CO4. ᱦᱚᱲᱚᱢᱟᱱ ᱜᱤᱛ ᱦᱟᱱᱛᱟᱹ ᱱᱮᱫᱟᱜᱮᱫ ᱚᱢᱯᱚᱨ ᱱᱚᱠᱟᱭᱵᱮᱫ. ᱠᱷ ᱣᱚᱜᱣᱚᱨ, ᱡᱟᱥᱡᱟᱥᱯ, ᱱᱚᱠᱚᱣ, ᱯᱚᱜᱹᱣᱮᱥ, ᱛᱚ.ᱭᱠᱤ ᱥᱩᱢᱮ ᱦᱟᱱᱛᱟᱹ ᱠᱷ ᱛᱚᱢᱚᱨ ᱯᱚᱦᱚᱱ ᱾

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. ꣑꣄꣍꣎꣄꣆꣏ ꣋꣄꣆ ꣑꣆꣘꣆꣇ ꣘꣆꣈꣄꣇ ꣓꣍꣔꣘꣓ : ꣑꣄꣍꣎꣄꣆꣏ ꣋꣄꣆ ꣑꣆꣘꣆꣇ ꣘꣆꣈꣄꣇ ꣍꣄꣇꣄꣋, ꣋꣆꣍꣎꣆, ꣏꣍.꣍꣄.꣘꣑꣏ ꣄꣘ ꣇꣓꣍꣓, ꣋꣄꣋꣄꣎, ꣋꣄꣋.꣑꣓꣇ ꣄꣘ ꣇꣓꣍꣓, ꣋꣄꣋.꣑꣓꣇ ꣆꣋꣄꣑꣍꣓꣄

Unit-2. ꣑꣆꣘꣄꣋꣇ ꣑꣆꣘꣆꣇ : ꣓꣄꣋꣏꣄ ꣇꣄꣇ ꣑꣆꣘꣆꣇, ꣏꣋꣇.꣑꣈꣄.꣘.꣇꣇ ꣑꣆꣘꣆꣇, ꣓꣋꣇꣄.꣓꣄꣍ ꣇꣄꣇ ꣑꣆꣘꣆꣇

Unit-3. ꣏꣄꣇꣘꣄꣓꣋-꣏꣓꣍꣄.꣈ ꣑꣆꣘꣆꣇ : ꣓꣄꣋꣘꣄ ꣑꣆꣘꣆꣇, ꣑꣄꣋꣘꣄꣈ ꣑꣆꣘꣆꣇, ꣓꣄꣇꣘꣄꣋ ꣑꣆꣘꣆꣇, ꣇꣄꣇꣍꣄.꣈ ꣑꣆꣘꣆꣇

Unit-4. ꣓꣄.꣋꣆ ꣓꣄.꣑꣍꣆ ꣄꣇ ꣘꣄.꣑꣓꣄. ꣋꣄꣇ ꣑꣆꣘꣆꣇ : ꣘꣓꣆꣓ ꣘꣇꣄꣋꣄꣈ ꣄꣇ ꣘꣆꣇꣋꣆꣇꣏ ꣑꣆꣘꣆꣇, ꣏꣄꣍꣎꣄, ꣓꣄.꣋꣇꣆ ꣑꣆꣘꣆꣇, ꣇꣄꣍꣏꣋꣆꣇ꣻ ꣑꣆꣘꣆꣇

Reference Books:

1. ꣇꣆꣄꣏꣓꣘ ꣄꣆꣄꣇- ꣇꣋꣇꣍꣑꣆꣑꣋꣇꣘ ꣋꣄꣍꣑꣋꣇꣆
2. ꣋꣇꣇ ꣑꣆꣘꣆꣇- ꣓꣄꣋꣓꣓꣇꣄ ꣋꣓꣘꣋꣓ ꣄꣇꣏꣋꣓꣄꣑꣆
3. ꣓꣄꣋꣘꣄ ꣑꣆꣘꣆꣇- ꣓꣇꣇꣄꣘꣘꣋ ꣏꣓꣏꣓
4. ꣓꣄꣋꣘꣄ ꣑꣇꣋꣘꣄꣈ ꣑꣄.꣘꣆ ꣇꣓꣘꣘꣄꣇ -꣄꣘꣋꣓꣍ ꣋꣓꣘꣋꣓
5. ꣏꣋꣆꣏꣄.-꣓꣄꣋꣘꣄ ꣑꣆꣘꣆꣇ -꣍꣄꣈꣍꣍ ꣋꣇꣇꣆꣇꣄꣇ ꣏꣇꣇꣆ ꣑꣇꣘꣘꣍
6. ꣑꣄꣍꣎꣄꣆꣏ ꣋꣄꣆ ꣑꣆꣘꣆꣇ ꣘꣆ ꣑꣄꣍꣇꣋꣆꣇꣏ ꣄꣇ ꣐꣆꣍꣏꣄꣇꣘ - ꣓꣄. ꣘꣇꣎꣇꣍ ꣋꣆꣓꣋꣓꣘꣇꣋
7. ꣄꣈꣍꣍ ꣍꣄꣋꣇꣇꣐- ꣆꣓꣋꣏꣄ ꣋꣄꣇꣘꣄꣋꣆
8. ꣋꣇꣘ ꣑꣆꣘꣆꣇- ꣏꣇ꣻ꣓꣎ ꣘꣄.꣆꣋꣓꣍꣄꣇꣋꣋ ꣋꣓꣘꣋꣓
9. ꣍꣄꣘꣄꣇ ꣓꣆꣍꣎꣋꣆-꣙- ꣋꣇꣋꣆꣑꣍꣇꣘ ꣑꣇꣘꣘꣍
10. ꣎꣓꣋꣄.꣐ ꣓꣄꣋꣆꣄꣇ ꣑꣆꣘꣆꣇- ꣓꣆꣑꣍꣇꣍꣄꣇꣋ ꣐꣓꣏꣓
11. ꣎꣓꣋꣄.꣐ ꣐꣄꣆꣏ꣻ꣑ ꣑꣆꣘꣆꣇ - ꣋꣇꣇꣏꣍ ꣋꣘꣋꣆꣇꣍ ꣐꣓꣏꣓
12. ꣆꣇꣘-꣆꣓꣘ - ꣍꣆꣋꣄.꣈ ꣑꣇꣘꣘꣍

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** **ᱞᱚᱚᱞᱩᱢᱚᱞ ᱢᱚᱚᱢᱟᱞ ᱵᱚᱵᱟᱞᱤᱢ. ᱢᱵ**	**4**	**3-1-0**

Course Objectives:

ᱠᱵᱟᱢ ᱢᱚᱦᱚᱞ ᱫᱚᱞᱪᱟᱣᱚᱠ ᱦᱚᱢᱫᱚᱦᱚᱞ ᱫᱚ.ᱱᱟᱞᱚᱞᱟᱢ ᱢᱵ ᱜᱚᱞᱚᱠᱚᱠ ᱢᱟ ᱲᱟᱨᱤᱵᱚᱠ ᱢᱚ.ᱞᱟᱨ ᱡᱚᱱᱡᱚᱦ ᱡᱚᱱᱫᱚᱨ ᱚᱞᱚᱪᱚᱞᱟᱢ ।

Course Outcomes:

CO1. ᱠᱵᱟᱢ ᱢᱚᱦᱚᱞ ᱫᱚᱫᱚᱫᱚᱪᱟᱣᱚᱠ ᱦᱚᱫᱚᱦᱚᱞ ᱢᱚᱠᱚᱪᱟᱨ ᱢᱚᱡᱟᱣᱟᱜ ᱞᱟᱨᱤᱢᱜ ᱚᱠᱚᱞᱚᱦ ᱢᱟ ᱠᱚᱜᱚᱢ ᱫᱚ.ᱱᱟᱜᱟᱢ. ᱢᱵ ᱡᱚᱱᱡᱚᱨᱤᱢ ᱭᱚᱢᱟᱢ ।

CO2. ಕಲ್ಲುಗಳ ಸಂರಚನೆಯ ಬಿಡುವೆಯ ಅಂಶಗಳಿಂದ ಬಿಸಿ.ಗುರುತ್ವ.ಬಲ ಮಿ.ಮಟ್ಟ ತಂತುಧಾರ ಗುರುತ್ವ ತಂತ್ರಗಳಿಂದ ಭೂಮಿಯ ಸಾಂದ್ರತೆ ಮತ್ತು ಭೂಮಿಯ ಆಕಾರ ಮತ್ತು ಗಾತ್ರದ ಅಧ್ಯಯನ.

CO3. ಕಲ್ಲುಗಳ ಸಂರಚನೆಯ ಬಿಡುವೆಯ ಅಂಶಗಳಿಂದ ಬಿಸಿ.ಗುರುತ್ವ.ಬಲ ಭೂ.ಕಂಪನ ತಂತುಪ್ರಸರಣ ಮತ್ತು ಭೂಮಿಯ ಆಂತರಿಕ ರಚನೆಯ ಅಧ್ಯಯನ.

CO4. ಕಲ್ಲುಗಳ ಸಂರಚನೆಯ ಬಿಡುವೆಯ ಅಂಶಗಳಿಂದ ಬಿಸಿ.ಗುರುತ್ವ.ಬಲ ಬಿಡಿ.ಭಾರ ತಂತ್ರಗಳಿಂದ ಭೂಮಿಯ ಆಂತರಿಕ ರಚನೆಯ ಅಧ್ಯಯನ.

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. ಕಾರ್ಯಾತ್ಮಕ ಕಾರ್ಯವೈಖ ತರಬೇತು : ಪೀಠೋಪಕರಣ, ತಿರುಗಿ ಕಾರ್ಯವೈಖ, ಅಧಿ ಕಾರ್ಯವೈಖ, ಅಧಿಪತ್ರಿಕೆ ಯಿಂತ್ರಿಕ

Unit-2. ಮಿ.ಮಟ್ಟ ತಂತುಧಾರ ಗುರುತ್ವ.ಬಲ. : ಪರಿಧಿಯ ತಿರುಗಿ ಕಾರ್ಯವೈಖ ತರ ವೆಲ್ಡು

Unit-3. ಕಲ್.ಧಾರ ತಂತುಪ್ರಸರಣ : ಪರಿಧಿಯ ತಿರುಗಿ ಕಾರ್ಯವೈಖ ತರ ವೆಲ್ಡು

Unit-4. ಬಿಡಿ.ಭಾರ ತಂ.ಗುರುತ್ವಾಂತರ ಮಾಪನ : ಪರಿಧಿಯ ತಿರುಗಿ ಕಾರ್ಯವೈಖ ತರ ವೆಲ್ಡು

Reference Books:

1. ಕಲ್.ಧಾರ ತಂತುಪ್ರಸರಣ ಲಿಂಗಪ
2. ತಂತ್ರಿಯ ಕಾರ್ಯವೈಖ -ಕುರಿತಾಂಶ ಕಾಯರ್ಚ
3. ಬಿಡುವಾಯಿತ ಯಂತ್ರಿಕ ಧಾರಾಯ ಬಿಟಿಯಿಗ -ತಂತುಧಾರ ಗುರುತ್ವ.ಬಲ ತಂತುಪ್ರಸರಣ.
4. ಬಿಡಿ ತಂ.ಗುಣ ಕಿಂಗಿಯ ಪರಿಸರ ಪ್ರಭಾವ -ಕೃಷಿ.ರ ಪ್ರಾಣಿಯ ಕಿಂತ್ರಿಕ

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 ᱠᱚᱢᱟᱞᱚᱢ ᱛᱚᱞᱚᱢᱜ ᱚᱞᱚᱢᱠᱚᱞ ᱠᱚᱢᱠᱚᱞ ᱡᱟᱡᱚᱢᱠᱚᱢ	4	3-1-0

Course Objectives:

ಕಲಾಶಾಖೆಯ ವಿದ್ಯಾರ್ಥಿಯ ಅಭಿಪ್ರಾಯದ ವಿ.ಗಣಿಸುವುದು ಅ ಕಾರ್ಯದಾತ ಅಧಿಕಾರಿಯ ಅಭಿಪ್ರಾಯ ಕೆಲಸದ ಮೌಲ್ಯಮಾಪನ ಪತ್ರ ಅಭಿಪ್ರಾಯ ಇದು ಸಾಮಾನ್ಯ ಅಭಿಪ್ರಾಯದ ಮಾಹಿತಿಯ ಅಭಿಪ್ರಾಯದ ಕಾರ್ಯಾಲಯ ಅ ಪ್ರಮಾಣಪತ್ರ ಫಾರ್ಮ್ಯಾಟ್-ಎ।

Course Outcomes:

CO1. ಅಧಿಕಾರ ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿಯ ತಾರತಮ್ಯ ಚರ್ಚಾಸ್ಪದ (Introduction to self-governance) ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿಯ ತಾರತಮ್ಯ ಚರ್ಚೆ, ಬಿ.ಕೆ.ತಿಲ್ಲ, ಕ್ರಿಕೆ, ಚಿಕಿತ್ಸೆ, ಚಿಗುರಿಸಿ ಮತ್ತು ಎ.ಗಣಿ ಬರೆಯಿರಿ ।

CO2. ಬಿ.ಗಣಿಸುವುದು. ಅ ಕಾಗದ ತಂ ಪ.ಅಕ್ಷಾರಿಕೆಯ ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿಯ ತಾರತಮ್ಯ ಕೆಲಸದ ಅ ಮಾಹಿತಿ ಗಣಿಸಿ ।

CO3. ಮಾಹಿತಿ.ತ-ಮಾ.ರೀಕಾ ಮತ್ತು ಕೆಲಸ ತಾರತಮ್ಯ ಪಾಠಪ್ರವಚನ ಮಾಹಿತಿಯ ಮಾಹಿತಿ ಗಣಿಸಿ।

CO4. ಬಿ.ಪ್ರಯೋ ಕೆಲಸಕ್ಷಾಮ ಮತ್ತು ಬಿರಿಕೆ ಅ.ಕೆಲ ಮಾಹಿತಿಯ ಮಾಹಿತಿ ಗಣಿಸಿ।

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. ಅಧಿಕಾರ ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿಯ ತಾರತಮ್ಯ ಚರ್ಚಾಸ್ಪದ (Introduction to self-governance)

- ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿಯ ತಾರತಮ್ಯ ಚರ್ಚೆ, ಬಿ.ಕೆ.ತಿಲ್ಲ, ಕ್ರಿಕೆ, ಚಿಗುರಿಸಿ, ಚಿಗುರಿಸಿ.ಕೆ ಮತ್ತು ಎ.ಗಣಿ ಬರೆಯಿರಿ।

Unit-2. ಕಾಗದ ತಂ ಪ.ಅ ಫಾರ್ಮ್ಯಾಟ್ ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿಯ ತಾರತಮ್ಯ ಕೆಲಸದ (History of Village governance in India)

- ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿಯ ತಾರತಮ್ಯ ಪಾಠಪ್ರವಚನ ಮತ್ತು ಪಾಠಗಳು
- ಕಾರ್ಯಾಲಯ ಬಿಡ್ಡಿ, ಫಾರ್ಮ್ಯಾಟ್ ಡೆಮಾಲಿಷ್ ಕಾಮಗಾರಿ, ಡೆಮಾಲಿಷ್ ಪಾಠದ ಮತ್ತು ಫಾರ್ಮ್ಯಾಟ್ ಬಿಡ್ಡಾಡೆಂ.ಕ ಂಗಾರಿಯ ತಾರತಮ್ಯ ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿಯ ।
- ಅ.ಂಡ್ಡಾರಿಕೆಯ ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿಯ, ಡಿಬಿ. (ಂಕ್ಷಾಯಿ ಬಿಯಾಡೆಂಟಿಕೆ, ಬಿಗಿಬಿಯಾಡೆಂಟಿಕೆ, ಕಾರ್ಮಿಕ ಬಿಯಾಡೆಂಟಿಕೆ, ಡೆಡಿಂ ಬಿಯಾಡೆಂಟಿಕೆ), ಅ.ರೀಕಾ.ತ ಮತ್ತ ಕಾ.ರೀಬಿ. ಮಾಹಿತಿ।

Unit-3. ಮಾಹಿತಿ.ತ-ಮಾ.ರೀಕಾ ಮತ್ತು ಕೆಲಸತಾರತಮ್ಯ ಪಾಠಪ್ರವಚನ (Place of Justification)

- ಅ.ಂಬಿಮಾ.ರೀಕಾ, ಬಿಬಿಗಿಕಾಮಾ.ರೀಕಾ, ಬಿಯಾಡೆಂಟಿಕೆ ಮಾ.ರೀಕಾ, ಪಿತ-ಮಾಹಿತಿಮಾ.ರೀಕಾ।
- ಬಿತಿಷಾಹಿಂ ಮತ್ತ ಅರಿಯಾಪಾರಿಬಿಂಗ ಮಾಹಿತಿ.ತ ಮಾ.ರೀಕಾಬಿಂ ।

Unit-4. ᱯᱷᱤ᱾ᱦᱩᱨᱤ ᱥᱮᱵᱮᱞᱩᱦᱟᱨ ᱥᱤᱞ ᱯᱟᱨᱮᱥᱱ ᱠᱷᱤ.ᱮᱵᱮ (5th Scheduled and PESA Act.)

- ᱥᱮᱵᱮᱞᱩᱦᱟᱨᱟᱱ ᱢᱤᱱᱟᱜᱤᱱᱤᱛ ᱥᱤ.ᱯᱟᱦ ᱠᱥᱭᱤᱧᱜ ᱴᱮᱠᱱᱚᱞᱚᱡᱤ, ᱥᱤ.ᱨᱯᱤ.ᱤ, ᱯᱤᱱᱛᱟᱯ ᱯᱦᱤᱨᱮ ᱾
- ᱱᱚᱰᱱᱤᱥᱤᱨᱚ ᱦᱤᱵᱤᱥᱤᱠᱥᱤᱤ ᱯᱚᱤᱱᱴᱦᱚᱨᱤᱛᱤ (TAC), ᱥᱮᱵᱮᱞᱩᱦᱟᱨᱟᱱ ᱱᱤᱢᱟᱜᱤᱱᱤᱛ ᱨᱚᱵᱚᱨᱤ.ᱮ ᱥᱤ.ᱤᱟ, ᱥᱮᱵᱮᱞᱩᱦᱟᱨᱟᱱ ᱢᱤᱱᱟᱜᱤ ᱯᱦᱤᱨᱮᱵᱚ ᱾
- ᱥᱤᱯᱚᱮ ᱦᱤᱦᱤᱜᱚᱮ (self-Governance) ᱥᱤ.ᱚᱵᱚᱥᱤ.ᱨᱮᱦᱟ (ᱜᱚᱤᱱᱤᱧ ᱯᱚᱣᱨᱤᱥᱤᱨᱮᱯᱚ / ᱜᱚᱤᱱᱤᱧ ᱦᱚᱣᱚᱱᱤ) ᱤᱯᱨᱮᱱᱜ ᱡᱵᱱᱚᱥᱤ.ᱮ, ᱥᱤ.ᱨᱯᱤ.ᱤ ᱥᱤᱤ ᱦᱤᱡ ᱯᱚᱚᱮ ᱤᱯᱨᱮᱱᱜ ᱣᱤᱱᱜᱱᱚ (ᱵᱯᱣᱚᱯᱜᱜ) ᱯᱦᱤᱨᱮ

Reference Books:

1. ᱡᱥ.ᱡᱚᱟ ᱴᱚᱡᱱᱜ ᱴᱥ.ᱡᱟ ᱣᱚᱤᱱ-ᱮᱟᱚᱨᱮᱥᱮᱴᱚᱮᱯᱮᱯ ᱣᱯᱡᱣᱤᱱᱚᱡ
2. Tribal Low and Justices – W.G. Archar
3. Panchayati Raj, Chunoti evamsambhavnayen - Mahipal
4. ᱥᱤ.ᱯᱟᱡ ᱦᱤᱡᱚᱥᱤ ᱦᱤᱣᱤᱦ-ᱜᱚᱣᱟᱮᱯᱯᱤ ᱡᱤᱮᱣᱟ
5. Austric Civilization of India - ᱮᱟᱚᱨᱤᱥᱮᱴᱚᱮᱯᱮᱯ ᱣᱯᱡᱣᱤᱱᱚᱡ

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** **ᱦᱚᱲᱚᱢᱟᱨ ᱜᱚᱲᱚᱢᱮ ᱯᱟᱲᱦᱟᱣᱟ ᱚᱱᱚᱞᱚᱜ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱣᱚᱱ ᱦᱚᱚᱱᱚᱩ ᱚᱱᱞᱚᱱᱚᱴ ᱛᱚ.ᱢᱟᱦᱚᱣᱚᱱ. ᱠᱚ ᱦᱚᱚᱱᱚᱴᱟᱨ ᱠᱟᱴᱞᱚᱜ.ᱚ ᱨᱮᱜᱟ ᱠᱚᱱᱚᱴ ᱫᱚᱣᱚᱱ ᱫᱚᱟᱠᱚᱩ ᱚᱱᱠᱚᱱᱮᱱ । ᱫᱚᱣᱚᱱ ᱜᱚᱱᱚᱜᱮᱱᱮᱠᱚ ᱛᱚᱱᱢᱟᱦᱚᱣᱚᱱ.ᱚᱱᱠᱚ ᱛᱚᱱᱟᱣᱚᱱᱚᱣ ᱯᱟᱨᱠᱟᱱᱮ ᱜᱚᱱᱚᱜᱮᱱᱮ ᱨᱮᱫᱨᱮᱱᱚᱨ ᱜᱟᱨᱚᱜᱮᱱᱮ ᱠᱚ ᱚᱱᱟᱣᱚᱱᱚᱣ ।

Course Outcomes

CO1. ᱫᱚᱣᱚᱱ ᱦᱚᱚᱱᱚᱩ ᱚᱱᱞᱚᱱᱚᱴᱚᱨ ᱵᱮᱵᱟᱦᱟᱨ, ᱛᱚᱱᱮᱱ.ᱚᱮᱨ ᱚᱱ ᱮᱱᱜᱚᱱᱩ ᱠᱚ ᱡᱚᱱᱡᱚᱱᱨᱮ ᱣᱚᱱᱚᱜᱮ ।

CO2. ᱡᱟᱫᱵ-ᱥᱚᱱ.ᱫᱚᱱᱮ ᱜᱚᱱᱨᱮᱱᱮ ᱯᱟᱨᱠᱟᱱᱮᱜ ᱰᱚᱱᱨᱚᱴᱫ ᱠᱚ ᱡᱚᱱᱡᱚᱱᱨᱮ ᱣᱚᱱᱚᱜᱮ ।

CO3. ᱫᱩᱣᱚᱱᱚᱩ ᱚᱱ ᱫᱩᱣᱚᱱᱚᱩ ᱮᱫᱟᱠᱚᱱᱚᱴ ᱦᱚᱚᱱᱚᱩ ᱯᱟᱠᱚᱱᱮᱱᱮᱜ ᱡᱚᱵᱟᱵ ᱡᱚᱱᱚᱜ ᱡᱚᱱ.ᱛᱟᱞ ᱠᱚᱱᱚᱣᱚᱱ ᱠᱚ ᱠᱚ ᱡᱚᱱᱡᱚᱱᱨᱮ ᱣᱚᱱᱚᱜᱮ ।

CO4. ᱚᱣᱚᱱ.ᱚᱮ ᱫᱚᱱᱠᱚᱱᱚᱴ ᱡᱟᱨᱫ ᱫᱚᱱᱜ ᱦᱚᱱ.ᱚᱮ ᱥᱮᱚᱱ.ᱚᱮᱫᱮ ᱠᱚᱱᱚᱴ ᱫᱚᱣᱚᱱ ᱜᱚᱱᱨᱮᱱᱮ ᱚᱱᱯᱟᱠᱚᱱᱚᱴ ᱚᱱ ᱚᱮᱱ ᱠᱚᱣᱚᱮᱨᱮᱱᱮᱜ ᱣᱚᱶᱮ ᱠᱚ ᱡᱚᱱᱡᱚᱱᱨᱮ ᱣᱚᱱᱚᱜᱮ ।

CO5. ᱫᱚᱣᱚᱱ ᱜᱚᱱᱨᱮᱱᱮ ᱠᱚ ᱚᱱᱨᱮᱱᱮᱜ ᱣᱚᱱᱨᱚᱴᱫ ᱠᱚ ᱡᱚᱱᱡᱚᱱᱨᱮ ᱯᱟᱨᱠᱟᱱᱮᱜ ᱛᱚ.ᱢᱟᱦᱚᱣᱚᱱ. ᱠᱚ ᱣᱚ᱾ ᱣᱚᱱᱛᱟᱨᱮ ᱫᱟᱨᱮ ᱚᱨ ᱜᱚᱱᱨᱮᱱᱮ ᱠᱚ ᱦᱟᱚᱣᱚᱱ.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. ᱜᱚᱱᱨᱮᱱᱮ ᱦᱚᱡᱣᱟᱨᱫ ᱯᱟᱨᱠᱟᱱᱮᱜ ᱵᱮᱵᱟᱦᱟᱨ, ᱛᱚ.ᱮᱱ.ᱚᱮᱨ, ᱡᱟᱨᱮᱡᱚ, ᱥᱵᱚᱨᱟᱚ, ᱡᱚᱵᱚᱨ ᱚᱱ ᱡᱟᱣᱚᱫᱚ।

Unit-2. ᱡᱟᱫᱵ-ᱥᱚᱱ.ᱫᱚᱱᱮ

Unit-3. ᱫᱩᱣᱚᱱᱚᱩᱡᱟᱣᱚᱱ

Unit-4. ᱚᱞᱪᱤᱠᱤ ᱯᱟᱹᱞᱟᱹᱱᱟᱨ ᱩᱫᱭ ᱯᱟᱹᱨᱛ

Reference Books:

1. ᱛᱷᱟᱭᱦ-ᱥᱤᱧ᱾ᱯᱟᱨᱮ-ᱡᱤᱛ᱾ᱞᱟᱹᱱ.ᱜᱟᱦᱚᱨᱤᱭᱟᱹᱱ ᱩᱦᱟᱹᱩᱦ ᱾
2. ᱯᱟᱹᱞᱟᱹᱱᱟᱹᱩᱟᱹᱞᱟᱹ- ᱜᱦᱚᱨᱟᱠᱟᱹ. ᱱᱩᱩᱛᱟᱹᱨᱩ ᱾
3. ᱚᱞᱪᱤᱠᱤ ᱯᱟᱹᱞᱟᱹᱱᱟᱨ ᱩᱫᱭ ᱯᱟᱹᱨᱛ - ᱦᱟᱹᱨᱟᱹᱡᱟᱹᱨ ᱴᱟᱹᱱᱟᱹᱨ ᱾

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 ᱥᱤᱱᱢᱟ ᱞᱤᱴᱨᱮᱪᱟᱨ**	**4**	**3-1-0**

Course Objectives:

ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱞᱤ ᱥᱤᱱᱢᱟ ᱣᱮᱵᱷᱟᱨ ᱫᱚᱜᱚᱞ, ᱥᱩᱭᱮᱫᱩᱞ ᱟᱨ ᱜᱟᱣᱟ ᱛᱟᱦᱟᱸᱨᱮ ᱥᱩᱞᱩ ᱠᱚᱣᱟᱱ। ᱥᱟᱱᱭᱚᱡ ᱣᱮᱵᱷᱟᱨ ᱣᱮᱵᱷᱟᱨᱪᱟᱨ ᱥᱟᱱᱭᱚᱡ ᱥᱟᱱᱭ ᱥᱟ.ᱜᱟ.ᱨᱠᱚ ᱛᱟᱦᱟᱸᱨᱮ ᱥᱩᱞᱩ ᱠᱚᱣᱟᱱ।

Course Outcomes:

CO1. ᱫᱚᱣᱟᱱ ᱥᱟᱦᱚᱱᱟ ᱱᱚᱛᱚᱱᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱞᱤ ᱣᱮᱵᱷᱟᱨ ᱣᱮᱵᱷᱟᱨᱪᱟᱨ ᱣᱮᱵᱷᱟᱨᱨᱮ ᱥᱟᱱᱛᱟᱞᱤ, ᱥᱩᱭᱮᱫᱩᱞ ᱟᱨ ᱜᱟᱣᱟ ᱠᱚ ᱛᱟᱦᱟᱸᱨᱮ ᱫᱟᱱᱟᱭᱟᱱ।

CO2. ᱫᱚᱣᱟᱱ ᱥᱟᱦᱚᱱᱟ ᱱᱚᱛᱚᱱᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱞᱤ ᱣᱮᱵᱷᱟᱨ ᱣᱮᱵᱷᱟᱨᱪᱟᱨ ᱥᱟᱱᱭᱚᱡ ᱥᱟᱱᱭ ᱥᱟ.ᱜᱟ.ᱨ ᱠᱚ ᱛᱚᱞᱟᱜᱟᱱ.ᱭ ᱫᱟᱱᱟᱭᱟᱱ।

CO3. ᱫᱚᱣᱟᱱ ᱥᱟᱦᱚᱱᱟ ᱱᱚᱛᱚᱱᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱞᱤ ᱣᱮᱵᱷᱟᱨ ᱣᱮᱵᱷᱟᱨᱪᱟᱨ ᱜᱮᱨᱨᱮᱫ ᱣᱟᱦᱚᱱᱟᱭ ᱠᱚᱱᱚᱭ ᱫᱟᱱᱚᱴ ᱫᱟᱱᱟᱭᱟᱱ ᱣᱟᱱᱟᱭᱟᱱ ᱱᱚᱴ ᱠᱚ.ᱡᱟ ᱱᱚᱴᱠᱚ ᱯᱟᱱᱜᱟᱱᱭᱟᱱ।

CO4. ᱫᱚᱣᱟᱱ ᱥᱟᱦᱚᱱᱟ ᱱᱚᱛᱚᱱᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱞᱤ ᱣᱮᱵᱷᱟᱨ ᱣᱮᱵᱷᱟᱨᱪᱟᱨ ᱠᱚ ᱚᱵᱮᱠᱷᱟᱡ ᱡᱟᱨᱮᱡᱟᱨ ᱭᱩᱱᱤᱠᱚᱰ-ᱨᱤ।

CO5. ᱫᱚᱣᱟᱱ ᱥᱟᱦᱚᱱᱟ ᱱᱚᱛᱚᱱᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱱᱚ.ᱢᱟᱭᱟᱱ.ᱠᱚ ᱥᱟᱱᱛᱟᱞᱤ ᱣᱮᱵᱷᱟᱨ ᱣᱮᱵᱷᱟᱨᱪᱟᱨ ᱠᱚ ᱫᱟᱱ.ᱡᱟᱡᱟᱱᱟᱨᱤ, ᱜᱚᱮᱚ ᱨᱟᱩᱟᱱ ᱠᱚ ᱛᱟᱦᱟᱸᱨᱮ ᱠᱚᱱᱚᱭ ᱠᱚ.ᱡᱟ ᱥᱟᱠᱚ ᱯᱟᱱᱜᱟᱱᱭᱟᱱ।

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 ᱨᱮᱭᱟᱜ (Introduction to Cinema)

- ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱩᱫᱷᱽᱵᱚ, ᱚᱢ.ᱮᱢ.ᱥᱮᱞ, ᱩᱫᱷᱟᱣ, ᱢᱚᱦᱮ ᱢᱤᱱ ᱣᱤ.ᱢᱟᱞ।

Unit-2. ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱚᱢᱤᱱᱟ

- ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱚᱢᱦᱮᱞᱦ ᱚᱢᱣᱟᱢ ।
- ᱥᱟᱱᱛᱟᱲᱤ ᱦᱤ.ᱥᱟ ᱚᱢᱣᱟᱢ ।

Unit-3. ᱮᱢᱭᱣᱟᱨᱛ ᱢᱤᱱ ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱩᱫᱷᱽᱵᱚ (Importance of Cinema and Literature)

- ᱮᱢᱭᱣᱟᱨᱛ ᱥᱤᱱᱮᱢᱟ ᱩᱫᱷᱽᱵᱚ ।
- ᱮᱢᱭᱣᱟᱨᱛ ᱢᱤᱱ ᱮᱢᱭᱚᱢ ।
- ᱥᱟᱱᱛᱟᱲᱤ ᱥᱤᱱᱮᱢᱟ ᱩᱫᱷᱽᱵᱚ ।

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.ᱜᱟᱞ ᱚᱫᱚᱥᱮᱜ ᱣᱥ.ᱚᱟ ᱚᱵᱟᱭᱞᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱥ.ᱜᱟᱞ ᱚᱫᱚᱥᱮᱜ ᱣᱥ.ᱚᱟ ᱚᱵᱟᱭᱞᱚᱱ ᱴᱮᱱᱚᱱᱤ ᱤᱫᱤᱫᱟᱜᱟᱫᱮ ᱯᱷᱮᱨᱮᱱᱜ ᱣᱫᱮ ᱜᱟᱞ ᱥ.ᱜᱟᱞ ᱣᱥ.ᱚᱟ ᱚᱵᱟᱭᱞᱚᱱ ᱚᱵᱚᱥᱮᱜ ᱣᱥ.ᱚᱟ ᱚᱵᱟᱭᱞᱚᱱ ᱚᱵᱚᱥᱮᱜ ᱣᱟᱱᱚᱱᱜᱨᱮ ᱚᱵ ᱥᱱ ᱥ.ᱜᱟᱞ ᱚᱵᱚᱥᱮᱜ ᱣᱥ.ᱚᱟ ᱚᱵᱟᱭᱞᱚᱱ ᱚᱵᱚᱥᱮᱜ ᱣᱟᱱᱚᱱᱜᱨᱮ ᱣᱟᱱᱚᱱᱜᱨᱮ ᱵᱟᱱᱟᱣ ᱜᱮᱫ ᱚᱱᱟᱹᱭᱤᱱ।

Course Outcomes:

CO1. ᱫᱚᱣᱟᱱ ᱴᱮᱱᱚᱱᱤ ᱤᱫᱤᱫᱟᱜᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱛ ᱤᱥ.ᱱᱚᱣᱟᱥ.ᱚᱵ ᱥ.ᱜᱟᱞ ᱚᱵᱚᱥᱮᱜ ᱣᱥ.ᱚᱟ ᱚᱵᱟᱭᱞᱚᱱ ᱚᱵ ᱣᱟᱱᱚᱱᱜᱨᱮ ᱵᱟᱱᱟᱣ।

CO2. ᱫᱚᱣᱟᱱ ᱴᱮᱱᱚᱱᱤ ᱤᱫᱤᱫᱟᱜᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱛ ᱤᱥ.ᱱᱚᱣᱟᱥ.ᱚᱵ ᱥ.ᱜᱟᱞ ᱚᱵᱚᱥᱮᱜ ᱣᱥ.ᱚᱟ ᱚᱵᱟᱭᱞᱚᱱ ᱚᱵ ᱣᱚᱡᱣᱟᱱ.ᱭ ᱵᱟᱱᱟᱣ।

CO3. ᱫᱚᱣᱟᱱ ᱴᱮᱱᱚᱱᱤ ᱤᱫᱤᱫᱟᱜᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱛ ᱤᱥ.ᱱᱚᱣᱟᱥ.ᱚᱵ ᱣᱟᱱᱚᱱᱜᱨᱮ ᱜᱟᱱᱟᱡᱨᱮᱱᱜ ᱱᱩ ᱥ.ᱜᱟᱞ ᱚᱵᱜᱚ ᱥᱚᱵᱚᱥᱮᱜ ᱣᱥ.ᱚᱟ ᱣᱟᱱᱚᱱᱜᱨᱮ ᱯᱷᱚᱵᱟᱱᱚᱛ ᱴᱮᱱᱚᱱᱤ ᱚᱱ.ᱡᱟ ᱚᱵ ᱚᱜᱣᱟᱱᱚ ᱚᱱᱟᱹᱚᱵᱚᱣᱟᱱ।

CO4. ᱫᱚᱣᱟᱱ ᱴᱮᱱᱚᱱᱤ ᱤᱫᱤᱫᱟᱜᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱛ ᱤᱥ.ᱱᱚᱣᱟᱥ.ᱚᱵ ᱥ.ᱜᱟᱞ ᱚᱵᱚᱥᱮᱜ ᱣᱥ.ᱚᱟ ᱣᱟᱱᱚᱱᱜᱨᱮ ᱚᱵ ᱚᱵᱮᱚᱵᱟᱣ ᱣᱟᱨᱮᱡᱟᱨᱮᱱ।

CO5. ᱫᱚᱣᱟᱱ ᱴᱮᱱᱚᱱᱤ ᱤᱫᱤᱫᱟᱜᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱛ ᱤᱥ.ᱱᱚᱣᱟᱥ.ᱚᱵ ᱥ.ᱜᱟᱞ ᱚᱵᱚᱥᱮᱜ ᱣᱥ.ᱚᱟ ᱣᱟᱱᱚᱱᱜᱨᱮ ᱜᱟᱱᱟᱡᱨᱮᱱᱜ ᱜᱟᱱᱟᱹᱱᱮ ᱜᱵᱵᱚ ᱚᱵ ᱤᱥ.ᱣᱥ ᱵᱟᱱᱟᱹ ᱱᱚᱣ ᱴᱮᱱᱚᱱᱤ ᱡᱟᱱᱚᱱᱜᱚᱣᱵᱵ ᱚᱥ.ᱡᱟ ᱜᱟᱞᱵᱚ ᱣᱟᱨᱮᱡᱟᱨᱮᱱ।

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. ሀ୩.ଠ୵ ଃ୴ଊ୩ଓ ଘ୴ପ୩୴ ୬୴୬ଃ୬ଘ (General Introduction of Cast)

- ሀ୩.ଠ୵ ଃ୴ଊ୩ଓ ଘ୴୴ଠ୦, ଢ଼୩.୴୩.ଃ୵୵, ୭ଘଡ଼୴୭ଘ, ୵୩.ନ୵ସ, ଓ୬୴୬୦, ଘ୬ନ୭୩.୴।

Unit- 2. ሀ୩.ଠ୵ ଏ୴ଏଡ଼୵୦୩ ଃ୴ଊ୩ଓ ଘ୴ପ୩୴ ୬୴୬ଃ୬ଘ

(General Introduction to the Cast System)

- ሀ୩.ଠ୵ ଏ୴ଏଡ଼୵୦୩ ଃ୴ଊ୩ଓ ଘ୴୴ଠ୦, ଢ଼୩.୴୩.ଃ୵୵, ଓ୬୴୬୦।

Unit- 3. ୵୩୴ଠ୩ଘ ଡ଼୭ଢ଼୩ଓ ଢ଼୩.ଃ୵୵ ୵୩.ନ୵ସ ଡ଼୩ଠ୭୩

(Division of Gotra in the Santal)

- ୵୩୴ଠ୩ଘ ଡ଼୭ଢ଼୩ଓ ଢ଼୩.ଃ୵୵, ଘ୩୴୭ଠ (ନ୭ନ୴ଘ), ଏ୩ଃ୭୴ (ନ୴ଏଡ଼), ୴ଘ୩୴।

ଢ଼୩.ଃ୵୵ ୩ଃ ଓ୩ଘ, ୵ଡ଼୭୩., ୫୵୴ଏ୩:, ଓ୩.୭୵ ୴ଘ୩୴।

Unit- 4. ଓଠ୵୵୴୩ ଃ୵୴ ଡ଼୭୩.୴ ୩.୭୵ଘଡ଼୭ (Major Tribes of Odisha)

- ୬୴୬ଃ୬ଘ, ଢ଼୩.ଃ୵୵, ଢ଼୩.ଃ୵୴।

Reference Books:

1. ଘ୩.ଘ୭୵ ଡ଼୭ଢ଼୩ଓ ଡ଼୩.ଘ୵ ୵୭ଃ୩ - ୴୵ଠ୭୩୴୭୴୭୨ ୵୴ଘଏଃ୭ଘ
2. ଘ୭୩ଃଡ଼୭୭୴ଠ୵ ୩.୭୵ଏ୩.୴୵ ଘ୵ଏଃ୭୴ ୩ଢ଼ଃ ୴୭ଘ୩ଘ୨- ଠଃ. ଡ଼୴. ୴୵. ନ୬ଠ୬
3. ଘ୩ଠ୵ ଏ୴ଏଡ଼୵୦୩ - ୴୴. ଢ଼ଃ୭୴୩୭୨
4. ୩.୭୵ଘ ୴୩ଢ଼ଠ୩ ୴୩ଠ୴୴୴ - ଓ୭ଏ୵୴୴୭୩ ଘ୩୴ଠ୵୵
5. *Austric Civilization of India* - ୴୵ଠ୭୩୴୭୴୭୨ ୵୴ଘଏଃ୭ଘ
6. ଡ଼୭୴ଃ୭ଢ଼୩ଓ ଡ଼୭ଢ଼୩ଓ ୩.ଃ୵-୫୩.ଡ଼୵ ୩ଃ ଃ୩ଢ଼-ଃ୵ଠ ଃ୴ଢ଼୩ଓ ଠ୴ଠ୴୭ ୭୴ଠ୴୭ - ୴୵ଠ୭୩୴୭୴୭୨ ୵୴ଘଏଃ୭ଘ
7. ଘ୭୩ଃଡ଼୭୭୴ଠ ଡ଼୵ ଘ୭୴୭ଘଘ୩ଠ୵ - ଠଃ. ୫୭ଠଡ଼ଃ୵୭୭ଡ଼ଘ୨ ୴୩ଏଃ ୯. ୫୭୭ନ୩୴୩ଓ୨୫ଡ଼ଃ୭ ଡ଼୴ ୩ଢ଼୵୵୩ଏ୵୴ ଡ଼୴ଡ଼୵ ୵୭୩ଏ୩-୴୩.୴ଡ଼ଃ୵୵ଠ୵ ୩ଢ଼ଃ ଓ୭ଠ୭ଃ୭ - ଘ୭୴୴୫ ଡ଼୩୴ଠ୬ଡ଼୴୩

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** **ᱛᱟᱦᱟᱸᱨᱮ ᱞᱮᱠᱛᱚᱱᱟᱜᱟᱱ ᱥᱮᱫᱽᱨᱟᱹᱣᱟᱱ. ᱦᱚ**	**4**	**3-1-0**

Course Objectives:

ᱮᱫᱚᱢ ᱞᱮᱠᱚᱱᱤᱧ ᱡᱤᱫᱩᱣᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱸ ᱡᱤᱱ.ᱢᱟᱦᱚᱢᱟᱱ ᱦᱚ ᱩᱫᱤᱣᱮᱫᱮ ᱱᱤᱣ ᱱᱟᱨᱮᱫᱮ ᱦᱱ.ᱣᱟ ᱛᱱᱛᱤᱦᱚ ᱛᱱᱛᱤᱱᱨᱮ ᱴᱩᱴᱤᱦᱚᱢᱟᱱ ।

Course Outcomes:

CO1. ᱮᱫᱚᱢ ᱞᱮᱠᱚᱱᱤᱧ ᱡᱤᱡᱤᱫᱩᱣᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱸ ᱞᱮᱠᱮᱚᱱᱟᱜᱟᱱ ᱞᱮᱠᱤᱡᱟᱨᱩ ᱣᱮᱨᱮᱱᱜ ᱶᱮᱵᱣᱶᱤ ᱱᱤᱣ ᱮᱱᱜᱮᱱᱤᱧ ᱡᱤᱱ.ᱢᱟᱦᱚᱢᱟᱱ. ᱦᱚ ᱛᱱᱛᱤᱱᱨᱮ ᱳᱱᱤᱧ ।

CO2. ᱮᱫᱚᱢ ᱞᱮᱠᱚᱱᱤᱧ ᱡᱤᱫᱩᱣᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱸ ᱡᱤᱱ.ᱢᱟᱦᱚᱢᱟᱱ.ᱦᱚ ᱢᱱ.ᱣᱟᱨ ᱣᱱᱢᱩᱨᱩᱱᱤᱸ ᱢᱶᱛᱶ ᱣᱱ.ᱮᱦᱱ.'ᱣᱱᱜ ᱣᱟᱨᱮᱫᱮ ᱱᱤᱣ ᱞᱮᱠᱤᱡᱟᱨᱩ ᱣᱷ ᱠᱮᱞᱩ ᱦᱚ ᱛᱱᱛᱤᱱᱨᱮ ᱳᱱᱤᱧ।

CO3. ᱮᱫᱚᱢ ᱞᱮᱠᱚᱱᱤᱧ ᱡᱤᱫᱩᱣᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱸ ᱡᱤᱱ.ᱢᱟᱦᱚᱢᱟᱱ.ᱦᱚ ᱞᱮᱠ.ᱹᱣᱦ ᱣᱱᱢᱩᱩᱱᱤᱸ᱾ᱹᱩ ᱢᱦᱣᱢᱦ'ᱩᱱᱜ ᱣᱟᱨᱮᱫᱮ ᱱᱤᱣ ᱞᱮᱠᱤᱡᱟᱨᱩ ᱣᱷ ᱠᱮᱞᱩ ᱦᱚ ᱛᱱᱛᱤᱱᱨᱮ ᱳᱱᱤᱧ।

CO4. ᱮᱫᱚᱢ ᱞᱮᱠᱚᱱᱤᱧ ᱡᱤᱫᱩᱣᱟᱫᱮ ᱚᱱᱟᱹᱯᱱᱚᱸ ᱡᱤᱱ.ᱢᱟᱦᱚᱢᱟᱱ.ᱦᱚ ᱡᱤ.ᱛᱠᱚ ᱣᱱᱜᱣᱦᱶᱮᱱᱚᱣ ᱢᱦᱣᱢᱦ'ᱩᱱᱜ ᱣᱟᱨᱮᱫᱮ ᱱᱤᱣ ᱞᱮᱠᱤᱡᱟᱨᱩ ᱣᱷ ᱠᱮᱞᱩ ᱦᱚ ᱛᱱᱛᱤᱱᱨᱮ ᱳᱱᱤᱧ।

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. ಲಾಲ್ಟಂಗಾಸ್ಥ ಲಾಲುಖ್ಯಾಕ್ಷ ತ್ಸಾಲಾಗ ನಕ್ಸಾನುಂ : ಲಾಗಾಲು, ತಾಪ್ತ ಲಾಲುಖ್ಯಾಕ್ಷ, ಅಂ ಲಾಲುಖ್ಯಾಕ್ಷ, ಅಂಪ್ತಾಸ್ಥಾ ಖಾಪ್ತಾಪು

Unit-2. ಖಾ.ಖಾಸ್ಥಾ ತಾಲುಕ್ಷಾಲ್ ಗಾಂಗಾ ತಾಖಾ.ಲ್ಬಾ. : ಖಾಸ್ಥಾಲ್ ಖಾತ ಲಾಲುಖ್ಯಾಕ್ಷ ತಾಲ್ ಲ್ಲಾಲ್ಖ

Unit-3. ಲಾಖಾ.ಕ್ಷಾನು ತಾಲುಪ್ತಾ'ಕ್ಷಿ ಖನಾಖನು : ಖಾಸ್ಥಾಲ್ ಖಾತ ಲಾಲುಖ್ಯಾಕ್ಷ ತಾಲ್ ಲ್ಲಾಲ್ಖ

Unit-4. ಐಪ'ಗಾಲಂ ತಾಖಾ.ಕಾನುಲ್ಲಾಗಂಷ ಖನಾಖನು : ಖಾಸ್ಥಾಲ್ ಖಾತ ಲಾಲುಖ್ಯಾಕ್ಷ ತಾಲ್ ಲ್ಲಾಲ್ಖ

Reference Books:

1. ಲಾಖಾ.ಕ್ಷಾನು ತಾಲುಪ್ತಾ'ಕ್ಷಿ ಬಲ್ಲಾಬ ಖಾಗಬಾ
2. ತಾಬಲ್ಲಾಬ ಲಾಲುಖ್ಯಾಕ್ಷ -ಲ್ನುಲ್ಲಾತಾಲು ಲಾಪಾತಲ್ಲ
3. ಬಾಕ್ಷಾತಾಲುಗ್ಗ ಡಾಪಾಕ್ಸಾಪ ಕ್ಷಾಪಾತಾಲು ಐನಂಂಾಗ -ತಾಲುಕ್ಷಾಲ್ಲ ಗಾಂಗಾ ತಾಖಾ.ಲ್ಬಾ.
4. ಐಪ' ತಾಖಾ.ಕಾನು ಲಾಲುಂ ಖನಾಖನು ಖಾಸ್ಥಾಲ್ ಖ್ಯಾನಾಗಂ -ಲ್ಗಾಲು.ಲ ಖಾಪಾತಲ್ಲ ಲಾಪಾತಲ್ಲ

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** **ᱠᱟᱢᱛᱚᱢᱟ ᱛᱚᱞᱟᱢᱜ ᱟᱡᱚᱞ ᱠᱟᱠᱚᱞ ᱢᱤᱢᱚᱞᱠᱚᱢ**	**4**	**3-1-0**

Course Objectives:

ಕಲಾಶಾಖೆಯ ವಿದ್ಯಾರ್ಥಿಯ ಅಭಿಪ್ರಾಯ ಪಡೆಯುವುದು ಮತ್ತು ಕಲಿಕೆಯನ್ನು ಸುಧಾರಿಸಲು ಸಲಹೆ ನೀಡುವುದು ಹಾಗು ಸಹಪಾಠಿಗಳ ಸಹಕಾರ ಪಡೆಯುವುದು ಮತ್ತು ಸಹಪಾಠಿಗಳಿಗೆ ಕಲಿಸುವುದು ಹಾಗು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು-ಪಡೆಯುವುದು.

Course Outcomes:

CO1. ಸಮಿತಿಯ ಕಲಿಕೆಯ ಯೋಜನೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು ಮತ್ತು ಸಮಿತಿಯ ಕಲಿಕೆಯ ಯೋಜನೆಯ (Introduction to self-governance) ಕಲಿಕೆಯ ಯೋಜನೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು, ಪಿಪಿ.ಪಿಪಿ.ತಿಳಿ, ಕ್ರಿಯೆಯ, ಚಿತ್ರಿಸಿ, ಚಿತ್ರಿಸಿ.ಪ ಹಾಗು ಎಪಿ.ಗಿಂತ ಪಡೆಯುವುದು ।

CO2. ಪಿಪಿ.ಗಿತಿಯಾ. ಬಿತ ಕಿಗತಿಂ ತಿಪ ಪಿ.ಂಯಿಪಿಕಿಚಿ ಕಲಿಕೆಯ ಯೋಜನೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು ಪಿಪಿಕಿಚಿಂ ಬಿತ ಯಿಪಿಯಿಂ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು ತಿಂಚಿಂ ।

CO3. ಯಿತಿಪಿ.ತ-ಯಿಪಿ.ಠಿಕಿತಿ ಹಾತ ಠಿಪಿಂ ತಿಠಿಪಿತಿಂ ಹಿಂಪಿತಿಹಿಂ ಯಿಪಿಯಿಂಠಿಂ ಯಿಪಿಯಿಪಿಠಿ ತಿಂಚಿಂ ।

CO4. ಪಿಪಿ.ಪಿಯಿತಿ ಠಿಪಿಂಕಿಪಿಪಿತಿ ಹಾತ ಪಿಠಿಕಿಪಿ ಬಪಿ.ಪಿಂಪಿ ಯಿಪಿಯಿಂಠಿಂ ಯಿಪಿಯಿಪಿಠಿ ತಿಂಚಿಂ ।

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. ಸಮಿತಿಯ ಕಲಿಕೆಯ ಯೋಜನೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು (Introduction to self-governance)

- ಕಲಿಕೆಯ ಯೋಜನೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು, ಪಿಪಿ.ಪಿಪಿ.ತಿಳಿ, ಕ್ರಿಯೆಯ, ಚಿತ್ರಿಸಿ, ಚಿತ್ರಿಸಿ.ಪ ಹಾಗು ಎಪಿ.ಗಿಂತ ಪಡೆಯುವುದು।

Unit-2. ಕಿಗತಿಂ ತಿಪ ಪಿ.ಂಯ ಫಿಯಿಪಿತ ಕಲಿಕೆಯ ಯೋಜನೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು (History of Village governance in India)

- ಕಲಿಕೆಯ ಯೋಜನೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು ಹಾಗು ಎಪಿತಿಪಿ
- ಕಿಠಿಪಿಂ ಚಿಂಪಿತ, ಫಿಯಿಪಿತ ಪಿಂಪಿಎಪಿ ಗಿಂಪಿಎಪಿ, ಪಿಂಪಿಎಪಿ ಪಿಂಂಪಿ ಹಾಗು ಫಿಯಿಪಿತ ಬಿಪಿಂಪಿಪಿಪಿಂ.ಗ ಂಯಿಪಿಂಠಿಂ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು ।
- ಪಿ.ಂಯಿಪಿಠಿಂಪಿ ಕಲಿಕೆಯ ಯೋಜನೆಯಲ್ಲಿ, ಚಿಂಪಿಂ. (ಂಪಿಪಿಪಿಗ ಬಿಪಿಪಿಪಿಂಪಿಂ, ಬಿಯಿಬಿಪಿಪಿಪಿಪಿಂ, ಫಿಠಿಗ ಬಿಪಿಪಿಪಿಪಿಂ, ಪಿಪಿಂಗ ಬಿಪಿಪಿಪಿಪಿಂ), ಪಿ.ಠಿಫಿ.ಪ ಹಾಪ ಫಿಪಿ.ಠಿಬಿ. ಸಿಪಿಂ।

Unit-3. ಯಿತಿಪಿ.ತ-ಯಿಪಿ.ಠಿಕಿತಿ ಹಾತ ಠಿಪಿಂಪಿಸಿಠಿಂಪಿಂ ಹಿಂಪಿತಿಹಿಂ (Place of Justification)

- ಪಿ.ಂಯಿಯಿಪಿ.ಠಿಕಿತಿ, ಬಿಯಿಯಿತಿಯಿಪಿ.ಠಿಕಿತಿ, ಬಿಪಿಪಿಪಿಪಿಂಪಿಂ ಯಿಪಿ.ಠಿಕಿತಿ, ಖಿಂ-ಯಿತಿಪಿಯಿಪಿ.ಠಿಕಿತಿ।
- ಬಿಪಿಪಿಪಿತಿಂ ಹಾಪ ಹಿಠಿಯಿಪಿಖಿಸಿಬಿಪಿಂ ಯಿತಿಪಿ.ಪ ಯಿಪಿ.ಠಿಕಿತಿಬಿಂ ।

Unit-4. ᱯᱷᱤᱞᱚᱥᱚᱯᱷᱤ ᱚᱷ ᱯᱮᱥᱟ ᱞᱮᱱ (5th Scheduled and PESA Act.)

- ᱚᱷᱤᱞᱚᱥᱚᱯᱷᱤᱨ ᱢᱚᱦᱚᱞᱚᱱᱚᱨ ᱡᱤ.ᱯᱨᱤᱣᱤ ᱵᱚᱞᱚᱱᱜ ᱴᱮᱵᱟᱞ ᱠᱚᱢᱤᱴᱤ, ᱡᱤ.ᱨᱯ.ᱜ, ᱯᱚᱱᱰᱤᱨ ᱥᱚᱢᱮᱛ ।
- ᱱᱚᱰᱤᱱᱚᱨᱤᱨ ᱴᱮᱠᱱᱚᱣᱵᱚᱜ ᱯᱚᱜᱚᱱᱤᱴᱚᱯ (TAC), ᱚᱷᱤᱞᱚᱥᱚᱯᱷᱤᱨ ᱢᱚᱦᱚᱞᱚᱱᱚᱨ ᱥᱚᱯᱚᱣᱚᱢ.ᱮ ᱡᱤ.ᱜᱤ, ᱚᱷᱤᱞᱚᱥᱚᱯᱷᱤᱨ ᱢᱚᱦᱚᱞᱚᱜ ᱥᱩᱢᱤᱫᱵᱚ ।
- ᱥᱚᱯᱷᱮᱫ ᱴᱮᱠᱱᱮᱫ (self-Governance) ᱡᱤ.ᱚᱵᱣᱡ.ᱨᱮᱠᱤ (ᱜᱚᱜᱚᱱᱚᱠ ᱯᱚᱞᱥᱚᱱᱨᱮᱨᱤᱭᱚ / ᱜᱚᱜᱚᱱᱚᱠ ᱴᱮᱣᱥᱚᱜ) ᱚᱨᱮᱚᱜ ᱠᱵᱚᱜᱚᱱᱤᱨ ᱡᱤ.ᱨᱯ.ᱜ ᱚᱨ ᱴᱚᱲᱚ ᱯᱚᱞᱚᱱᱚᱜ ᱚᱨᱮᱚᱜ ᱯᱚᱜᱚᱱᱚᱭ (ᱵᱯᱣᱚᱯᱚᱜᱜ) ᱥᱩᱢᱤᱫ

Reference Books:

1. ᱡᱚ.ᱞᱚᱚᱨ ᱵᱚᱞᱚᱱᱜ ᱵᱚ.ᱡᱨ ᱣᱚᱚᱱ-ᱮᱨᱚᱨᱚᱱᱮᱚᱮᱛᱮᱛᱤ ᱣᱩᱡᱣᱚᱱᱚᱡ
2. Tribal Low and Justices – W.G. Archar
3. Panchayati Raj, Chunoti evamsambhavnayen - Mahipal
4. ᱡᱤ.ᱯᱨᱚ ᱠᱚᱲᱚᱭ ᱠᱚᱣᱩᱮ-ᱜᱚᱣᱨᱮᱮᱛᱤ ᱡᱚᱮᱣᱚᱨ
5. Austric Civilization of India - ᱮᱨᱚᱨᱚᱚᱮᱛᱮᱛᱤ ᱣᱩᱡᱣᱚᱱᱚᱡ

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** **ᱦᱚᱨᱚᱢᱟᱞ ᱜᱚᱲᱚᱱᱚ ᱯᱟᱨᱤᱛᱚᱱ ᱚᱱᱟᱞᱚᱧ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱣᱟᱱ ᱦᱚᱨᱚᱢᱟᱞ ᱚᱱᱟᱯᱚᱨᱟᱛ ᱤᱱ.ᱢᱟᱭᱣᱟᱱ. ᱠᱚ ᱦᱚᱨᱚᱢᱟᱞ ᱠᱟᱹᱨᱤᱠᱚᱨᱟᱢ ᱛᱟᱹᱨᱤᱠ ᱠᱚᱨᱟᱯᱚ.ᱛ ᱨᱮᱞᱟ ᱠᱚᱨᱚᱢ ᱫᱚᱣᱟᱱ ᱜᱚᱲᱚᱱᱚ ᱚᱱᱟᱞᱚᱧ ᱫᱚᱠᱚᱱᱮᱱ ᱫᱚᱨᱚᱠᱷᱟᱥᱛ ᱫᱚᱣᱟᱱ ᱜᱚᱲᱚᱱᱚ.ᱚᱱᱟᱞᱚᱧ ᱫᱚᱱᱟᱣᱟᱱᱟᱭ ᱯᱮᱨᱚᱣᱚᱱᱮ ᱜᱚᱲᱚᱱᱮ ᱨᱮᱞᱟᱛᱚᱱᱚᱨ ᱜᱮᱲᱮᱱᱮ ᱠᱚ ᱚᱱᱟᱞᱟᱭᱟᱭᱟᱱ ।

Course Outcomes

CO1. ᱫᱚᱣᱟᱱ ᱦᱚᱨᱚᱢᱟᱞ ᱚᱱᱟᱯᱚᱨᱟᱛ ᱵᱮᱵᱟᱦᱟᱞ, ᱤᱱᱮᱱ.ᱰᱮᱞ ᱚᱱ ᱮᱱᱜᱚᱞ ᱠᱚ ᱛᱚᱱᱚᱛᱚᱱᱨᱮ ᱣᱚᱱᱟᱭ ।

CO2. ᱛᱟᱨᱩᱵ-ᱥᱟᱱ.ᱩᱱᱮ ᱜᱚᱲᱚᱱᱮ ᱯᱮᱨᱚᱣᱚᱱᱜ ᱟᱱᱨᱚᱟᱰᱩ ᱠᱚ ᱛᱚᱱᱚᱛᱚᱱᱨᱮ ᱣᱚᱱᱟᱭ ।

CO3. ᱩᱯᱚᱱᱚᱫᱚᱥ ᱚᱱ ᱩᱯᱚᱱᱚᱫᱚᱥ ᱨᱩᱯᱨᱮᱠᱚᱨᱟᱢ ᱦᱚᱨᱚᱢᱮᱱᱚ ᱯᱮᱵᱚᱱᱮᱱᱜ ᱛᱚᱱᱜᱟ ᱛᱚᱱ.ᱛᱟᱞ ᱠᱚᱱᱚᱣᱟᱱ ᱠᱚ ᱠᱚ ᱛᱚᱱᱚᱛᱚᱱᱨᱮ ᱣᱚᱱᱟᱭ ।

CO4. ᱚᱣᱟᱱ.ᱚᱨ ᱩᱱᱵᱚᱱᱚᱰ ᱡᱩᱰᱤᱥ ᱩᱱᱜ ᱦᱚᱨ.ᱚᱨ ᱥᱨᱤᱚᱱ.ᱚᱨᱩᱨ ᱠᱚᱨᱚᱢ ᱫᱚᱣᱟᱱ ᱜᱚᱲᱚᱱᱮ ᱚᱱᱟᱯᱚᱨᱟᱛ ᱚᱱ ᱚᱮᱱ ᱠᱚᱱᱚᱨᱮᱱᱜ ᱣᱚᱲ ᱠᱚ ᱛᱚᱱᱚᱛᱚᱱᱨᱮ ᱣᱚᱱᱟᱭ ।

CO5. ᱫᱚᱣᱟᱱ ᱜᱚᱲᱚᱱᱮ ᱠᱚ ᱚᱱᱟᱯᱚᱨᱟᱛ ᱣᱚᱱᱨᱚᱟᱰᱩ ᱠᱚ ᱛᱚᱱᱚᱛᱚᱱᱨᱮ ᱯᱮᱵᱚᱱᱮᱱᱜ ᱤᱱ.ᱢᱟᱭᱣᱟᱱ. ᱠᱚ ᱣᱚᱹ ᱣᱚᱱᱤᱴᱮ ᱯᱟᱞᱮ ᱚᱭ ᱜᱚᱲᱚᱱᱮ ᱠᱚ ᱦᱟᱭᱣᱚᱱ.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 ᱦᱚᱡᱟᱨᱩᱨ ᱚᱱᱟᱨᱚᱢᱟᱞ, ᱤᱱ.ᱮᱱ.ᱚᱨᱚ, ᱡᱚᱠᱚᱨᱚ, ᱥᱚᱱᱚᱨᱚ, ᱣᱚᱲ ᱚᱱ ᱡᱚᱣᱚᱣᱚ।

Unit-2. ᱛᱟᱨᱩᱵ-ᱥᱟᱱ.ᱩᱱᱮ

Unit-3. ᱩᱯᱚᱱᱚᱫᱚᱡᱟᱣᱚᱱ

Unit-4. ᐊᓇᖅ.ᓇᒥ ᓘᖅᑲᖅᓇᒧ ᐯᒧᓘ ᓘᖅᑲ

Reference Books:

1. ᑎᒥᓘᔭ-ᓇᖅ˙ᓘᖅᒪ-ᑕᖅ˙ᓇᖅ.ᑲᓇᔭᒪᖅᐊᓇ ᐯᔭᓇᐯᔭ ।
2. ᓘᓇᖅᓇᖅᐯᐊᖅᓇ- ᑲᔭᑭᒥᕆᖅ. ᐊᒧᐯᑎᓇᖅᐯᐯ ।
3. ᐊᓇᖅ.ᓇᒥ ᓘᖅᑲᖅᓇᒧ ᐯᒧᓘ ᓘᖅᑲ - ᑲᓇᒧᓇᒍᖅᓗ ᒪᖅᓇᒧᒪ ।

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 ᱯᱤᱞᱩᱢ ᱞᱤᱴᱨᱮᱪᱟᱨ**	**4**	**3-1-0**

Course Objectives:

ᱛᱤᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱩᱢ ᱣᱮᱵᱥᱟᱭᱴ ᱨᱮᱫᱚᱜ ᱮᱱᱜᱮᱞᱟ, ᱚᱞᱚᱮᱫᱚᱞ ᱱᱚ ᱡᱟᱱᱣᱟᱨ ᱣᱟᱱᱚᱱᱨᱮ ᱚᱞᱚᱫ ᱠᱚᱣᱟᱱ। ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱩᱢ ᱣᱮᱵᱥᱟᱭᱴ ᱥᱟᱱᱛᱟᱞᱤ ᱥᱟᱱ ᱥᱟ.ᱜᱮ.ᱨᱠᱚ ᱣᱟᱱᱚᱱᱨᱮ ᱚᱞᱚᱫ ᱠᱚᱣᱟᱱ।

Course Outcomes:

CO1. ᱮᱣᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱛᱚᱛᱚᱞᱟᱣᱟᱮ ᱚᱱᱯᱟᱱᱚᱴ ᱛᱤᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱩᱢ ᱣᱮᱵᱥᱟᱭᱴ ᱨᱮᱫᱚᱜ ᱮᱱᱜᱮᱞᱟ, ᱚᱞᱚᱮᱫᱚᱞ ᱱᱚ ᱡᱟᱱᱣᱟᱨ ᱠᱟ ᱣᱟᱱᱚᱱᱨᱮ ᱜᱟᱱᱟᱱ।

CO2. ᱮᱣᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱛᱚᱛᱚᱞᱟᱣᱟᱮ ᱚᱱᱯᱟᱱᱚᱴ ᱛᱤᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱩᱢ ᱣᱮᱵᱥᱟᱭᱴ ᱥᱟᱱᱛᱟᱞᱤ ᱥᱟᱱ ᱥᱟ.ᱜᱮ.ᱨ ᱠᱟ ᱣᱟᱵᱟᱜᱟᱱ.ᱭ ᱜᱟᱱᱟᱱ।

CO3. ᱮᱣᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱛᱚᱛᱚᱞᱟᱣᱟᱮ ᱚᱱᱯᱟᱱᱚᱴ ᱛᱤᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱩᱢ ᱣᱮᱵᱥᱟᱭᱴ ᱜᱩᱨᱩᱫᱤᱭᱮ ᱣᱟᱱᱚᱱᱭ ᱠᱟᱱᱚᱴ ᱥᱟᱱᱛᱟᱞᱤ ᱣᱟᱱᱟᱱ ᱱᱟᱨ ᱠᱟ.ᱞᱟ ᱱᱟᱨᱵᱚ ᱯᱟᱱᱜᱮᱱᱭᱟᱱ।

CO4. ᱮᱣᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱛᱚᱛᱚᱞᱟᱣᱟᱮ ᱚᱱᱯᱟᱱᱚᱴ ᱛᱤᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱩᱢ ᱠᱟ ᱚᱵᱮᱠᱛᱟ ᱢᱟᱨᱮᱛᱟ ᱭᱟᱢᱮᱨᱮᱛᱟᱜ-ᱱᱟ।

CO5. ᱮᱣᱟᱱ ᱥᱟᱱᱚᱱᱟ ᱛᱚᱛᱚᱞᱟᱣᱟᱮ ᱚᱱᱯᱟᱱᱚᱴ ᱛᱤᱱ.ᱱᱚᱭᱟᱱ.ᱠᱟ ᱥᱟᱱᱛᱟᱞᱤ ᱯᱤᱞᱩᱢ ᱣᱮᱵᱥᱟᱭᱴ ᱠᱟ.ᱞᱟᱣᱟᱱᱟᱱ, ᱜᱮᱮᱚ ᱱᱟᱨ ᱩᱱᱟᱣᱟᱚ ᱠᱟ ᱢᱟᱱᱚᱱᱨᱮ ᱠᱟᱱᱚᱴ ᱠᱟ.ᱞᱟ ᱥᱟᱵᱟᱜ ᱯᱟᱱᱜᱮᱱᱭᱟᱱ।

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. ᱜᱟᱯᱚᱞ ᱥᱤᱨᱥᱚᱞ ᱫᱚᱦᱟᱱᱤ (Introduction to Cinema)

- ᱜᱟᱯᱚᱞ ᱥᱤᱨᱥᱚᱞ ᱠᱤᱫᱤᱡᱚ, ᱚᱨ.ᱫᱚ.ᱥᱮᱱ, ᱠᱚᱜᱚᱚ, ᱱᱚᱮ ᱚᱨ ᱜᱚ.ᱢᱟᱜ।

Unit-2. ᱜᱟᱯᱚᱞ ᱥᱤᱨᱥᱚᱞ ᱚᱨᱥᱟ

- ᱜᱟᱯᱚᱞ ᱥᱤᱨᱥᱚᱞ ᱚᱨᱦᱫᱟᱦ ᱚᱨᱜᱢᱚ ।
- ᱜᱟᱯᱚᱞ ᱦᱚ.ᱥᱟ ᱚᱨᱜᱢᱚ ।

Unit-3. ᱨᱚᱪᱜᱟᱨᱭ ᱚᱨ ᱜᱟᱯᱚᱞ ᱥᱤᱨᱥᱚᱞ ᱠᱚᱜᱚᱚ (Importance of Cinema and Literature)

- ᱨᱚᱪᱜᱟᱨᱭ ᱥᱤᱨᱥᱚᱞ ᱠᱚᱜᱚᱚ ।
- ᱨᱚᱪᱜᱟᱨᱭ ᱚᱨ ᱨᱚᱪᱜᱚᱚ ।
- ᱜᱟᱯᱚᱞ ᱥᱤᱨᱥᱚᱞ ᱠᱚᱜᱚᱚ ।

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.ᱜᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱢᱟ.ᱚᱨ ᱚᱰᱚᱲᱚᱱ**	**4**	**3-1-0**

Course Objectives:

ᱥ.ᱜᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱢᱟ.ᱚᱨ ᱚᱰᱚᱲᱚᱱ ᱰᱤᱯᱟᱨᱴᱢᱮᱱᱴ ᱣᱤᱥᱣᱟᱵᱤᱫᱚᱞᱚᱭ ᱵᱮᱞᱟᱜ ᱜᱚ ᱥ.ᱜᱟᱞ ᱢᱟ.ᱚᱨ ᱠᱚ ᱚᱱᱞᱟᱭᱱ ᱠᱚ ᱥᱤᱧ ᱥ.ᱜᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱢᱟ.ᱚᱨ ᱚᱰᱚᱲᱚᱱ ᱚᱱᱞᱟᱭᱱ ᱥᱟᱦᱟᱭᱟ ᱮᱱ ᱠᱚᱫᱮᱱ᱾

Course Outcomes:

CO1. ᱮᱱᱟᱭ ᱣᱤᱥᱣᱟᱵᱤᱫᱚᱞᱚᱭ ᱚᱱᱞᱟᱭᱱ ᱰᱤᱯᱟᱨᱴᱢᱮᱱᱴ ᱥ.ᱜᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱢᱟ.ᱚᱨ ᱚᱰᱚᱲᱚᱱ ᱠᱚ ᱚᱱᱞᱟᱭᱱ ᱜᱟᱱᱟᱣ᱾

CO2. ᱮᱱᱟᱭ ᱣᱤᱥᱣᱟᱵᱤᱫᱚᱞᱚᱭ ᱚᱱᱞᱟᱭᱱ ᱰᱤᱯᱟᱨᱴᱢᱮᱱᱴ ᱥ.ᱜᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱢᱟ.ᱚᱨ ᱚᱰᱚᱲᱚᱱ ᱠᱚ ᱚᱵᱡᱮᱠᱴᱤᱯ ᱜᱟᱱᱟᱣ᱾

CO3. ᱮᱱᱟᱭ ᱣᱤᱥᱣᱟᱵᱤᱫᱚᱞᱚᱭ ᱚᱱᱞᱟᱭᱱ ᱰᱤᱯᱟᱨᱴᱢᱮᱱᱴ ᱥ.ᱜᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱥᱠᱚᱞᱟᱨᱥᱦᱤᱯ ᱢᱟ.ᱚᱨ ᱚᱰᱚᱲᱚᱱ ᱯᱷᱚᱠᱩᱥ ᱮᱱᱟᱭᱚᱱ ᱠᱚ.ᱩᱨ ᱠᱚ ᱚᱱᱟᱠᱩᱞ ᱚᱱᱞᱟᱭᱱ᱾

CO4. ᱮᱱᱟᱭ ᱣᱤᱥᱣᱟᱵᱤᱫᱚᱞᱚᱭ ᱚᱱᱞᱟᱭᱱ ᱰᱤᱯᱟᱨᱴᱢᱮᱱᱴ ᱥ.ᱜᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱢᱟ.ᱚᱨ ᱚᱰᱚᱲᱚᱱ ᱠᱚ ᱚᱵᱮᱠᱴᱤᱯ ᱚᱨᱮᱥᱟᱨᱪ ᱜᱟᱱᱟᱣ᱾

CO5. ᱮᱱᱟᱭ ᱣᱤᱥᱣᱟᱵᱤᱫᱚᱞᱚᱭ ᱚᱱᱞᱟᱭᱱ ᱰᱤᱯᱟᱨᱴᱢᱮᱱᱴ ᱥ.ᱜᱟᱞ ᱠᱚᱲᱟᱱᱤ ᱢᱟ.ᱚᱨ ᱚᱰᱚᱲᱚᱱ ᱵᱮᱞᱟᱜ ᱜᱚᱱᱟᱦᱚᱱ ᱫᱚᱠᱚ ᱠᱚ ᱰᱤᱡᱤᱴᱟᱞ ᱜᱟᱱᱟᱦᱚᱱ ᱥᱤᱧ ᱮᱱᱟᱭᱚᱱ ᱡᱟᱱᱟᱦᱟᱱᱟᱣᱟᱵ ᱠᱚ.ᱩᱨ ᱵᱮᱞᱟᱜ ᱥᱮᱠᱚ ᱚᱨᱮᱥᱟᱨᱪ ᱜᱟᱱᱟᱦᱚᱱ᱾

CO-PO-PSO Mapping

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

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	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 ᱯᱨᱪᱚᱱ ᱩᱯᱚᱭᱚᱞ (General Introduction of Cast)

- ᱱᱚ.ᱚᱨ ᱯᱨᱪᱚᱱ ᱩᱯᱫᱮᱥ, ᱛᱚ.ᱫᱚ.ᱯᱨᱨ, ᱥᱩᱥᱤᱫᱷᱩ, ᱜᱚ.ᱣᱨᱟ, ᱜᱮᱫᱮᱜᱚ, ᱩᱦᱣᱟᱱ.ᱫ᱾

Unit- 2. ᱱᱚ.ᱚᱨ ᱣᱮᱣᱤᱞᱚᱱ ᱯᱨᱪᱚᱱ ᱩᱯᱚᱭᱚᱞ
(General Introduction to the Cast System)

- ᱱᱚ.ᱚᱨ ᱣᱮᱣᱤᱞᱚᱱ ᱯᱨᱪᱚᱱ ᱩᱯᱫᱮᱥ, ᱛᱚ.ᱫᱚ.ᱯᱨᱨ, ᱜᱮᱫᱮᱜᱚ᱾

Unit- 3. ᱦᱚᱫᱚᱱᱛ ᱠᱩᱡᱩᱱᱜ ᱛᱚ.ᱯᱨᱨ ᱜᱚ.ᱣᱨᱟ ᱠᱚᱱᱚᱡᱚ (Division of Gotra in the Santal)

- ᱦᱚᱫᱚᱱᱛ ᱠᱩᱡᱩᱱᱜ ᱛᱚ.ᱯᱨᱨ, ᱩᱚᱱᱚᱫᱚ (ᱣᱚᱣᱨᱩ), ᱣᱚᱱᱯᱮᱫ (ᱣᱨᱮᱣᱮᱵ), ᱨᱩᱚᱱᱫᱮ᱾ ᱛᱚ.ᱯᱨᱨ ᱚᱯ ᱜᱚᱛ, ᱡᱮᱵᱚᱱ:, ᱜᱚ.ᱡᱨ ᱨᱩᱚᱱᱫᱮ᱾

Unit- 4. ᱡᱚᱣᱨᱤᱚ ᱯᱨᱛᱮ ᱠᱡᱚ.ᱦ ᱚ.ᱡᱨᱩᱠᱷᱡ (Major Tribes of Odisha)

- ᱵᱮᱵᱯᱵᱩ, ᱛᱚ.ᱯᱦᱨ, ᱛᱚ.ᱯᱨᱨᱤ᱾

Reference Books:

1. ᱩᱚ.ᱱᱡᱨ ᱠᱡᱚᱱᱜ ᱠᱚ.ᱩᱨ ᱡᱡᱯᱚ - ᱮᱨᱚᱹᱚᱚᱚᱮᱡᱮᱡᱡᱡ ᱡᱨᱩᱣᱯᱡᱩ
2. ᱱᱡᱚᱯᱠᱡᱡᱮᱣᱨ ᱚ.ᱡᱨᱣᱚᱱ.ᱦᱨ ᱱᱨᱣᱡᱮ ᱚᱣᱯ ᱦᱡᱩᱚᱚᱱᱱᱡ- ᱣᱯ. ᱠᱵ. ᱦᱨ. ᱣᱵᱣᱵ
3. ᱱᱚᱣᱨ ᱣᱮᱣᱤᱞᱚᱱ - ᱵᱮ. ᱛᱯᱡᱤᱚᱚᱡ
4. ᱚ.ᱡᱨᱩ ᱦᱚᱢᱭᱚᱚ ᱦᱚᱣᱮᱵᱦ - ᱜᱤᱡᱣᱨᱮᱡᱡᱚ ᱩᱚᱮᱣᱚᱨ
5. *Austric Civilization of India* - ᱮᱨᱚᱹᱚᱚᱚᱮᱡᱮᱡᱡᱡ ᱡᱨᱩᱣᱯᱡᱩ
6. ᱠᱡᱵᱨᱭᱚᱚᱛ ᱠᱤᱡᱩᱚᱚᱜ ᱚ.ᱡᱨ-ᱛᱚ.ᱯᱨ ᱚᱯ ᱡᱚᱣᱮ-ᱡᱨᱚ ᱡᱨᱮᱚᱚᱜ ᱚᱵᱚᱵᱡ - ᱮᱨᱚᱹᱚᱚᱚᱮᱡᱮᱡᱡᱡ ᱡᱨᱩᱣᱯᱡᱩ
7. ᱱᱡᱚᱯᱠᱡᱡᱮᱣ ᱠᱨ ᱱᱡᱮᱡᱱᱚᱣᱚᱨ - ᱣᱯ. ᱛᱤᱚᱵᱨᱣᱡᱵᱱᱤ ᱦᱚᱣᱵ ᱮ. ᱛᱡᱤᱚᱚᱜᱮᱚᱚᱜᱭᱤᱵᱨ ᱠᱵ ᱚᱡᱨᱣᱚᱚᱜᱦᱨ ᱵᱮᱨᱨ ᱮ᱾ᱣᱚᱚᱜᱦᱨ-ᱦᱚ.ᱦᱠᱨᱨᱚᱨ ᱚᱯᱭ ᱜᱤᱚᱚᱨᱤ - ᱱᱤᱮᱦᱤᱛ ᱠᱚᱮᱣᱵᱨᱮᱚᱚ

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** **ᱚᱱᱟᱞᱤᱢᱟᱨ ᱫᱚᱲᱦᱟ ᱚᱱᱚᱡᱟᱨᱛᱷ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱲᱦᱟ ᱚᱱᱚᱱᱩ ᱩᱫᱩᱫᱟᱣᱟᱫ ᱚᱱᱮᱞᱟᱜ ᱩᱱ.ᱢᱟᱹᱵᱟᱹᱱ. ᱠᱚ ᱫᱚᱲᱦᱟ ᱚᱱᱚᱡᱟᱨᱛᱷ ᱵᱟᱨᱫᱮᱜ ᱜᱱ.ᱡᱟᱵ ᱜᱟᱨᱮᱱᱮ ᱣᱩᱱ ᱠᱚᱱᱟᱹ ᱱᱚᱢᱚᱣ ᱫᱚᱲᱦᱟ ᱚᱱᱚᱡᱟᱨᱛᱷ ᱨᱮ ᱵᱟᱨᱫᱮᱜ ᱵᱟᱱᱤᱜ.ᱭ ᱠᱚ ᱰᱟᱦᱟᱱ᱾

Course Outcomes:

CO1. ᱩᱱ.ᱢᱟᱹᱵᱟᱹᱱ. ᱠᱚ ᱫᱚᱲᱦᱟ ᱚᱱᱚᱡᱟᱨᱛᱷ ᱠᱚ ᱩᱱᱡᱟᱣᱟᱱᱚ ᱯᱟᱠᱢᱟᱱᱮ ᱫᱚᱲᱦᱟ ᱵᱟᱨᱫᱮᱜ ᱜᱟᱨᱮᱱᱮ ᱠᱚ ᱰᱟᱦᱟᱱ᱾

CO2. ᱫᱚᱲᱦᱟ ᱚᱱᱚᱡᱟᱨᱛᱷ ᱵᱟᱨᱫᱮᱜ ᱣᱚᱡᱩᱦᱚ ᱣᱱ.ᱢᱟᱹᱩ ᱠᱚ ᱢᱱᱢᱱᱟᱨ ᱰᱟᱦᱟᱱ᱾

CO3. ᱯᱟᱠᱢᱟᱨ-ᱯᱟᱠᱢᱟᱨᱫᱚᱲᱦᱟ ᱠᱚ ᱢᱱᱢᱱᱟᱨ ᱠᱟᱱᱚᱡ ᱚᱵᱯᱱ. ᱤᱚᱠᱟᱣᱟ ᱠᱚ ᱜᱟᱱᱮᱱ᱾

CO4. ᱫᱚᱲᱦᱟ ᱚᱱᱚᱡᱟᱨᱛᱷ ᱵᱟᱨᱫᱮᱜ ᱜᱵᱮ ᱯᱚᱞ ᱠᱚ ᱢᱱᱢᱱᱟᱨ ᱯᱱᱩᱵᱟᱨᱮᱱᱜ-ᱱ᱾

CO5. ᱫᱮᱫᱚᱲᱦᱟ ᱚᱱᱚᱡᱟᱨᱛᱷ ᱵᱟᱨᱫᱮᱜ ᱯᱚᱲᱦᱟ ᱠᱚ ᱚᱲᱦᱟ ᱠᱱ.ᱡᱟ ᱢᱱᱢᱱᱟᱨ ᱠᱟᱱᱚᱡ ᱯᱱᱟᱣᱱ ᱦᱟᱛᱷ ᱠᱚ ᱡᱱᱵᱟᱵ ᱢᱵᱵᱠ ᱯᱱᱩᱵᱟᱨᱮᱱᱜ-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)** ꠇꠟꠉ ꠅꠘ ꠥꠟꠉ

(ii) ꠇꠅꠈꠣꠅꠘꠓꠀ ꠐꠅ.ꠘꠇꠀ ꠘꠐꠢꠅꠣ ꠐꠈꠅꠅꠣ ꠅꠘ ꠈꠀꠣ- ꠣꠘ. ꠣꠤꠓꠅꠈ ꠇꠅꠣꠟ ‘ꠇꠤꠓꠀꠘ’

Unit- 2. (i) ꠉꠤꠐꠘꠤꠓꠀ ꠇꠅꠚꠣꠅꠘꠘꠐ ꠐꠅ.ꠘꠇꠀ ꠉꠤꠟꠉ- ꠣꠘ. ꠉꠐ. ꠇꠀ. ꠣꠟꠣꠟ

(ii) ꠇꠅꠚꠣꠣꠅ ꠇꠅꠣꠀꠉꠅ– ꠟꠥꠅꠢ ꠈꠅꠅꠣꠤ ꠇꠅ.ꠚꠤꠀ

Unit- 3 (**i)** ꠇꠅꠈꠣꠅꠘꠓꠀ ꠐꠅ.ꠘꠇꠀ ꠅꠘ ꠇꠅꠚꠣꠐꠥ

(ii) ꠇꠅꠈꠣꠅꠘꠓꠀ ꠐꠅ.ꠘꠇꠀ ꠅꠘ ꠅꠐ- ꠇꠅꠘꠅꠥꠅ ꠐꠘꠅꠇꠅꠥꠅ ꠉꠤꠅꠇꠅꠥꠤ ꠉꠀꠇꠟꠟ

Unit- 4. (**i)** ꠣꠀꠐꠟꠅ. ꠤꠅ.ꠚꠤꠀ

(ii) ꠇꠅꠈꠣꠅꠘꠓꠀ ꠇꠅꠚꠣꠐꠥ ꠘꠐ ꠇꠅꠈꠣꠅꠘꠓ ꠣꠀꠘꠐꠅ. ꠐꠥꠐꠥꠈ ꠥꠟꠈ- ꠐꠘꠅ. ꠥꠀꠤꠅꠣꠤꠘꠘ ꠐꠅ.ꠇꠥꠅ ।

(iii) ꠣꠀꠘꠇꠅ ꠤꠟꠈꠣꠅ, ꠣꠀꠘꠘ ꠣꠅꠚꠣꠐ ꠇꠥꠘꠐꠈ, ꠣꠀꠣꠣ. ꠟꠀꠇꠟꠈ, ꠇꠈꠅꠣꠤ ꠐꠅꠘꠤꠅꠈꠅ, ꠣꠥꠅꠤꠀꠘꠅ.ꠣꠥꠀ ꠤꠅ.ꠚꠤꠀ, ꠟꠟꠈꠅ.ꠘꠅꠤ ꠇꠥꠘꠐꠈ

Reference Books:

1. ꠣꠐꠣꠘꠐ – ꠇꠅꠐꠀꠐꠐꠣ:-ꠤꠅꠚꠅꠥꠐꠐꠣꠣꠅ.ꠇꠥꠅ
2. ꠉꠤꠐꠘꠤꠅꠥ ꠅ.ꠘꠀ ꠣꠅ:ꠥꠀ – ꠣꠘ. ꠉꠐ. ꠇꠀ. ꠅꠟꠣꠟ
3. ꠇꠅꠚꠣꠅ ꠇꠅꠚꠣꠅ- ꠟꠥꠅꠢ ꠈꠅꠅꠣꠤ ꠤꠅ.ꠚꠤꠀ
4. ꠚꠟꠣꠅ.ꠇꠀ ꠥꠈꠥꠅ ꠤꠅꠣꠅ- ꠇꠅꠘꠅꠥꠅ ꠐꠘꠅꠇꠅꠥꠤ ꠉꠀꠇꠟꠟ
5. ꠆ꠅꠈꠅꠢ ꠤꠅꠣꠅ – ꠐꠘꠅ.ꠥꠀ꠆ꠅꠤꠣꠣꠘ ꠣꠅ.ꠇꠥꠅ꠆
6. ꠣꠀꠘꠇ ꠣꠅꠚꠣꠐ ꠥꠅ ꠣꠅꠟꠅ ꠐꠅ.ꠇꠀ ꠣꠈꠥꠈꠣꠅ – ꠇꠈꠅꠤꠇꠀ. ꠟꠟꠣꠟ
7. ꠣꠀꠘꠇ ꠣꠅꠚꠣꠐ– ꠐꠅꠇ꠆ꠀꠤ ꠣꠅ.꠆ꠅ ꠅꠥꠈꠀꠣꠅ.ꠇꠀ ꠆ꠅꠚꠣꠅ
8. ꠣꠀꠘꠟꠅ ꠤꠅ.ꠚꠤꠀ- ꠣꠘ.ꠉꠐ. ꠇꠀ. ꠟꠣꠟ
9. ꠇꠅ.꠆ꠤꠅꠘ (ꠐꠅ.ꠤꠀꠘ ꠤꠅ.ꠟꠀꠣ)– ꠅꠤꠐꠅꠟꠉꠟꠤꠅꠘ ꠤꠀꠤꠣꠣꠘꠤ
10. ‘ꠣꠤꠅ.ꠚ꠆ ꠣꠀꠘ’ ꠇꠉꠅꠅ.ꠘꠅꠤ ꠇꠥꠘꠐꠈ –ꠤꠥꠅꠈꠅ ꠟꠟꠣꠟ

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	Tribal Freedom Fighters ᱥ.ᱫᱟᱹᱞ ᱚᱞᱪᱮᱛᱟ.ᱯ ᱛᱟᱹᱭᱫᱟᱹᱭ	4	3-1-0

Course Objectives:

ᱮᱫᱚᱢ ᱥ.ᱫᱟᱹᱞ ᱚᱞᱪᱮᱛᱟ.ᱯ ᱛᱟᱹᱭᱫᱟᱹᱭ ᱠᱫᱚᱢᱨ ᱱᱟᱨᱮᱫᱮ ᱥᱟ ᱠᱥ.ᱩᱟ ᱠᱥ.ᱮᱮᱟ ᱡᱥ.ᱢᱚᱪᱚᱢ. ᱠᱫ ᱡᱥᱟᱶᱟᱭ ᱫᱩᱧ ᱠᱫᱚᱢ ᱾ ᱥ.ᱫᱟᱹᱞ ᱚᱞᱪᱮᱛᱟ.ᱯ ᱛᱟᱹᱭᱫᱟᱹᱭ ᱠᱫᱚᱢᱨ ᱮᱢᱮᱛᱟ ᱠᱢᱚᱲᱥ ᱠᱫ ᱛᱥᱛᱟᱢᱨ ᱫᱩᱧ ᱠᱫᱚᱢ ᱾

Course Outcomes:

CO1. ᱮᱫᱚᱢ ᱴᱢᱚᱥᱟ ᱡᱫᱡᱫᱶᱟᱫᱮ ᱚᱥᱯᱥᱚᱴ ᱡᱥ.ᱢᱚᱪᱚᱢ.ᱠᱫ ᱥ.ᱫᱟᱹᱞ ᱚᱞᱪᱮᱛᱟ.ᱯ ᱛᱟᱹᱭᱫᱟᱹᱭᱠᱫ ᱛᱥᱛᱟᱢᱨ ᱣᱥᱟᱢ ᱠᱵᱨᱮᱱ᱾

CO2. ᱮᱫᱚᱢ ᱴᱢᱚᱥᱟ ᱡᱫᱡᱫᱶᱟᱫᱮ ᱚᱥᱯᱥᱚᱴ ᱡᱥ.ᱢᱚᱪᱚᱢ. ᱠᱫ ᱥ.ᱫᱟᱹᱞ ᱚᱞᱪᱮᱛᱟ.ᱯ ᱛᱟᱹᱭᱫᱟᱹᱭ ᱠᱫᱚᱢᱜ ᱯᱥ.ᱣᱜᱥ.ᱨ ᱱᱟᱨᱮᱫᱮ ᱥᱟ ᱳᱫᱜᱫᱚ ᱠᱫ ᱛᱥᱛᱟᱢᱨ ᱣᱥᱟᱢ ᱠᱵᱨᱮᱱ᱾

CO3. ᱮᱫᱚᱢ ᱴᱢᱚᱥᱟ ᱡᱫᱡᱫᱶᱟᱫᱮ ᱚᱥᱯᱥᱚᱴ ᱡᱥ.ᱢᱚᱪᱚᱢ.ᱠᱫ ᱥ.ᱫᱟᱹᱞ ᱚᱞᱪᱮᱛᱟ.ᱯ ᱛᱟᱹᱭᱫᱟᱹᱭ ᱠᱫᱚᱢᱜ ᱮᱢᱮᱛᱟ ᱥᱟ ᱥᱮᱮᱩ ᱠᱫ ᱯᱥ.ᱨ ᱫᱥᱛᱟᱵᱨᱮᱢᱜ-ᱥ᱾

CO4. ᱮᱫᱚᱢ ᱴᱢᱚᱥᱟ ᱡᱫᱡᱫᱶᱟᱫᱮ ᱚᱥᱯᱥᱚᱴ ᱡᱥ.ᱢᱚᱪᱚᱢ.ᱠᱫ ᱥ.ᱫᱟᱹᱞ ᱛᱟᱹᱭᱫᱟᱹᱭ ᱠᱫᱚᱢᱜ ᱯᱥ.ᱣᱜᱥ.ᱨ ᱱᱟᱨᱮᱫᱮ, ᱥᱮᱮᱩ ᱥᱟ ᱳᱫᱜᱫᱚ ᱠᱫ ᱚᱵᱮᱠᱟᱨ ᱛᱟᱨᱮᱣᱟᱨ ᱫᱥᱛᱟᱵᱨᱮᱢᱜ-ᱥ᱾

CO5. ᱫᱚᱡᱚᱱ ᱫᱟᱱᱚᱱᱩ ᱩᱚᱩᱚᱵᱵᱩᱜᱚᱫ ᱚᱱᱮᱱᱚᱛᱚᱨ ᱩᱱ.ᱢᱜᱚᱡᱚᱱ.ᱦᱚ ᱱ.ᱯᱨᱩ ᱩᱜᱦᱜᱜᱚᱱ.ᱯ ᱣᱨᱜᱯᱚᱱᱜ ᱦᱚᱡᱚᱱᱜ ᱩᱜᱦᱜᱜᱚᱱ.ᱯ ᱯᱱ.ᱵᱜᱚᱱ.ᱟ ᱥᱫᱟᱱᱜ ᱯᱚᱱᱩ ᱦᱚ ᱦᱚ ᱚᱦᱮᱱ-ᱩᱱ.ᱟᱮᱱ. ᱵᱚᱱᱩ ᱯᱚᱱᱵᱨᱟᱱᱜ-ᱱ।

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. ᱣᱱᱣᱱ ᱚᱨᱯᱦᱱ. ᱡᱱ.ᱱᱜᱨ: ᱩᱜᱦᱜᱜᱚᱱ.ᱯ ᱯᱱ.ᱵᱜᱚᱱ.ᱟ ᱱᱨᱟᱟᱜᱮ ।

Unit-2. ᱫᱟᱱᱚ ᱩᱱᱜᱜᱚᱱᱮᱱ, ᱫᱨᱟᱭᱮ, ᱦᱱ.ᱮᱜᱦ, ᱥᱱ·ᱭᱧ, ᱣᱜᱱᱟᱜᱜᱮ, ᱩᱜᱦᱯᱮ, ᱱᱜᱱᱮᱮ : ᱩᱜᱦᱜᱜᱚᱱ.ᱯ ᱯᱱ.ᱵᱜᱚᱱ.ᱟ ᱱᱨᱟᱟᱜᱮ।

Unit-3 ᱣᱨᱜᱫᱟ ᱡᱦᱮᱣᱱ : ᱩᱜᱦᱜᱜᱚᱱ.ᱯ ᱯᱱ.ᱵᱜᱚᱱ.ᱟ ᱱᱨᱟᱟᱜᱮ।

Unit-4 ᱯᱭᱦᱜᱤᱜᱣ ᱮᱱᱟᱟᱱᱦ : ᱩᱜᱦᱜᱜᱚᱱ.ᱯ ᱯᱱ.ᱵᱜᱚᱱ.ᱟ ᱱᱨᱟᱟᱜᱮ।

Reference Books –

1. ᱫᱟᱛᱚᱱ ᱜᱮᱵ - ᱫᱟᱱᱯᱜᱚᱱᱟ ᱡᱦᱜᱡᱦ
2. ᱜᱮᱵ ᱤᱮᱜᱮᱯ ᱜᱟᱮ ᱱ.ᱦᱨᱯᱤᱚᱮ ᱜᱮᱵ ᱦᱮ
3. ᱜᱚᱱᱩᱵᱚᱱᱤ ᱦᱮᱡᱚᱱᱜ ᱱᱨᱟᱟᱮ ᱥᱦᱜᱨᱟᱛ - ᱜᱮᱤᱟᱟᱮ ᱥᱮ·ᱭᱜᱮ ᱦᱨᱟᱟᱦᱦ
4. ᱱᱜᱚᱱᱜᱦᱜᱮ·ᱣ ᱦᱵ ᱫᱮᱜᱨᱟᱭᱧ- ᱣᱜ. ᱣᱜᱦᱣᱧᱮᱵᱟᱫᱮᱜᱜ ᱮᱮᱦᱱᱨᱧ
5. 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** **ᱚᱱᱚᱞᱚᱢᱫᱟ ᱚᱱᱚᱜᱚᱱᱭ ᱚᱱᱡᱟᱨᱛᱤ ᱦᱟᱱᱚᱭᱟᱜ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱡᱟᱱ ᱚᱱᱚᱱᱟ ᱱᱚᱫᱟᱣᱟᱫ ᱚᱱᱮᱱᱚᱛ ᱱᱮᱱ.ᱢᱟᱵᱟᱱ.. ᱦᱚ ᱚᱱ·ᱜᱟᱱᱭ ᱚᱱᱡᱟᱨᱛᱤ ᱡᱚᱡᱚᱱᱚ ᱡᱚᱡᱚᱱᱨᱤ ᱯᱟᱞᱚᱦᱚᱡᱟᱱ ।

Course Outcomes:

CO1 ᱫᱚᱡᱟᱱ ᱚᱱᱚᱱᱟ ᱱᱚᱫᱟᱣᱟᱫ ᱦᱚᱱᱚᱛ ᱱᱮᱱ.ᱢᱟᱵᱟᱱ. ᱦᱚ ᱚᱱ·ᱜᱟᱱᱭ ᱚᱱᱡᱟᱨᱛᱤ ᱯᱤᱫᱚᱯ ᱵᱟᱨᱦᱟᱜ ᱫᱚᱜᱚᱱᱟ ᱥᱟ ᱯᱚᱦᱟᱣᱟᱱᱵᱟᱨᱚᱱ. ᱦᱚᱱᱚᱣᱚᱱᱦᱚ ᱡᱚᱡᱚᱱᱨᱤ ᱣᱚᱱᱟᱱ ।

CO2 .ಕಲಿಯುವ ಕಾರ್ಯದಲ್ಲಿ ಬಹುವಿಧದ ಬಹುಮಟ್ಟದ ಜ್ಞಾನ. ಬಿ ಕಾ.ಆಯವ್ಯಯ. ಬಿ ಕಾ ಅಧ್ಯಯನ ಬಿ ಕಾರ್ಯಸಾಧನೆಯ । ಕಾ.ಆಯವ್ಯಯ ಕಾರ್ಯಭಾರದ ಸಂಬಂಧ ಸಂಬಂಧ ಯಶಸ್ವಿ.ಇ ಮತ್ತ ಕಲಿಕಾರ ಬಿ ಬಿ ಯಶಸ್ವಿತೆಗೆ ।

CO3. ಕಲಿಯುವ ಕಾರ್ಯದಲ್ಲಿ ಬಹುವಿಧದ ಬಹುಮಟ್ಟದ ಜ್ಞಾನ. ಬಿ ಕಾ.ಆಯವ್ಯಯ. ಬಿ ಕಾ.ಆಯವ್ಯಯ ಕಾರ್ಯಭಾರದ ಅ-ಅಧಿಕ ಸಂಬಂಧ ಧಾರಣೆಯ ಬಿ ಅಧಿಕಾರದ ಯಶಸ್ವಿ.ತಿ ಯಶಸ್ವಿತೆಗೆ ।

CO4. ಕಲಿಯುವ ಕಾರ್ಯದಲ್ಲಿ ಬಹುವಿಧದ ಬಹುಮಟ್ಟದ ಜ್ಞಾನ. ಕಾ.ಆಯವ್ಯಯ ಕಾರ್ಯಭಾರದ ಕಾರ್ಯ ಎಸಿಐಡಿಗಳು ಬಿಜಿ.ಪ್ರಶ್ನೆಯ ಅಶ್ವತ ಜ ಯಶಸ್ಸಿಗೆ ಅಧಿಕಾರ ಬಿ ಅನುಷ್ಠಾನ ।

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 ಕಾ.ಆಯವ್ಯಯ ಕಾರ್ಯಭಾರದ ಪರಿಕಲ್ಪನೆ ।

Unit-2 ಡಿಪಿ. ಪಿಯಲಿರಿಪಿಲಿಂಗ್ ಡಿಪಿಲಪಿನ ಹಿಗ ಕಾ.ಆಯವ ಕಾರ್ಯಭಾರದ ।

Unit-3 ಡಿಪಿರಿಯಲ ಡಿಪಿಲಿರಿಪಿ ಪಿಯಿಂಪಿ ಹಿಂಡಿಂ ಹಿಗ ಕಾ.ಆಯವ ಕಾರ್ಯಭಾರದ ।

Unit-4 ಖಿಪಿರಿಂಪಿಲಿರಿಪಿ ಬಿಪಿಪಿಲಿಗಿ ಹಿಂಡಿಂ ಹಿಗ ಕಾ.ಆಯವ ಕಾರ್ಯಭಾರದ ।

Reference Books:

1. ಕಾ.ಆಯವ ಕಾರ್ಯಭಾರದ - ಡಿಪಿ. ಪಿಯಲಿರಿಪಿಲಿಂಗ್ ಡಿಪಿಲಪಿನ
2. ಕಾ.ಆಯವ ಕಾರ್ಯಭಾರದ - ಡಿಪಿರಿಯಪಿಡಿಲಿರಿಪಿಲಿಪಿಂಪಿಯ ಹಿಂಡಿಂ
3. ಕಾ.ಆಯವ ಕಾರ್ಯಭಾರದ - ಖಿಪಿರಿಂಪಿಲಿರಿಪಿ ಬಿಪಿಪಿಲಿಗಿ ಹಿಂಡಿಂ

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 ᱠᱞᱚᱞᱚᱢᱟᱨ ᱫᱚᱫᱚᱢᱟᱣᱚᱞ ᱚᱟ ᱚᱞᱚᱚᱞᱚᱚᱞ ᱚᱞᱚᱚᱞᱚᱢ	4	3-1-0

Course Objectives:

ಕಲಿಯುವ ವಿದ್ಯಾರ್ಥಿಯ ಅಭಿರುಚಿಯ ಮೇರೆಗೆ ಬಿ.ಗುಣಮಟ್ಟ. ಆ ಆಯ್ಕೆಯಲ್ಲಿ ನಿಮ್ಮ ಆಯ್ಕೆಯಲ್ಲಿ ಜಿ.ಕಲ್ಪ ಯಾವುದೇ ಯಾವುದೋ ಪ್ರಾಯೋಗಿಕ ಕೆಲಸದಲ್ಲಿ ಪರಿಣತಿ ಪಡೆಯುವುದು, ಆಯ್ಕೆಯಲ್ಲಿ ಪ್ರಮುಖ ಬಿಡಿಭಾಗಗಳ ಬಗ್ಗೆ ಜ್ಞಾನ, ಆಯ್ಕೆಯಲ್ಲಿ ಕಲಿಯುವ ಪ್ರಮುಖ ಪ್ರಮಾಣ ಯಾವುದೇ ಆಗಿರಲಿ, ಆಯ್ಕೆಯಲ್ಲಿ ಪ್ರಮುಖ ಬಿ.ಯಾ

Unit-1. ৮ৰ্ত্তণ্ড্ৰ্ণ্ড্ৰ্ণ্ড্ৰ্

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** **ᱦᱟᱹᱱᱛᱚᱢᱫᱟᱨᱤ ᱦᱟᱹᱱᱩᱞᱟᱹᱨ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱫᱟᱹᱜᱟᱢᱤ**	4	3-1-0

Course Objectives

ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱢᱤ ᱩᱫᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱟᱹᱣᱚᱞ ᱩᱢ.ᱩᱣᱦᱟᱣᱟᱢ.ᱠᱚ ᱦᱟᱱᱛᱚᱢᱫᱟᱨᱤ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱯᱟᱹᱨᱛᱷᱚᱢᱟᱹᱨᱤ ᱵᱟᱱᱚᱢᱣᱟᱱᱠᱚ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱥᱩᱫᱚ ᱠᱚᱣᱟᱱ।

Course Outcomes

CO1. ᱦᱟᱱᱛᱚᱢᱫᱟᱨᱤ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱫᱟᱹᱜᱟᱢᱤ ᱦᱟᱱᱚᱢᱤ ᱩᱫᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱟᱹᱣᱚᱞ ᱩᱢ.ᱩᱣᱦᱟᱣᱟᱢ.ᱠᱚ ᱫᱚᱣᱟᱱ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱫᱟᱹᱜᱟᱢᱤ ᱠᱟᱱᱚᱣᱟᱱ ᱩᱵᱦᱟᱱ.ᱚ ᱦᱟ.ᱣᱟᱤ ᱠᱚ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱫᱟᱱᱤ ᱥᱟᱦᱟᱨᱤᱭᱟᱜ-ᱱᱟ।

CO2. ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱢᱤ ᱩᱫᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱟᱹᱣᱚᱞ ᱩᱢ.ᱩᱣᱦᱟᱣᱟᱢ.ᱠᱚ ᱦᱟᱱᱛᱚᱢᱫᱟᱨᱤ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱵᱮᱵᱥᱮᱵ, ᱩᱢ.ᱮᱢ.ᱚᱞᱟ, ᱡᱮᱮᱚᱠᱠᱚ ᱛᱟᱨᱮᱫᱟᱨᱤ ᱦᱟ.ᱣᱟᱤᱡᱠᱚ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱫᱟᱱᱤᱱ ᱱᱚ ᱜᱮᱨᱮᱱᱮ ᱠᱚ ᱱᱚᱤᱡᱟᱱᱚᱣ-ᱱᱟ।

CO3. ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱢᱤ ᱩᱫᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱟᱹᱣᱚᱞ ᱦᱟᱱᱛᱚᱢᱫᱟᱨᱤ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱩᱫᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱟᱹᱣᱚᱞ ᱦᱟᱱᱛᱚᱢᱫᱟᱨᱤ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱥᱟᱦᱟᱨᱤ ᱣᱟ.ᱚ ᱣᱟ.ᱦᱟᱞᱩ “ᱣᱚᱰᱟ ᱦᱟᱱᱩᱞᱟᱹᱨ” ᱥᱟᱨᱠᱟᱱᱠᱚ ᱵᱟᱱᱚᱣᱟᱱᱵᱚ ᱩᱢ.ᱩᱣᱦᱟᱣᱟᱢ.ᱠᱚ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱫᱟᱱᱤᱱ।

CO4. ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱢᱤ ᱩᱫᱫᱟᱣᱟᱫᱮ ᱚᱢᱯᱟᱹᱣᱚᱞ ᱮᱢᱣᱟᱢᱜ ᱣᱵᱜᱭ ᱥᱟᱨᱠᱟᱱᱜ ᱦᱟᱱᱛᱚᱢᱫᱟᱨᱤ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱵᱟᱱᱚᱣᱟᱱᱵᱚ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱫᱟᱱᱤ ᱵᱟᱱᱚᱠ ᱩᱢ.ᱩᱣᱦᱟᱣᱟᱢ.ᱠᱚ ᱩᱫᱫᱟᱣᱟᱱᱚᱣ ᱵᱟᱱᱚᱠ ᱱᱟᱵᱚ ᱣᱚ᱾ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱜᱚᱞᱚᱜ ᱥᱟᱨᱠᱟᱱᱜ ᱡᱚᱜᱭᱜᱟᱱ ᱡᱟᱨ ᱵᱚᱭᱜᱮᱱ.ᱚ ᱵᱚ ᱫᱟᱱᱤᱱ।

CO5. ᱫᱚᱣᱟᱱ ᱦᱟᱱᱚᱢᱤ ᱚᱢᱯᱟᱹ ᱚᱨ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱥᱟᱨᱠᱟᱱᱜ ᱫᱟᱱᱤᱱ ᱛᱟᱱᱛᱟᱱᱨᱮ ᱜᱚᱞᱚᱜ ᱵᱟᱱᱚᱠ ᱱᱟᱵᱚᱣᱟᱱᱜ ᱦᱟᱱᱩᱞᱟᱹᱨ ᱛᱟᱱᱛᱟᱱᱚ ᱡᱮᱮᱨ ᱚᱞᱯ ᱜᱚᱞᱚᱜ ᱣᱵᱨᱵᱵᱜ-ᱱᱟ।

CO-PO-PSO Mapping

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

CO–PO–PSO																	
CO1																	
CO2																	
CO3																	

CO–PO–PSO																	
CO4																	
CO5																	

Course Contents

Unit – 1. ᱚᱢᱟᱱᱚᱢᱫᱟᱨᱤ ᱚᱢᱩᱵᱟᱡᱤᱨ ᱱᱟᱹᱨᱮᱢᱜ ᱮᱢᱜᱮᱞ
ᱵᱮᱵᱟᱦᱩ, ᱰᱚ.ᱮᱢ.ᱱᱚᱨᱟ, ᱩᱫᱮᱫᱟᱣ

Unit – 2. Ancient oral literature (Before 1854)
ᱚ.ᱠᱷᱮᱢᱤᱜ ᱱᱟᱹᱨᱮᱢᱜ ᱡᱚᱫ ᱚᱢᱩᱵᱟᱡᱤᱨ

Unit – 3. Medieval literature 1854-1946
ᱚᱢᱯᱚ ᱮᱢᱤᱜ ᱱᱟᱹᱨᱮᱢᱜ ᱚᱢᱩᱵᱟᱡᱤᱨᱠᱷᱚ

Unit – 4. Modern literature from 1947 to till date
ᱮᱢᱟᱢᱜ ᱮᱢᱤᱜ ᱱᱟᱹᱨᱮᱢᱜ ᱚᱢᱩᱵᱟᱡᱤᱨᱠᱷᱚ

Reference Books

1. ᱚᱢᱮᱚᱢᱫᱟᱨᱤ ᱚᱢᱩᱵᱟᱡᱤᱨ ᱱᱟᱹᱨᱮᱢᱜ ᱡᱩᱡᱩᱮᱡᱩᱞ ᱢᱟ ᱡᱢᱱᱟᱹᱢ- ᱡᱢ. ᱠᱰ. ᱚᱨ. ᱚᱵᱡᱵ
2. ᱚᱢᱮᱚᱢᱫᱟᱨᱤ ᱡᱮᱡᱯ ᱱᱟᱹᱨᱮᱢᱜ ᱮᱢᱜᱮᱞ- ᱠᱡᱯᱨᱮᱠᱷᱱᱟᱡ ᱮᱢᱚᱡ ᱡᱢᱮᱰᱨ
3. ᱚᱢᱩᱵᱟᱡᱤᱨ ᱢ.ᱱᱨ- ᱰᱱ. ᱚᱡᱡᱩᱱᱟᱵᱮᱢᱚᱡ ᱚᱡᱱᱨᱮ
4. ᱚᱢᱮᱚᱢᱫᱟᱨᱤ ᱢᱩᱞᱟᱢᱱᱮᱠ: ᱡᱦᱩᱨ- ᱯᱵᱱᱜᱢ. ᱣᱡᱱᱡᱮ ᱩᱵᱱᱩᱵ
5. ᱡᱡᱟ ᱰᱢ.ᱱᱨᱢ ᱢᱱ ᱚᱢᱩᱵᱟᱡᱤᱨ ᱱᱟᱹᱨᱮᱢᱜ ᱮᱢᱜᱮᱞᱩ- ᱵᱵ.ᱫᱞᱡᱯᱯᱢᱮ ᱩᱵᱱᱩᱵ

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution through the History of Santali Literature
SDG 1	**No Poverty**	**Santali literary narratives reflect indigenous livelihood systems, rural resilience, and collective social support mechanisms.**
SDG 2	**Zero Hunger**	**Agricultural traditions, seasonal songs, and folk practices preserve indigenous farming knowledge and food sustainability.**

SDG No.	SDG Title	Nature of Contribution through the History of Santali Literature
SDG 3	Good Health and Well-Being	Traditional healing practices, cultural rituals, and community solidarity reflected in literature contribute to social well-being.
SDG 4	Quality Education	Promotes inclusive education, preservation of indigenous language and literature, critical thinking, and cultural learning.
SDG 5	Gender Equality	Highlights women's contributions, gender roles, and evolving awareness of equality in Santali society and literature.
SDG 6	Clean Water and Sanitation	Literary and folk traditions emphasize respect for rivers, ponds, forests, and natural resources essential for life.
SDG 7	Affordable and Clean Energy	Indigenous eco-friendly lifestyles reflected in literature encourage sustainable and low-resource living practices.
SDG 8	Decent Work and Economic Growth	Santali literature supports cultural industries, folk arts, publishing, translation, and heritage-based employment opportunities.
SDG 9	Industry, Innovation and Infrastructure	Promotion of Ol Chiki script, literary publications, digital archives, and research initiatives strengthen cultural innovation.
SDG 10	Reduced Inequalities	Encourages recognition of tribal identity, social inclusion, linguistic rights, and empowerment of marginalized communities.
SDG 11	Sustainable Cities and Communities	Preserves indigenous cultural heritage, oral traditions, festivals, and sustainable community life.
SDG 12	Responsible Consumption and Production	Literary traditions encourage balanced use of natural resources and sustainable social practices.
SDG 13	Climate Action	Ecological themes and environmental awareness in Santali literature inspire protection of nature and climate-sensitive lifestyles.
SDG 14	Life Below Water	Traditional beliefs regarding rivers and water ecosystems support conservation awareness.
SDG 15	Life on Land	Sacred groves, biodiversity, forest traditions, and nature worship in Santali literature promote land and ecosystem conservation.
SDG 16	Peace, Justice and Strong Institutions	Literary works encourage justice, collective harmony, indigenous governance systems, and peaceful coexistence.

SDG 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.ᱞᱟᱹᱨ ᱦᱚᱢᱟᱨᱤᱞ	4	3-1-0

Course Objectives:

ᱫᱚᱣᱟᱱ ᱦᱚᱱᱚᱱᱩ ᱚᱞᱚᱞᱛᱟᱣᱟᱫᱤ ᱚᱱᱯᱚᱱᱚᱥ ᱚᱱ.ᱱᱟᱵᱟᱣᱟᱱ. ᱠᱤ ᱚᱱ.ᱞᱟᱹᱨ ᱦᱚᱢᱟᱨᱤᱞ ᱜᱚ.ᱡᱟᱞ ᱚᱥ ᱣᱚᱱᱚᱱᱮ ᱱᱩᱜᱩᱠᱩᱣᱟᱱ। ᱚᱱ.ᱞᱟᱹᱨ ᱞᱟᱨᱮᱚᱜ ᱣᱟᱨᱤᱫᱤᱨᱤᱚᱱ ᱱᱚᱲ ᱡᱚ.ᱱᱟᱵᱟᱣ ᱠᱤ ᱞᱟᱨᱮᱚᱜ ᱣᱟᱨᱤᱛᱟᱨᱮᱱᱚᱥ ᱦᱤᱥᱛᱚᱨᱤ ᱥᱩᱧᱚ ᱠᱩᱨᱩᱜ ᱠᱩᱨᱩᱜᱼ।

Course Outcomes:

CO1. ᱚᱱ.ᱞᱟᱹᱨ ᱦᱚᱢᱟᱨᱤᱞ ᱦᱚᱱᱚᱱᱩ ᱚᱞᱚᱞᱛᱟᱣᱟᱫᱤ ᱚᱱᱯᱚᱱᱚᱥ ᱚᱱ.ᱱᱟᱵᱟᱣᱟᱱ. ᱠᱤ ᱚᱱ.ᱞᱟᱹᱨ, ᱚᱱ.ᱞᱟᱹᱨ ᱞᱟᱨᱮᱚᱜ ᱚᱱ.ᱮᱱ.ᱞᱟᱹᱨ, ᱚᱱ.ᱞᱟᱹᱨ ᱜᱩᱞᱚᱱᱞᱚᱲ ᱱᱚᱲ ᱫᱮᱱ ᱞᱟᱨᱮᱚᱜ ᱣᱟᱨᱤᱦᱤᱨᱤᱚᱱᱠᱤ ᱞᱟᱨᱮᱚᱜ ᱜᱚ.ᱡᱟᱞᱜᱟᱨᱮᱚᱜ ᱠᱤ ᱭᱚᱱᱩᱱ।

CO2. ᱚᱱ.ᱞᱟᱹᱨ ᱦᱚᱢᱟᱨᱤᱞ ᱞᱟᱨᱮᱚᱜ ᱚᱱ.ᱮᱱ.ᱞᱟᱹᱨ।

CO3. ᱚᱱ.ᱞᱟᱹᱨ ᱦᱚᱢᱟᱨᱤᱞ ᱞᱟᱨᱮᱚᱜ ᱡᱚᱫᱩᱢᱚᱡᱟᱱ.ᱱᱟᱵᱟᱣ ᱠᱤ ᱣᱚᱱᱚᱱᱮ ᱭᱚᱱᱩᱱ।

CO4. ᱚᱱ.ᱱᱟᱵᱟᱣᱟᱱ. ᱠᱤ ᱚᱱ.ᱞᱟᱹᱨ ᱦᱚᱢᱟᱨᱤᱞ ᱚᱞᱚᱞᱛᱟᱣᱟᱫᱤ ᱚᱱᱯᱚᱱᱚᱥ ᱦᱚᱮᱚᱱᱛᱟᱱᱛ ᱚᱱ.ᱞᱟᱹᱨ ᱱᱚᱲ ᱪᱮᱱᱚᱜ ᱚᱱ.ᱞᱟᱹᱨ ᱦᱚᱲ ᱦᱚ.ᱜᱚ.ᱨ ᱠᱤ ᱣᱚᱱᱚᱱᱮ ᱭᱚᱱᱩᱱ।

CO5. ᱚᱱ.ᱱᱟᱵᱟᱣᱟᱱ. ᱠᱤ ᱚᱱ.ᱞᱟᱹᱨ ᱦᱚᱢᱟᱨᱤᱞ ᱞᱟᱨᱮᱚᱜ ᱯᱚ.ᱠᱚᱱ ᱠᱤ ᱣᱚᱱᱚᱱᱮ ᱭᱚᱱᱩᱱ।

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. ᱑ᱹᱢ.ᱵᱟᱹ ᱵᱩᱨᱩᱢᱜ ᱑ᱹᱢ.ᱮᱢ.ᱵᱟᱹ, ᱩᱵᱮᱵᱳ, ᱢ.ᱡᱢ., ᱣᱚᱱᱚᱜᱚ ᱢᱟ ᱣᱜᱚᱢᱟᱜᱚᱣᱟᱨᱮᱜ ᱜᱩᱨᱩᱢᱮ ᱴᱩᱵᱩᱢᱚ

Unit-2. ᱑ᱹᱢ.ᱵᱟᱹ ᱴᱚᱢᱳᱴᱮ ᱵᱩᱨᱩᱢᱜ ᱚᱞᱮᱵᱚᱞ ᱢᱟ ᱳᱵᱮᱵᱜᱚᱞ/ᱣᱟᱹᱴᱟᱹ : ᱣᱟᱹᱣᱜᱚᱢᱨᱟᱹᱮ ᱳᱜᱟᱨᱮᱜᱟᱹ, ᱢᱜᱟᱹᱩᱨᱮᱦ ᱳᱜᱟᱨᱮᱜᱟᱹ, ᱵᱚᱦ ᱳᱜᱟᱨᱮᱜᱟᱹ, ᱵᱜᱮᱴᱢᱚᱵ ᱳᱜᱟᱨᱮᱜᱟᱹ, ᱴᱨᱮᱢᱩᱣᱜᱮᱯᱟᱵ ᱳᱜᱟᱨᱮᱜᱟᱹ।

Unit-3. ᱑ᱹᱢ.ᱵᱟᱹ ᱢᱟ ᱑ᱹᱢ.ᱵᱟᱹ ᱴᱚᱢᱳᱴᱮ ᱴᱚᱡ ᱴᱚᱢ.ᱜᱢ.ᱨ : ᱴᱚᱮᱳᱢᱡᱟᱹ ᱑ᱹᱢ.ᱵᱟᱹ ᱢᱟ ᱡᱮᱣᱜ-ᱡᱨᱪᱚᱜᱚ᱑ᱡᱟᱨᱮᱜᱮ ᱑ᱹᱢ.ᱵᱟᱹ, ᱴᱚᱮᱳᱢᱡᱟᱹ ᱑ᱹᱢ.ᱵᱟᱹ ᱢᱟ ᱣᱩᱨᱮᱧᱟᱵ ᱴᱳ᱾ᱴᱵᱚᱡᱟᱣᱳ।

Unit- 4. ᱴᱚᱮᱳᱢᱡᱟᱹ ᱑ᱹᱢ.ᱵᱟᱹ ᱴᱚᱢᱳᱴᱮ ᱢᱟ ᱣᱜᱚᱢᱟᱜᱚᱣᱟᱨᱮᱜ ᱜᱩᱨᱩᱢᱮ ᱴᱩᱵᱩᱢᱚ

(I) ᱢᱡᱢᱜ ᱴᱚᱢᱳᱴᱮ, ᱢ.ᱡᱢ. ᱴᱚᱢᱳᱴᱮ, ᱩᱵᱮᱵᱳ ᱴᱚᱢᱳᱴᱮ, ᱵᱚ᱑ ᱴᱚᱢᱳᱴᱮ ᱢᱟ ᱢ.ᱨᱢ.ᱳ ᱴᱚᱢᱳᱴᱮ ।

(II) ᱴᱚᱮᱳᱢᱡᱟᱹ ᱵᱚ᱑ ᱴᱚᱢᱳᱴᱮ ᱢ.ᱵᱟ ᱯᱵᱚᱢᱚᱱ ᱢᱩᱜᱮᱜᱩ

(i) ᱴᱚᱮᱳᱢᱡᱟᱹ ᱢᱟ ᱡᱟᱨᱮᱪᱟ ᱵᱚ᱑ᱮᱴᱚᱢᱳᱴᱮ।

(ii) ᱴᱚᱮᱳᱢᱡᱟᱹ ᱢᱟ ᱴᱚ᱾ᱴᱵᱚᱡᱟᱣᱳ ᱵᱚ᱑ᱮᱴᱚᱢᱳᱴᱮ।

(iii) ᱴᱚᱮᱳᱢᱡᱟᱹ ᱵᱚ᱑ ᱴᱚᱢᱳᱴᱮ ᱵᱩᱨᱩᱢᱚ ᱡᱟᱨᱮᱢ.ᱣ ᱮᱡᱵᱢ.ᱴ।

(iv) ᱴᱚᱮᱳᱢᱡᱟᱹ ᱑ᱹᱢ.ᱵᱟᱹ ᱣᱚᱮᱚᱪᱚᱯᱚᱜ ᱵᱩᱨᱩᱢᱮ ᱜᱩᱡᱩ।

Reference Books:

1. ᱑ᱹᱢ.ᱵᱟᱹ ᱴᱚᱢᱳᱴᱮ – ᱴᱨᱮᱢᱩ ᱴᱟ. ᱣᱵᱣᱵ
2. ᱑ᱹᱢ.ᱵᱟᱹ ᱴᱚᱢᱳᱴᱮ – ᱴᱚᱢ.ᱯᱡᱩ ᱥᱚᱮᱪᱳᱱᱟᱚ ᱴᱚᱱᱡᱮ
3. ᱵᱚᱡ ᱴᱚᱢᱳᱴᱮ – ᱣᱟ. ᱪᱚᱩᱚᱨᱮᱚᱮᱣᱟ ᱣᱩᱨᱮᱵᱚ
4. ᱣᱜᱚᱢᱮᱚ ᱣᱟᱜᱨᱮᱢᱮ – ᱣᱟ.ᱣᱜᱚᱯᱚᱢᱮᱚᱢᱚᱜ ᱚᱡᱣᱚᱱᱵᱟ
5. ᱴᱚᱮᱳᱢᱡᱟ ᱵᱚᱡ – ᱴᱚᱢᱯᱵᱜᱵ ᱩᱵᱵᱩᱵ।
6. ᱡᱟᱮᱪᱟ ᱛᱵ ᱴᱚᱮᱳᱢᱯᱡ: ᱚᱵᱯᱮᱚᱢᱩᱜᱵ ᱚᱪᱜᱡᱨᱮᱜᱮ – ᱣᱚᱩᱚᱢᱮᱮᱢᱚᱡᱵ ᱮᱩᱡᱟᱵ
7. ᱴᱚᱮᱳᱢᱯᱡ ᱩᱚᱵᱩᱜᱚᱯᱚᱜᱟ - ᱣᱟ. ᱚᱵᱵᱵᱮ ᱜᱜᱚᱮ
8. ᱮᱵᱵᱟᱪ ᱚᱚᱡᱜᱚᱵ ᱴᱚᱢᱳᱴᱮ – ᱩᱚᱮᱮᱮᱟᱛ ᱩᱵᱵᱩᱵ
9. ᱴᱚᱮᱳᱢᱯᱡ ᱣᱜᱚᱢᱮᱚ ᱥᱚᱵᱥᱜᱚ ᱛ ᱣᱟᱵᱚᱢᱮᱮᱵ ᱡᱚᱡᱟᱜᱚᱢᱮ – ᱑ᱹᱚᱵᱟᱩᱜᱚᱯ ᱜᱮᱩᱣᱜᱚᱵᱚᱩ
10. ᱑ᱹᱢ.ᱵᱟᱹ ᱴᱚᱢᱳᱴᱮ – ᱣᱟ. ᱢ.ᱩ᱑ᱹᱢ. ᱩᱚ.ᱵᱣᱡᱟ

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 ᱚᱱᱚᱠᱷᱟᱱᱟ ᱜᱚᱞᱚᱯ ᱟᱨ ᱵᱟ.ᱣᱚᱨ	4	3-1-0

Course Objectives

ᱚᱞᱚᱪ ᱚᱱᱚᱦᱚ ᱩᱞᱩᱞᱟᱣᱟᱫᱚ ᱚᱱᱟᱨᱚᱠ ᱩᱱ.ᱱᱟᱪᱚᱱ.ᱵᱚ ᱚᱱᱚᱠᱷᱟᱱᱟ ᱜᱚᱞᱚᱯ ᱟᱨ ᱵᱟ.ᱣᱚᱨ ᱣᱟᱱᱣᱚ ᱜᱟ.ᱣᱟᱱ ᱜᱮᱨᱮᱱᱚ ᱚᱱᱚᱨᱟᱯᱟᱨᱮᱚᱨ ᱨᱚᱱ ᱵᱚᱪᱚᱱ᱾ ᱚᱱᱚᱠᱷᱟᱱᱟ ᱚᱱᱪᱟᱣᱮᱛ ᱯᱟ.ᱜᱮᱛ ᱜᱚᱞᱚᱯ ᱟᱨ ᱵᱟ.ᱣᱚᱨ ᱩᱚᱜᱚᱵᱣᱚᱵ ᱵᱚ ᱜᱚᱵᱟᱣᱟᱫᱚ ᱵᱮᱨᱮᱜ |

Course Outcomes

CO1. ᱩᱱ.ᱱᱟᱪᱚᱱ.ᱵᱚ ᱚᱱᱚᱠᱷᱟᱱᱟ ᱜᱚᱞᱚᱯ ᱟᱨ ᱵᱟ.ᱣᱚᱨ ᱚᱱᱪᱟᱣᱮᱛ ᱭᱮᱨᱮᱜ ᱜᱟ.ᱣᱟᱱ ᱜᱮᱨᱮᱱᱚ ᱵᱚ ᱫᱟᱱᱟᱜ᱾

CO2. ᱚᱱᱚᱠᱷᱟᱱᱟ ᱜᱚᱞᱚᱯ ᱟᱨ ᱵᱟ.ᱣᱚᱨ ᱭᱮᱨᱮᱱᱚ ᱩᱵᱱᱟᱱ.ᱚ, ᱩᱮᱚᱮᱵᱚ, ᱩᱱ.ᱚᱱ.ᱭᱚᱨ, ᱚᱮᱚᱮᱛ ᱟᱨ ᱣᱟᱚᱮᱚᱚᱱ ᱵᱚ ᱣᱟᱱᱣᱟᱱᱮ ᱫᱟᱱᱟᱜ᱾

CO3. ᱚᱱᱚᱠᱷᱟᱱᱟ ᱜᱚᱞᱚᱯ ᱟᱨ ᱵᱟ.ᱣᱚᱨ ᱩᱞᱩᱞᱟᱣᱟᱫᱚ ᱵᱟᱚᱮ ᱣᱟᱱ.ᱜᱟ ᱚᱮᱫᱮᱛ ᱟᱨ ᱟᱫᱟᱭ-ᱣᱮᱣᱟᱱᱟᱭ ᱵᱚ ᱫᱮᱛᱟᱜ᱾

CO4. ᱚᱱᱚᱠᱷᱟᱱᱟ ᱜᱚᱞᱚᱯ ᱟᱨ ᱵᱟ.ᱣᱚᱨ ᱭᱮᱨᱮᱱᱚ ᱩᱞᱩᱞᱟᱣᱟᱫᱚ ᱚᱱᱚᱠᱷᱟᱱᱟ ᱩᱱ.ᱱᱟᱪᱚᱱ. ᱵᱚᱪᱚᱱ ᱢᱮᱨᱮᱛ ᱣᱟᱭᱟᱱ-ᱟ, ᱚᱱᱚᱪ ᱱᱟᱚᱮᱱ ᱵᱚ ᱫᱮᱛᱟᱜ, ᱚᱱᱚᱪ ᱚᱱᱚᱪ ᱢᱮᱨᱮᱱ.ᱭ ᱣᱟᱱᱟᱱᱣᱭᱚᱱ ᱩᱵᱜᱚᱣᱱᱭ ᱭᱮ ᱣᱟᱱᱢᱮᱜ ᱚᱱᱵᱚᱪᱚᱱ ᱟᱨ ᱭᱟ.ᱮᱵᱟ. ᱣᱚ᱾ᱵᱚ ᱣᱮᱱᱣᱟᱱ.ᱚᱱ᱾

CO5. ꯑꯁꯤꯒꯤ ꯀꯤꯁꯤꯡꯊꯤꯕꯁꯟ ꯑꯃꯁꯨꯡ ꯀꯤꯁꯤꯡꯊꯤꯕꯁꯟ ꯀꯤꯌꯥꯒꯤ ꯃꯔꯨꯑꯣꯏꯕꯥ ꯃꯇꯧ ꯀꯔꯤ ꯀꯤꯁꯤꯡꯊꯤꯕꯁꯟ ꯑꯁꯤ

4. ᱩᱢ.ᱮᱱ ᱩᱢ.ᱚᱨ- ᱥᱤ᱾ᱹᱨᱥ ᱩᱡᱣᱡᱮ ᱣᱢ᱾ᱮᱹᱢᱜ
5. ᱩᱢᱨᱢᱩᱢᱯ- ᱦᱥ. ᱦᱡᱩᱢᱮ ᱮᱢᱣᱵ ‘ᱮᱩᱨᱥ’
6. ᱢ.ᱥᱮᱨ- ᱠᱯᱵᱮᱹᱤᱥᱡᱮᱢᱚᱹ ᱩᱢ.ᱮᱦᱨ
7. ᱹᱢ.ᱩᱨᱮ- ᱮᱵᱨᱢᱩ ᱡᱵᱮᱥᱢ ‘ᱰᱨᱡᱨᱥᱢᱹᱵᱵᱮᱰ’
8. ᱠᱢ.ᱣᱮᱨ ᱩᱢᱯᱢ- ᱮᱢᱣᱨᱚᱨᱨᱹ ᱢᱠᱢᱹᱢᱩᱨ
9. ᱮᱢᱡᱚᱢ- ᱦᱥ. ᱠᱵ ᱮᱨ. ᱢᱵᱦᱠ
10. ᱻᱹᱢᱥᱹ᱾ᱰᱹ- ᱦᱥ. ᱠᱵ. ᱮᱨ. ᱢᱵᱦᱠ
11. ᱹᱵᱚ ᱢᱥ ᱩᱢᱥᱮᱢᱯ- ᱢᱹᱯᱨᱚᱨᱨᱢ ᱩᱨᱚᱥᱢ ‘ᱮᱢᱮᱚᱢᱯᱨ’
12. ᱹᱵᱯᱢ.ᱵ ᱥᱨᱮᱣᱢ.- ᱮᱵᱮᱵᱯᱢᱯ ᱱᱵᱩᱦᱹᱥᱹᱩ

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution through Santali Novel and Story
SDG 1	**No Poverty**	**Santali fiction portrays rural life, poverty, labour struggles, and community resilience, creating awareness about socio-economic challenges.**
SDG 2	**Zero Hunger**	**Literary depictions of agriculture, food practices, and seasonal life preserve indigenous knowledge related to food sustainability.**
SDG 3	**Good Health and Well-Being**	**Narratives addressing emotional life, social harmony, folk healing, and community solidarity contribute to awareness of well-being.**
SDG 4	**Quality Education**	**Encourages critical thinking, literary understanding, cultural awareness, language development, and inclusive learning practices.**
SDG 5	**Gender Equality**	**Santali novels and stories discuss women's roles, gender discrimination, empowerment, and changing social relations.**
SDG 6	**Clean Water and Sanitation**	**Literary descriptions of rivers, ponds, and natural resources emphasize the importance of water conservation and environmental care.**
SDG 7	**Affordable and Clean Energy**	**Indigenous lifestyles reflected in fiction promote sustainable and eco-friendly living practices.**
SDG 8	**Decent Work and Economic Growth**	**Literary representation of labour, handicrafts, agriculture, and indigenous economy promotes awareness of livelihood and economic dignity.**

SDG No.	SDG Title	Nature of Contribution through Santali Novel and Story
SDG 9	Industry, Innovation and Infrastructure	Translation, publication, digitization, and literary research in Santali fiction support cultural innovation and knowledge infrastructure.
SDG 10	Reduced Inequalities	Santali fiction highlights issues of marginalization, tribal identity, caste, class, and social justice, promoting inclusion and equality.
SDG 11	Sustainable Cities and Communities	Preserves indigenous traditions, oral culture, community values, and cultural heritage through literary expression.
SDG 12	Responsible Consumption and Production	Literary themes encourage balanced use of natural resources and sustainable social practices rooted in indigenous traditions.
SDG 13	Climate Action	Ecological awareness and environmental ethics in Santali fiction inspire respect for nature and climate-sensitive lifestyles.
SDG 14	Life Below Water	Cultural narratives associated with rivers and aquatic ecosystems encourage conservation awareness and ecological responsibility.
SDG 15	Life on Land	Forest-cantered narratives, biodiversity awareness, and respect for land ecosystems promote environmental conservation.
SDG 16	Peace, Justice and Strong Institutions	Santali novels and stories promote justice, social harmony, indigenous governance traditions, and peaceful coexistence.
SDG 17	Partnerships for the Goals	Encourages collaboration among writers, scholars, translators, educational institutions, and cultural organizations for literary preservation and promotion.

Minor

Code	Course Title	Credit	L-T-P
ST42001	**Editing and Preparation of Newsletters in Santali** **ᱪᱷᱫᱚᱢᱟᱛᱟ ᱠᱷᱚᱞᱚᱧᱚ ᱠᱷᱚᱞᱚᱧᱚ ᱢᱚ ᱚᱫᱚᱞ ᱠᱷᱚᱞᱟᱛᱟ**	**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** **ᱶᱱᱟᱞᱤᱥᱤᱥ ᱛᱚᱠᱛᱚᱨᱟᱣᱚᱞ ᱣᱟᱹᱨᱥᱤ** **ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱥᱤ.ᱶᱥ.ᱣᱟᱹᱨᱥᱤ**	**4**	**3-1-0**

Course Objectives:

ᱶᱚᱭᱥ ᱶᱱᱚᱥᱤᱣ ᱛᱚᱠᱛᱚᱨᱟᱣᱚᱞ ᱚᱥᱮᱥᱚᱨᱤᱭ ᱛᱤ.ᱱᱚᱭᱥ. ᱦᱚ ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱥᱤᱭ ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱥᱤ.ᱶᱥ.ᱣᱟᱹᱨᱥᱤ ᱡᱥᱡᱚᱦᱚ ᱡᱟᱶᱟᱨᱮᱥᱚᱨᱤᱭ ᱜᱟᱨᱮᱥᱚᱞ ᱣᱟᱨᱥᱤᱱᱜᱚᱣ ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱥᱟᱨᱮ ᱦᱚᱸᱰᱚᱢᱱᱚᱞ, ᱥᱟᱨᱮ ᱯᱥ.ᱦᱚᱟ ᱡᱟᱶᱥᱚᱜ-ᱥ, ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱶᱱᱚᱥᱤᱣ ᱥᱟᱨᱮ ᱯᱟᱦᱥ ᱡᱥᱡᱚᱱᱚᱣ ᱣᱚᱨᱮᱚᱜ-ᱥ, ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱣᱟᱹᱨᱮᱚᱜ ᱥᱟᱨᱮ ᱯᱟᱦᱥ ᱦᱥ.ᱡᱟ ᱣᱚᱱᱥ ᱣᱚᱨᱮᱚᱜ-ᱥ, ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱥᱤᱶᱤᱥ ᱦᱚ ᱡᱚᱡᱣᱚᱥ.ᱭ ᱣᱚᱨᱮᱚᱜ-ᱥ, ᱶᱱᱚᱥᱤᱣᱟᱨ ᱥᱚᱱᱚᱛᱚᱢᱟᱨᱮᱥ. ᱦᱥ.ᱡᱟ ᱥᱤᱭ ᱶᱱᱚᱭᱣᱟᱨᱟᱹ ᱣᱟᱨᱥᱤᱱᱜ ᱡᱚᱣᱚᱦᱚ ᱦᱚ ᱯᱥ.ᱨᱥᱤᱦᱚᱭᱚᱱ, ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱚᱨᱮᱯ ᱣᱟᱹᱨᱮᱚᱜ ᱣᱚᱱᱥᱤ ᱦᱚ ᱡᱚᱡᱚᱱ. ᱶᱱ.ᱡᱟᱡ ᱡᱚᱡᱣᱟᱨᱟᱹ ᱡᱚᱨᱚᱦᱚᱭᱚᱱ, ᱱᱟᱡᱚᱨ ᱚᱟ ᱛᱤ.ᱱᱚᱭᱥ.ᱭᱥ. ᱦᱚ ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱚᱨᱮᱯ ᱦᱚ ᱥᱯ ᱯᱥᱡᱟᱨᱮᱱᱜ-ᱡᱥ, ᱦᱚᱸᱰᱚᱢᱱᱚᱞ ᱦᱥᱚᱟ

ಕಾರ್ಯಕ್ರಮದ ಯಶಸ್ಸಿಗೆ ಬಿ ಪ್ರೀತಿ ಧನುಷ್ ಬಿ ಗಣಪತಿ ದಿಶಾಂತ ಬಿ.ಗಜಾನನ .ಬಿ ಮಂಜುಪ್ರಸಾದ್.ಬಿ ಎಂರಂಜಿ-ನಿ। ಬಿಪಿ.ಕ್ಷಿತಿಜ್ ಎಸ್ ಪಿಶಿಪಿಧನಂಜಯ ಶಿಪಿಶಿ, ಬಿಪಿ.ಕ್ಷಿತಿಜ್ ನಿ.ಎಸ್ ಮಂಜುಪ್ರಸಾದ್.ಬಿ, ಬಿಪಿ.ಕ್ಷಿತಿಜ್ ಬಿನ.ಪಿಸ್ ಧನುಷಗೂ ನಿಸ ಬಿಪಿ.ಕ್ಷಿತಿಜ್ ಬಿನ.ಪಿಸ್ ಮಿನುಗುಗೂ ಶಿಪಿಶಿಬಿಶಿಬಿನಿ।

Course Outcomes:

CO1. ಬಿನ.ಗಪಿಬಿನ .ಬಿಶಿ ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ನಿಸ ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ಞಿನ.ಜ್ ನಿ.ಸಿ.ಸ್ ಬಿಶಿ ಮಂಜುಪ್ರಸಾದ್.ಬಿ ಧಿಬಿಪಿಪಿಧನಂಜಯ ಬಿಪಿ.ಪಿಸ್ ಪಿಶಿಪಿಧನಂಜಿಧಿಕ್ಷ ಬಿಶಿ ಸ್ಕಿಧಿಸ್ಕಿಗೂ ನಿಸ ಬಿಶಿ ಜಿನ.ಂ ಕ್ಷಿನಿಧಿಸ್ಕಿಗೂ-ನಿ।

CO2. ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಬಿನ.ಪಿಸಿಸ್ಸ ಪಿಶಿಜ್ಞ ಧಿನಿಜ್ಞಿನಿ ಂನಿಬಿಶಿಬಿನಿ, ಮಂಜುಪ್ರಸಾದ್.ಬಿ ಕ್ಷಿನಿಧಿಸ್ಕಿಗೂ-ನಿಬಿಶಿಸ್ಸ ಜಿಶಿಬಿನಿಸಿಸ್ಸಿಗೂ ಬಿಶಿ ಮಂಜುಪ್ರಸಾದ್.ಬಿ ಧನುಷ।

CO3. ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ನಿಜಿನಿ ಬಿಶಿ ಮಂಜುಪ್ರಸಾದ್. ಧನುಷಬಿನಿಂಸ್ ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಸ್ಸಿಸ್ಸಿಗೂ ಮಪಿನಿ.ಜಿಸ ಜಿನಿಂನಿಷ ಬಿಶಿ ಮಪಿನಿಪಿಪಿಜ್ ನಿಂಸಿಬಿಶಿ ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಬಿಸಿಸ್ಸಿ ।

CO4. ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಧನಿಪಿನಿಗ ಎಸ್ ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಜಿನಿಧಿಪಿನಿಶ ಬಿಶಿ ಪಿಸಿಗೂ ಪಿಸಿಬಿಪಿನಿಜ್ ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಷಿಪಿಶಿಗ ಸಿಗಿಬಿಸ್-ಗಿಪಿಶಿಂಸಿ ಮಿನಿಸಿಷಿಸಿಬಿಸಿಗ-ನಿ।

CO5. ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಶಿಜಿಶಿಗ ಷಿಶಿಸ್ಸ ಬಿಶಿ ಮಿನಿಂನಿಸಿನಿ ಬಿನಿಂಸಿ ಮಪಿನಿ.ಜಿಸ ಜಿನಿ.ಷಿಷಿಷ ಕ್ಷಿನಿಜಿನಿಜ್ ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಶಿಗಿಬಿಶಿ ಶಿಗಿನಿ।

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. ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಖಿಬಿಖಿಸಿಖ (Introduction to Research) -ಪಿಜಿಜಿಂ, ಬಿನಿ.ಜಿನಿ.ಸಿಜಿಸ್, ಪಿನಿ.ಗಿಸಿಕ್, ಪಿಜಿ.ಜಿಂಸ್, ಪಿಶಿಪಿಶಿಂ, ಪಿಶಿಪಿಶಿಂ, ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಸ್ಸಿಗೂನಿಗ ಪಿನಿ.ಗಿಸಿಕ್

Unit-2. ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ನಿಜಿನಿ (Research Problem)- ಪಿಜಿಜಿಂ, ಬಿನಿ.ಜಿನಿ.ಸಿಜಿಸ್, ಪಿಶಿಪಿಶಿಂ, ಶಿಷಿಜ, ಶಿಪಿಶಿಜಿಶಿಗ, ಮಿನಿಷಿಶಿನಿಶ, ಪಿಜಿಬಿನಿಜ, ಕ್ಷಿನಿಂನಿಪಿಜಿಸಿಪಿನಿ., ಂಜಿಂಜಿಕ್ಷ ಂಖಿಪಿನಿ.ಪ, ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ಕ್ಷಿನಿಂನಿಷ ಮಿನಿಷಿಶಿಜಿ

Unit-3. (a) ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ನಿ.ಜಿನಿ.ಸಿಸ್ (Research Methodology)-ಪಿಜಿಜಿಂ, ಬಿನಿ.ಜಿನಿ.ಸಿಜಿಸ್, ಪಿನಿ.ಗಿಸಿಕ್, ಪಿಶಿಪಿಶಿಂ, ಬಿಪಿಪಿ.ಕ್ಷಿತಿಜ್ ನಿ.ಜಿನಿ.ಸಿಸ್ ಪಿನಿ.ಗಿಸಿಕ್, ಕ್ಷಿನಿಜಿಪಿಜಿಜಿಂ ಧಿಜಿನಿಪಿನಿ.ಸಿಖ (Literature Review), ಗಿಶಿಗಿಪಿನಿಬಿಸಿಜಿನಿ. ಬಿನಿ.ಪಿಸಿಪಿಶಿಸಿನಿ (Field work)

(b) ৮ৰ্ড়ৎ্ড়ৰ্ড়ৎ ৸ৎ্ড়ড়ৎ্ড়ৎ (Research Design)-ড়ৎৎ্ড়ৎ, ড়ৎ.ৎৎ.ৰ৸ৰ, ৎৎ.ৎৰৎ, ৎৎ৸, ৫৮ৎ ৮ৎ.৮০ৰ, ড়ৎৎ৫০

Unit-4. ৮ৰ্ড়ৎ্ড়ৰ্ড়ৎ ৎৎ্ড়ৎ ৰৎৎ্ড়ৎ৫ ৎৎৰৎ ৮ৎ: ৮ৰ্ড়ৎৎ৯ ৮ৎ০ৰ্ড়ৎ (Abstract), ৸ৎ৸ৰ৸ড় (Introduction), ৎৎ৸ (Objectives), ৸ৎ০ৎড় ৸ৰড়ৎ., ০ৎ০ৎ্ড়ৎ ০৸ড়ৎ.৮, ৸ৎ৺ৎৎৎ্ড়ৎ ৭ৎ৮ৎ.ৰ৸ (Literature Review), ৮ৰ্ড়ৎ্ড়ৰ্ড়ৎ ৎ.ৰৰ (Research Method), ৎৰ৸৸ৰ(Analysis), ড়ৎ.৸ৎ৭ৎড়, ০৸ৎ৮ৰৰ ০৯৮ৎ৸, ৸ৎৰ৮ৎ০ৰৎ (Conclusion), ৫৯ৰ্ড়৯-৸৯৺৯্ড়৯ ড়৯০৯ৎ৮৮৯ (Bibliography)।

Reference Books:

1. ৮ৰ্ড়৯্ড়ৰ্ড়ৎ ৺৯ৰ৯- ৎৰ.্ড়৯ড়৯৫৯ৎ০৸ৎ৮ৎ৸৸৯
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. ৮ৰ্ড়৯্ড়ৰ্ড়ৎ ০৸্ড়৸৸ ৸ড়ৰ৸ড়- ৎৰ. ৯৯০৯ৎ ৺ৎড়ৎ৮৯৯৮ড়

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** **ᱪᱟᱭᱠᱚᱞᱟᱨ ᱪᱟᱭᱡᱮᱞᱠᱤ ᱯᱮᱨᱟᱱᱤ ᱫᱟᱭᱤᱡᱤ**	**4**	**3-1-0**

Course Objectives

ᱫᱚᱭᱟᱱ ᱪᱟᱠᱚᱞᱟ ᱫᱚᱞᱪᱟᱭᱫᱮ ᱠᱟᱨᱠᱟᱠᱮ ᱫᱟᱱ.ᱢᱷᱪᱭᱟᱱ.ᱠᱚ ᱪᱟᱭᱫᱮᱠᱟᱨ ᱪᱟᱭᱡᱮᱞᱠᱤ ᱯᱮᱨᱟᱱᱤ ᱫᱟᱭᱤᱡᱤᱞ ᱫᱟᱭᱤᱡᱤ ᱠᱟᱠᱚᱞᱟᱱᱠᱚ ᱞᱟᱱᱜᱟᱱᱤ ᱚᱞᱚ ᱠᱚᱭᱟᱱ।

Course Outcomes

CO1. ꯀꯝꯀꯣꯅꯇꯔꯤ ꯀꯝꯖꯥꯎꯐꯥ ꯑꯆꯧꯕꯝꯄ ꯀꯟꯅꯥꯏꯕ ꯀꯝꯃꯤꯕ ꯀꯝꯃꯤꯕ ꯁꯥꯡꯇꯥꯎꯀꯤ ꯃꯔꯨꯑꯣꯏꯕ ꯃꯍꯥꯛꯀꯤꯃꯅꯨꯡ ꯁꯥꯡꯇꯥꯎꯀꯤ ꯑꯆꯧꯕꯝꯄ ꯀꯟꯅꯥꯏꯕ ꯀꯝꯃꯤꯕ

Unit – 3. Medieval literature 1854-1946

ᱚᱸᱱᱞᱟ ᱫᱟᱹᱜ ᱯᱩᱨᱟᱱᱟᱜ ᱥᱟᱦᱤᱛᱭ ᱛᱮᱱᱟᱜᱟᱱ ᱵᱚᱫᱚᱞ

Unit – 4. Modern literature from 1947 to till date

ᱫᱟᱣᱟᱱᱟᱜ ᱫᱟᱹᱜ ᱯᱩᱨᱟᱱᱟᱜ ᱥᱟᱦᱤᱛᱭ ᱛᱮᱱᱟᱜᱟᱱ ᱵᱚᱫᱚᱞ

Reference Books

1. ᱥᱟᱱᱛᱚᱞᱤ ᱥᱟᱦᱤᱛᱭ ᱯᱩᱨᱟᱱᱟᱜ ᱚᱞᱟᱫᱤᱫᱚᱞ ᱚᱱᱟ ᱜᱟᱱᱟᱜ- ᱡᱟ. ᱦᱟ. ᱥᱟ. ᱚᱛᱡᱛ
2. ᱥᱟᱱᱛᱚᱞᱤ ᱚᱫᱚᱲ ᱯᱩᱨᱟᱱᱟᱜ ᱫᱟᱹᱜᱜᱟᱞ- ᱦᱚᱲᱟᱫᱤᱫᱟᱱᱚ ᱫᱟᱹᱚᱡ ᱡᱟᱫᱤᱡᱟ
3. ᱥᱟᱱᱛᱚᱞᱤ ᱡᱟ.ᱱᱟ- ᱚᱱ. ᱥᱚᱡᱚᱱᱚᱲᱤᱟᱚᱡ ᱥᱚᱱᱟᱫᱤ
4. ᱥᱟᱱᱛᱚᱞᱤ ᱡᱚᱲᱚᱱᱟᱫ: ᱚᱢᱚᱯ- ᱣᱲᱟᱜᱟᱢ. ᱚᱱᱟᱫᱤ ᱡᱟᱱᱚᱡ
5. ᱚᱚᱯ ᱚᱡ.ᱱᱟᱞ ᱚᱱᱟ ᱥᱟᱱᱛᱚᱞᱤ ᱱᱟᱦᱟᱨ ᱫᱟᱹᱜᱜᱟᱞ- ᱦᱩ.ᱯᱟᱚᱣᱚᱢᱤ ᱡᱟᱱᱚᱡ

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution through the History of Santali Literature
SDG 1	**No Poverty**	**Santali literary narratives reflect indigenous livelihood systems, rural resilience, and collective social support mechanisms.**
SDG 2	**Zero Hunger**	**Agricultural traditions, seasonal songs, and folk practices preserve indigenous farming knowledge and food sustainability.**
SDG 3	**Good Health and Well-Being**	**Traditional healing practices, cultural rituals, and community solidarity reflected in literature contribute to social well-being.**
SDG 4	**Quality Education**	**Promotes inclusive education, preservation of indigenous language and literature, critical thinking, and cultural learning.**
SDG 5	**Gender Equality**	**Highlights women's contributions, gender roles, and evolving awareness of equality in Santali society and literature.**
SDG 6	**Clean Water and Sanitation**	**Literary and folk traditions emphasize respect for rivers, ponds, forests, and natural resources essential for life.**
SDG 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 No.	SDG Title	Nature of Contribution through the History of Santali Literature
SDG 10	Reduced Inequalities	Encourages recognition of tribal identity, social inclusion, linguistic rights, and empowerment of marginalized communities.
SDG 11	Sustainable Cities and Communities	Preserves indigenous cultural heritage, oral traditions, festivals, and sustainable community life.
SDG 12	Responsible Consumption and Production	Literary traditions encourage balanced use of natural resources and sustainable social practices.
SDG 13	Climate Action	Ecological themes and environmental awareness in Santali literature inspire protection of nature and climate-sensitive lifestyles.
SDG 14	Life Below Water	Traditional beliefs regarding rivers and water ecosystems support conservation awareness.
SDG 15	Life on Land	Sacred groves, biodiversity, forest traditions, and nature worship in Santali literature promote land and ecosystem conservation.
SDG 16	Peace, Justice and Strong Institutions	Literary works encourage justice, collective harmony, indigenous governance systems, and peaceful coexistence.
SDG 17	Partnerships for the Goals	Encourages collaboration among scholars, cultural organizations, educational institutions, and tribal communities for preservation and promotion of Santali literature.

Major

Code	Course Title	Credit	L-T-P
ST40005	Linguistics ᱞᱭ.ᱵᱮᱞ ᱮᱭᱢᱚᱞᱮ	4	3-1-0

Course Objectives:

ꠉꠋꠟꠇ ꠀꠋꠝꠋꠎ ꠇꠋꠇꠋꠎꠀꠋꠎꠀꠋꠝ ꠝꠋꠞꠋꠝꠝꠎ ꠇꠋ.ꠋꠎꠋꠞꠇ. ꠋꠋ ꠇꠋ.ꠞꠀꠀ ꠀꠋꠝꠎꠀꠀ ꠎꠋ.ꠎꠀꠞ ꠝꠎ ꠎꠋꠝꠝꠎꠀ ꠇꠋ.ꠋꠎꠀ ꠞꠀꠀꠎꠀꠀ ꠎꠋ.ꠋꠎꠀ ꠞꠀꠀꠎꠀꠀ ꠎꠋꠀꠀꠎꠀꠀꠝꠎ ꠎꠋ.ꠋꠎꠀ ꠞꠀꠀꠎꠀꠀ ꠎꠋꠀꠀꠎꠀꠀꠝꠎ ꠎꠋ.ꠎꠀꠀꠎꠀꠀ ꠋꠋ ꠎꠋꠝꠝꠎꠀ ꠎꠋꠀꠀꠎꠀꠀꠝꠎ ꠎꠋ.ꠎꠀꠀꠎꠀ

(iv) ᱞᱟᱨᱚᱢᱟᱞ ᱩᱢ.ᱚᱞᱟ ᱣᱚᱨᱟᱹᱯᱚᱨ ᱚᱛᱚᱢᱟᱹᱜ ᱚᱞᱪᱤᱛ ᱚᱞᱪᱤ᱾

Reference Books:

1. ᱩᱢ.ᱚᱞᱟ ᱞᱟᱢᱩᱞᱤ – ᱞᱨᱚᱢᱩ ᱞᱟ. ᱢᱵᱢᱵ
2. ᱩᱢ.ᱚᱞᱟ ᱞᱟᱢᱩᱞᱤ – ᱞᱟᱢ.ᱯᱟᱩ ᱥᱚᱨᱟᱹᱭᱚ ᱞᱟᱚᱞᱨᱤ
3. ᱚᱚᱫ ᱞᱟᱢᱩᱞᱤ – ᱢᱚ. ᱟᱩᱚᱨᱟᱨᱚᱨᱤᱚᱟ ᱣᱞᱤᱚᱟ
4. ᱣᱚᱟᱢᱤᱟ ᱣᱟᱜᱨᱟᱢᱨᱤ – ᱢᱚ.ᱣᱚᱟᱯᱟᱢᱨᱤᱢᱚᱚ ᱚᱟᱭᱟᱢᱚᱟ
5. ᱞᱟᱨᱚᱢᱟᱫ ᱚᱚᱫ – ᱞᱟᱢᱯᱵᱚᱵ ᱡᱵᱚᱡᱵ᱾
6. ᱡᱟᱨᱟᱟ ᱛᱚ ᱞᱟᱨᱚᱢᱟᱯᱟ: ᱚᱵᱯᱨᱟᱢᱚᱡᱚᱵ ᱟᱟᱟᱟᱨᱟᱨᱟᱨᱨᱨ – ᱢᱚᱡᱟᱢᱨᱤᱨᱟᱡᱵ ᱨᱡᱟᱚ
7. ᱞᱟᱨᱚᱢᱯᱟ ᱡᱚᱚᱩᱚᱚᱯᱚᱟᱟ - ᱢᱚ. ᱟᱟᱵᱨ ᱟᱚᱚᱨ
8. ᱨᱟᱚᱟᱟ ᱚᱚᱡᱚᱚ ᱞᱟᱢᱩᱞᱤ – ᱡᱟᱨᱤᱨᱟᱜ ᱡᱵᱚᱡᱵ
9. ᱞᱟᱨᱚᱢᱯᱟ ᱣᱚᱟᱢᱤᱟ ᱥᱚᱚᱥᱟ ᱛ ᱣᱟᱵᱟᱢᱤᱨᱚ ᱣᱚᱟᱚᱣᱟᱢᱨ – ᱩᱚᱚᱟᱣᱡᱚᱵ ᱡᱨᱡᱢᱚᱚᱚᱡ
10. ᱩᱢ.ᱚᱞᱟ ᱞᱟᱢᱩᱞᱤ – ᱢᱚ. ᱟ.ᱡᱩᱢ. ᱡᱟ.ᱚᱢᱟ

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** **ᱪᱟᱠᱷᱟᱢ ᱜᱟᱞᱟᱞ ᱟᱨ ᱠᱟ.ᱣᱠᱟ**	4	3-1-0

Course Objectives

ᱠᱚᱞᱟᱢ ᱪᱟᱦᱟᱞ ᱛᱚᱛᱚᱫᱟᱣᱠᱠᱢ ᱦᱟᱨᱟᱦᱟᱣᱠ ᱛᱟᱢᱟᱦᱟᱣᱠ.ᱠᱚ ᱪᱟᱠᱷᱟᱢᱟᱨ ᱜᱟᱞᱟᱞ ᱟᱨ ᱠᱟ.ᱣᱠᱟ ᱞᱟᱞᱚᱦᱟ ᱜᱟ.ᱣᱟᱨ ᱜᱮᱨᱟᱠᱠᱢ ᱪᱟᱞᱟᱢᱟᱨᱟᱦᱟᱣ ᱮᱞᱟᱢ ᱠᱚᱞᱟᱢ। ᱪᱟᱠᱷᱟᱢᱟᱨ ᱪᱟᱡᱣᱮᱮᱣ ᱨᱟ.ᱜᱟᱨᱮ ᱜᱟᱞᱟᱞ ᱟᱨ ᱠᱟ.ᱣᱠᱟ ᱛᱚᱦᱚᱞᱟᱠᱠᱚ ᱠᱚᱞᱟᱢᱠᱚ ᱠᱚᱞᱟᱢᱠᱚ ᱠᱚᱞᱟᱢ |

Course Outcomes

CO1. ᱛᱟ.ᱟᱦᱟᱣᱟ.ᱠᱚ ᱪᱟᱠᱷᱟᱢᱟᱨ ᱜᱟᱞᱟᱞ ᱟᱨ ᱠᱟ.ᱣᱠᱟ ᱪᱟᱡᱣᱮᱮᱣ ᱨᱮᱨᱟᱜ ᱜᱟ.ᱣᱟᱨ ᱜᱮᱨᱟᱠᱠᱢ ᱠᱚ ᱭᱟᱞᱟᱢ।

CO2. ᱪᱟᱠᱷᱟᱢᱟᱨ ᱜᱟᱞᱟᱞ ᱟᱨ ᱠᱟ.ᱣᱠᱟ ᱨᱮᱨᱟᱜ ᱞᱚᱟᱦᱟᱣ.ᱠᱮ, ᱞᱮᱠᱮᱟᱦ, ᱛᱟ.ᱠᱟ.ᱨᱪᱟ, ᱦᱮᱦᱮᱮᱣ ᱟᱨ ᱞᱟᱪᱮᱪᱟᱦ ᱠᱚ ᱞᱟᱞᱟᱞᱟᱨ ᱭᱟᱞᱟᱢ।

CO3. ᱪᱟᱠᱷᱟᱢᱟᱨ ᱜᱟᱞᱟᱞ ᱟᱨ ᱠᱟ.ᱣᱠᱟ ᱛᱚᱛᱚᱫᱟᱣᱠᱠᱢ ᱠᱟᱦᱮᱣ ᱞᱦᱟᱣ.ᱜᱟ ᱪᱮᱫᱮᱮᱣ ᱟᱨ ᱟᱫᱟᱨ-ᱞᱮᱞᱦᱟᱨ ᱠᱚ ᱫᱮᱮᱣ।

CO4. ᱪᱟᱠᱷᱟᱢᱟᱨ ᱜᱟᱞᱟᱞ ᱟᱨ ᱠᱟ.ᱣᱠᱟ ᱨᱮᱨᱟᱜ ᱛᱚᱛᱚᱫᱟᱣᱠᱠᱢ ᱦᱟᱨᱟᱦᱟᱣᱠ ᱛᱟᱢᱟᱦᱟᱣᱠ. ᱠᱚᱞᱟᱜ ᱚᱨᱣᱟ.ᱨ ᱮᱟᱫᱮᱮ ᱣᱟᱨᱟᱜ-ᱟ, ᱠᱟᱞᱟᱢ ᱲᱟᱠᱟᱪᱟᱠ ᱠᱚ ᱫᱮᱮᱣ, ᱠᱟᱞᱟᱢ ᱠᱟᱞᱟᱢ ᱚᱨᱣᱟ.ᱨ ᱞᱦᱟᱞᱞᱚᱠᱟ ᱞᱚᱜᱚᱲᱚᱡ ᱨᱮ ᱣᱟᱲᱚᱜ ᱦᱟᱠᱚᱠᱟᱢ ᱟᱨ ᱨᱟ.ᱪᱠᱟ. ᱣᱚ˙ᱠᱚ ᱞᱚᱲᱚᱟᱦᱟ.ᱟᱢ।

CO5. ᱠᱚᱞᱟᱢ ᱛᱚᱛᱚᱫᱟᱣᱠᱠᱢ ᱦᱟᱨᱟᱦᱟᱣᱠ. ᱠᱚ ᱪᱟᱠᱷᱟᱢᱟᱨ ᱜᱟᱞᱟᱞ ᱟᱨ ᱠᱟ.ᱣᱠᱟ ᱚᱨ ᱚᱨᱚ ᱠᱟ.ᱞᱟ ᱨᱮ ᱭᱟᱚᱜᱟ.ᱟᱠᱚ ᱭᱟᱞᱟᱢ, ᱜᱟᱞᱟᱞ ᱟᱨ ᱠᱟ.ᱣᱠᱟ ᱛᱚᱦᱚᱞᱟ ᱠᱚ ᱠᱚᱫᱟᱣᱠᱠᱢ ᱠᱚ ᱠᱟᱨᱟᱦᱟᱣᱠᱠᱢ ᱠᱚᱞᱟᱢᱠᱟᱭᱟᱢᱟᱨᱟᱢ।

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:

ꕥꕤꔪꕤꕥ

Unit-1. I. ꔤꕤꔫꔪꕤꕥ ꕤ.ꕝꕚ ꕤꔷ II. ꕚꕤ.ꔷꕚ ꕚꕦꕝꕤ

Unit-2. I. ꕤꔪꕤꕢ ꕥꕤꕝꕤ ꕝꕷꔫꕚꔷꔷꕦ ꕤꔷ II. ꔪꕤ.ꕢꕚ ꔪꕤꕝꔫ

ꕚꕤ.ꔪꕢꔫ

Unit-3. I. ꔪꕤꕢꕤꔪꕤꕓ II. ꕤ.ꔷꕢꔫ III. ꕓꕤ.ꔪꔫꕢ IV. ꕚꕤ.ꔪꕢꔫ ꔪꕤꕓꕤ

Unit-4. I. ꕢꕤꕪꕝꕤ II. ꕥꕷꕤꔷꕓ'ꕓ III. ꕶꕚꕝ ꕤꔷ ꔪꕤꔷꕢꕤꕓ IV. ꕓꕚꕓꕤ.ꔫ ꕷꔫꕢꔪꕤ.

Reference Books

1. ꔪꕤꔫꔪꕤꕤ.ꕝꕚ- ꕤꔷ. ꕤꔷ.ꕚꔫꕢꕚꕚ ꔷꕤꕥꕤꔪꕓ
2. ꕚꕤ.ꔷꕚꕚꕦꕝꕤ- ꕚꕷꕤꕥꕓꕪꕪꕝ ꔪꕚꔷꔪꕚ ‘ꕓꕷꕤꕚꕚꕚꔷ’
3. ꕤꔪꕤꕢ ꕥꕤꕝꕤ ꕝꕷꔫꕥ ꔷꕦ- ꕢꕤꕝꕷꕤꕢꔫꕢꕤ.ꕓ ꔪꕚꔷꔪꕚ
4. ꔪꕤ.ꕢꕚ ꔪꕤ.ꕝꔫ- ꕷꕥ'ꕓꔷꕥ ꔪꕥꔪꕥꕢ ꔪꕤ'ꕢꕓꕤꕥ
5. ꔪꕤꕢꕤꔪꕤꕓ- ꕝꕤ. ꕝꕥꔪꕤꕢ ꕢꕤꔪꕚ ‘ꕢꔪꔫꕤ’
6. ꕤ.ꔷꕢꔫ- ꕚꕓꕦꕢꕓꕪꔷꕥꕢꕤꕝꕝꕓ ꔪꕤ.ꕢꕝꔫ
7. ꕓꕤ.ꔪꔫꕢ- ꕢꕦꕢꕤꔪ ꕚꕦꕢꔷꕤ ‘ꔷꔫꕥꔫꕤꕤꕷꕦꔷ’
8. ꕚꕤ.ꔪꕢꔫ ꔪꕤꕓꕤ- ꕢꕤꔪꔫꕝꕢꕥ ꕤꕚꕤꕓꕤꔪꔫ
9. ꕢꕤꕥꕝꕤ- ꕝꕤ. ꕚꕦ ꕢꔫ. ꕤꕚꕝꕚ
10. ꕥꕷꕤꔷꕥ'ꔷꕪ- ꕝꕤ. ꕚꕦ. ꕢꔫ. ꕤꕚꕝꕚ
11. ꕶꕚꕝ ꕤꔷ ꔪꕤꔷꕢꕤꕓ- ꕤꕓꔫꕝꕢꕥꕤ ꔪꔫꕝꔷꕤ ‘ꕢꕤꕢꕝꕤꕓꔫ’
12. ꕓꕚꕓꕤ.ꔫ ꕷꔫꕢꔪꕤ.- ꕢꕚꕢꕚꕓꕤꕓ ꔪꕦꔪꕝꕪꕪꕚꕝ

SDGs Mapping of the Course

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

SDG No.	SDG Title	Nature of Contribution through Santali Novel and Story
SDG 12	Responsible Consumption and Production	Literary themes encourage balanced use of natural resources and sustainable social practices rooted in indigenous traditions.
SDG 13	Climate Action	Ecological awareness and environmental ethics in Santali fiction inspire respect for nature and climate-sensitive lifestyles.
SDG 14	Life Below Water	Cultural narratives associated with rivers and aquatic ecosystems encourage conservation awareness and ecological responsibility.
SDG 15	Life on Land	Forest-cantered narratives, biodiversity awareness, and respect for land ecosystems promote environmental conservation.
SDG 16	Peace, Justice and Strong Institutions	Santali novels and stories promote justice, social harmony, indigenous governance traditions, and peaceful coexistence.
SDG 17	Partnerships for the Goals	Encourages collaboration among writers, scholars, translators, educational institutions, and cultural organizations for literary preservation and promotion.

Minor

Code	Course Title	Credit	L-T-P
ST42001	**Editing and Preparation of Newsletters in Santali** **ᱪᱷᱫᱚᱢᱫᱤ ᱛᱷᱚᱞᱚᱛᱚ ᱛᱷᱫᱚᱞᱚᱜ ᱢᱚ ᱚᱫᱚᱞ ᱛᱷᱚᱞᱤ**	**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** **ᱚᱱᱚᱠᱚᱢᱟᱱ ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞᱚᱜ ᱚᱨ ᱜᱚᱲ ᱚᱞᱟᱱᱚᱜ**	**4**	**3-1-0**

Course Objectives:

ᱮᱜᱟᱜ ᱚᱨᱚᱢᱚᱨ ᱩᱜᱩᱜᱩᱞᱟᱜᱮ ᱚᱢᱯᱚᱢᱚᱱ ᱩᱢ.ᱢᱟᱛᱟᱜ.ᱜᱚ ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞᱚᱜ ᱣᱚᱢᱣᱚᱚ ᱞᱚ.ᱜᱟᱱ ᱚᱱ ᱣᱚᱢᱢᱚᱨ ᱚᱞᱚ ᱜᱚᱟᱜᱚ, ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞ ᱱᱚ ᱱᱟᱨᱮᱚᱞ ᱩᱢ.ᱮᱢ.ᱱᱮᱨᱟ, ᱚᱡᱚᱮᱚᱡ, ᱟᱢᱮᱚᱢᱱᱚᱢ, ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞᱚᱜ ᱩᱜᱩᱜᱩᱞᱟᱜᱮ ᱱᱟᱨᱮᱚᱞ ᱯᱚ.ᱜᱚᱟ ᱚᱱ ᱩᱡᱟᱜᱚ ᱜᱚ ᱣᱚᱢᱢᱚᱨ ᱚᱞᱚ ᱜᱚᱟᱜᱚ।

Course Outcomes:

CO1. ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞᱚᱜ ᱚᱨᱚᱢᱚᱨ ᱩᱜᱩᱜᱩᱞᱟᱜᱮ ᱚᱢᱯᱚᱢᱚᱟ ᱩᱢ.ᱢᱟᱛᱟᱜ. ᱜᱚ ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞᱚᱜ ᱱᱟᱨᱮᱚᱞ ᱮᱢᱜᱚᱢ ᱜᱚ ᱣᱚᱢᱢᱚᱨ ᱯᱚᱢᱟᱨᱮᱚᱢᱜ-ᱚᱢ।

CO2. ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞᱚᱜ ᱚᱢᱯᱚᱢᱚᱟ ᱢᱜᱜᱚᱡᱚᱢᱜ ᱮᱢᱜᱚᱢ, ᱯᱚᱢᱜᱯᱚᱢᱱ, ᱢ.ᱱᱟᱯᱚᱢ.ᱯᱟ, ᱣᱟᱮᱚᱟ, ᱣᱚᱢᱜᱱᱟᱨᱟ, ᱣᱚᱰᱮᱚᱢᱣᱱᱚᱱ, ᱯᱱᱚᱚᱱᱚᱜ ᱜᱚᱢᱚᱱᱚᱢ ᱜᱚ ᱣᱚᱢᱢᱚᱨ ᱵᱚᱢ ᱯᱚᱢᱟᱨᱮᱚᱢᱜ-ᱚᱢ।

CO3. ᱯᱟᱨᱮᱚᱜ ᱱᱟᱮ ᱚᱢᱱ ᱚᱢᱱ ᱡᱚ.ᱚᱚᱢᱜ ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞᱚᱜ ᱚᱨᱚᱡᱜᱚ ᱚᱵᱯᱚ. ᱡᱚᱜᱜᱚᱢ ᱯᱚᱢᱟᱨᱮᱚᱢᱜ-ᱚᱢ।

CO4. ᱩᱢᱡᱚᱱᱚᱜ ᱜᱚ ᱮᱢᱣᱚᱢᱜ ᱡᱵᱜᱱ ᱱᱟ ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞᱚᱜ ᱱᱟᱨᱮᱚᱞ ᱯᱚᱢᱜᱚᱟ ᱜᱚ ᱣᱚᱢᱢᱚᱨ ᱵᱚᱢᱟᱯᱚᱢᱯᱟᱨᱮᱚᱢᱜ-ᱚᱢ।

CO5. ᱩᱢ.ᱢᱟᱛᱟᱜ. ᱜᱚ ᱡᱟᱨᱜᱟᱯ ᱱᱟ ᱜᱚᱲ ᱚᱨᱚᱡᱟᱞᱚᱜ ᱱᱟᱨᱮᱚᱞ ᱚᱢᱱᱚᱨᱤ ᱜᱚ ᱣᱚᱢᱢᱚᱨ ᱯᱚᱢᱟᱨᱮᱚᱢᱜ-ᱚᱢ।

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 ᱠᱷᱚᱡᱟᱨᱫ : ᱰᱚ.ᱮᱚ.ᱥᱮᱨ, ᱚᱞᱚᱮᱚᱞ, ᱜᱚᱮᱚᱥᱚ ।

Unit-2. ᱜᱚᱛ ᱠᱷᱚᱡᱟᱨᱫ ᱥᱟᱨᱣᱚᱜ ᱜᱩᱞᱮ ᱚᱥ ᱡᱚᱜᱚᱚ ।

Unit-3. ᱜᱚᱛ ᱠᱷᱚᱡᱟᱨᱫ ᱥᱟᱨᱣᱚᱜ ᱜᱚ.ᱢᱟᱹᱨ :

(i) ᱜᱚᱛ ᱨᱟᱥᱟᱹᱨ, ᱜᱚᱛ ᱦᱚ.ᱜᱮᱟ, ᱢᱟᱮᱚᱟ, ᱡᱟᱮᱦᱚᱢᱚᱞᱚᱚ, ᱢᱞᱟᱮᱚᱢ ᱦᱚᱢᱚᱞᱚᱚ, ᱦᱩᱞᱩᱦᱩ।

(ii) ᱜᱚᱛ ᱨᱟᱥᱟᱹᱨ ᱥᱟ ᱰᱚᱥᱚᱚᱢᱚᱭ ᱰᱩᱮᱚ.ᱨ ᱚᱥ ᱢᱚᱭ᱾ᱜᱚ ᱢᱩᱞᱩᱵ ᱠᱷᱚᱡ ᱠᱷᱚ.ᱜᱚ.ᱨ।

Unit-4. ᱮᱚᱣᱚᱜ ᱠᱷᱚᱡᱟᱨᱫ ᱥᱟ ᱜᱚᱛ ᱠᱷᱚᱡᱟᱨᱫ ᱥᱟᱨᱣᱚᱜ ᱤᱮᱤᱡ ।

Reference Books:

1. ᱠᱷᱚᱮᱚᱢᱛᱟᱨ ᱠᱷᱚᱡᱟᱨᱫ ᱥᱟᱮᱚᱜ ᱚᱡᱚᱮᱚᱡ ᱚᱥ ᱜᱚᱢᱥᱚ – ᱚᱥ. ᱦᱟ.ᱠᱟᱹᱨ. ᱢᱩᱚᱢᱩ
2. ᱠᱷᱚᱡᱟᱨᱫ ᱠᱷᱚ.ᱛᱟᱨᱩ – ᱠᱨᱚᱢᱩᱠᱟᱹ. ᱢᱩᱚᱢᱩ
3. ᱠᱷᱚᱮᱚᱢᱛᱟᱨ ᱜᱚᱛᱠᱟᱨᱥᱟᱨᱫ ᱥᱟ ᱠᱷᱚᱡᱟᱨᱫ ᱚᱥ ᱯᱟᱜᱷᱩᱞᱚᱥᱚ–ᱚᱥ. ᱥᱚᱚᱡᱮ ᱜᱟᱨᱩᱚᱩᱥᱚᱩ
4. ᱚᱨᱮᱚᱩ ᱦᱚᱞᱚᱦ (ᱯᱚ᱾ᱠᱷᱚ᱾ᱨᱮᱠᱟᱨᱫ)- ᱚᱥ. ᱜᱩᱞᱩᱯᱚ. ᱩᱚ.ᱥᱚᱛᱟ
5. ᱢᱚᱚᱜᱚ ᱠᱟᱨᱫ – ᱢᱚᱯᱚᱦ ᱥᱚᱩ ᱢᱩᱚᱢᱩ
6. ᱠᱷᱚᱮᱚᱢᱛᱟᱨ ᱠᱷᱚᱡᱟᱨᱫ ᱥᱟᱨᱣᱚᱜ ᱮᱚᱜᱚᱩ - ᱚᱥ. ᱯᱚᱩᱚᱨᱮᱚᱮᱚᱟ ᱢᱟᱨᱠᱥᱚᱚ
7. ᱩᱟᱮ ᱦᱚᱢᱚᱜᱚ :ᱢᱚᱜᱟᱨᱮᱚᱢᱦᱚᱢᱚᱜᱚ – ᱨᱟᱥᱚᱮ ᱩᱦᱥᱩᱦ
8. ᱦᱩᱞᱩᱦᱩ – ᱚᱥ. ᱯᱜᱟᱥᱟᱨᱮᱯᱥᱚ ᱮᱚᱢᱚᱜ ᱢᱚᱨᱠᱦᱟ
9. ᱜᱚᱛᱥᱨᱟᱥᱟᱹᱨ – ᱰᱚ᱾ ᱥᱚ.ᱜᱜᱦᱮᱚᱢᱚᱜ ᱩᱦᱥᱩᱦ
10. ᱜᱚᱛᱨᱚᱢᱡᱟᱨᱫ -ᱚᱥ. ᱥᱚᱢᱟᱨᱢᱚᱭ ᱩᱦᱥᱩᱦ
11. ᱢᱚᱚᱜᱚᱥ ᱨᱟᱥᱟᱹᱨ –ᱢᱚᱯᱨᱚᱜ ᱢᱟᱨᱨᱨᱮᱚᱢᱚᱜ ᱢᱩᱢᱩ
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** **ᱯᱤᱨᱤᱠᱟ ᱥᱟᱦᱤᱛᱭ ᱚᱨ ᱯᱟᱲᱛᱟᱣ ᱯᱨᱚᱠᱟᱥᱚᱱ**	4	3-1-0

Course Objective:

ᱫᱚᱣᱟᱱ ᱯᱨᱚᱜᱨᱟᱢᱟᱨᱮ ᱴᱚᱯᱤᱠᱟᱣᱟᱨᱮ ᱴᱤ.ᱱᱟᱣᱟᱱ.ᱯᱭ ᱴᱤᱚᱟᱱᱚ ᱥᱟᱦᱤᱛᱭ ᱯᱨᱚᱠᱟᱥᱚᱱ ᱥᱟᱨᱟᱢᱜ ᱥᱩᱯᱭᱮᱫᱩ, ᱫᱚᱜᱚᱞᱟᱱᱮ ᱜᱟᱱᱟᱜ ᱯᱭ ᱣᱟᱛᱟᱨᱮ ᱰᱟᱞᱟᱱ᱾ ᱯᱨᱮᱚᱟᱨᱤᱛ ᱴᱤᱚᱟᱱᱚ ᱥᱟᱦᱤᱛᱭ ᱯᱨᱚᱠᱟᱥᱚᱱ ᱥᱟᱨᱟᱢᱜ ᱥᱚᱭᱜᱩ ᱥᱟᱦᱤᱛᱭ ᱴᱤ.ᱜᱮᱞ ᱥᱟᱱ ᱯᱨᱚᱜᱨᱟᱢᱟᱨᱮ ᱴᱮᱠᱱᱤᱠ ᱥᱟᱨᱟᱢᱜ ᱪᱮᱫᱪᱩ ᱯᱭ ᱣᱟᱛᱟᱨᱮ ᱰᱟᱞᱟᱱ᱾

Course Outcomes:

CO1. ᱴᱤ.ᱱᱟᱣᱟᱱ.ᱯᱭ ᱴᱤᱚᱟᱱᱚ ᱥᱟᱦᱤᱛᱭ ᱯᱨᱚᱠᱟᱥᱚᱱ ᱥᱟᱨᱟᱢᱜ ᱥᱩᱯᱭᱮᱫᱩ, ᱫᱚᱜᱚᱞᱟᱱᱮ ᱜᱟᱱᱟᱜ ᱱᱟᱣᱟᱱ ᱥᱟᱱ ᱴᱤᱚᱟᱱᱚ ᱥᱟᱦᱤᱛᱭ ᱯᱨᱚᱠᱟᱥᱚᱱ ᱴᱚᱯᱤᱠᱟᱣᱟᱨᱮ ᱯᱨᱮᱚᱟᱨᱤᱛ ᱱ.ᱵᱟᱨ ᱱᱟᱣ ᱯᱨᱚᱡᱮᱠᱴ ᱜᱟᱱᱟᱜ ᱵᱟᱵᱚᱛ ᱯᱭ ᱣᱟᱛᱟᱨᱮ ᱰᱟᱞᱟᱱ᱾

CO2. ᱫᱚᱣᱟᱱ ᱯᱨᱚᱜᱨᱟᱢᱟᱨᱮ ᱴᱚᱯᱤᱠᱟᱣᱟᱨᱮ ᱴᱤ.ᱱᱟᱣᱟᱱ.ᱯᱭ ᱯᱨᱮᱚᱟᱨᱤᱛ ᱴᱤᱚᱟᱱᱚ ᱥᱟᱦᱤᱛᱭ ᱯᱨᱚᱠᱟᱥᱚᱱ ᱯᱭ ᱣᱟᱛᱟᱨᱮ ᱰᱟᱞᱟᱱ᱾ ᱴᱤᱚᱟᱱᱚ ᱱᱟᱣ ᱯᱨᱚᱠᱟᱥᱚᱱ ᱯᱨᱚᱡᱮᱠᱴᱤᱱᱚ ᱯᱫᱚᱱᱜ ᱯᱨᱚᱡᱮᱠᱴ ᱥᱟᱨᱟᱢᱜ ᱪᱩᱞᱩ ᱯᱭ ᱣᱟᱛᱟᱨᱮ ᱰᱟᱞᱟᱱ᱾

CO3. ᱫᱚᱪᱟᱹᱣ ᱞᱮᱦᱚᱱᱟ ᱛᱚᱛᱚᱫᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱ ᱛᱟ.ᱢᱟᱣᱟᱱ.ᱢᱚ ᱞᱮᱦᱮᱚᱱᱟᱨᱤ ᱛᱮᱢᱚᱣᱟᱱᱟ ᱱᱚ ᱢᱟᱣᱚᱞᱚᱣᱚᱫᱚ ᱢᱮᱱᱜᱚᱞᱤᱭ ᱯᱟᱨ ᱶᱟᱣᱟᱱ.ᱫ ᱱᱤᱢᱮᱫ ᱢᱟᱣᱚ᱾ᱜᱚᱣᱟᱫᱮ ᱛᱮᱢᱚᱣᱟᱱᱟᱢᱚ ᱚᱶᱫᱚᱢᱟᱨ ᱡᱤᱞᱟᱨᱟᱨᱮᱱ᱾

CO4. ᱫᱚᱪᱟᱹᱣ ᱞᱮᱦᱚᱱᱟ ᱛᱚᱛᱚᱫᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱ ᱛᱟ.ᱢᱟᱣᱟᱱ.ᱢᱚ ᱞᱮᱦᱮᱚᱱᱟᱨᱤ ᱛᱮᱢᱚᱣᱟᱱᱟ ᱱᱚ ᱢᱟᱣᱚᱞᱚᱣᱚᱫᱚ ᱭᱟᱨᱮᱱᱜ ᱯᱮᱱᱟ, ᱜᱮᱫᱮᱥᱚ ᱱᱚ ᱡᱚᱣᱟᱱᱚ ᱢᱚ ᱚᱵᱟᱱ-ᱡᱚᱢᱟᱱᱟ ᱯᱮᱱᱟᱨᱮᱱᱜ-ᱱᱟ᱾

CO5. ᱫᱚᱪᱟᱹᱣ ᱞᱮᱦᱚᱱᱟ ᱛᱚᱛᱚᱫᱟᱣᱟᱫᱮ ᱚᱱᱞᱟᱭᱱ ᱛᱟ.ᱢᱟᱣᱟᱱ.ᱢᱚ ᱞᱮᱦᱮᱚᱱᱟᱨᱤ ᱛᱮᱢᱚᱣᱟᱱᱟ ᱱᱚ ᱢᱟᱣᱚᱞᱚᱣᱚᱫᱚ ᱢᱟ.ᱡᱟ ᱢᱚ ᱞᱮᱦ.ᱚ ᱯᱮᱱᱟᱨᱮᱱᱜ-ᱱᱟ ᱱᱚ ᱣᱟᱣᱟᱜᱚᱱᱚ ᱭᱟᱨᱢᱚ ᱟ.ᱜᱵ ᱯᱮᱱᱟᱨᱮᱱᱜ-ᱱᱟ᱾

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:

ᱛᱮᱢᱚᱣᱟᱱᱟ ᱭᱟᱨᱮᱱᱜ ᱵᱮᱵᱷᱟᱨ᱾ (Introduction to Magazine)

- ᱛᱮᱢᱚᱣᱟᱱᱟ ᱭᱟᱨᱮᱱᱜ ᱩᱰᱮᱥᱚ, ᱛᱟ.ᱮᱱ.ᱭᱞᱟ, ᱜᱮᱫᱮᱥᱚ, ᱣᱟ.ᱢᱟᱞᱣ, ᱩᱵᱢᱟᱱ.ᱮ ᱩᱱᱣᱟᱱᱚ᱾

Unit-2:

ᱞᱮᱦᱮᱚᱱᱟᱨᱤ ᱛᱮᱢᱚᱣᱟᱱᱟ ᱵᱚ ᱭᱟᱨᱮᱱᱜ ᱮᱢᱜᱮᱱᱟ᱾
(History of Santali Magazine)

- ᱞᱮᱦᱮᱚᱱᱟᱨᱤ ᱛᱮᱢᱚᱣᱟᱱᱟ ᱭᱟᱨᱮᱱᱜ ᱳᱩᱱᱳᱮᱳᱩ, ᱣᱮᱢᱮᱱᱣᱮ᱾
- ᱞᱮᱦᱡᱩᱣᱟᱨ ᱣᱮᱢᱣᱮ ᱡᱩᱱᱣᱚ ᱭᱟᱨ ᱛᱮᱢᱚᱣᱟᱱᱟ ᱭᱟᱨᱮᱱᱜ ᱰᱮᱨᱩ᱾
- ᱮᱨᱚᱢᱜ ᱳᱵᱚᱳ ᱭᱟᱨ ᱞᱮᱦᱮᱚᱱᱟᱨᱤ ᱛᱮᱢᱚᱣᱟᱱᱟ ᱭᱟᱨᱮᱱᱜ ᱯᱮᱢ.ᱵᱚᱨᱤ᱾
  ᱛᱮᱢᱚᱣᱟᱱᱟ ᱢᱮᱱ ᱵᱟᱭᱳᱣᱭᱟᱢ (ᱩᱰᱚᱨᱮᱱ), ᱨᱤ-ᱛᱮᱢᱚᱣᱟᱱᱟ

Unit-3:

ᱚᱢᱟᱱᱛᱟᱞ ᱯᱢᱚᱜᱨᱟᱢ ᱨᱮ ᱦᱟᱱᱛᱤᱧᱟᱨ ᱦᱢᱜᱮᱞᱩᱭ
(Santali Magazine and Journals)

- ᱡᱚᱛ ᱚᱞᱪᱢᱨᱮᱭ, ᱡᱚᱲᱚᱴ ᱜᱢᱪᱢ, ᱚᱨᱲᱨ, ᱚᱢᱣᱞᱚᱪ ᱵᱩᱵᱲ, ᱡᱵᱲ ᱚᱞᱪᱢᱨᱮᱭ, ᱚᱠᱚᱣᱮ ᱥᱩᱢᱮ᱾
  ᱯᱜᱢ.ᱜᱵᱮ, ᱣᱨᱚᱞ ᱦᱜᱚᱪᱢᱣ, ᱡᱢᱮᱢᱩ ᱣᱨᱚᱞ, ᱦᱜᱚᱪᱢᱣ ᱦᱢᱜᱮᱞᱩᱭ, ᱚᱢᱣ ᱚᱢ.ᱜᱵᱮ ᱥᱩᱢᱮ᱾

Unit-4:

ᱯᱢᱚᱜᱨᱟᱢ ᱚᱢᱯᱟᱴᱚ ᱨᱮ ᱦᱜᱚᱪᱢᱣᱟᱨᱤᱛᱮᱢ. (Editors and Journalist)

- ᱚᱢᱟᱱᱛᱟᱞ ᱯᱢᱚᱜᱨᱟᱢ ᱚᱢᱯᱟᱜᱢᱩ ᱱᱮ ᱩᱨᱚᱞᱮᱭ ᱨᱮ ᱩᱨᱚᱞᱮᱭᱢᱣᱟᱨ ᱦᱜᱩᱢᱜ ᱥᱮᱥᱩ᱾
  ᱩᱨᱚᱞᱮᱭᱢᱣᱟᱨ ᱡᱦᱚᱡ ᱦᱜᱚᱪᱮ ᱮᱨᱚ ᱡᱢ.ᱛᱨᱚᱣ ᱱᱮᱪ ᱚᱢᱯᱟᱴᱚ ᱦᱜᱩᱢᱜ ᱣᱨᱤᱛᱮᱪ ᱤᱦᱣᱟᱚ᱾

Reference Books

1. ᱚᱢᱟᱱᱛᱟᱞ ᱚᱢᱩᱡᱟᱨᱮᱫ ᱱᱨᱤᱢᱜ ᱡᱩᱜᱮᱜᱩ ᱨᱮ ᱡᱢᱟᱱᱟᱢ- ᱛᱱ. ᱦᱨ. ᱚᱨ. ᱢᱦᱛᱦ
2. ᱚᱢᱟᱱᱛᱟᱞ ᱚᱢᱩᱡᱟᱨᱮᱫ ᱱᱨᱤᱢᱜ ᱮᱢᱜᱢᱩ- ᱯᱜᱦᱜᱮᱨ ᱤᱨ᱾ᱫᱩᱱᱟᱨ ᱩᱦᱟᱩᱦ
3. ᱡᱚᱛ ᱯᱢ.ᱟᱚᱨ ᱨᱮ ᱚᱢᱩᱡᱟᱨᱮᱫ ᱱᱨᱤᱢᱜ ᱮᱢᱜᱢᱩ - ᱦᱦᱫᱟᱡᱮ ᱫᱢᱚ 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** **ᱚᱞᱮᱪᱚᱢᱟᱨ ᱚᱞᱮᱪᱤᱭᱟᱜ ᱱᱟᱹᱨᱮᱢᱮᱜ ᱚᱰᱚᱰᱟᱜ ᱟᱨ ᱥᱟᱦᱤᱛᱭᱟᱜ**	**4**	**3-1-0**

Course Objectives:

ᱩᱱ.ᱱᱟᱵᱚᱭᱟᱱ. ᱦᱚ ᱫᱚᱭᱟᱱ ᱚᱢᱚᱱᱤᱞ ᱩᱫᱩᱫᱚᱣᱟᱜᱮᱫ ᱚᱱᱥᱟᱱᱚᱰ ᱚᱞᱮᱪᱤᱭᱟᱜ ᱱᱟᱹᱨᱮᱢᱮᱜ ᱜᱱ.ᱡᱟᱱ ᱜᱰᱮᱱᱮᱫ ᱦᱚ ᱰᱟᱱᱤᱢ᱾ ᱜᱟᱞᱦ, ᱡᱚᱜᱭᱟᱰᱞᱟ, ᱣᱚᱜᱦᱟᱹᱨᱤᱭᱟ, ᱣᱤᱫᱭᱟ, ᱯᱟᱱᱚᱨᱟᱢ, ᱚᱞᱮᱪᱚᱢᱟᱨ ᱱᱟᱹᱨᱮᱢᱮᱜ ᱚᱞᱮᱪᱤᱭᱟᱜ ᱟᱱ ᱥᱚᱢᱟᱡᱟᱱᱮᱫ ᱩᱫᱤᱞᱟᱨᱤᱭᱟ ᱚᱰᱚᱰᱟᱜ ᱟᱱ ᱥᱟᱦᱤᱛᱭᱟᱜ ᱯᱮᱵᱟᱱᱚᱰ᱾

Course Outcomes:

CO1. ᱩᱱ.ᱱᱟᱵᱚᱭᱟᱱ. ᱦᱚ ᱫᱚᱭᱟᱱ ᱚᱢᱚᱱᱤᱞ ᱩᱫᱩᱫᱚᱣᱟᱜᱮᱫ ᱚᱱᱥᱟᱱᱚᱰ ᱚᱞᱮᱪᱚᱢᱟᱨ ᱚᱞᱮᱪᱤᱭᱟᱜ ᱱᱟᱹᱨᱮᱢᱮᱜ ᱚᱰᱚᱰᱟᱜ ᱟᱱ ᱥᱟᱦᱤᱛᱭᱟᱜ ᱣᱚᱱᱟᱱ ᱦᱚ ᱣᱟᱱᱚᱱᱟᱨ ᱰᱟᱱᱤᱢ᱾

CO2. ᱩᱱ.ᱱᱟᱵᱚᱭᱟᱱ. ᱦᱚ ᱫᱚᱭᱟᱱ ᱚᱢᱚᱱᱤᱞ ᱩᱫᱩᱫᱚᱣᱟᱜᱮᱫ ᱚᱱᱥᱟᱱᱚᱰ ᱥᱟᱦᱤᱛᱭᱟᱜ ᱚᱰᱚᱰᱟᱜ ᱣᱚᱱᱟᱱᱚᱣᱟᱵ ᱟᱱ ᱚᱞᱮᱪᱚᱢᱟᱨ ᱚᱞᱮᱪᱤᱭᱟᱜ ᱱᱟᱹ ᱫᱮᱱ ᱱᱟᱹᱨᱮᱢᱮᱜ ᱱᱚᱵᱚᱥ ᱡᱚᱜᱟᱹᱠᱟᱱᱚᱰ ᱚᱞᱮᱪᱚᱢᱟᱨ ᱚᱞᱮᱪᱤᱭᱟᱜ ᱯᱟᱹᱨᱥᱤᱵᱟᱞᱤᱛᱤ ᱜᱟᱰᱮᱫ ᱦᱚ ᱰᱟᱱᱤᱢ᱾

CO3. ᱥᱟᱦᱤᱛᱭᱟᱜᱮᱫ ᱦᱚ.ᱡᱟ ᱣᱚᱱᱟᱱ ᱦᱚ ᱣᱟᱱᱚᱱᱟᱨ ᱰᱟᱱᱤᱢ᱾

CO4. শিক্ষার্থীরা ওয়েস্ট বেঙ্গল বোর্ডের প্রশ্নপত্র।
CO5. বিভিন্ন শিক্ষার্থীর উপযোগী প্রশ্নপত্র তৈরি করতে।

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. বাংলা ভাষার বিভিন্ন ক্ষেত্রে : উচ্চ.মা.স্তর, মাধ্যমিক এবং প্রা.বিদ্যা, প্রাথমিক, উচ্চ বি ।

Unit-2. বাংলা ভাষার প্রশ্নপত্র সংক্রান্ত : বহুমাধ্যমিকস্তরীয়, প্রশ্নব্যাঙ্কপ্রস্তুতি, বিষয়বিশ্লেষণস্তরীয়, মানচিত্রপ্রস্তুতি, বিভিন্ন-বাংলাপ্রশ্নব্যাঙ্কপ্রস্তুতি ।

Unit-3. বাংলা ভাষার প্রশ্নপত্র এবং নম্বর : প্রশ্নপত্র, ব্যাখ্যাও প্রশ্নপত্র, গদ্যাংশ, মানভাগ. গদ্যাংশ, গদ্যাংশ, প্রশ্নটি, মানবণ্টন প্রশ্নটি,নমুনাপ্রশ্নাংশ মানবণ্টন প্রশ্নটি, বাংলা প্রশ্নব্যাঙ্ক প্রশ্নটি, গদ্যাংশ. বাংলা ভাষার ।

Unit- 4. শব্দব্যাঙ্কের এবং ব্যাখ্যা প্রশ্নোত্তর ।
উচ্চমা.স্তর, মাধ্যমিক এবং নম্বর, বাংলা ভাষার প্রশ্নপত্র ওয়েস্ট বেঙ্গল।

Reference Books:

1.Kabya Tatta – Aristotal – *Sisir Kumar Das.*
2.Sahitya – *Rabindra Nath Tagore*
3. বাংলা ভাষা– নলিনীকান্ত মজুমদার ‘শুদ্ধিনী.মা’
4.Sahityo Sondorson – *Shirsha Chandra Das*
5.Alankar muktabali – *Debendra Nath Sharma*
6.Bangla Chhander Bibron– *Dr. S.K. Bhowmik*
7. উচ্চারণবিধান– বাংলাব্যাকরণ নির্মাল
8. বাংলা ভাষার প্রশ্নপত্র মূল্যা.ন ওয়েস্ট বেঙ্গল– প্রশ্নাবলি বিশ্লেষণ
9. প্রশ্নোত্তর: বি.মা– মনোজ বসুদার মজুমদার

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)** **ᱪᱚᱞᱤᱫᱚ ᱛᱚᱛᱚᱞᱮᱫᱚᱠᱚᱫ ᱠᱮ Artificial Intelligence ᱠᱮᱨᱚᱢᱜ ᱢᱮᱢᱚᱞᱚᱢᱠ (ᱪᱚᱫᱚᱠᱚᱞᱮ)**	**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 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 No.	SDG Title	Nature of Contribution
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. ଓଳରେଳ ଳସ ଦବଯଳ ୬ଟରେଳଓ ଠଟଠଟଫ**	**4**	**3-1-0**

Course Objectives:

ଯଳ.ଳଓ୬ଯଳ. ବବ ଦବଯଳ ଦଳଠଳଯ ଯବଯଟବଟଯଓବଦ ଠଳଳଦଠଳଠଟ ଦଳଦଠଳଟଯ ଯାହ ବାଦଅ. ଓଳରେଳଦ ୬ଟରେଳଓ ଓଟରେଳଦ ଦଳଯଟଦଳଳଠଟ ଦଳ.ର ଳବବଯଳ, ଯାହ ବାଦଅ. ଓଳରେଳଦ ଳଦ ଠଳଦ ୬ଟ ଯାବ ଦଳଓଳଠଯ ବଯଯ ଳସ ଓଳରେଳଦ ୬ଟରେଳଓ ଯାଠ ଓ୬ଦ ବବ ଯଳଯଠଳଳଓ ବଯଯ ବବଯଳ,

Course Outcomes:

CO1. ଯଳ.ଳଓ୬ଯଳ. ବବ ଦବଯଳ ଦଳଠଳଯ ଯବଯଟବଟଯଓବଦ ଠଳଳଦଠଳଟଯ ଦଳଦଠଳଟଯ ଯାହ ବାଦଅ. ଓଳରେଳଦ ଳସ ଦବଯଳ ୬ଟରେଳଓ ଠଟଠଟଫ ବବ ଯଳଯଠଳଳଓ ଘଳଯାଳ,

CO2. ଯଳ.ଳଓ୬ଯଳ. ବବ ଦବଯଳ ଦଳଠଳଯ ଯବଯଟବଟଯଓବଦ ବବ ଦଳ.ଠ ଢଟବ୬ଓଳଦ ଦଳଯଳଳଓ ଦଳଓ ୬ଟ ଦଳଦଠଳଟଯ ଯାହ ବାଦଅ. ଓଳରେଳଦ ଳଦ ଠଳଦ ୬ଟରେଳଓ ଯାଠ ଓ୬ଦ ବବ ଯଳଯଠଳଳଓ ଘଳଯାଳ ଳସ ଳଦ ଠଳଦ ବଳ.ଯାଟ ଯବ୬ଳଳ ବବ ଯଳଳ୬ଳ ଯବ୬ଟ୬ରେଳ,

CO3. ꓲꓠ.ꓵꓳꓽꓳꓠ. ꓽꓠ ꓤꓶꓱ ꓽꓶꓵꓠ. ꓖꓠꓬꓠꓴ ꓫꓩꓬꓠꓖ ꓦꓠ.ꓵꓶꓶ ꓽꓠ ꓷꓠꓵꓠꓬ ꓶꓠꓤꓠ।

CO4. ꓲꓠ.ꓵꓳꓽꓳꓠ. ꓽꓠ ꓤꓶꓱ ꓽꓶꓵꓠ. ꓖꓠꓬꓠꓴ ꓫꓩꓬꓠꓖ ꓲꓠ.ꓴꓠ.ꓫꓘꓶ ꓠꓫ ꓤꓩꓴꓴꓵ ꓽꓠ ꓷꓠꓵꓠꓬ ꓶꓠꓤꓠ।

CO5. ꓲꓠ.ꓵꓳꓽꓳꓠ. ꓽꓠ ꓤꓶꓱꓽꓶꓵꓠ. ꓖꓠꓬꓠꓴ ꓠꓫ ꓖꓠꓬꓠꓴ ꓵꓠꓟꓠꓫꓩ ꓲꓳꓱꓫꓽ ꓽꓠ ꓷꓠꓵꓠꓬ ꓶꓠꓤꓠ।

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	3	2	2	2	3	3	3	2	2	2	2	3
CO2	3	3	2	3	2	3	3	3	2	3	2	3	2	2	3	3	2
CO3	2	3	2	2	3	2	2	3	3	2	2	2	3	2	3	3	2
CO4	3	2	3	2	2	3	3	2	2	3	2	2	3	2	3	2	3
CO5	3	3	3	2	2	2	3	2	2	3	3	2	2	3	3	2	1
Average	2.6	2.8	2.6	2.2	2.2	2.6	2.6	2.4	2.2	2.8	2.4	2.4	2.4	2.2	2.8	2.4	2.2

Course Inputs:

Contents:

Unit- 1. ꓘꓶꓫꓵꓽꓠ

Unit- 2. ꓷꓠꓰꓩ ꓷꓠꓟꓤꓠꓠ

Unit- 3. ꓤꓠꓟꓠ ꓵꓷꓠꓠ.ꓤ

Unit- 4. ꓤꓠꓬꓠꓠ ꓘꓷꓤꓠ.ꓤ

Reference Books:

1. ꓘꓶꓫꓵꓽꓠ- ꓤꓫ. ꓷꓩ. ꓘꓶ. ꓵꓷꓤꓷ

2. ꓷꓠꓰꓩ ꓷꓠꓟꓤꓠꓠ- ꓘꓠꓟꓠꓤꓠꓠꓩꓘꓵꓶꓫꓵꓘ

3. ꓤꓠꓟꓠ ꓵꓷꓠꓠ.ꓤ- ꓲꓠꓤꓠꓠꓠꓫꓷꓶꓘꓵꓷ

4. ꓤꓠꓬꓠꓠ ꓘꓷꓤꓠ.ꓤ- ꓷꓠꓠꓠꓟꓟꓦꓩꓤꓷꓠꓫꓷꓤ

SDG Mapping for this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Santali one-act plays portray the economic realities and struggles of rural and marginalized communities and encourage awareness about social justice, livelihood, and collective welfare.
SDG 4	Quality Education	The study of Santali one-act plays develops literary understanding, communication skills, creativity, critical thinking, and appreciation of indigenous dramatic traditions.
SDG 5	Gender Equality	Santali dramatic narratives create awareness about women's participation, gender relations, dignity, and equality within traditional and modern society.
SDG 15	Life on Land	Santali one-act plays portray forests, biodiversity, agriculture, and human–nature relationships, encouraging protection of land and ecosystems.
SDG 16	Peace, Justice and Strong Institutions	Dramatic narratives critically engage with justice, leadership, social harmony, conflict resolution, and ethical community life while strengthening indigenous cultural values and institutions.

Minor

Code	Course Title	Credit	L-T-P
ST42002	Introduction to Santali Theatre ᱢᱚᱦᱟᱞᱚᱢᱟᱛᱤ ᱩᱵᱚᱢᱜᱚᱞᱤ ᱯᱟᱞᱚᱢᱫᱚ ᱚᱞᱚᱪᱚᱱᱚᱩ	4	3-1-0

Course Objectives:

ಕಲಿಯುವ ಫಲಿತಾಂಶಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪಠ್ಯಕ್ರಮದ ಪ್ರಮುಖ ಅಂಶಗಳು, ಅನ್ವಯಿಕ, ಪ್ರಾಯೋಗಿಕ ಹಾಗೂ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಅನ್ವಯಿಕ ಅಂಶಗಳು ಮತ್ತು ಅವುಗಳ ಅನುಷ್ಠಾನ ಹಾಗೂ ಫಲಿತಾಂಶಗಳ ಮೌಲ್ಯಮಾಪನ ಅಂಶಗಳು ಅಳವಡಿಸಿಕೊಂಡಿರುವುದು.

Course Outcomes:

CO1. ಕಲಿಯುವ ಫಲಿತಾಂಶಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪಠ್ಯಕ್ರಮದ ಪ್ರಮುಖ, ಕೌಶಲಾಭಿವೃದ್ಧಿ ಅನ್ವಯಿಕ ಹಾಗೂ ಪ್ರಾಯೋಗಿಕ ಅಂಶಗಳು ಅಳವಡಿಸಿಕೊಂಡಿರುವುದು.

CO2. ಕಲಿಯುವ ಫಲಿತಾಂಶಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪಠ್ಯಕ್ರಮದ ಪ್ರಮುಖ ಅಂಶಗಳ ಅನುಷ್ಠಾನ ಮತ್ತು ಫಲಿತಾಂಶಗಳ ಮೌಲ್ಯಮಾಪನ ಮಾಡಿರುವುದು ।

CO3. ಕಲಿಯುವ ಫಲಿತಾಂಶಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪಠ್ಯಕ್ರಮದ ಪ್ರಮುಖ ಅಂಶಗಳು, ಅನ್ವಯಿಕ, ಪ್ರಾಯೋಗಿಕ ಹಾಗೂ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಅಂಶಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡಿರುವುದು-ಇ.

CO4. ಕಲಿಯುವ ಫಲಿತಾಂಶಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪಠ್ಯಕ್ರಮದ ಪ್ರಮುಖ ಅಂಶಗಳ ಅನುಷ್ಠಾನ, ಅಭಿವೃದ್ಧಿ-ಬಿ.ಇ, ಮೌಲ್ಯಮಾಪನ ಹಾಗೂ ಫಲಿತಾಂಶಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪಠ್ಯಕ್ರಮದ ಪರಿಷ್ಕರಣೆ. ಅಭಿವೃದ್ಧಿ ಮಾಡಿರುವುದು-ಇ.

CO5. ಕಲಿಯುವ ಫಲಿತಾಂಶಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪಠ್ಯಕ್ರಮದ ಪ್ರಮುಖ ಅಂಶಗಳು, ಅಭಿವೃದ್ಧಿ ಅನ್ವಯಿಕ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಅಂಶಗಳು ಅಳವಡಿಸಿಕೊಂಡಿರುವುದು. ಪ್ರಾಧ್ಯಾಪಕರು-ಇ.

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: ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱥᱩᱵᱮᱫᱩ ᱠᱟᱵ ᱡᱚᱵᱟᱹᱜ

- ᱩᱯᱮᱯᱚ, ᱤᱦᱟᱵᱟᱱᱚ ᱠᱟᱵ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱞᱚᱨᱮᱜᱟᱹ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱥᱩᱵᱮᱫᱩ ᱠᱟᱵ ᱡᱚᱵᱟᱹᱜ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱮᱢᱜᱚᱲ ᱠᱟᱵ ᱡᱚᱵᱟᱹᱜ
- ᱡᱚᱫ ᱩᱯᱚᱢᱷᱚᱱ ᱦᱮᱵᱩᱡᱟᱹ ᱠᱟᱵ ᱦᱮᱵᱩᱡᱟᱹᱠᱚᱨᱮᱱ. ᱵᱷᱟᱵ ᱦᱚᱷᱚᱫᱟᱹ
- ᱦᱚᱲᱚᱢᱟᱞ ᱤᱢ.ᱭᱮᱱ, ᱦᱚᱡᱟᱣᱮᱷ ᱠᱟᱵ ᱮᱢᱠᱩᱞᱟᱹᱱ ᱭᱮ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱪᱮᱪᱩ

Unit–II: ᱜᱟᱨᱮᱢᱮᱱᱟᱞᱟᱹᱱ ᱠᱟᱵ ᱜᱟᱨᱮᱢᱮᱫ ᱦᱚᱡᱟᱣᱮᱷ

- ᱜᱟᱨᱮᱢᱮᱱᱟᱞᱟᱹᱱ ᱠᱚᱡᱟᱹᱜ ᱱᱟᱨᱮᱫ ᱠᱟᱵ ᱠᱟ.ᱩᱨᱟ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱭᱮ ᱜᱚᱭᱚ ᱜᱚᱩᱠᱚᱨ ᱤᱚ.ᱣᱤᱚ ᱭᱚᱜᱩᱭᱚᱫᱚᱠ ᱩᱭᱭᱩᱭᱚᱠᱟᱹᱜ ᱪᱮᱪᱩ
- ᱮᱨᱚᱢᱜ ᱚᱠᱚᱚ ᱵᱮᱞᱚᱜ ᱩᱯᱚᱢᱷᱚᱱ ᱠᱟᱵ ᱩᱯᱚᱢᱷᱚᱱ ᱜᱟᱡᱤᱚᱢᱠᱚ

Unit–III: Elements and Techniques of Santali Theatre

- ᱜᱟᱨᱮᱢᱮᱫ ᱵᱮᱞᱚᱜ ᱚᱤᱚᱤᱭ: ᱠᱟ.ᱣᱮᱨᱟ, ᱥᱩᱵᱮᱨᱟᱣ, ᱜᱤᱢᱯᱩᱢᱟᱱᱚᱡ, ᱦᱟᱣᱚᱢᱩ, ᱠᱟ.ᱩᱨᱟ ᱠᱟᱵ ᱚᱠᱚᱚ
- ᱩᱚᱞᱥᱚᱨ-ᱠᱟ.ᱭᱟ: ᱩᱚᱞᱥᱚᱨ ᱜᱚᱰᱣᱚᱫᱮ, ᱣᱚᱱᱚᱜ-ᱢᱟ.ᱪᱤ, ᱦᱟᱡᱟᱡ-ᱦᱟᱢᱤᱰᱟᱡ, ᱢᱟ.ᱚᱨ, ᱠᱟᱵ ᱭᱩ-ᱭᱟᱣᱟᱜ
- ᱢᱚᱨᱟᱨᱜᱟ ᱚᱨᱠᱟᱮᱨᱠᱟ ᱠᱟᱵ ᱪᱨᱟᱦᱟ. ᱵᱷᱟᱵ
- ᱩᱯᱚᱢᱷᱚᱱ ᱵᱷᱟᱵ ᱦᱚᱷᱚᱫᱟᱹ ᱠᱟᱵ ᱳᱨᱳᱠᱚᱨᱚᱠᱟ.ᱠᱚ ᱦᱟᱡᱟᱡ-ᱭᱚᱢᱤᱰᱟᱡ
- ᱜᱟᱨᱮᱢᱮᱫᱮ ᱜᱚᱰᱣᱚᱫᱮ ᱠᱟᱵ ᱜᱟᱨᱮᱢᱮᱫ ᱦᱮᱵᱩᱡᱟᱹᱜ

Unit–IV: Santali Theatre in Contemporary Perspective

- ᱦᱟᱡᱚᱠ ᱥᱟᱱᱷᱮᱫ ᱠᱟᱵ ᱯᱟᱨᱠᱷᱟᱱᱟ ᱢᱟᱳᱠᱷᱟᱱᱚ ᱯᱷᱚᱠᱟᱣᱚᱨ ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱭᱮ ᱦᱮᱵᱩᱡᱟᱹᱜ ᱚᱨ ᱜᱮᱨᱮᱢᱮ ᱣᱚᱭᱟᱜ
- ᱩᱯᱚᱢᱷᱚᱱ ᱠᱟᱵ ᱮᱢᱣᱟᱜ media (radio, television, digital platforms)
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱥᱤᱦᱵᱤᱱᱚᱢᱤᱵᱚᱨ ᱠᱟᱵ ᱚᱜᱮᱢᱩ ᱭᱮ ᱦᱚᱭᱟᱜᱚᱡ ᱯᱚᱨᱚᱥ
- ᱢᱮᱢᱣᱚᱨᱟᱣᱚᱨ ᱤᱚᱤᱚᱤᱮᱣᱚᱨ : ᱜᱚᱤᱢᱯᱩᱢᱟᱱᱚᱡ ᱦᱚᱢᱚᱣᱚᱜ ᱤᱚᱢᱮᱣᱚᱜᱚᱡ, ᱩᱦᱚᱫᱟ ᱵᱷᱟᱵ ᱦᱚᱷᱚᱫᱟᱹ, ᱵᱷᱟᱵ ᱦᱚᱷᱚᱫᱟᱹᱱᱚᱨᱚᱜ ᱢᱟᱞᱮᱣᱟᱞ

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** **ᱯᱟᱛᱨᱤᱠᱟ ᱚᱨ ᱯᱟᱲᱤᱠᱷᱟ ᱵᱟᱵᱛ ᱚᱨᱜᱮᱱᱟᱭᱤᱡᱮᱥᱚᱱ**	4	3-1-0

Course Objective:

ᱫᱚᱲᱟᱱ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱥᱮᱢᱮᱥᱛᱟᱨᱮ ᱚᱱᱞᱟᱭᱱ ᱞᱤ.ᱢᱟᱭᱱᱚ.ᱵᱚ ᱥᱤᱢᱚᱱᱛᱤᱢ ᱱᱚ ᱵᱟᱵᱛᱚᱨ ᱵᱟᱜᱮᱞᱟᱭᱤ ᱭᱟᱨᱮᱱᱜ ᱭᱩᱵᱮᱫᱚᱹ, ᱫᱟᱜᱮᱱᱩᱱᱮᱫ ᱡᱟᱱᱟᱭᱱ ᱵᱚ ᱛᱟᱢᱟᱱᱨᱮ ᱳᱱᱩᱱ᱾ ᱯᱟᱛᱨᱤᱠᱟ ᱥᱤᱢᱚᱱᱛᱤᱢ ᱱᱚ ᱵᱟᱵᱛᱚᱨ ᱵᱟᱜᱮᱞᱟᱭᱤ ᱭᱟᱨᱮᱱᱜ ᱪᱚᱵᱟᱡᱟᱛ ᱱᱚ ᱯᱟᱛᱨᱤᱠᱟ ᱥᱤᱢ.ᱭᱟᱨ ᱱᱚ ᱯᱟᱡᱟᱡᱟᱨᱠ ᱭᱟ ᱭᱮᱱ ᱭᱟᱨᱮᱱᱜ ᱪᱮᱫᱪᱩ ᱵᱚ ᱛᱟᱢᱟᱱᱨᱮ ᱳᱱᱩᱱ᱾

Course Outcomes:

CO1. ᱥᱤᱢ.ᱢᱟᱭᱱᱚ.ᱵᱚ ᱥᱤᱢᱚᱱᱛᱤᱢ ᱱᱚ ᱵᱟᱵᱛᱚᱨ ᱵᱟᱜᱮᱞᱟᱭᱤ ᱭᱟᱨᱮᱱᱜ ᱭᱩᱵᱮᱫᱚᱹ, ᱫᱟᱜᱮᱱᱩᱱᱮᱫ ᱡᱟᱱᱟᱭᱱ ᱱᱚ ᱥᱤᱢᱚᱱᱛᱤᱢ ᱱᱚ ᱵᱟᱵᱛᱚᱨ ᱵᱟᱜᱮᱞᱟᱭᱤ ᱚᱱᱯᱟᱹᱨᱛᱷᱚᱢ ᱯᱟᱛᱨᱤᱠᱟ ᱥᱤ.ᱭᱟᱨ ᱱᱚ ᱯᱟᱡᱟᱡᱟᱨᱠ ᱡᱟᱱᱟᱭᱱ ᱱᱚ ᱭᱟᱨᱮᱱᱜ ᱪᱮᱫᱪᱩ ᱵᱚ ᱛᱟᱢᱟᱱᱨᱮ ᱳᱱᱩᱱ᱾

CO2. ᱫᱚᱲᱟᱱ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱥᱮᱢᱮᱥᱛᱟᱨᱮ ᱚᱱᱯᱟᱹᱨᱛᱷᱚᱢ ᱥᱤᱢ.ᱢᱟᱭᱱᱚ.ᱵᱚ ᱯᱟᱛᱨᱤᱠᱟ ᱥᱤᱢᱚᱱᱛᱤᱢ ᱱᱚ ᱵᱟᱵᱛᱚᱨ ᱵᱟᱜᱮᱞᱟᱭᱤ ᱵᱚ ᱛᱟᱢᱟᱱᱨᱮ ᱳᱱᱩᱱ᱾ ᱥᱤᱢᱚᱱᱛᱤᱢ ᱱᱚ ᱵᱟᱵᱛᱚᱨ ᱵᱟᱜᱮᱞᱟᱭᱤ ᱯᱟᱱᱯᱟᱹᱨᱛᱷᱚᱢᱥᱚᱱ ᱵᱚᱫᱚᱱᱜ ᱯᱟᱱᱩᱡᱟᱡᱟᱨᱠ ᱡᱟᱱ ᱪᱩᱞᱩᱞ ᱵᱚ ᱛᱟᱢᱟᱱᱨᱮ ᱳᱱᱩᱱ᱾

CO3. ᱫᱚᱲᱟᱱ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱥᱮᱢᱮᱥᱛᱟᱨᱮ ᱚᱱᱯᱟᱹᱨᱛᱷᱚᱢ ᱥᱤᱢ.ᱢᱟᱭᱱᱚ.ᱵᱚ ᱯᱟᱛᱨᱤᱠᱟ ᱥᱤᱢᱚᱱᱛᱤᱢ ᱱᱚ ᱵᱟᱵᱛᱚᱨ ᱵᱟᱜᱮᱞᱟᱭᱤ ᱡᱟ ᱦᱷᱟᱭᱱ.ᱮ ᱱᱤᱵᱱᱤᱫ ᱵᱟᱭᱭᱚᱫᱷᱟᱭᱤ ᱥᱤᱢᱚᱱᱛᱤᱢᱟᱵᱚ ᱚᱦᱮᱵᱟᱹᱨ ᱛᱟᱨᱤᱞᱟᱨᱮᱱ᱾

CO4. ᱫᱚᱲᱟᱱ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱥᱮᱢᱮᱥᱛᱟᱨᱮ ᱚᱱᱯᱟᱹᱨᱛᱷᱚᱢ ᱥᱤᱢ.ᱢᱟᱭᱱᱚ.ᱵᱚ ᱯᱟᱛᱨᱤᱠᱟ ᱥᱤᱢᱚᱱᱛᱤᱢ ᱱᱚ ᱵᱟᱵᱛᱚᱨ ᱡᱟᱱᱟᱭᱱ ᱪᱷᱟᱯᱟ, ᱜᱮᱞᱮᱴᱚ ᱱᱚ ᱡᱚᱲᱟᱹᱣᱚ ᱵᱚ ᱚᱦᱚᱯᱱ-ᱡᱚᱲᱟᱹᱣᱚᱱ ᱪᱷᱟᱯᱟᱫᱟᱨᱮᱱᱜ-ᱱᱤ᱾

CO5. ᱫᱚᱲᱟᱱ ᱯᱟᱹᱨᱛᱷᱚᱢ ᱥᱮᱢᱮᱥᱛᱟᱨᱮ ᱚᱱᱯᱟᱹᱨᱛᱷᱚᱢ ᱥᱤᱢ.ᱢᱟᱭᱱᱚ.ᱵᱚ ᱯᱟᱛᱨᱤᱠᱟ ᱥᱤᱢᱚᱱᱛᱤᱢ ᱱᱚ ᱵᱟᱵᱛᱚᱨ ᱵᱟᱜᱮᱞᱟᱭᱤ ᱵᱱ.ᱡᱟ ᱵᱚ ᱯᱟᱱ.ᱚ ᱪᱷᱟᱯᱟᱫᱟᱨᱮᱱᱜ-ᱱᱤ ᱱᱚ ᱛᱮᱞᱟᱜᱟᱱᱟ ᱭᱮᱵᱚ ᱱᱤ.ᱜᱣ ᱪᱷᱟᱯᱟᱫᱟᱨᱮᱱᱜ-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:

ᱯᱟᱛᱨᱤᱠᱟ ᱵᱤᱪᱟᱨ ᱫᱚᱱᱟᱲᱟ। (Introduction to Magazine)

- ᱯᱟᱛᱨᱤᱠᱟ ᱵᱤᱪᱟᱨ ᱢᱚᱦᱚᱞ, ᱯᱤ.ᱮᱪ.ᱵᱤᱞ, ᱜᱮᱞᱮᱠᱚ, ᱡᱤ.ᱢᱟᱞ, ᱢᱮᱦᱟᱨᱤᱡ ᱢᱚᱡᱤᱥᱚ।

Unit-2:

ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱛᱨᱤᱠᱟ ᱠᱚ ᱵᱤᱪᱟᱨ ᱮᱪᱜᱟ।
(History of Santali Magazine)

- ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱛᱨᱤᱠᱟ ᱵᱤᱪᱟᱨ ᱨᱚᱣᱚᱫᱚ, ᱡᱟᱱᱟᱣᱟᱨ।
- ᱥᱟᱱᱛᱚᱞᱤᱨᱮᱨ ᱡᱟᱱᱟᱣ ᱣᱮᱵ ᱵᱤᱪᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱵᱤᱪᱟᱨ ᱪᱮᱫᱤᱭᱟ।
- ᱮᱞᱚᱱᱜ ᱨᱠᱚᱨ ᱵᱤᱪᱟᱨ ᱯᱟᱛᱨᱤᱠᱟ ᱵᱤᱪᱟᱨ ᱯᱟ.ᱠᱚᱞ।

ᱯᱟᱛᱨᱤᱠᱟ ᱡᱟ ᱠᱟᱡᱨᱟᱡᱟᱱ (ᱢᱤᱥᱟᱞᱨᱮᱱ), ᱞ-ᱯᱟᱛᱨᱤᱠᱟ

Unit-3:

ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱛᱨᱤᱠᱟ ᱡᱟ ᱠᱟᱡᱨᱚᱡ ᱠᱟᱜᱚᱞᱚᱭ
(Santali Magazine and Journals)

- ᱡᱚᱰ ᱥᱚᱢᱨᱟᱡᱚᱭ, ᱡᱚᱠᱚᱞ ᱜᱟᱢᱟᱜ, ᱥᱟᱠᱟ, ᱥᱟᱡᱟᱞ ᱱᱩᱱᱩᱠ, ᱡᱩᱱᱠ ᱥᱚᱢᱨᱟᱡᱚᱭ, ᱚᱞᱚᱡ ᱪᱩᱞᱟᱭ।

ᱯᱟᱛ.ᱜᱮᱞ, ᱜᱟᱥᱚᱢ ᱠᱟᱡᱨᱟᱡᱟᱱ, ᱡᱟᱱᱮᱱᱟ ᱜᱟᱥᱚᱢ, ᱠᱟᱡᱨᱟᱡᱟᱱ ᱠᱟᱜᱚᱞᱚᱭ, ᱥᱟᱱᱛ ᱥᱟ.ᱜᱮᱞ ᱪᱟᱱᱮ।

Unit-4:

ᱯᱟᱛᱨᱤᱠᱟ ᱥᱟᱱᱯᱟᱞᱚ ᱡᱟ ᱠᱟᱡᱨᱚᱡᱟᱱᱟᱨᱮᱱ. (Editors and Journalist)

- ᱥᱟᱱᱛᱚᱞᱤ ᱯᱟᱛᱨᱤᱠᱟ ᱥᱟᱱᱯᱟᱞᱚᱡ ᱱᱚᱛ ᱢᱟᱨᱮᱭᱮ ᱡᱟ ᱢᱟᱨᱮᱭᱮᱡᱟᱱᱟᱨ ᱠᱚᱡᱚᱱᱜ ᱪᱮᱫᱤᱭᱟ।

ᱢᱟᱨᱮᱭᱮᱡᱟᱱᱟᱨ ᱨᱠᱚᱨ ᱠᱟᱜᱚᱮ ᱮᱞᱚ ᱡᱟ.ᱚᱟᱞ ᱱᱚᱮ ᱥᱟᱱᱯᱟᱞᱚ ᱠᱚᱡᱚᱱᱜ ᱣᱟᱨᱮᱭᱮ ᱥᱩᱱᱟᱣᱚ।

Reference Books

1. ᱚᱢᱟᱱᱚᱢᱫᱟᱨᱤ ᱚᱢᱩᱞᱟᱨᱮᱫ ᱰᱟᱨᱮᱢᱮᱜ ᱥᱩᱱᱩᱭᱮᱥᱩᱞ ᱢᱟᱞ ᱱᱮᱞᱟᱢᱟᱢ- ᱠᱟ. ᱦᱮ. ᱚᱨ. ᱢᱦᱠᱠ
2. ᱚᱢᱟᱱᱚᱢᱫᱟᱨᱤ ᱚᱢᱩᱞᱟᱨᱮᱫ ᱟᱨᱮᱢᱮᱜ ᱮᱢᱜᱮᱢᱩ- ᱯᱟᱦᱣᱟᱨᱮ ᱥᱤᱫᱷᱩ ᱦᱮᱵᱨᱚᱢ ᱩᱦᱟᱩᱦ
3. ᱱᱟᱫ ᱩᱢ.ᱟᱚᱨ ᱠᱟᱱ ᱚᱢᱩᱞᱟᱨᱮᱫ ᱟᱨᱮᱢᱮᱜ ᱮᱢᱜᱮᱢᱩ - ᱦᱩᱡᱩᱞᱤᱫ ᱫᱮᱢᱚ ᱩᱦᱟᱩᱦ

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** **ᱚᱱᱟᱞᱤ ᱛᱷᱤᱭᱮᱴᱨ ᱨᱮᱱᱚᱵᱟ ᱞᱮᱠᱷᱟᱱ**	**4**	**3-1-0**

Course Objectives:

ᱫᱚᱲᱟᱣ ᱚᱱᱚᱢᱩ ᱩᱫᱩᱫᱟᱲᱟᱣᱮᱫ ᱵᱟᱦᱚᱸ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱫ ᱚᱱᱫᱚᱱᱟᱲ ᱡᱨᱚᱦᱟᱜᱵᱟ ᱱᱟᱨᱮᱱᱜ ᱥᱩᱣᱫᱮᱥᱩ, ᱡᱟᱱᱟᱜ, ᱩᱵᱟᱵᱟᱛᱚ ᱟᱨ ᱫᱱᱜᱟᱱᱩᱱᱫᱮ ᱡᱟᱱᱟᱜ ᱵᱫ ᱡᱟᱢᱟᱱᱨ ᱣᱟᱱᱟᱹᱜ᱾ ᱚᱱᱫᱚᱱᱟᱲ ᱚᱱᱡᱟᱡᱟᱨᱩ ᱟᱨ ᱯᱟᱵᱞᱤᱥᱤᱝ ᱱᱟᱲᱟᱛ ᱫᱚᱲᱟᱣ ᱱᱟᱨᱮᱱᱜ ᱣᱩᱭᱟᱜᱚ ᱵᱫ ᱡᱟᱢᱟᱱᱨ ᱣᱟᱱᱟᱹᱜ᱾

Course Outcomes:

CO1. ᱫᱚᱲᱟᱣ ᱚᱱᱚᱢᱩ ᱩᱫᱩᱫᱟᱲᱟᱣᱮᱫ ᱵᱟᱦᱚᱸ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱫ ᱚᱱᱫᱚᱱᱟᱲ ᱡᱨᱚᱦᱟᱜᱵᱟᱱᱟᱨᱮᱱᱜ ᱥᱩᱣᱫᱮᱥᱩ, ᱫᱱᱜᱟᱱᱩᱱᱫᱮ ᱡᱟᱱᱟᱜ ᱟᱨ ᱜᱷᱫᱮᱷᱚ ᱵᱫ ᱡᱟᱢᱟᱱᱨ ᱣᱟᱱᱟᱹᱜ᱾

CO2. ᱫᱚᱲᱟᱣ ᱚᱱᱚᱢᱩ ᱩᱫᱩᱫᱟᱲᱟᱣᱮᱫ ᱵᱟᱦᱚᱸ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱫ ᱚᱱᱫᱚᱱᱟᱲ ᱡᱨᱚᱦᱟᱜᱵᱟ ᱜᱟᱡᱚᱱᱚᱵᱫ ᱟᱨ ᱜᱟᱨᱮᱱᱫᱮ ᱴᱮᱠᱱᱚᱞᱚᱡᱤᱫ ᱡᱟᱱᱟᱜ ᱟᱨ ᱣᱟᱱᱟᱹᱜ᱾ ᱡᱨᱚᱦᱟᱜᱵᱟ ᱯᱟᱨᱯᱚᱨᱢᱟᱱᱥᱟᱱᱫᱮ ᱟᱨ ᱵᱮᱵᱦᱮᱞᱟᱱᱜ ᱛᱮᱡᱩᱥ ᱵᱫ ᱡᱟᱢᱟᱱᱨ ᱣᱟᱱᱟᱹᱜ᱾

CO3. ᱫᱚᱲᱟᱣ ᱚᱱᱚᱢᱩ ᱩᱫᱩᱫᱟᱲᱟᱣᱮᱫ ᱵᱟᱦᱚᱸ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱫ ᱚᱱᱫᱚᱱᱟᱲ ᱡᱨᱚᱦᱟᱜᱵᱟ ᱯᱟᱨᱯᱚᱨᱢᱟᱱᱥ ᱟᱨ ᱜᱷᱫᱮᱷᱚ, ᱚᱱᱚᱢᱩ, ᱯᱩᱵᱞᱤᱥᱤᱝ, ᱜᱟᱱᱩᱱᱫᱮᱯᱩᱨᱟᱱᱟᱱᱟᱜᱩ ᱟᱨ ᱜᱟᱨᱮᱱᱫᱮ ᱚᱨᱜᱟᱱᱟᱭᱟᱡᱮᱥᱟᱱᱵᱫ ᱡᱟᱱᱟᱜ ᱟᱨ ᱯᱷᱨᱮᱱᱡᱤᱥᱤᱝ-ᱨᱤ᱾

CO4. ᱫᱚᱲᱟᱣ ᱚᱱᱚᱢᱩ ᱩᱫᱩᱫᱟᱲᱟᱣᱮᱫ ᱵᱟᱦᱚᱸ ᱩᱱ.ᱢᱟᱣᱟᱱ.ᱵᱫ ᱚᱱᱫᱚᱱᱟᱲ ᱡᱨᱚᱦᱟᱜᱵᱟ ᱵᱩᱜᱩᱜ ᱚᱜᱩᱜᱩᱫ, ᱡᱟᱣᱞᱟᱣ-ᱵᱨᱤ.ᱱᱟ, ᱢᱟᱣᱵᱩᱜᱟ ᱟᱨ ᱚᱱᱫᱚᱱᱟᱲ ᱡᱨᱚᱦᱟᱜᱵᱟ ᱱᱟᱨᱮᱱᱜ ᱚᱱᱡᱚᱱᱟᱱᱟ ᱟᱨ ᱯᱟᱵᱞᱤᱥᱤᱝᱱᱟᱨᱮᱱ. ᱡᱟᱣᱟᱱᱚ ᱜᱨ.ᱡᱟᱱ ᱚᱠᱵᱚ ᱢᱵᱟᱡᱟᱱ.ᱭ ᱯᱟᱨᱯᱚᱨᱢᱟᱱᱥ-ᱨᱤ᱾

CO5. ᱫᱚᱞᱚᱱ ᱫᱷᱚᱱᱩᱛ ᱩᱫᱩᱫᱟᱣᱟᱫᱮ ᱦᱚᱱᱚᱴ ᱩᱱ.ᱱᱟᱞᱚᱱ.ᱦᱚ ᱫᱷᱚᱨᱚᱱᱟᱨ ᱡᱮᱨᱠᱚᱱᱟᱨ ᱱᱟᱴᱠᱟ ᱵᱷᱟᱹᱥᱟᱱᱚᱜ ᱜᱚᱞᱚᱱᱵᱷᱟᱱᱚᱱ, ᱡᱚᱣᱟᱞᱚ ᱶᱟᱶᱟᱜ ᱫᱚᱞᱚᱱ, ᱦᱟᱣ·ᱟᱱᱚᱫ ᱚᱱ ᱱᱚᱜᱚᱱᱚ ᱱᱚᱚᱫ ᱦᱚ ᱟᱨᱫᱚᱱ. ᱟᱱᱟᱨᱮᱨᱚᱱᱜ-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	PO 10	PO 11	PO 12	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: ᱫᱷᱚᱨᱚᱱᱟᱨ ᱱᱟᱴᱠᱟ ᱵᱷᱟᱹᱥᱟᱱᱚᱜ ᱚᱞᱚᱫᱚᱞ ᱚᱱ ᱜᱚᱞᱚᱱ

- ᱱᱟᱫᱚᱞ, ᱩᱪᱟᱵᱪᱟᱣ ᱚᱱ ᱱᱟᱴᱠᱟ ᱵᱷᱟᱹᱥᱟᱱᱚᱜ ᱡᱚᱨᱮᱜᱚᱱ
- ᱫᱷᱚᱨᱚᱱᱟᱨ ᱱᱟᱴᱠᱟ ᱵᱷᱟᱹᱥᱟᱱᱚᱜ ᱚᱞᱚᱫᱚᱞ ᱚᱱ ᱜᱚᱞᱚᱱ
- ᱫᱷᱚᱨᱚᱱᱟᱨ ᱱᱟᱴᱠᱟ ᱵᱷᱟᱹᱥᱟᱱᱚᱜ ᱫᱚᱜᱚᱱᱩ ᱚᱱ ᱜᱚᱞᱚᱱ
- ᱜᱚᱫ ᱱᱟᱴᱠᱟ ᱫᱟᱞᱚᱡ ᱚᱱ ᱫᱟᱞᱚᱡᱚᱱᱵᱟᱨᱮᱱ. ᱵᱷᱟᱹᱥᱟᱱᱚᱜ ᱫᱚᱞᱚᱱ
- ᱫᱷᱚᱨᱚᱱᱟᱨ ᱩᱱ.ᱚᱞᱟ, ᱫᱷᱚᱡᱟᱣᱟᱴ ᱚᱱ ᱯᱚᱱᱵᱩᱜᱚᱱ ᱚᱴ ᱱᱟᱴᱠᱟ ᱵᱷᱟᱹᱥᱟᱱᱚᱜ ᱟᱫᱟᱣ

Unit–II: ᱜᱚᱨᱮᱱᱮᱱᱟᱱᱚ ᱚᱱ ᱜᱚᱨᱮᱱᱮ ᱫᱷᱚᱡᱟᱣᱟᱴ

- ᱜᱚᱨᱮᱱᱮᱱᱟᱱᱚ ᱵᱚᱡᱚᱱᱜ ᱡᱟᱨᱮᱫᱮ ᱚᱱ ᱵᱚ.ᱡᱟ
- ᱫᱷᱚᱨᱚᱱᱟᱨ ᱱᱟᱴᱠᱟ ᱵᱷᱟᱹᱥᱟᱱᱚᱴ ᱟᱴ ᱜᱩᱪᱟᱭ ᱜᱚᱡᱩᱞᱩᱴ ᱩᱫ·ᱢᱟᱣᱚ ᱟᱚᱜᱚᱣᱩᱪᱮᱱᱚᱣ ᱡᱩᱪᱟᱡᱩᱱᱚᱜ ᱟᱫᱟᱣ
- ᱮᱡᱟᱚᱱᱜ ᱚᱵᱚᱚ ᱱᱟᱴᱠᱟ ᱵᱷᱟᱹᱥᱟᱱᱚᱜ ᱱᱟᱴᱠᱟ ᱜᱚᱡᱟᱚᱱᱵᱚ

Unit–III: Elements and Techniques of Santali Theatre

- ᱜᱮᱨᱮᱢᱮᱫ ᱱᱟᱨᱮᱢᱜ ᱚᱞᱚᱞᱩᱭ: ᱠᱢ.ᱜᱮᱞ, ᱥᱵᱱᱟᱣ, ᱜᱩᱢᱯᱩᱞᱢᱱᱟᱭᱢᱩ, ᱴᱮᱢᱚᱢᱩ, ᱠᱢ.ᱩᱞ ᱢᱱ ᱯᱠᱚᱯ
- ᱩᱯᱩᱥᱩᱯ-ᱠᱢ.ᱱᱟ: ᱩᱯᱩᱥᱩᱯ ᱜᱯᱟᱣᱯᱮ, ᱣᱯᱱᱯᱜ-ᱩᱢ.ᱩᱯᱮ, ᱴᱮᱢᱡᱢᱩ-ᱴᱮᱢᱤᱟᱢᱩ, ᱩᱢ.ᱚᱟ, ᱢᱱ ᱱᱵ-ᱱᱢᱩᱣᱢ
- ᱩᱯᱟᱨᱜᱟ ᱚᱟᱠᱟᱮᱟᱠᱟ ᱢᱱ ᱩᱟᱴᱮᱢ. ᱵᱩᱵᱜ
- ᱩᱮᱯᱢᱨᱠᱟ ᱵᱩᱵᱜ ᱴᱩᱩᱩᱱ ᱢᱱ ᱥᱟᱥᱮᱯᱟᱮᱢ.ᱠᱯ ᱴᱮᱢᱡ ᱥᱮᱤᱮᱵ-ᱱᱯᱤᱯᱥ
- ᱜᱮᱨᱮᱢᱮᱢᱮ ᱜᱯᱟᱣᱯᱮ ᱢᱱ ᱜᱮᱨᱮᱢᱮ ᱴᱮᱱᱡᱢᱢ

Unit–IV: Santali Theatre in Contemporary Perspective

- ᱴᱮᱢᱡᱚᱢ ᱤᱩᱱᱟᱮ ᱢᱱ ᱯᱢᱠᱥᱩᱢᱱ ᱩᱢᱥᱥᱩᱢᱡ ᱯᱮᱠᱢᱚᱮ ᱴᱮᱢᱮᱚᱢᱟᱨ ᱩᱮᱯᱢᱨᱠᱟ
- ᱴᱮᱢᱮᱚᱢᱟᱨ ᱩᱮᱯᱢᱨᱠᱟ ᱱᱮ ᱴᱮᱱᱡᱢᱢ ᱢᱮ ᱜᱮᱨᱮᱢᱮ ᱣᱯᱱᱯ
- ᱩᱮᱯᱢᱨᱠᱟ ᱢᱱ ᱮᱢᱩᱣᱢᱜ media (radio, television, digital platforms)
- ᱴᱮᱢᱮᱚᱢᱟᱨ ᱩᱮᱯᱢᱨᱠᱟ ᱱᱮᱨᱮᱢᱜ ᱮᱢᱠᱮᱢᱜᱩᱮᱠᱮᱵ ᱢᱱ ᱢᱜᱢᱩ ᱱᱮ ᱠᱵᱱᱢᱩ ᱥᱢᱟᱮ
- ᱩᱮᱣᱩᱱᱢᱱᱢᱮ ᱤᱵᱤᱵᱟᱣᱠᱮ : ᱜᱢᱤᱢᱯᱩᱢᱱᱢᱩ ᱠᱢᱚᱱᱢ ᱤᱢᱟᱣᱢᱩ, ᱩᱯᱩᱥᱩᱯ ᱵᱩᱵᱜ ᱴᱮᱢᱮᱚᱢᱟᱨ, ᱵᱩᱵᱜ ᱴᱮᱢᱮᱚᱢᱟᱨᱮᱢᱜ ᱩᱟᱴᱮᱢᱟᱨ

Reference Books:

1. Bhartiya Rangmanch ka vikas : Dr. Sadhna Tripathi
2. Rangmanch : Dr. Pratibha Rana
3. Hindi Rangmanch : Dr. Vinita Rani
4. Bharat Muni ka Natyashastra : Shalina Chaturvedi
5. Traditional Indian Theatre : Kapila Vatsyayan
6. Sangeet Natak Akademi. *Traditional Theatre Forms of India*. New Delhi.
7. Murmu, Raghunath. *Bidu Chandan*. ASECA Publications.
8. Murmu, Raghunath. *Kherwal Bir*. ASECA Publications.

SDG Mapping for this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops knowledge of Santali theatre, dramatic literature, critical thinking, creativity, and lifelong learning through theatre studies.
SDG 5	Gender Equality	Encourages the study of gender representation and equal participation in theatrical performances and dramatic literature.

SDG 8	**Decent Work and Economic Growth**	**Enhances employability in theatre, performing arts, cultural industries, script writing, acting, and event management.**
SDG 10	**Reduced Inequalities**	**Promotes indigenous voices, tribal identity, and social inclusion through Santali theatre and dramatic expression.**
SDG 11	**Sustainable Cities and Communities**	**Preserves and promotes Santali theatrical traditions, indigenous performing arts, and cultural heritage.**
SDG 16	**Peace, Justice and Strong Institutions**	**Encourages theatre as a medium for social awareness, peace, justice, ethical values, and democratic participation.**
SDG 17	**Partnerships for the Goals**	**Promotes collaboration among theatre artists, educational institutions, cultural organizations, and community groups for preserving Santali theatre.**

Research

Code	Course Title	Credit	L-T-P
RD40082	**Research and Dissertation**	**12**	**0-0-12**

Course Objectives

This course aims to introduce students to the fundamentals of academic research and research methodology in language and literary studies. It enables them to identify research problems, formulate research objectives, and prepare a systematic research proposal. The course develops skills in collecting, analyzing, interpreting, and presenting data using appropriate research methods. It also enhances critical thinking, analytical ability, and academic writing through the preparation of a dissertation. Furthermore, the course familiarizes students with research ethics, plagiarism awareness, citation practices, and scholarly documentation while encouraging independent inquiry, problem-solving, and effective communication of research findings.

Course Outcomes

After successful completion of the course, students will be able to:
CO1: Explain the basic concepts and methods of academic research.
CO2: Apply appropriate research tools to collect and analyze data.
CO3: Analyze research problems using critical and systematic approaches.
CO4: Prepare a well-structured dissertation following academic and ethical standards.
CO5: Evaluate and communicate research findings effectively through academic writing and presentation.

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	–	–	–	–	2	–	2	–	1	3	2	–	–	1
CO2	2	3	2	3	2	–	–	2	1	2	–	2	2	3	2	–	2
CO3	2	3	3	2	2	1	–	2	1	2	–	2	2	3	3	1	2
CO4	2	2	2	3	2	2	1	3	2	3	1	2	3	2	3	2	2
CO5	2	2	2	2	2	2	2	3	3	2	3	2	2	3	3	2	2
Average	2.20	2.40	2.00	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

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 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** **ᱥᱟᱱᱛᱟᱲᱤ ᱢᱮᱜᱟᱡᱤᱱ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱤᱥᱚᱞᱟᱭ**	**4**	**3-1-0**

Course Objective:

ᱫᱚᱣᱟ ᱥᱟᱱᱚᱱ ᱢᱚᱰᱤᱯᱟᱭᱮᱫ ᱚᱱᱞᱟᱭᱱᱚᱴ ᱢᱤ.ᱱᱚᱣᱟ.ᱵᱚ ᱢᱤᱱᱚᱜᱟᱱ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱤᱥᱚᱞᱟᱭ ᱯᱟᱹᱨᱛᱤ ᱚᱠᱛᱚᱵᱚᱨ, ᱫᱤᱥᱢᱤᱞᱟᱭᱮ ᱜᱟᱱᱟᱭ ᱵᱚ ᱢᱟᱛᱟᱢᱮᱨ ᱜᱟᱞᱟᱜ᱾ ᱥᱟᱱᱛᱟᱲᱤ ᱢᱮᱜᱟᱡᱤᱱ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱤᱥᱚᱞᱟᱭ ᱯᱟᱹᱨᱛᱤ ᱪᱚᱲᱣᱟᱛ ᱟᱨ ᱥᱟᱱᱛᱟᱲᱤ ᱢᱤ.ᱚᱥᱤ ᱟᱨ ᱥᱟᱱᱡᱟᱣᱮᱜ ᱚᱴ ᱫᱤᱫᱤ ᱯᱟᱹᱨᱛᱤ ᱪᱮᱫᱚ ᱵᱚ ᱢᱟᱛᱟᱢᱮᱨ ᱜᱟᱞᱟᱜ᱾

Course Outcomes:

CO1. ᱢᱤ.ᱱᱚᱣᱟ.ᱵᱚ ᱢᱤᱱᱚᱜᱟᱱ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱤᱥᱚᱞᱟᱭ ᱯᱟᱹᱨᱛᱤ ᱚᱠᱛᱚᱵᱚᱨ ᱫᱤᱥᱢᱤᱞᱟᱭᱮ ᱜᱟᱱᱟᱭ ᱟᱨ ᱢᱤᱱᱚᱜᱟᱱ ᱟᱨ ᱡᱚᱨᱱᱟᱞ ᱵᱤᱥᱚᱞᱟᱭ ᱯᱟᱹᱨᱛᱤ ᱚᱠᱛᱚᱵᱚᱨ ᱥᱟᱱᱛᱟᱲᱤ ᱢᱤ.ᱚᱥᱤ ᱟᱨ ᱥᱟᱱᱡᱟᱣᱮᱜ ᱜᱟᱱᱟᱭ ᱟᱨᱪᱤᱱᱜ ᱠᱚᱨᱮᱫ ᱵᱚ ᱢᱟᱛᱟᱢᱮᱨ ᱜᱟᱞᱟᱜ᱾

CO2. ᱫᱚᱞᱚᱢ ᱦᱚᱱᱚᱢᱟ ᱚᱞᱚᱪᱮᱫᱟᱣᱟᱫᱮ ᱚᱢᱞᱚᱢᱚᱱᱚᱴ ᱚᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱦᱚᱨᱮᱚᱢᱛᱟᱨ ᱚᱢᱚᱣᱟᱢᱟ ᱢᱟᱱ ᱵᱟᱣᱚᱛᱟᱱ ᱵᱚᱢᱜᱚᱞᱟᱭ ᱵᱚ ᱛᱚᱢᱛᱚᱢᱨᱮ ᱩᱢᱟᱢ᱾ ᱚᱢᱚᱣᱟᱢᱟ ᱢᱟᱱ ᱵᱟᱣᱚᱛᱟᱱ ᱵᱚᱢᱜᱚᱞᱟᱭ ᱦᱚᱨᱮᱚᱢᱛᱟᱨᱟᱹᱢᱚᱭ ᱵᱚᱭᱚᱢᱜ ᱦᱚᱭᱟᱨᱫ ᱱᱟᱸ ᱥᱩᱨᱩ ᱵᱚ ᱛᱚᱢᱛᱚᱢᱨᱮ ᱩᱢᱟᱢ᱾

CO3. ᱫᱚᱞᱚᱢ ᱦᱚᱱᱚᱢᱟ ᱚᱞᱚᱪᱮᱫᱟᱣᱟᱫᱮ ᱚᱢᱞᱚᱢᱚᱱᱚᱴ ᱚᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱦᱚᱨᱮᱚᱢᱛᱟᱨ ᱚᱢᱚᱣᱟᱢᱟ ᱢᱟᱱ ᱵᱟᱣᱚᱛᱟᱱ ᱵᱚᱢᱜᱚᱞᱟᱭ ᱱᱟᱸ ᱭᱩᱵᱟᱢ.ᱮ ᱢᱚᱵᱚᱞᱮ ᱵᱟᱣᱚ᱾ᱯᱚᱱᱟᱱᱮ ᱚᱢᱚᱣᱟᱢᱟᱵᱚ ᱚᱵᱮᱵᱟᱣᱟ ᱛᱟᱨᱮᱫᱟᱨᱮᱢ᱾

CO4. ᱫᱚᱞᱚᱢ ᱦᱚᱱᱚᱢᱟ ᱚᱞᱚᱪᱮᱫᱟᱣᱟᱫᱮ ᱚᱢᱞᱚᱢᱚᱱᱚᱴ ᱚᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱦᱚᱨᱮᱚᱢᱛᱟᱨ ᱚᱢᱚᱣᱟᱢᱟ ᱢᱟᱱ ᱵᱟᱣᱚᱛᱟᱱ ᱱᱟᱨᱮᱢᱜ ᱪᱢᱟ, ᱜᱩᱮᱩᱚ ᱢᱟᱱ ᱡᱚᱣᱟᱣᱚ ᱵᱚ ᱚᱩᱞᱚᱢ-ᱡᱚᱵᱟᱣᱟ ᱪᱢᱟᱛᱟᱨᱮᱢᱜ-ᱢ᱾

CO5. ᱫᱚᱞᱚᱢ ᱦᱚᱱᱚᱢᱟ ᱚᱞᱚᱪᱮᱫᱟᱣᱟᱫᱮ ᱚᱢᱞᱚᱢᱚᱱᱚᱴ ᱚᱢ.ᱢᱟᱣᱟᱢ.ᱵᱚ ᱦᱚᱨᱮᱚᱢᱛᱟᱨ ᱚᱢᱚᱣᱟᱢᱟ ᱢᱟᱱ ᱵᱟᱣᱚᱛᱟᱱ ᱵᱚᱢ.ᱡᱟ ᱵᱚ ᱦᱚᱢ.ᱚ ᱪᱢᱟᱛᱟᱨᱮᱢᱜ-ᱢ ᱢᱟᱱ ᱡᱚᱵᱚᱞ ᱢ.ᱜᱩ ᱪᱢᱟᱛᱟᱨᱮᱢᱜ-ᱢ᱾

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:

ᱚᱢᱚᱣᱟᱢᱟ ᱥᱟᱨᱦᱟᱜ ᱵᱮᱵᱥᱛᱷᱟ᱾ (Introduction to Magazine)

- ᱚᱢᱚᱣᱟᱢᱟ ᱥᱟᱨᱦᱟᱜ ᱡᱟᱨᱮᱡᱚ, ᱚᱢ.ᱮᱢ.ᱥᱮᱞ, ᱜᱩᱮᱩᱚ, ᱣᱢ.ᱢᱟᱞᱣ, ᱡᱵᱢᱣᱟᱢ.ᱮ ᱡᱚᱣᱟᱣᱚ᱾

Unit-2:

ᱦᱚᱨᱮᱚᱢᱛᱟᱨ ᱚᱢᱚᱣᱟᱢᱟ ᱵᱚ ᱥᱟᱨᱦᱟᱜ ᱮᱢᱜᱟᱢᱟ᱾
(History of Santali Magazine)

- ᱦᱚᱨᱮᱚᱢᱛᱟᱨ ᱚᱢᱚᱣᱟᱢᱟ ᱥᱟᱨᱦᱟᱜ ᱭᱩᱵᱮᱵᱚᱩ, ᱣᱚᱢᱚᱥᱚᱢ᱾

- ᱢᱮᱱᱩᱭᱟᱞ ᱜᱚᱲᱚᱢ ᱯᱩᱹᱨᱤ ᱯᱷᱟᱹᱰᱤᱠᱮ ᱯᱟᱹᱨᱤᱠᱷᱟ ᱞᱮᱠᱷᱟᱱ ᱠᱚᱨᱟᱣ ᱢᱮ᱾
- ᱮᱞᱚᱢᱮᱜ ᱥᱩᱵᱚᱥ ᱯᱟᱹᱨᱤ ᱢᱮᱱᱮᱚᱢᱟᱞ ᱯᱷᱟᱹᱰᱤᱠᱮ ᱯᱟᱹᱨᱤᱠᱷᱟ ᱞᱮᱠᱷᱟᱱ ᱠᱚᱨᱟᱣ ᱢᱮ᱾
  ᱯᱷᱟᱹᱰᱤᱠᱮ ᱢᱤᱱ ᱵᱟᱛᱣᱮᱞᱟᱱ (ᱱᱮᱜᱮᱞᱮᱛᱤᱝ), ᱟ-ᱯᱷᱟᱹᱰᱤᱠᱮ

Unit-3:

ᱢᱮᱱᱮᱚᱢᱟᱞ ᱯᱷᱟᱹᱰᱤᱠᱮ ᱢᱤᱱ ᱵᱟᱛᱣᱮᱞ ᱵᱤᱜᱤᱞᱤᱭ
(Santali Magazine and Journals)

- ᱜᱮᱛ ᱮᱞᱚᱠᱟᱨᱮ, ᱜᱮᱞᱮᱫᱮᱜ ᱜᱤᱜᱤᱥ, ᱮᱞᱮᱫᱟ, ᱮᱢᱟᱞᱤᱞᱚᱠ ᱵᱟᱵᱤᱞ, ᱜᱵᱤ ᱮᱞᱚᱠᱟᱨᱮ, ᱚᱰᱚᱟᱰ ᱰᱩᱢᱤᱭᱮ᱾
  ᱯᱷᱟᱹᱰᱤᱠᱮ.ᱜᱵᱮ, ᱫᱟᱨᱮᱞ ᱵᱟᱛᱣᱮᱞᱟ, ᱞᱤᱴᱮᱨᱟᱨᱤ ᱫᱟᱨᱮᱞ, ᱵᱟᱛᱣᱮᱞᱟ ᱵᱤᱜᱤᱞᱤᱭ, ᱮᱢᱟ ᱮᱢ.ᱜᱵᱮ ᱰᱩᱢᱤᱭᱮ᱾

Unit-4:

ᱯᱷᱟᱹᱰᱤᱠᱮ ᱮᱢᱯᱟᱰᱚ ᱢᱟ ᱵᱟᱛᱣᱮᱞᱟᱱᱟᱨᱤᱛᱤ. (Editors and Journalist)

- ᱮᱢᱮᱚᱢᱟᱞ ᱯᱷᱟᱹᱰᱤᱠᱮ ᱮᱢᱯᱟᱰᱤᱭ ᱟᱰ ᱩᱱᱮᱭᱮ ᱢᱟ ᱩᱱᱮᱭᱮᱢᱟᱨ ᱵᱮᱭᱤᱝ ᱰᱮᱢᱟᱹᱱᱛ᱾
  ᱩᱱᱮᱭᱮᱢᱟᱨ ᱥᱩᱵᱚᱥ ᱵᱟᱛᱣᱮ ᱮᱞᱚ ᱜᱮ.ᱣᱟᱞ ᱟᱰᱮ ᱮᱢᱯᱟᱰᱚ ᱵᱮᱭᱤᱝ ᱱᱟᱨᱮᱭᱮ ᱣᱟᱱᱟᱣ᱾

Reference Books

1. ᱮᱢᱮᱚᱢᱟᱞ ᱮᱢᱥᱩᱜᱤᱛ ᱟᱨᱮᱝᱜ ᱥᱩᱞᱮᱫᱮᱥ ᱢᱟ ᱜᱮᱟᱹᱱᱛ- ᱣᱟ. ᱵᱷ. ᱮᱟ. ᱣᱵᱣᱵ
2. ᱮᱢᱮᱚᱢᱟᱞ ᱮᱢᱥᱩᱜᱤᱛ ᱟᱰᱮᱝᱜ ᱮᱢᱜᱮᱥᱩ- ᱯᱮᱵᱟᱜᱮᱫ ᱣᱮ᱾ᱫᱮᱟᱟᱮ ᱩᱵᱟᱩᱵ
3. ᱜᱮᱛ ᱯᱷᱟ.ᱟᱰᱟ ᱢᱟ ᱮᱢᱥᱩᱜᱤᱛ ᱟᱰᱮᱝᱜ ᱮᱢᱜᱮᱥᱩ - ᱵᱩᱣᱞᱟᱮ ᱫᱮᱢᱰ ᱩᱵᱟᱩᱵ

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** **ᱚᱞᱮᱪᱚᱢᱟᱱ ᱚᱞᱚᱭᱟᱜ ᱱᱟᱹᱨᱮᱢᱜ ᱚᱴᱚᱟᱜ ᱢᱤᱱ ᱢᱚᱜᱩᱞᱚᱞᱮᱢ**	**4**	**3-1-0**

Course Objectives:

ᱛᱚ.ᱢᱟᱹᱵᱚᱞᱚᱢ. ᱵᱚ ᱠᱚᱞᱚᱢ ᱚᱢᱚᱱᱩ ᱛᱚᱛᱚᱣᱟᱜᱮᱞ ᱚᱢᱚᱜᱚᱛᱚᱠ ᱚᱞᱮᱪᱚᱢᱟᱱ ᱱᱟᱹᱨᱮᱢᱜ ᱜᱚ.ᱡᱟᱱ ᱜᱟᱨᱮᱢᱮᱞ ᱵᱚ ᱟᱢᱩᱱ᱾ ᱜᱱᱟᱵ, ᱡᱮᱜᱩᱱᱟᱨᱩᱡ, ᱚᱰᱤᱵᱱᱟᱣ, ᱡᱟᱨᱮᱛᱟ, ᱣᱚᱢᱮᱢᱚᱢ, ᱚᱞᱮᱪᱚᱢᱟᱱ ᱱᱟᱹᱨᱮᱢᱜ ᱚᱞᱚᱭᱟᱜ ᱢᱤᱱ ᱢᱩᱱᱩᱡᱟᱱᱮᱞ ᱛᱚᱞᱤᱛᱟᱨᱩᱡ ᱚᱴᱚᱟᱜ ᱢᱤᱱ ᱢᱚᱜᱩᱞᱚᱞᱮᱢ ᱯᱟᱵᱚᱢᱚᱟ᱾

Course Outcomes:

CO1. ᱛᱚ.ᱢᱟᱹᱵᱚᱞᱚᱢ. ᱵᱚ ᱠᱚᱞᱚᱢ ᱚᱢᱚᱱᱩ ᱛᱚᱛᱚᱣᱟᱜᱮᱞ ᱚᱢᱚᱜᱚᱛᱚᱠ ᱚᱞᱮᱪᱚᱢᱟᱱ ᱚᱞᱚᱭᱟᱜ ᱱᱟᱹᱨᱮᱢᱜ ᱚᱴᱚᱟᱜ ᱢᱤᱱ ᱢᱚᱜᱩᱞᱚᱞᱮᱢ ᱡᱚᱰᱤᱢ ᱵᱚ ᱣᱚᱢᱣᱚᱢᱨᱮ ᱟᱢᱩᱱ᱾

CO2. ছাত্রছাত্রীরা বিভিন্ন ধরণের সাহিত্যের বিশ্লেষণ করতে সক্ষম হবে এবং সাহিত্যের বিভিন্ন শাখা সম্পর্কে ধারণা লাভ করবে।

CO3. সাহিত্যতত্ত্ব বিষয়ে জ্ঞান লাভ করা যাবে।

CO4. সাহিত্যতত্ত্বে ছন্দের ব্যবহার সম্পর্কে ধারণা লাভ করা যাবে।

CO5. কাব্যের সাহিত্যতত্ত্বে অলংকার বিষয়ে ধারণা লাভ করা যাবে।

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. কাব্যতত্ত্বের কাব্য চর্চাস্বরূপ : ছান্দ.দৈত.স্বর, যতি এবং পদ.চর্যা, গদ্য, গেয় চর্চা।

Unit-2. কাব্যরূপ শ্রেণিভাগ : চম্পূকাব্যরূপ, স্তবমালিকাব্যরূপ, দৈনন্দিনপ্রার্থনারূপ, কাব্যপত্রিকারূপ, মাঙ্গলিকাব্যরূপ, ব্যঙ্গকাব্যপ্রকরণরূপ, ছড়া-কবিতাপ্রকরণরূপ।

Unit-3. কাব্যরূপ শ্রেণিভাগ অল.লাক্ষ : উদ্দেশ্যে, চরিত্রে উদ্দেশ্যে, গৌণচরিত্র. গৌণচরিত্র, গৌণরস, উদ্দেশ্য, মাঝারি চরিত্র চরিত্রগুলির উদ্দেশ্য, মাঝারি চরিত্র চরিত্রগুলির উদ্দেশ্য, কাল্পনিক. গৌণ উদ্দেশ্য, গৌণরূপায়ন. কাব্যরূপ।

Unit- 4. অলঙ্করণে এর প্রয়োগ।

ছান্দৈত.স্বর, ধ্বন্যর্থ এর অল.লাক্ষ, কাব্যরূপ শ্রেণিভাগ এবং এর প্রয়োগবিধি।

Reference Books:

1.Kabya Tatta – Aristotal – *Sisir Kumar Das.*
2.Sahitya – *Rabindra Nath Tagore*
3. কাব্যরূপ– অলঙ্কারপ্রদীপ ধৃতঞ্চ 'প্রকাশ.কা'
4.Sahityo Sondorson – *Shirsha Chandra Das*
5.Alankar muktabali – *Debendra Nath Sharma*
6.Bangla Chhander Bibron– *Dr. S.K. Bhowmik*
7. ভারতকোষ– কলকাতাবিশ্বকোষ অফিস
8. কাব্যরূপ শ্রেণিভাগ অনুশীলন.ন এবং রূপ– বিশ্বজিৎ চক্রবর্তীচক্রবর্তী
9. উদ্দেশ্যে চক্র.স্বর– স্বপ্নময় চক্রবর্তী ধৃতঞ্চ

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 ᱯᱚᱯᱚᱞᱚᱛᱚᱠ ᱚᱛ Artificial Intelligence ᱚᱛᱢᱚᱜ ᱢᱛᱢᱚᱚᱚᱚ (ᱪᱚᱛᱠᱚᱛᱚᱛ)**	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

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

Unit – II. Santali Language and AI

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

Unit – III. Use of AI in Santali Literature

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

Unit – IV. Santali Language Preservation and AI

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

References

- ➢ 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 7	Affordable and Clean Energy	No Direct Contribution.

SDG No.	SDG Title	Nature of 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. ଓଳରେ ଅର ଦବଯ ଵରେଓ ଠେଠେହ**	4	3-1-0

Course Objectives:

ଯଅ.ମଓଵଯଅ. ବବ ଦବଯଅ ଦଅଠଅଯ ଯବଯବଗଯଓବ ଠଅପଅଠେଠ ଦଅଦଠଅଗଯ ଯାହ ବାଠଅ. ଓଳରେଅ ଵରେଅଓ ଓରେଅଦ ଦଅଯଯଠପଅରେଠେଠ ପଅ.ରେ ଅବବଯଅ। ଯାହ ବାଠଅ. ଓଳରେଅ ଅପ ଠବପ ଵର ଯାବଦ ପଅଓଅଯ ବଗବ ଅଵ ଓଳରେଅ ଵରଦଅଓ ଯାଏ ଓଏଦ ବବ ଯଅଠଅଗଅରେ ବଗବ ବବଯଅ।

Course Outcomes:

CO1. ଯଅ.ମଓଵଯଅ. ବବ ଦବଯଅ ଦଅଠଅଯ ଯବଯବଗଯଓବ ଠଅପଅଠେଠ ଦଅଦଠଅଗଯ ଯାହ ବାଠଅ. ଓଳରେଅ ଅଵ ଦବଯଅ ଵରେଅଓ ଠେଠେହ ବବ ଯଅଠଅଗଅରେ ଘଅଯଯଅ।

CO2. ꓲꓠ.ꓵꓖꓶꓶꓠ. ꓷꓪ ꓔꓪꓶꓠ ꓘꓠꓵꓠꓵ ꓲꓪꓲꓪꓩꓩꓶꓔ ꓷꓪ ꓘꓠ.ꓵ ꓟꓩꓷꓖꓠꓔ ꓔꓠꓦꓠꓒ ꓔꓠꓒ ꓴꓩ ꓘꓔꓔꓵꓠꓩꓩ ꓠꓩ ꓵꓠꓔꓵ ꓷꓪ ꓷꓪ ꓦꓠꓦꓠꓦꓠꓒ ꓠꓠꓠꓟ ꓷꓩꓵꓵ ꓠꓟ ꓵꓠꓟ ꓷꓪ.ꓩꓩ ꓦꓪꓴꓠ ꓷꓪ ꓦꓠꓴꓠ ꓦꓷꓴꓷꓩꓒ꓾

CO3. ꓲꓠ.ꓵꓖꓶꓶꓠ. ꓷꓪ ꓩꓩꓟ ꓷꓩꓵꓵ. ꓖꓠꓒꓠꓔ ꓴꓩꓒꓠꓔꓒ ꓦꓠ.ꓵꓩꓠ ꓷꓪ ꓦꓠꓦꓠꓦꓠꓒ ꓠꓠꓠꓟ꓾

CO4. ꓲꓠ.ꓵꓖꓶꓶꓠ. ꓷꓪ ꓩꓩꓟ ꓷꓩꓵꓵ. ꓖꓠꓒꓠꓔ ꓴꓩꓒꓠꓔꓒ ꓲꓠ.ꓔꓠ.ꓴꓘꓩ ꓠꓠꓴ ꓩꓔꓔꓵꓵ ꓷꓪ ꓦꓠꓦꓠꓦꓠꓒ ꓠꓠꓠꓟ꓾

CO5. ꓲꓠ.ꓵꓖꓶꓶꓠ. ꓷꓪ ꓩꓩꓟꓷꓩꓵꓵ. ꓖꓠꓒꓠꓔ ꓠꓠꓴ ꓖꓠꓒꓠꓔ ꓵꓠꓟꓟꓠꓴꓩ ꓲꓖꓪꓴꓖꓪ ꓷꓪ ꓦꓠꓦꓠꓦꓠꓒ ꓠꓠꓠꓟ꓾

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	3	2	2	2	3	3	3	2	2	2	2	3
CO2	3	3	2	3	2	3	3	3	2	3	2	3	2	2	3	3	2
CO3	2	3	2	2	3	2	2	3	3	2	2	2	3	2	3	3	2
CO4	3	2	3	2	2	3	3	2	2	3	2	2	3	2	3	2	3
CO5	3	3	3	2	2	2	3	2	2	3	3	2	2	3	3	2	1
Average	2.6	2.8	2.6	2.2	2.2	2.6	2.6	2.4	2.2	2.8	2.4	2.4	2.4	2.2	2.8	2.4	2.2

Course Inputs:

Contents:

Unit- 1. ꓘꓠꓔꓲꓪꓔ

Unit- 2. ꓷꓪꓬꓔ ꓷꓪꓜꓦꓪꓜ

Unit- 3. ꓠꓜꓟꓜ ꓠꓷꓪꓜ.ꓠ

Unit- 4. ꓠꓜꓒꓜ ꓘꓷꓞꓜ.ꓠ

Reference Books:

1. ꓘꓠꓔꓲꓪꓔ- ꓦꓔ. ꓷꓩ. ꓘꓠ. ꓵꓷꓦꓷ
2. ꓷꓪꓬꓔ ꓷꓪꓜꓦꓪꓜ- ꓘꓪꓟꓪꓠꓴꓜꓩꓘꓠꓷꓔ
3. ꓠꓜꓟꓜ ꓠꓷꓪꓜ.ꓠ- ꓲꓜꓠꓴꓜꓪꓜꓔꓷꓷꓵꓘꓷ
4. ꓠꓜꓒꓜ ꓘꓷꓞꓜ.ꓠ- ꓦꓜꓪꓪꓟꓟꓠꓩꓩꓠꓴꓔꓔꓔꓔꓠ

SDG Mapping for this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Santali one-act plays portray the economic realities and struggles of rural and marginalized communities and encourage awareness about social justice, livelihood, and collective welfare.
SDG 4	Quality Education	The study of Santali one-act plays develops literary understanding, communication skills, creativity, critical thinking, and appreciation of indigenous dramatic traditions.
SDG 5	Gender Equality	Santali dramatic narratives create awareness about women's participation, gender relations, dignity, and equality within traditional and modern society.
SDG 15	Life on Land	Santali one-act plays portray forests, biodiversity, agriculture, and human–nature relationships, encouraging protection of land and ecosystems.
SDG 16	Peace, Justice and Strong Institutions	Dramatic narratives critically engage with justice, leadership, social harmony, conflict resolution, and ethical community life while strengthening indigenous cultural values and institutions.

Minor

Code	Course Title	Credit	L-T-P
ST42002	Introduction to Santali Theatre ᱢᱚᱞᱚᱢᱟᱫᱽ ᱩᱵᱚᱞᱚᱫᱚᱞ ᱱᱟᱛᱚᱞᱚᱞᱚᱩ	4	3-1-0

Course Objectives:

ಕಲ್ಪಿಸುವುದು ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು, ಅನುಭವ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ ಮತ್ತು ಕಾರ್ಯಾಗಾರದ ಅನುಭವ ಒದಗಿಸುವುದು, ಮಾದರಿಗಳ ಕಾರ್ಯಾಚರಣೆ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಅನುಭವ ಒದಗಿಸುವುದು.

Course Outcomes:

CO1. ಕಲ್ಪಿಸುವುದು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು, ಕಾರ್ಯಾಚರಣೆ ಮತ್ತು ಕೈಪಿಡಿ ಒದಗಿಸುವುದು.

CO2. ಕಲ್ಪಿಸುವುದು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು ಒದಗಿಸುವುದು ।ಪ್ರಾಯೋಗಿಕ ತರಬೇತಿಯನ್ನು ಮತ್ತು ಫಲಿತಾಂಶ ಒದಗಿಸುವುದು.

CO3. ಕಲ್ಪಿಸುವುದು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು ಪ್ರಾಯೋಗಿಕ ತರಬೇತಿ, ಕಲಿಸುವುದು, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ, ಪ್ರಾಜೆಕ್ಟ್‌ಗಳನ್ನು ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಮಾರ್ಗದರ್ಶನ-ಮಾ।

CO4. ಕಲ್ಪಿಸುವುದು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು ಸುಧಾರಿಸಲು, ಪರಿಣಾಮಕಾರಿ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು. ಪರೀಕ್ಷೆ ಪ್ರಾಜೆಕ್ಟ್ ಅಭಿವೃದ್ಧಿ ಮಾ.ಮಾರ್ಗದರ್ಶನ-ಮಾ।

CO5. ಕಲ್ಪಿಸುವುದು ಪ್ರಾಯೋಗಿಕ ಕೌಶಲ್ಯಗಳನ್ನು ಪ್ರಾಯೋಗಿಕ ತರಬೇತಿಯನ್ನು, ಪರಿಣಾಮಕಾರಿ ಸುಧಾರಿಸಲು, ಕಾರ್ಯಕ್ಷಮತೆ ಮತ್ತು ಸಾಧನೆ ಸಾಧಿಸಲು ಬಿ ಪ್ರಾಜೆಕ್ಟ್. ಪ್ರಾಯೋಗಿಕ-ಮಾ।

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: ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱥᱩᱵᱮᱫᱩᱞ ᱚᱨ ᱡᱚᱵᱚᱨ

- ᱩᱯᱮᱯᱚ, ᱤᱲᱵᱚᱨᱚ ᱚᱨ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱱᱚᱨᱮᱜᱚ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱥᱩᱵᱮᱫᱩᱞ ᱚᱨ ᱡᱚᱵᱚᱨ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱮᱚᱜᱚᱞ ᱚᱨ ᱡᱚᱵᱚᱨ
- ᱡᱚᱫ ᱩᱯᱚᱢᱷᱚᱱ ᱦᱮᱵᱩᱡ ᱚᱨ ᱦᱮᱵᱩᱡᱚᱵᱟᱨᱮᱱ. ᱢᱣᱢᱜ ᱦᱚᱣᱚᱱ
- ᱦᱚᱲᱚᱢᱟᱞ ᱤᱱ.ᱵᱦᱟ, ᱦᱚᱡᱟᱡᱮᱣ ᱚᱨ ᱯᱚᱱᱠᱩᱱᱚ ᱵᱮ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱞᱚᱜ ᱥᱮᱥᱩ

Unit–II: ᱜᱚᱨᱮᱱᱮᱱᱟᱱᱚ ᱚᱨ ᱜᱚᱨᱮᱱᱮ ᱦᱚᱡᱟᱡᱮᱣ

- ᱜᱚᱨᱮᱱᱮᱱᱟᱱᱚ ᱠᱩᱡᱩᱱᱚᱜ ᱱᱟᱨᱮᱫᱮ ᱚᱨ ᱠᱚ.ᱩᱟ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮ ᱜᱢᱵᱣ ᱜᱩᱞᱩᱠᱮ ᱤᱩ.ᱣᱥᱚ ᱵᱩᱜᱩᱵᱢᱮᱱᱚᱩ ᱩᱢᱵᱩᱢᱩᱡᱚᱱᱜ ᱥᱮᱥᱩ
- ᱮᱟᱚᱱᱜ ᱩᱠᱚᱩ ᱵᱮᱨᱮᱱᱜ ᱩᱯᱚᱢᱷᱚᱱ ᱚᱨ ᱩᱯᱚᱢᱷᱚᱱ ᱜᱚᱡᱚᱱᱚᱠᱩ

Unit–III: Elements and Techniques of Santali Theatre

- ᱜᱚᱨᱮᱱᱮ ᱵᱮᱨᱮᱱᱜ ᱚᱥᱚᱥᱩ: ᱠᱚ.ᱣᱮᱟ, ᱥᱢᱵᱟᱟᱚ, ᱜᱤᱱᱯᱩᱱᱚᱱᱚᱡ, ᱦᱚᱚᱱᱩ, ᱠᱚ.ᱩᱟ ᱚᱨ ᱩᱠᱚᱩ
- ᱩᱩᱟᱥᱩ-ᱠᱚ.ᱵᱟ: ᱩᱩᱟᱥᱩ ᱜᱩᱡᱣᱩᱫᱮ, ᱣᱩᱱᱩᱜ-ᱚᱚ.ᱩᱮ, ᱦᱚᱡᱚᱡ-ᱦᱚᱤᱡᱚᱡ, ᱚᱚ.ᱚᱟ, ᱚᱨ ᱵᱢ-ᱵᱚᱱᱣᱚ
- ᱚᱩᱟᱤᱜᱟ ᱚᱟᱠᱟᱮᱟᱠᱟ ᱚᱨ ᱩᱟᱦᱚ. ᱢᱣᱢᱜ
- ᱩᱯᱚᱢᱷᱚᱱ ᱢᱣᱢᱜ ᱦᱚᱲᱚᱢᱟᱞ ᱚᱨ ᱩᱯᱚᱢᱷᱚᱱ ᱜᱚᱡᱚᱱᱚᱠᱩ ᱯᱟᱠᱷᱚᱱᱚᱠᱩ ᱦᱚᱡᱚᱡ-ᱵᱩᱤᱡᱩ

Unit–IV: Santali Theatre in Contemporary Perspective

- ᱦᱚᱡᱚᱠ ᱪᱚᱩᱩᱮ ᱚᱨ ᱯᱚᱠᱥᱩᱱᱚ ᱚᱚᱱᱟᱥᱩᱱᱚᱡ ᱯᱮᱠᱚᱱᱚᱮ ᱦᱚᱮᱚᱱᱚᱠᱟ ᱩᱯᱚᱢᱷᱚᱱ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮ ᱦᱮᱵᱩᱡ ᱚᱨ ᱜᱮᱨᱮᱱᱮ ᱡᱚᱵᱚᱨ
- ᱩᱯᱚᱢᱷᱚᱱ ᱚᱨ ᱮᱚᱡᱚᱱ media (radio, television, digital platforms)
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱯᱚᱢᱷᱚᱱ ᱵᱮᱨᱮᱱᱜ ᱪᱦᱮᱪᱦᱚᱢᱮᱨᱮᱠᱮ ᱚᱨ ᱚᱜᱚᱱᱚ ᱵᱮ ᱠᱚᱵᱚᱱᱚᱡ ᱣᱚᱱᱟᱨ
- ᱚᱨᱚᱣᱚᱱᱵᱚᱱᱮ ᱤᱮᱤᱮᱨᱟᱡᱣᱮᱨ : ᱜᱚᱤᱚᱱᱯᱩᱱᱚᱱᱚᱡ ᱠᱚᱱᱚᱣᱚᱱ ᱤᱚᱟᱡᱣᱚᱱᱡ, ᱩᱮᱠᱥᱩ ᱢᱣᱢᱜ ᱦᱮᱣᱮᱱᱚ, ᱢᱣᱢᱜ ᱦᱮᱣᱮᱱᱚᱱᱮᱚᱱᱜ ᱚᱨᱦᱟᱨ

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** **ᱚᱱᱚᱞᱚᱢᱫᱟ ᱠᱩᱰᱤᱱᱤ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱱᱟᱹᱨᱮᱱᱜ ᱯᱮᱫᱚᱢᱟᱣᱟᱜ᱾**	**4**	**3-1-0**

Course Objectives:

ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱠᱚ ᱮᱞᱟᱱ ᱚᱱᱚᱢᱟᱹ ᱩᱞᱩᱞᱫᱟᱣᱟᱭᱮ ᱚᱱᱨᱚᱢᱚᱰ ᱚᱱᱮᱚᱢᱫᱟ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱚᱱᱟᱨᱟᱜᱩ ᱱᱟᱹᱨᱮᱱᱜ ᱵᱩᱵᱩᱱᱤᱭᱟ ᱛᱟᱦᱮᱱ ᱠᱚ ᱚᱱᱮᱚᱢᱫᱟ ᱱᱚᱣ ᱚᱱᱮᱚᱢᱫᱟᱣᱟᱜ᱾ ᱱᱟᱹ ᱢᱟᱭᱮ ᱯᱚᱱᱜᱚᱱᱚ ᱥᱩᱞᱩ ᱠᱚᱞᱟᱹᱣ᱾

Course Outcomes:

CO1. ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱠᱚ ᱮᱞᱟᱱ ᱚᱱᱚᱢᱟᱹ ᱩᱞᱩᱞᱫᱟᱣᱟᱭᱮ ᱠᱚ ᱚᱱ.ᱚ ᱯᱷᱚᱞᱚᱜᱚᱭᱮ ᱚᱱᱮᱚᱢᱫᱟᱣᱟᱜ᱾ ᱱᱟᱹᱨᱮᱱᱜ ᱚᱛᱚᱛᱟᱜ ᱥᱟᱦᱟᱱ ᱚᱱ ᱮᱱᱟᱜᱚᱱᱜ ᱚᱱᱮᱚᱢᱫᱟᱣᱟᱜ᱾ ᱱᱟᱹᱨᱮᱱᱜ ᱚᱠᱟᱣᱟᱭ ᱠᱚ ᱠᱚᱢᱚᱜᱚᱱᱚᱢᱟᱹ ᱥᱟᱦᱟᱱ᱾

CO2. ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱠᱚ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱥᱚᱯ ᱚᱥᱚᱯ ᱠᱚᱢ.ᱩᱚ ᱱᱟᱹ ᱛᱩᱜᱤᱢ.ᱭ ᱠᱚ ᱥᱟᱦᱟᱱ ᱱᱚᱣ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱚᱱᱨᱚᱢᱚᱰ ᱡᱚᱱᱚᱨᱟᱣᱛᱩᱱ ᱱᱟᱹ ᱥᱮᱥᱩ ᱠᱚ ᱥᱩᱦᱟᱱ᱾

CO3. ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱠᱚ ᱠᱩᱰᱤᱱᱤᱭ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱱᱟᱹᱨᱮᱱᱜ ᱮᱱᱤᱜᱚᱱᱩ ᱠᱚ ᱚᱱᱚᱛᱟᱜ ᱥᱟᱦᱟᱱ᱾

CO4. ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱠᱚ ᱠᱩᱰᱤᱱᱤᱭ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱱᱟᱹᱨᱮᱱᱜ ᱴᱮᱠᱥᱴ (ᱚᱱᱟᱡᱚᱱ) ᱠᱚ ᱚᱱᱚᱛᱟᱜ ᱥᱟᱦᱟᱱ᱾

CO5. ᱩᱱ.ᱢᱟᱹᱵᱟᱱ. ᱠᱚ ᱠᱩᱰᱤᱱᱤᱭ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱱᱟᱹᱨᱮᱱᱜ ᱚᱱ ᱯᱚ.ᱢᱵ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱱᱟᱹ ᱩᱞᱩᱞᱫᱟᱣᱟᱭᱮᱠ ᱠᱚ ᱚᱱᱚᱛᱟᱜ ᱥᱟᱦᱟᱱ᱾

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. ᱚᱱᱚᱞᱚᱢᱫᱟ ᱠᱩᱰᱤᱱᱤᱭ ᱥᱮᱞᱮᱢᱟᱣᱟᱜ᱾ ᱱᱟᱹᱨᱮᱱᱜ ᱩᱞᱩᱞᱫᱟᱣᱟᱭ᱾

Unit- 2. (i) ᱮᱱᱟᱹ ᱮᱱᱟᱡᱚᱱᱩ,

(ii) ᱥᱩᱱ᱾ᱦᱩᱞ ᱡᱟᱱᱚᱨᱤ᱾

Unit- 3 (i) ᱥᱩᱱ᱾ᱦᱩᱞ ᱚᱵ᱾ᱮᱨᱤ

(ii) ꯄꯣꯜꯇꯩ.꯳ ।

Unit- 4. (i) ꯀꯥꯀꯥꯅꯊꯧꯔꯣꯡ.꯱

(ii) ꯊꯧꯔꯣꯊꯣꯡꯅꯣꯡ ꯇꯣꯡꯄꯣꯡ।

Reference Books:

1. ꯀꯣꯡꯍ ꯀꯣꯡꯖꯥꯎꯐꯤ – ꯑꯅ.ꯤꯊꯇꯊꯍꯤꯔꯣꯛꯑꯎꯀꯣꯡ

2. ꯐꯣ꯭ꯡꯤ ꯇꯣꯡꯄꯣꯡ –ꯒꯊꯅꯣꯡꯐꯣ꯭ꯡꯤ

3. ꯐꯣ꯭ꯡꯤꯊꯊ꯭ꯒꯣꯡ – ꯍ.ꯅꯂꯃꯔꯎꯐꯑꯣꯊꯅ

4.ꯄꯣꯜꯇꯩ.꯳– ꯔꯊꯔꯤꯊꯃꯥꯔꯤꯅꯊꯃꯥꯔꯃꯃ (ꯀꯣ꯭ꯒꯐꯣꯅꯣꯇꯣꯒꯊ)

5. ꯀꯥꯀꯥꯅꯊꯧꯔꯣꯡ.꯱ – ꯁꯤꯡ.ꯃꯄꯅꯐꯊꯅꯣꯔꯤꯑꯃꯄꯅ

6. ꯊꯧꯔꯣꯊꯣꯡꯅꯣꯡ ꯇꯣꯡꯄꯣꯡ – ꯍꯤꯔꯥꯎꯔꯊ ‘ꯑꯥꯎꯎꯅꯊꯤꯀꯣꯡꯇꯎꯍꯄꯥ’

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** **ᱦᱚᱨᱚᱱᱟᱞ ᱢᱮᱜᱟᱡᱤᱱ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱤᱥᱚᱭ**	4	3-1-0

Course Objective:

ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱫᱩᱜᱚᱲᱟᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱣ ᱩᱢ.ᱢᱟᱭᱟᱢ.ᱵᱤ ᱩᱢᱚᱟᱭᱢᱟᱹ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱤᱥᱚᱭ ᱵᱟᱜᱤᱞᱟᱹ ᱮᱛᱚᱜ ᱭᱩᱱᱤᱫᱽᱥᱤᱞᱟ, ᱫᱚᱜᱚᱞᱟᱨᱮ ᱜᱚᱱᱮᱱ ᱵᱤ ᱞᱚᱜᱚᱢᱚᱛ ᱳᱱᱟᱢ᱾ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱢᱚᱟᱭᱢᱟᱹ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱤᱥᱚᱭ ᱵᱟᱜᱤᱞᱟᱹ ᱮᱛᱚᱜ ᱥᱚᱢᱣᱚᱣ ᱟᱨ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱢ.ᱮᱞᱟ ᱟᱨ ᱦᱚᱭᱡᱟᱨᱫ ᱮᱡ ᱯᱮᱱ ᱮᱛᱚᱜ ᱥᱮᱴᱩ ᱵᱤ ᱞᱚᱜᱚᱢᱚᱛ ᱳᱱᱟᱢ᱾

Course Outcomes:

CO1. ᱩᱢ.ᱢᱟᱭᱟᱢ.ᱵᱤ ᱩᱢᱚᱟᱭᱢᱟᱹ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱟᱜᱤᱞᱟᱹ ᱮᱛᱚᱜ ᱭᱩᱱᱤᱫᱽᱥᱤᱞᱟ, ᱫᱚᱜᱚᱞᱟᱨᱮ ᱜᱚᱱᱮᱱ ᱟᱨ ᱩᱢᱚᱟᱭᱢᱟᱹ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱤᱥᱚᱭ ᱵᱟᱜᱤᱞᱟᱹ ᱚᱢᱯᱚᱨᱚᱣ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱢ.ᱮᱞᱟ ᱟᱨ ᱦᱚᱭᱡᱟᱨᱫ ᱜᱚᱱᱮᱱ ᱮᱛᱚᱜ ᱠᱷᱚᱲᱚᱪ ᱵᱤ ᱞᱚᱜᱚᱢᱚᱛ ᱳᱱᱟᱢ᱾

CO2. ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱫᱩᱜᱚᱲᱟᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱣ ᱩᱢ.ᱢᱟᱭᱟᱢ.ᱵᱤ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱢᱚᱟᱭᱢᱟᱹ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱤᱥᱚᱭ ᱵᱟᱜᱤᱞᱟᱹ ᱵᱤ ᱞᱚᱜᱚᱢᱚᱛ ᱳᱱᱟᱢ᱾ ᱩᱢᱚᱟᱭᱢᱟᱹ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱤᱥᱚᱭ ᱵᱟᱜᱤᱞᱟᱹ ᱦᱚᱱᱚᱜᱩᱫᱟᱜᱟᱭ ᱵᱫᱭᱟᱜ ᱦᱚᱭᱡᱟᱨᱫ ᱥᱟᱴᱩ ᱵᱤ ᱞᱚᱜᱚᱢᱚᱛ ᱳᱱᱟᱢ᱾

CO3. ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱫᱩᱜᱚᱲᱟᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱣ ᱩᱢ.ᱢᱟᱭᱟᱢ.ᱵᱤ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱢᱚᱟᱭᱢᱟᱹ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱤᱥᱚᱭ ᱵᱟᱜᱤᱞᱟᱹ ᱡᱟ ᱶᱬᱟᱱ.ᱮ ᱱᱚᱵᱱᱤᱮ ᱵᱟᱱ᱾ᱫᱷᱱᱟᱱᱤᱮ ᱩᱢᱚᱟᱭᱢᱟᱹᱠᱵᱤ ᱚᱶᱮᱵᱟᱱ ᱚᱞᱟᱠᱟᱱᱚᱨᱮᱱ᱾

CO4. ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱫᱩᱜᱚᱲᱟᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱣ ᱩᱢ.ᱢᱟᱭᱟᱢ.ᱵᱤ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱢᱚᱟᱭᱢᱟᱹ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱤᱥᱚᱭ ᱡᱟᱨᱱᱟᱞ ᱯᱷᱚᱠ, ᱜᱚᱮᱛᱚ ᱟᱨ ᱦᱚᱭᱡᱟᱨᱫ ᱵᱤ ᱚᱶᱯᱚᱨᱤ-ᱞᱚᱵᱟᱜᱚᱱ ᱯᱷᱚᱠᱟᱰᱨᱮᱱᱜ-ᱱᱤ᱾

CO5. ᱫᱚᱲᱟᱹ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱫᱩᱜᱚᱲᱟᱭᱮᱫ ᱚᱢᱯᱚᱨᱚᱣ ᱩᱢ.ᱢᱟᱭᱟᱢ.ᱵᱤ ᱦᱚᱨᱚᱱᱟᱞ ᱩᱢᱚᱟᱭᱢᱟᱹ ᱟᱨ ᱡᱟᱨᱱᱟᱞ ᱵᱤᱥᱚᱭ ᱵᱤᱱ.ᱡᱟ ᱵᱤ ᱦᱚᱱ.ᱚ ᱯᱷᱚᱠᱟᱰᱨᱮᱱᱜ-ᱱᱤ ᱟᱨ ᱡᱚᱲᱡᱟᱜᱟᱨᱤ ᱳᱱᱟᱢ ᱵᱤᱱ.ᱜᱩ ᱯᱷᱚᱠᱟᱰᱨᱮᱱᱜ-ᱱᱤ᱾

CO-PO-PSO Mapping

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	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:

ᱤᱢᱚᱥᱟᱹᱣ ᱯᱮᱨᱢᱤᱛ ᱫᱚᱨᱥᱟᱹᱫ᱾ (Introduction to Magazine)

- ᱤᱢᱚᱥᱟᱹᱣ ᱯᱮᱨᱢᱤᱛ ᱡᱮᱞᱚ, ᱤᱢ.ᱮᱢ.ᱥᱮᱸ, ᱜᱩᱮᱪᱚ, ᱡᱢ.ᱢᱸᱛᱩ, ᱡᱪᱢᱥᱟᱹᱣ.ᱮ ᱡᱟᱡᱟᱜᱚ᱾

Unit-2:

ᱮᱢᱮᱚᱢᱫᱸ ᱤᱢᱚᱥᱟᱹᱣ ᱠᱟ ᱯᱮᱨᱢᱤᱛ ᱮᱢᱜᱟᱣ᱾
(History of Santali Magazine)

- ᱮᱢᱮᱚᱢᱫᱸ ᱤᱢᱚᱥᱟᱹᱣ ᱯᱮᱨᱢᱤᱛ ᱟᱡᱟᱫᱮᱟ, ᱡᱢᱢᱯᱢ᱾
- ᱮᱢᱭᱡᱮᱨ ᱡᱢᱯᱢ ᱣᱪᱯᱪ ᱯᱮ ᱤᱢᱚᱥᱟᱹᱣ ᱯᱮᱨᱢᱤᱛ ᱰᱮᱰᱚ᱾
- ᱮᱸᱚᱢᱜ ᱟᱠᱚᱜ ᱯᱮ ᱮᱢᱮᱚᱢᱫᱸ ᱤᱢᱚᱥᱟᱹᱣ ᱯᱮᱨᱢᱤᱛ ᱹᱢ.ᱠᱚᱸ᱾

ᱤᱢᱚᱥᱟᱹᱣ ᱢᱯ ᱠᱟᱟᱣᱟᱣᱯᱢ (ᱡᱮᱣᱸᱨᱮᱢ), ᱸ-ᱤᱢᱚᱥᱟᱹᱣ

Unit-3:

ᱮᱢᱮᱚᱢᱫᱸ ᱤᱢᱚᱥᱟᱹᱣ ᱢᱯ ᱠᱟᱟᱣᱟᱣᱯᱯ ᱠᱢᱜᱟᱣᱹ
(Santali Magazine and Journals)

- ᱡᱟᱰ ᱮᱟᱡᱣᱢᱜᱟᱹ, ᱡᱟᱹᱠᱟᱹᱜ ᱜᱢᱣᱢ, ᱮᱸᱨᱠ, ᱮᱢᱯᱡᱟᱟᱢ ᱪᱡᱪᱠ, ᱡᱪᱠ ᱮᱟᱡᱣᱢᱜᱟᱹ, ᱚᱵᱚᱯᱵ ᱵᱚᱞ᱾
  ᱤᱠᱢ.ᱜᱪᱮ, ᱹᱸᱨᱮᱟᱡ ᱠᱟᱟᱣᱟᱣᱯᱯ, ᱡᱢᱮᱢᱣ ᱹᱸᱨᱮᱟᱡ, ᱠᱟᱟᱣᱟᱣᱯᱯ ᱠᱢᱜᱟᱣᱹ, ᱮᱢᱯ ᱮᱢ.ᱜᱪᱮ ᱵᱚᱞ᱾

Unit-4:

ᱤᱢᱚᱥᱟᱹᱣ ᱮᱢᱤᱛᱚᱨ ᱢᱯ ᱠᱟᱟᱣᱟᱣᱯᱯᱡᱸᱨᱮᱢ. (Editors and Journalist)

- ᱮᱢᱮᱚᱢᱫᱸ ᱤᱢᱚᱥᱟᱹᱣ ᱮᱢᱤᱛᱢᱣ ᱯᱮ ᱡᱸᱨᱮᱟᱡᱮ ᱢᱯ ᱡᱸᱨᱮᱟᱡᱮᱢᱯᱡᱸ ᱠᱟᱣᱢᱜ ᱵᱮᱣᱢᱜ᱾
  ᱡᱸᱨᱮᱟᱡᱮᱢᱯᱡᱸ ᱹᱠᱚᱹ ᱠᱟᱟᱣᱟᱣᱯᱯ ᱮᱸᱚ ᱡᱪᱢ.ᱣᱸᱡ ᱯᱮᱵ ᱮᱢᱤᱛᱚᱨ ᱠᱟᱣᱢᱜ ᱡᱸᱨᱮᱟᱡᱮ ᱥᱵᱯᱸᱡᱚ᱾

Reference Books

1. ᱪᱚᱠᱚᱢᱚᱛᱤ ᱪᱚᱢᱚᱡᱤᱢᱫ ᱓ᱮᱢᱚᱜ ᱚᱞᱚᱠᱚᱞ ᱚ᱓ ᱡᱚ᱓ᱚᱢ- ᱚ᱓. ᱠᱮ. ᱪᱤ. ᱢᱩᱚᱢᱩ
2. ᱪᱚᱠᱚᱢᱚᱛᱤ ᱪᱚᱢᱚᱡᱤᱢᱫ ᱓ᱮᱢᱚᱜ ᱠᱚᱜᱚᱞ- ᱯᱚᱠᱷᱚᱠᱠᱮ ᱣᱚ˙ᱫᱚ᱓ᱚᱞ ᱞᱩ᱓ᱞᱩᱩ
3. ᱡᱚᱛᱤ ᱤᱚ.᱓ᱪᱤ ᱚ᱓ ᱪᱚᱢᱚᱡᱤᱢᱫ ᱓ᱮᱢᱚᱜ ᱠᱚᱜᱚᱞ - ᱠᱩᱭᱚᱞᱚ ᱫᱚᱪ ᱞᱩ᱓ᱞᱩᱩ

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** **ᱥᱟᱱᱛᱟᱲᱤ ᱛᱷᱤᱭᱮᱴᱨᱚᱨ ᱨᱮᱵᱟᱱ ᱫᱚᱦᱚᱱ**	4	3-1-0

Course Objectives:

ᱫᱚᱲᱟᱹ ᱥᱟᱱᱚᱢᱤ ᱚᱵᱚᱫᱷᱟᱨᱮᱱ ᱢᱟᱱᱚᱸ ᱚᱢ.ᱣᱟᱲᱟᱹ.ᱢᱚ ᱥᱟᱱᱮᱚᱢᱛᱟᱨ ᱛᱷᱤᱭᱮᱴᱨᱚᱨ ᱨᱮᱵᱟᱱ ᱥᱩᱧᱫᱩᱲᱩᱜ, ᱜᱟᱱᱟᱱ, ᱚᱴᱟᱨᱟᱣ ᱟᱨ ᱫᱟᱜᱤᱢᱟᱱᱮ ᱜᱟᱱᱟᱱ ᱢᱚ ᱣᱟᱣᱟᱱᱨᱮ ᱳᱟᱢᱤᱸ। ᱥᱟᱱᱮᱚᱢᱛᱟᱨ ᱥᱟᱦᱤᱡᱟᱯ ᱟᱨ ᱯᱟᱹᱠᱩᱣᱟᱱ ᱨᱮ ᱫᱚᱲᱟᱹ ᱨᱮᱵᱟᱱ ᱩᱫᱩᱡᱟᱯ ᱢᱚ ᱣᱟᱣᱟᱱᱨᱮ ᱳᱟᱢᱤᱸ।

Course Outcomes:

CO1. ᱫᱚᱲᱟᱹ ᱥᱟᱱᱚᱢᱤ ᱚᱵᱚᱫᱷᱟᱨᱮᱱ ᱢᱟᱱᱚᱸ ᱚᱢ.ᱣᱟᱲᱟᱹ.ᱢᱚ ᱥᱟᱱᱮᱚᱢᱛᱟᱨ ᱛᱷᱤᱭᱮᱴᱨᱚᱨᱨᱮᱱ ᱩᱫᱩᱡᱟᱯ, ᱫᱟᱜᱤᱢᱟᱱᱮ ᱜᱟᱱᱟᱱ ᱟᱨ ᱜᱟᱭᱮᱪᱚ ᱢᱚ ᱣᱟᱣᱟᱱᱨᱮ ᱳᱟᱢᱤᱸ।

CO2. ᱫᱚᱲᱟᱹ ᱥᱟᱱᱚᱢᱤ ᱚᱵᱚᱫᱷᱟᱨᱮᱱ ᱢᱟᱱᱚᱸ ᱚᱢ.ᱣᱟᱲᱟᱹ.ᱢᱚ ᱥᱟᱱᱮᱚᱢᱛᱟᱨ ᱛᱷᱤᱭᱮᱴᱨᱚᱨ ᱜᱟᱡᱤᱱᱚᱵᱚ ᱟᱨ ᱜᱟᱨᱮᱱᱮ ᱨᱮᱥᱟᱡᱟᱱᱢᱚ ᱣᱟᱣᱟᱱᱨᱮ ᱳᱟᱢᱤᱸ । ᱛᱷᱤᱭᱮᱴᱨᱚᱨ ᱱᱟᱶ ᱜᱟᱨᱮᱱᱮᱱᱣᱟᱱᱟᱵᱚ ᱟᱨ ᱵᱮᱵᱷᱩᱞᱟᱱᱜ ᱥᱮᱴᱩ ᱢᱚ ᱣᱟᱣᱟᱱᱨᱮ ᱳᱟᱢᱤᱸ।

CO3. ᱫᱚᱲᱟᱹ ᱥᱟᱱᱚᱢᱤ ᱚᱵᱚᱫᱷᱟᱨᱮᱱ ᱢᱟᱱᱚᱸ ᱚᱢ.ᱣᱟᱲᱟᱹ.ᱢᱚ ᱥᱟᱱᱮᱚᱢᱛᱟᱨ ᱛᱷᱤᱭᱮᱴᱨᱚᱨ ᱱᱮᱵᱟᱱ ᱜᱟᱡᱤᱣᱟᱹᱨᱤ, ᱥᱟᱱᱚᱢᱤ, ᱯᱩᱞᱟᱹᱨᱤᱚ, ᱜᱮᱱᱚᱨᱮᱥᱚᱱᱟᱞᱤᱡᱚᱢ ᱟᱨ ᱜᱟᱨᱮᱱᱮ ᱚᱨᱵᱟᱨᱮᱨᱵᱟᱨᱢᱚ ᱣᱟᱨᱤᱞᱟᱨ ᱹᱟᱢᱟᱨᱮᱨᱚᱜ-ᱟᱸ।

CO4. ᱫᱚᱲᱟᱹ ᱥᱟᱱᱚᱢᱤ ᱚᱵᱚᱫᱷᱟᱨᱮᱱ ᱢᱟᱱᱚᱸ ᱚᱢ.ᱣᱟᱲᱟᱹ.ᱢᱚ ᱥᱟᱱᱮᱚᱢᱛᱟᱨ ᱛᱷᱤᱭᱮᱴᱨᱚᱨ ᱵᱹᱪᱹᱜ ᱥᱮᱴᱹᱜ, ᱚᱵᱟᱯᱚ-ᱢᱟ.ᱱᱟᱨ, ᱣᱟᱹᱵᱤᱜᱟᱨ ᱟᱨ ᱥᱟᱱᱮᱚᱢᱛᱟᱨ ᱛᱷᱤᱭᱮᱴᱨᱚᱨ ᱱᱮᱵᱟᱱᱜ ᱥᱟᱱᱩᱚᱢᱱᱟᱨ ᱟᱨ ᱯᱟᱹᱠᱩᱣᱟᱱᱟᱨᱨᱮᱱ. ᱚᱵᱟᱯᱚ ᱜᱟ.ᱚᱨᱟ ᱚᱡᱠᱚ ᱣᱤᱞᱣᱟᱹᱱ.ᱭ ᱹᱟᱢᱟᱨᱮᱨᱚᱜ-ᱟᱸ।

CO5. ᱫᱚᱲᱟᱹ ᱥᱟᱱᱚᱢᱤ ᱚᱵᱚᱫᱷᱟᱨᱮᱱ ᱢᱟᱱᱚᱸ ᱚᱢ.ᱣᱟᱲᱟᱹ.ᱢᱚ ᱥᱟᱱᱮᱚᱢᱛᱟᱨ ᱛᱷᱤᱭᱮᱴᱨᱚᱨ ᱱᱮᱵᱟᱱᱜ ᱜᱟᱡᱤᱣᱟᱹᱨᱤᱚ, ᱚᱵᱟᱯᱚ ᱵᱹᱪᱹᱜ ᱫᱚᱲᱟᱹ, ᱵᱟᱱᱤᱹᱹᱱᱟᱱᱮ ᱟᱨ ᱡᱟᱜᱤᱢᱟᱱᱚ ᱡᱟᱚᱠᱮ ᱢᱚ ᱹᱟᱨᱮᱢ. ᱹᱟᱢᱟᱨᱮᱨᱚᱜ-ᱟᱸ।

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: ᱦᱚᱲᱚᱢᱟᱞ ᱩᱫᱚᱢᱷᱚᱛ ᱯᱩᱨᱚᱱ ᱚᱞ ᱜᱚᱯᱚ

- ᱩᱫᱮᱥᱚ, ᱤᱵᱯᱚᱛᱚ ᱚᱞ ᱩᱫᱚᱢᱷᱚᱛ ᱯᱩᱨᱚᱱ ᱡᱚᱨᱜᱚ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱫᱚᱢᱷᱚᱛ ᱯᱩᱨᱚᱱ ᱚᱠᱚᱫᱮᱛᱚ ᱚᱞ ᱜᱚᱯᱚ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱫᱚᱢᱷᱚᱛ ᱯᱩᱨᱚᱱ ᱫᱚᱜᱚᱛ ᱚᱞ ᱜᱚᱯᱚ
- ᱜᱚᱛ ᱩᱫᱚᱢᱷᱚᱛ ᱨᱮᱯᱚᱡ ᱚᱞ ᱨᱮᱯᱚᱡᱚᱵᱟᱨᱟᱱ. ᱵᱟᱵᱚ ᱨᱚᱯᱚᱱ
- ᱦᱚᱲᱚᱢᱟᱞ ᱤᱚ.ᱚᱨᱟ, ᱦᱚᱡᱜᱮᱯ ᱚᱞ ᱯᱚᱵᱩᱜᱚᱱ ᱚᱱ ᱩᱫᱚᱢᱷᱚᱛ ᱯᱩᱨᱚᱱ ᱮᱫᱮᱠ

Unit–II: ᱜᱚᱨᱚᱢᱫᱚᱜᱚᱱ ᱚᱞ ᱜᱚᱨᱚᱢᱫᱚ ᱦᱚᱡᱜᱮᱯ

- ᱜᱚᱨᱚᱢᱫᱚᱜᱚᱱ ᱵᱚᱡᱚᱜ ᱡᱟᱨᱚᱫᱚ ᱚᱞ ᱵᱚ.ᱩᱟ
- ᱦᱚᱲᱚᱢᱟᱞ ᱩᱫᱚᱢᱷᱚᱛ ᱱᱚ ᱜᱵᱟᱵ ᱜᱚᱩᱢᱵ ᱤᱚ·ᱣᱮᱣ ᱱᱚᱜᱜᱟᱵᱫᱚᱣᱚᱱ ᱩᱵᱟᱩᱵᱡᱚᱜ ᱮᱫᱮᱠ
- ᱫᱟᱣᱚᱜ ᱚᱵᱚᱚ ᱱᱚᱨᱚᱢᱜ ᱩᱫᱚᱢᱷᱚᱛ ᱚᱞ ᱩᱫᱚᱢᱷᱚᱛ ᱜᱚᱡᱣᱚᱚᱵᱚ

Unit–III: Elements and Techniques of Santali Theatre

- ᱜᱚᱨᱚᱢᱫᱚ ᱱᱚᱨᱚᱢᱜ ᱣᱮᱣᱮᱯ: ᱵᱚ.ᱡᱫᱟ, ᱥᱵᱱᱟᱣ, ᱜᱤᱚᱯᱩᱚᱱᱱᱚᱡ, ᱦᱚᱣᱚᱚᱩ, ᱵᱚ.ᱩᱟ ᱚᱞ ᱚᱵᱚᱚ
- ᱩᱚᱣᱥᱚ-ᱵᱚ.ᱱᱟ: ᱩᱚᱣᱥᱚ ᱜᱚᱰᱟᱡᱚᱫ, ᱡᱚᱚᱚᱜ-ᱣᱚ·ᱯᱮ, ᱦᱚᱡᱚᱡ-ᱦᱚᱤᱰᱚᱡ, ᱣᱚ.ᱣᱟ, ᱚᱞ ᱱᱵ-ᱱᱚᱡᱚ
- ᱣᱚᱥᱟᱜᱜᱟ ᱣᱟᱵᱟᱫᱟᱵᱟ ᱚᱞ ᱯᱟᱦᱚ. ᱵᱯᱵᱜ
- ᱩᱫᱚᱢᱷᱚᱛ ᱵᱯᱵᱜ ᱦᱚᱯᱚᱱ ᱚᱞ ᱣᱟᱮᱣᱟᱯᱟᱨᱚᱢ.ᱵᱚ ᱦᱚᱡ ᱣᱟᱤᱰᱮᱯ-ᱱᱚᱤᱰᱚᱱ
- ᱜᱚᱨᱚᱢᱫᱚᱫ ᱜᱚᱰᱟᱡᱚᱫ ᱚᱞ ᱜᱚᱨᱚᱢᱫᱚ ᱦᱚᱲᱚᱢᱟᱞ

Unit–IV: Santali Theatre in Contemporary Perspective

- ᱦᱚᱡᱚᱚᱚ ᱥᱣᱚᱥᱮ ᱚᱞ ᱯᱚᱵᱩᱜᱚᱱ ᱣᱚᱣᱣᱩᱜᱚᱡ ᱮᱵᱚᱚᱵᱮ ᱦᱚᱲᱚᱢᱟᱞ ᱩᱫᱚᱢᱷᱚᱛ

- ᱞᱟᱨᱮᱣᱟᱹᱨ ᱩᱯᱨᱟᱶᱪᱟᱹᱞ ᱯᱟᱹᱞᱤ ᱨᱮᱯᱟᱹᱨᱛᱤ ᱚᱨ ᱜᱩᱨᱩᱣ ᱣᱚᱲᱟᱶ
- ᱩᱯᱨᱟᱶᱪᱟᱹᱞ ᱠᱟᱹᱱ ᱞᱟᱹᱜᱤᱫ media (radio, television, digital platforms)
- ᱞᱟᱨᱮᱣᱟᱹᱨ ᱩᱯᱨᱟᱶᱪᱟᱹᱞ ᱯᱟᱨᱛᱟᱜ ᱥᱤᱦᱩᱥᱤᱱᱚᱣᱥᱚᱜ ᱠᱟᱹᱱ ᱠᱟᱜᱠᱩ ᱯᱟᱹᱨᱛᱤ ᱠᱚᱢᱤᱫ ᱢᱟᱱᱟᱣ
- ᱣᱤᱣᱚᱜᱟᱱᱟᱣᱮ ᱛᱚᱛᱚᱨᱟᱣᱚᱱ : ᱜᱟᱛᱤᱠᱟᱹᱨᱩᱱᱟᱣᱟᱹᱱᱤᱭ ᱦᱟᱹᱣᱚᱜᱟ ᱛᱟᱹᱨᱤᱣᱟᱹᱱᱤᱭ, ᱩᱫᱩᱜᱩᱫ ᱦᱚᱲᱟᱹᱣᱟᱹᱱᱤᱭ ᱚᱨᱟᱜ ᱢᱟᱱᱟᱣᱟᱹᱱᱤᱭ, ᱵᱟᱹᱞᱤᱜᱚᱞ ᱚᱨᱟᱜ ᱢᱟᱱᱟᱣᱟᱹᱱᱤᱭᱛᱟᱜ ᱣᱟᱨᱤᱡᱟᱨ

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** **ᱚᱱᱟᱹᱞᱤᱢᱟᱞᱟᱨ ᱦᱚᱱᱚᱢ ᱚᱛᱚᱢᱟᱣᱟᱭᱨᱮᱭᱟᱜ ᱯᱮᱫᱟᱹᱭᱚᱜ**	4	**3-1-0**

Course Objectives:

ᱩᱱ.ᱢᱚᱵᱚᱞᱚᱱ. ᱦᱚ ᱫᱚᱞᱚᱱ ᱚᱱᱟᱹᱞᱤᱢᱟᱞᱟᱨ ᱩᱫᱩᱜᱟᱣᱚᱭ ᱚᱱᱨᱮᱚᱢᱟᱞᱟᱨ ᱚᱛᱚᱢᱟᱣᱟᱭᱨᱮᱭᱟᱜ ᱚᱛᱚᱢᱟᱣᱟᱭᱨᱮᱭᱟᱜ ᱱᱤᱭᱚᱢᱟᱣᱟᱭᱨᱮᱭᱟᱜ ᱫᱚᱞᱚᱱ ᱢᱟᱱᱟᱜ ᱚᱱᱟᱹᱞᱤᱢᱟᱞᱟᱨ

Unit- 4. (i) ꯀꯥꯀꯥꯕꯤꯌꯨꯔꯨꯝ.ꯑ

(ii) ꯌꯦꯍꯨꯕꯒꯤꯂꯒ ꯇꯒꯂꯦꯡ꯫

Reference Books:

1. ꯀꯝꯃ ꯀꯝꯖꯥꯂꯦꯛ – ꯍꯤ.ꯛꯌꯥꯛꯌꯦꯍꯥꯀꯥꯂꯦꯕꯝ
2. ꯊꯝ.ꯛꯇ ꯇꯒꯂꯒ –ꯒꯤꯕꯝꯊꯝ.ꯛꯇꯁꯍꯁ
3. ꯊꯝ.ꯛꯌꯕꯗ.ꯒꯝ – ꯃ.ꯕꯔꯁꯦꯜꯂꯥꯛꯕꯥꯕꯇ
4.ꯗꯁꯇꯃ.ꯓ– ꯀꯌꯦꯛꯌꯁꯦꯕꯥꯕꯥꯂꯦꯀꯁ (ꯀꯝ.ꯒꯦꯟꯕꯥꯃꯗꯝꯒꯤꯇꯥ)
5. ꯀꯥꯀꯥꯕꯤꯌꯨꯔꯨꯝ.ꯑ – ꯁꯥꯝ.ꯁꯔꯥꯏꯌꯥꯀꯝꯛꯇꯥꯁꯔꯥ
6. ꯌꯦꯍꯨꯕꯒꯤꯂꯒ ꯇꯒꯂꯒ – ꯃꯛꯥꯃꯛꯄꯌ ‘ꯇꯥꯃꯃꯥꯌꯦꯂꯒꯦꯃꯗ’

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.

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
Averag	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

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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.

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 Research 162 Credits

Singal Major without Research 162 Credits

Double major with research 194 credits

Double major without research 194 credits



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