

**Learning Outcomes based Curriculum Framework
(LOCF)
For
Department of Santali
Syllabus (CBCS) for
B.A. Honours in Santali**

2022



Choice Based Credit System (CBCS)

**PANSKURA BANAMALI COLLEGE
(Autonomous)**

Content

| S. No. | Content | Page No. |
|---------------|---|-----------------|
| | Preamble | 3-4 |
| 1.1 | Introduction | 5-6 |
| 1.2 | Learning Outcomes-based Approach to Curricular Planning | 7-8 |
| 1.2.1 | Nature and Extent of Bachelor's Degree Programme in Santali (Honours) | 8-9 |
| 1.2.2 | Aims of Bachelor's Degree Programme in Santali (Honours) | 9-11 |
| 1.3 | Graduate Attributes | 11-13 |
| 1.4 | Qualification Descriptors | 14-15 |
| 1.5 | Programme Learning Outcomes | 15-23 |
| 1.6 | Teaching Learning Process | 24-25 |
| 1.7 | Assessment Methods | 25-28 |
| 1.8 | Keywords | 29 |
| 2.1 | Structure of BA Honours in Santali | 30-60 |

Preamble

The UGC Committee constituted for Learning Outcomes based Curriculum Framework for BA Literary Studies in Santali (Hons.) is pleased to submit its report.

The Committee suggests that the following global remarks may be taken into account by the faculty members, departments/schools, Boards of Studies in Santali, Institutes and Universities, while considering the recommendations for their use:

- i. The learning outcomes are designed to help learners understand the objectives of studying BA (Honours) in Santali, that is, to analyze, appreciate, understand and critically engage with literary texts written in Santali, approaching them from various perspectives and with a clear understanding of locations.
- ii. It is significant to mention here that the BA (Hons.) Santli syllabus under CBCS remains the point of reference for the LOCF recommendations. However, stakeholders (departments or universities or institutions) may make suitable alternations with justifications while selecting texts, finalizing objectives and organizing principles keeping in view global, national and regional contexts of analysis and appreciation.
- iii. To this end, the texts mentioned in the LOCF document are indicative. Similarly, the organization of divisions / themes / genres / periods / authors / areas, etc. is specific to contexts identified in the course(s) and does not pre-empt further rethinking or selection with clear justification for the choices exercised therein.
- iv. The organization of the courses/papers may be worked into semesters/years keeping in consideration the credit load in a given semester with the ultimate end of outcomes of the course/programme. However, it makes sense to include courses/papers that demand more attention in the second and third years (third to sixth semester as may be required) of the Honours course in Santali.
- v. Learning outcomes are modifiable with due justification in view of contexts, texts selected in the course and requirements of the stakeholders, which are as diverse as are regions in the country

- vi. The overarching concern of the LOCF committee in Santali is to have definite and justifiable course outcomes and their realization by the end of the course/programme.
- vii. The Department/Institute/University is expected to encourage its faculty concerned to make suitable pedagogical innovations, in addition to teaching/learning processes suggested in the LOCF Recommendations, so that the Course/Programme learning outcomes can be achieved.

BA in Santali (Hons)

Introduction

Outcome based learning is the principal end of pedagogical transactions in higher education in today's world in the light of exponential changes brought about in science and technology, and the prevalent utilitarian world view of the society. Since humanities is among the most questioned discipline, it is imperative to perspectives literary studies in Santali at the UG levels.

Humanities has ever been in crisis in the West, which has impacted social perception beyond the Eastern India including Nepal and Bangladesh. But humanities, poetry to be precise, has found its defendants in all ages.

The present crisis of humanities emanates from the predominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life. Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them *i.e.*, science and technology and humanities-- are complementary, though those fascinated with tangible outcomes do tend to gloss over it. Fortunately, institutions of repute in management, also science and technology have started paying attention to humanities and social sciences, at least symbolically.

The function of literature is to bring the questions of values—human and literary—in focus.

Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.

Objective of B.A.(Hons) in Santali program:

To provide a foundation of

- ✓ Language
- ✓ Linguistics
- ✓ Literature
- ✓ Grammar
- ✓ Translation
- ✓ Academician
- ✓ Administrative

Outcomes of B.A.(Hons) in Santali program:

An ability to apply knowledge and practice of

- ✓ It is a new Subject or new service gaining.
- ✓ Though this Santali Subject candidates may apply State level Service Commission Examinations. Such as- W.B.C.S.C, W.B.P.S.C, & etc.
- ✓ Through this Santali Subject Candidates also may apply in National level Service Commission Examinations. Such as- U.P.S.C (I.A.S./I.F.S./I.P.S./I.R.S./etc.)
- ✓ After Completion of B.A. in Santali Candidates may able to appear Higher study.
- ✓ Qualified Candidate may apply any services within Govt. of India, State Govt., Semi Govt. & others private jobs.
- ✓ Santali Subject has an oldest language quality to learn in many ways.
- ✓ U.G qualified candidate may able to teach the Santali Subject other people in formal non formal education policies.
- ✓ After completion o U.G. study and additional training in Santali Candidates may eligible to teaching Services.
- ✓ Santali qualified person may be the Santali Subject Expert and Subject resource person.
- ✓ Santali in an old language quality so it may be learn by all.

Learning Outcomes-based Approach to Curricular Planning

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Santali is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on *what is to be taught* to focus on *what is actually learnt* by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

Moreover, it is borne in mind that outcome based curriculum does not obviate fact that the focus is not just on domain knowledge or outcomes only but on processes and approaches to

be employed in pedagogical transactions. Processes are as important as the outcome. Else the outcomes would remain confined to the paper.

Nature and Extent of Bachelor's Degree Programme in Santali (Honours)

- i. Bachelor's Degree (Honours) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills and values that a student intends to acquire in order to look for professional avenues or move to higher education at the postgraduate level.
- ii. Bachelor's Degree (Honours) programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the particular field of study/profession. Thus, BA (Honours) Course in Santali aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.
- iii. Qualification descriptors at this level reflect in-depth and specialized knowledge and understanding of their subjects enriched by domain knowledge, student knowledge, critical thinking and effective communication skills. Knowledge at this level includes generic information about what all holders of the qualification are able to do, and the qualities and skills that they have. Courses, therefore, reflect different aspirations of types of students, and skills, learning needs and personal circumstances, needed thereof. Programmes assess not only academic skills but also other skills and attributes including what graduate level education requires, recognises and accredits in order for the Honours Degree to sync with national standards and be compatible with international practices.
- iv. The attributes and outcomes associated with specialised programmes of study such as BA Honours in Santali are predominantly comprised of structured learning opportunities. These programmes are devoted to classroom learning, group and individual learning and library and field research projects. The key component in the programme is developing the ability to communicate at different levels, ranging from basic to critical communication.
- v. To complete the programme of study the student needs to demonstrate knowledge of the subject, understanding of one's location, ability to critically appreciate a text or

tradition in itself or in relation to others, knowledge of the development of the discipline locally and globally through classroom study, self-study and research of existing literatures and current practices. The critical perspective, thus acquired, helps the student to link the degree to life skills including professional skills and awareness with an understanding of human and literary value.

Aims of Bachelor's Degree Programme in Santali (Honours)

The Honours programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. Honours courses are specialised and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Honours Programme, particularly the Santali Honours programme.

The objectives of the LOCF in Santali, therefore, revisit traditional expectations of teaching and learning Santali by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching Santali as an Honours subject; (ii) the core objectives of Santali (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life.

The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) in Santali Literature (Honours) can therefore be outlined through the following points:

- **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are

expected to be demonstrated by the holder of a degree student with Honours in Santali;

- **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for Santali Literature (Honours);
- **Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;
- **Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of Santali Literature (Honours) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;
- **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of Santali Literature (Honours) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;
- **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;
- **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for Santali Literature (Honours) with shift from domain knowledge to processes of realising the outcomes;
- **Development:** Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

The specific objectives of the BA programme in Santali Literature (Honours) are to develop in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of Santali Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

Graduate Attributes

Disciplinary Knowledge:

- a) ability to identify, speak and write about different literary genres, forms, periods and movements
- b) ability to understand and engage with various literary and critical concepts and categories
- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries

Communication Skills:

- a) ability to speak and write clearly in standard, academic Santali
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) ability to use critical concepts and categories with clarity

Critical Thinking:

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts in order to persuade others
- c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

- a) ability to transfer literary critical skills to read other cultural texts
- b) ability to read any unfamiliar literary texts

Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper

Teamwork and Time Management:

- a) ability to participate constructively in class discussions
- b) ability to contribute to group work
- c) ability to meet a deadline

Scientific Reasoning:

- a) ability to analyze texts, evaluating ideas and literary strategies
- b) ability to formulate logical and persuasive arguments

Reflective Thinking:

ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

Multicultural Competence:

- a) ability to engage with and understand literature from various nations and reasons and languages
- b) ability to respect and transcend differences

Moral and Ethical Values:

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts and criticism *vis a vis*, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

- a) ability to retain and build on critical reading skills
- b) ability to transfer such skills to other domains of one's life and work

Qualification descriptors for a bachelor's degree with Santali Honours

The qualification descriptors for the BA (Santali Hons) programme in Santali shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for Santali Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in Santali should be able to

- *demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of Santali Studies and Santali Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories
- *demonstrate* the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local
- *demonstrate* the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of Santali literatures and literatures in translation
- *Communicate* ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
- *Demonstrate* the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet

- *Recognize* the scope of Santali studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
- *Apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate key issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

Programme Learning Outcomes (BA Hons.) Santali

The programme learning outcomes relating to BA (Hons) degree programme in Santali:

- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity
- demonstrate a coherent and systematic knowledge of the field of Santali literature and Bhasha literatures in Santali showing an understanding of current theoretical and literary developments in relation to the specific field of Santali studies.
- display an ability to read and understand various literary genres and stylistic variations and write critically
- cultivate 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
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of Santali studies using digital resources.
- display knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.

- recognize employability options in Santali studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching Santali at different levels, mass media, journalism, aviation communication and personality development
- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of Santal literary studies in India

| Programme outcomes | TABLE I : CORE COURSES (14) | | | | | | | | | | | | | |
|---|-----------------------------|-----------------|-------------------------------|---------------------------|-------------------------|----------------|---------------------------------------|--------------------------------------|------------------------|--------------|---------------|-----------------------------------|----------------------|--|
| | Linguistics : Santali | Santali Grammar | History of Santali Literature | Santali Prominent Writers | Santali Folk Literature | Santali Poetry | Santali Poetry (2 nd half) | Santali fiction: Novel & Short Story | Austic Language Family | One Act Play | Santali Drama | Santali Literary Essay & Magazine | Theory of Literature | Literary Movement (Western & Indian) |
| The primary programme outcomes include demonstration of subject knowledge, understanding of the field, understanding of literary movements, styles and genres, location, human values, literary sensibility and location | | | | | | | | | | | | | | |
| Values of life and literature | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Systematic knowledge of the field | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Knowledge of literary genres and stylistic variations | √ | √ | √ | √ | | | √ | | √ | √ | | √ | √ | |
| Evaluation of literary texts | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Critical aptitude and reflexive thinking | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Understanding of location | √ | | √ | | √ | | | | | | | | | √ |
| Creative and analytical application of subject knowledge to life | √ | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Career Options on completion of | √ | √ | √ | | √ | √ | | | | | √ | | | √ |

TABLE III

| Programme outcomes | TABLE III: GENERIC ELECTIVES (ANY FOUR) | | | | | | |
|---|---|---------------|-----------------------------|--------------------------------|--|--|--|
| | Introduction of Santali Language & Literature | Santali Poems | Santali Short Story & Novel | Santali Literary Essay & Drama | | | |
| The primary programme outcomes include application of subject knowledge as a bridge to life in the world, where the focus is on demonstrating one's competence in professional skills. These programme outcomes are directly linked to enhancement of career options/ awareness. | | | | | | | |
| Skills in communication | √ | √ | √ | √ | | | |
| Employability options | √ | √ | √ | √ | | | |
| Basic knowledge of the field | √ | √ | | √ | | | |
| critical aptitude and reflexive thinking | √ | | √ | | | | |
| Understanding of values and cultural difference | | | √ | | | | |
| meaningful choices regarding career after completion of graduate programme | √ | √ | √ | √ | | | |
| an awareness of the linguistic-cultural richness of India | | | | | | | |
| social outreach and sharing | √ | √ | √ | √ | | | |
| digital skills and presentation of ideas | √ | √ | √ | √ | | | |

TABLE IV

| Programme outcomes | TABLE IV: ABILITY ENHANCEMENT COURSES [ANY : 2] | | | | | | |
|---|---|----------------------------|---------------------------|-------------|---------------------|------------------|------------------------|
| | Environmental Study* | English/MIL Communication* | English Language Teaching | Soft Skills | Translation Studies | Creative Writing | Business Communication |
| The primary programme outcomes of these courses include application of subject knowledge to ability enhancement and ink directly to career options/ awareness. | | | | | | | |
| Communication skills | | √ | √ | √ | √ | √ | √ |
| Knowledge of location | √ | √ | √ | √ | √ | √ | √ |
| literary genres and stylistic variations | | | √ | | | | |
| Creative use of subject knowledge in a professional field | √ | √ | √ | √ | √ | √ | √ |
| critical aptitude and reflexive thinking | √ | | | | √ | √ | |
| understanding of values | √ | | | | √ | √ | |
| Professional Skill and employability options | √ | √ | √ | √ | √ | √ | √ |
| Career Options on completion of graduate programme | √ | √ | √ | √ | √ | √ | √ |

| | | | | | | | |
|--------------------------------------|---|---|---|---|---|---|---|
| Personal growth and social awareness | √ | √ | | √ | √ | √ | √ |
| digital skills and social outreach | √ | √ | √ | | √ | √ | √ |
| systematic knowledge of the field | | | √ | | √ | | |

TABLE V

| Programme outcomes | TABLE V: SKILL ENHANCEMENT COURSES [ANY : 2] | | | | | | |
|--|---|---------------|--|--|--|--|--|
| | Art of Translation | Writing Skill | | | | | |
| The primary programme outcomes of these courses include application of subject knowledge to ability enhancement and link directly to career options/ awareness. | | | | | | | |
| Communication skills | | √ | | | | | |
| Knowledge of location | √ | √ | | | | | |
| literary genres and stylistic variations | | | | | | | |
| Creative use of subject knowledge in a professional field | √ | √ | | | | | |
| critical aptitude and reflexive thinking | √ | | | | | | |
| understanding of values | √ | | | | | | |
| Professional Skill and employability options | √ | √ | | | | | |

LOCF of B.A. (H) in Santali

| | | | | | | | |
|--|---|---|--|--|--|--|--|
| Career Options on completion of graduate programme | √ | √ | | | | | |
|--|---|---|--|--|--|--|--|

The Teaching Learning Process

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society. In teaching and learning pedagogy, there should be a shift from domain or conclusions based approach to the experiential or process/es based approach.

The faculty should promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50 percent. This ratio is subject to change as per institutional needs. In order to achieve its objective of focused process based learning and holistic development, the Institution/University may use a variety of knowledge delivery methods:

Lectures

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

Discussions

Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real life issues and discussion groups lead to innovative problem solving and, ultimately to success.

Simulations

Simulations provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

Case Studies:

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

Role Playing

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

Study Tours/Field Visits:

Study Tours/ Field trips provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

Assessment Methods**Alignment of Programme Learning Outcomes and Course Learning**

Outcomes: The assessment of learners' achievement in BA Santali (Honours) will be aligned with the following:

- programme learning outcomes (graduate descriptors)
- course learning outcomes (qualification descriptors)
- academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses)

Assessment priorities: Institutions will be required to prioritize formative assessments (in-semester activities including tests done at the department or instructor level) rather than giving heavy and final weightage to summative assessments (end-semester and/or mid- semester tests traditionally done centrally). Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, either independently or in combination: time-constrained examinations (say 1-hour or 2-hour tests); closed-book and open-book tests (if applicable, rather than doing as a rule); problem based assignments; real life simulations; observation of practical skills (speaking, listening, problem solving within a peer group or a class); individual project reports (case-study or term papers within a given word limit); team project reports; oral presentations, including seminar presentation; viva voce, interviews; computerised adaptive testing for MCQ; peer and self-assessment etc. and any other pedagogic approaches as may be relevant keeping in view the learners' level, credit load and class size.

Diversity in Assessment Methods: Allowing for the diversity in learning and pedagogical methods adopted by different universities and institutions, stakeholders (Academic Councils, Boards of Studies or statutory bodies) are expected to ensure that the objectives of the course(s) are clearly aligned to learning outcomes. It is expected that the curricula developed by institutions will maintain a transparent roadmap of (a) pedagogical methods and priorities and (b) learning outcomes that reflect the weightage points given to different aspects of skills and achievements identified in the recommendations.

Learning Outcomes Index: While devising assessment modes and criteria, institutions may look to gridlock course learning outcomes and programme learning outcomes as indicated in the LOCF (Santali), and work out ways to assign credit loads and distribute weightage points for each. The following table shows one possible way to develop a Learning Outcomes index for the Programme and the courses.

Weightage Distribution: In-semester activities may be accorded different weightage points (say for instance, 20: 10: 10: 15: 5 out of 60 percentage points), in terms of activities such as single or group level oral components (20), individual project (10), group project (10), library and research work (15), and punctuality and regularity or any other responsibility indicator (5). Similarly, end-semester or summative assessment methods may include written tests, either written or in combination with oral components, as may be necessary, keeping in view the class size and the credit load in a given semester. Questions set in the end semester examinations may be a combination of essay type questions, short notes and objective MCQ (multiple choice questions). The credit hour distribution (L-T-O) has to be rationalized accordingly.

Innovation and Flexibility: Within each category, institutions are expected to encourage instructors to bring in innovative and flexible methods to guarantee the fullest realization of Learning Outcomes outlined in the document. All such instructional and assessment requirements must be clearly communicated to all stakeholders at the time of course registration. Any subsequent change or minor modification necessary for fuller realization of learning outcomes must be arranged with due notice and institutional arrangement at the relevant level.

Freedom and Accountability: Freedom and accountability of the stakeholder are key attributes that determine the success of the Learning Outcomes framework. For example, in research work, learners may be asked to pay attention to library work and survey of literature, originality of ideas, formulation of arguments, and creativity. Components may be assigned weightage points accordingly (say, x:y:z for different components out of 15 points). The excellence of institutions will be increasingly determined by Learning Outcomes rather than programme or course objectives. Hence it is necessary to innovate continually in learning and assessment in order to ensure meaningful and socially relevant learning (with transparent Learning Outcomes indices) rather than rote learning.

Clustering of Activities: Each cluster of activity may be assigned weightage points in accordance with the priorities of the institution without diluting the principles given in the LOCF. So an institution may choose to have any or all of the following in its in-semester activities with clear and transparent methods of communication to learners: open viva voce, group quiz or individual, classroom simulations and problem solving activities, library or field visits, term papers, individual and group reports, poster presentations. Credit hour and L-T-O distribution shall be crucial to any such clustering.

Review and Amendment: It is important for institutions to review, periodically and without fail, the efficacy of any method adopted to meet the learning outcomes proposed in the LOCF recommendations. Institutions are also required to make statutory provisions to adapt/modify/amend rules and clauses as may be necessary without violating the spirit of the larger programme outcomes outlined by the UGC in the CBCS guidelines.

Spirit Rather than Letter of the LOCF: The guidelines for assessment given here and elsewhere in the LOCF recommendations are indicative rather than exhaustive. So institutions are expected to frame assessment modes and criteria relevant to their situation and context, in keeping with the spirit of the LOCF. The basic idea of LOCF (Santali Honours)—that learners at this level should understand their position(s) in the light of regional, national and global perspectives—must find a true and transparent reflection in the assessment.

Keywords

BA Literary Studies in Santali (Hons.), ELT Course at UG Level, Skills and Ability Enhancement Elective Courses, Literary and human values, critical analysis and interpretation, British Poetry and Drama, British Romantic Literature, Literature of the Indian Diaspora, Media and Communication Skills, Postcolonial Literatures, British Literature: Post World War II, Travel Writing, Indian Classical Literature, European Classical Literature, Literary Criticism, Literary Theory, Indian Writing in Santali, Modern Indian Writing in Santali Translation, Translation Studies, Modern European Drama, American Literature, Popular Literature, Women's Writing, Nineteenth Century European Realism, Science Fiction and Detective Literature, Literature and Cinema, World Literatures, Partition Literature, Academic Writing and Composition, Autobiography, Text and Performance, Language and Linguistics, Contemporary India: Women and Empowerment, Gender and Human Rights, Language, Literature and Culture, Santali/MIL Communication, Film Studies, Santali Language Teaching, Soft Skills, Creative Writing, Business Communication, Technical Writing.

2.1 Structure of BA (HONS.) in Santali

Note: For the structure of BA Hons. Santali, the Committee has followed the number of credits per course as suggested in the CBCS document, that is, six credits per course. The Committee is of the opinion that every course should be of four credits each.

However, School/Board of Studies/University should feel free to decide the number of credits to be assigned to each course. Ultimately, what matters the most is the quantum of academic transaction assigned to each credit, not the number. The Institutions can assign and calculate the credits accordingly.

| A. Core Courses: 14 papers (14x6= 84 credits) | | | |
|--|--------------------------------------|--|--|
| B. Discipline Specific Electives: 4 papers (4x6= 24 credits) | | | |
| C. Generic Electives: 4 papers (4x6= 24 credits) | | | |
| D. Ability Enhancement Compulsory Courses: 2 papers (2x4=8 credits) | | | |
| E. Skill Enhancement Courses: 2 papers (2x4=8 credits) | | | |
| GRAND TOTAL (A+B+C+D): 148 (84+24+24+8+8) credits | | | |
| A. CORE COURSES (14) | | | |
| Serial No | Title of the Course | Credits: 6 credits each Total 84 (credit distribution to be decided by institutions as per UGC/CBCS guidelines). [Note: While some courses may require L (5) T (2) O(0), some other courses may require L (4), T (1), and O (1)] | Credit Hours Distribution L T O L Lectures : 4 /[5]/[4] T Tutorials: 1 /[1]/(0) O Others: 1 /[0]/[2]2 [Note: There can be different options depending on the pedagogical and assessment weightage distribution] |
| 1. | Linguistic : Santali | 6 | |
| 2 | Santali Grammar | 6 | |
| 3 | History of Santali Literature | 6 | |
| 4 | Santali Prominent Writers | 6 | |
| 5 | Santali Folk Literature | 6 | |
| 6 | Santali Poetry(Pre Independence) | 6 | |
| 7. | Santali Poetry (Post Independence) | 6 | |
| 8. | Santali Fiction –Novel & Short Story | 6 | |
| 9 | Austric Language Family | 6 | |

| | | | |
|--|---|--|---|
| | | CBCS guidelines). [Note: While some courses may require L (5) T (2) O(0), some other courses may require L (4), T (1), and O (1)] | T Tutorials: 1 / [1]/(0) O Others: 1 / [0]/[2]2 [Note: There can be different options depending on the pedagogical and assessment weightage distribution] |
| 1 | Introduction of Santali Language & Literature | 6 | |
| 2 | Santali Poems | 6 | |
| 3 | Santali Short Story & Novel | 6 | |
| 4 | Santali Literary Essay & Drama | 6 | |
| | | | |
| | | | |
| | | | |
| D. ABILITY ENHANCEMENT COURSES (COMPULSORY) TWO COURSES | | | |
| | PAPER TITLES | Credits 8 (2x4) | Credit Hours L T O [To be devised by institutions] |
| 1 | Environmental Study | 4 | |
| 2 | English/MIL Communication | 4 | |
| E. SKILL ENHANCEMENT COURSES (ANY TWO) | | | |
| | Course Titles | Credits 8 (2x4) | Credit Hours L T O [To be devised by institutions] |
| 1 | Art of Translation | 4 | |
| 2 | Writing Skill | 4 | |
| | | | |
| | | | |
| | | | |

Note:

- 1. Universities/Institutions/Departments may wish to add more courses against categories marked C, D and E, depending on the availability of specialists and other required resources.*
- 2. Any major deviation from category A is likely to impact the very philosophy of LOCF in Santali.*
- 3. Departments/Board of Studies/ Universities should have freedom to arrange papers in the order they deem fit with justification.*
- 4. Whenever stakeholders seek to introduce modifications or alterations in the LOCF or CBCS guidelines, they are (a) expected to have adequate and transparent justifications to do so and (b) to notify the UGC regarding the changes and the justifications thereof.*

BA Santali (Honours) Courses

Core Course (CC)

Objectives:

The student teachers will be able to:-

- ✓ Learn the basic of linguistic knowledge through historical study of Santali language.
 - ✓ Prepare the students with exceptional skills of problem solving, communication and leadership skills.
 - ✓ Facilitate overall understanding of the requirements of the subjects.
 - ✓ Prepare the students to provide professional solutions to real time problems.
-

PAPER : CC1 Linguistic: Santali

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- This programme Career Opportunities are Teaching Position in Universities, Colleges Schools.
- Professional Writing positions in government Organization.
- Position in profession requiring creative/ analytical/ linguistic skill and also Pursue M.phil/ Ph.D. Programmes

Course Content

- a) Origin of Santali Language, characteristics of Santali language
- b) Phonology , Phonetic
- c) Morphology
- d) Syntax
- e) Semantics

Reference Books:

1. Adhunik Bhasa Bigyan –Dr. Bholanath Tiwary
2. Samanya Bhasa Bigyan – Baburam Saxsena
3. Sadharan Bhasa Bigyan o Bangla Bhasa – Rameswar Shaw
4. Santali Bhasa ka Bigyanik Adhyayan – Dr. K.C.Tudu
5. Santali Parsi Onorom – Dr. K.C.Tudu
6. Materials for a Santali Grammar –Part –I & II – P.O. Bodding
7. A Look into Santali Morphology – Arun Kumar Ghosh
8. Aad Parsi –Babulal Murmu
9. Linguistic Survey of India –Vol. : IV - G. A. Grierson

CC- 2 . Santali Grammar

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- This course is intended to help students gain knowledge about Santali grammar.
- The aspects of grammar where students can gain knowledge here are-
 - i) Part of Speech,
 - ii) Tense, Number, Gender,
 - iii) Sound, script, etc

Course Content

- a) Santali vowel and Consonant, Santali Pronunciation.
- b) Santali word and word formation – Prefix, Infix and Suffix and pronunciation
- c) Santali part of speech – Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection and Santali special word.
- d) Number, gender, case, Person etc.
- e) Characteristics of Santali grammar.

Reference Books:

1. An Introduction to the Santali Language – Rev. J. Philips
2. Modern Santali Grammar – Sadhan Kumar Mandi
3. Ronor –Pt. Raghunath Murmu
4. Santali Ronor – Ratan Hembram
5. Nahah Santali Byakoron – Sanatan Hansda
6. Ronor – CIIL

CC- 3: History of Santali Literature

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Through this course, the students to peep into a specific area of the history of Santali literature.
- It basically helps the students to know about the beginning of Santali written literature of that era.
- Students gain knowledge about the following topics:
 - i) History of Santali Literature Ancient ,Medieval ,Modern of Santali Literature
 - ii) Anthropologist, Missionaries and Traveller's Contribution on Santali Language and Literature,
 - iii) Santali Rebellions and its impact on Santali Literature,
 - iv) Grammar & Dictionary and iv) Magazines.

Course Content

- a) Ancient Santali Literature
- b) Medieval Santali Literature
- c) Modern Santali Literature

Reference Books:

1. Santali sahityer itihās –Parimal Hembram
2. Santali Bhasa o Sahityer Itihās – Dhirendranath Baskey
3. Santali Bhasa evon Sahitya Udbhaw aur Bikash – Doman Sahu “Samir”
4. Santali Sawnhet Nagam – Dr. Damayanti Besra
5. Santali Parsi Sawnhet Reyah Onorom ar Hara- Dr. K.C. Tudu

CC- 4 : Santali Prominent Writers

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Santali first prominent literaricians are British men.
- In Santali there are very prominent literary in three state
- Majhi Ramdas Tudu Raska in Jharkhand, Sadhu Ram Chand Murmu in West Bengal and Pandit Raghunath Murmu in Odisha
- Santali prominent literarician are fouling script problems.

Course Content

- a) Rev. Jarmiya Phillips
- b) Rev. L.O. Skrefsrud
- c) Rev. P.O. Bodding
- d) Majhi Ramdas Tudu
- e) Paul Jujhar Soren
- f) Sadhu Ramchand Murmu
- g) Pt. R.N. Murmu

Reference Books:

1. Santali Sahityer Itihas – Parimal Hembram.
2. Santali Bhasa o Sahityer Itihas - Dhirendranath Baskey.
3. Santali Bhasa evon Sahitya Udbhaw aur Vikash - Doman Sahu “Samir”
4. Santali Sanwhet Nagam – Dr. Damayanti Besra
5. Santali Parsi Sawnhet Reyah Omonom ar Hara – Dr. K.C.Tudu

CC -5 : Santali Folk Literature.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- To know about Santals primitive oldest folk Literature.
- To know how much Santali folk literature are rich then others.
- To know about the Santals oldest historical knowledge through folk literature.
- Santali folk literature was oral traditions so it is to be preserve now.
- To know about comparative study of Santali folk literature and others.
- Santali Riddle, Proverb, Idioms and Phrase Importance of Santali Folk Literature for
- Modern Santali Literature

Course Content

1. **Definition, Kinds, Characteristics,**
 - A) Santali Folk Songs (Religious) – Baha, Sahray, Danshay, Dahar, Danta
 - B) Santali Folk Songs (Social) – Dong, Pata, Langre, Donger, Narratives etc.
2. **Santali folktales (Selected) – (i) Lelha Janway Gomket Reyang. (ii) Hor ar Kul Reyah Katha. (iii) Taka Te Bang Namoh Aa.(iv) Eyay Boyha ar Mittang Misera Reyah Katha. (v) Papi Kuri reyak Katha. (vi) Kanda ar Gunja. (vii) Toyo Ar Tarub Reyang . (viii) Hati ar Much (ix) Tarup ar raybarak Katha. (x) Bana ar Kul reyak Katha.**
3. **Binti – Jomshim, Chatiyar, Bapla, Bhandan, Karam.**
4. **Santali Kudum (Riddle), Men katha (Idioms), Bhenta Katha (Phrase).**

Reference Books:

1. Santali Gan o Kabita Sankalan - Sahitya Akademi
2. Har Seren - Babulal Murmu
3. Dong' Seren - Bhagwat Murmu Thakur
4. Devi Danshay - Babulal Murmu Adivasi
5. Hinsi (Baha Seren)- Dr.Gumda Mardi
6. More sin' more n'ida - Ed. Rup Chand Hansda
7. Santali Folk tales 3-Vol. - Rev. P.O. Bodding
8. Folk tales of the Santal Pargana - C.H. Bompas
9. Simanta Bangla Loko Kahini –Dr. Subhas Bondhyapadhyay
10. Mit say mit Kahinir Bhumika - W.B. Govt.

11. Santari Har seren' re sanwhid ar Lakchar - Dr. Ratan Hembram
12. Bhenta Kotha - Dhirendranath Baskey
13. Bhenta Katha - Siran Murmu
14. Ayno Kajol –(Dansay Seren)-Dr.Gumda Mardi
15. Pitol Tiryo-(Sohrai Seren)- Dr.Gumda Mardi
16. Jomsim Binti-Kanailal Tudu
17. Thakur Ge Sari Sarjom-Somai Kisku
18. Bhandan Binti – Dhirendranath Baskey
19. Binti Bhakti – Rameswar Murmu
20. Jomsim Binti – Nayke Mongal Chandra Saren

CC-6 : Santali Poetry (Pre Independence)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Santali poetry are how for rich is modern perspective it is to be known through its poetry
- Study.
- Santali poetry poets creativity are how fare is within literary clement all these are to be know
- through their poems.
- Whether santali poems are well organized it can be shown through its study.
- Santali poets are is what levels it can be imagine.
- Santali poems are whether good or not it can be compare with other develops poem.

Course Content

- a) Kherwal Bansha Dhorom Puthi (Selected song & poems) - Majhi Ramdas Tudu “Raska”
- b) Baha Dalwah - i) Atuk dah Ma godo godo , ii) Setak, iii) Herem - Paul Jujhar saren
- c) Sadhu Ramchand Anal Mala - i) Bharam Nasaw, ii) Dhinki, iii) Har re Hesak - Sadhu Ramchand Mumu
- d) Lakchar serenj - Pt. Raghunath Murmu

Reference Books :

1. Kherwal Bansa Dharam Puthi – Majhi Ramdas Tudu
2. Baha Dalwah – Paul Jujhar Saren
3. Sadhu Ramchand Onol Mala – Sadhu Ramchand Murmu
4. Lakchar Serenj-Pt. Raghunath Murmu

- **CC - 7 : Santali Poetry (Post Independence))**

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- This Course is intended to provide knowledge on Santali Poetry.
- The learner enhanced the knowledge on recent trend of Santali Poetry.
- The learners will be enriched how human life is expressed in an artistic way in the world through Poetry.
- The student will gain theoretical knowledge on Santali Poetry.

Course content

- a) Chand mala - i) Akal ii) Nuruk Sakam iii) Champa Gar - Gorachand Tudu
- b) Asar Binti – i) Jiyon Durang ii) Asar Binti – Narayan Saren “Toresutam”
- c) Ebhen Arang -i) Sengel Hobor Kateng Daran Kana ii) Setak - Thakur Prasad Murmu
- d) Lahah Har re- i) Lahag Har re ii) Ale Atu iii) Ayo - Sarada Prasad Kisku
- e) Bursi Sengel – i) Rilamala Lagit, ii) Bang Uprom Disa re Teheng Surujmuni , iii) Sona Disom – Rameswar Murmu
- f) Say Serma Reyah Onorhe - Haryar Dhubighas – Rabilal Tudu
- g) Enak Hobor Re Sengel – Onorhe Jhotom – Marsal Hembram

CC - 8 : Santali fiction – Novel & Short Story

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Santali Short stories are really interested or not it can be known though its study.
- Santali short stories and Novels are to be compare with advance literary groups.
- Santali Novel and others Novels are is what level it can also be compare.
- Along with the Santali owns Novel or story we may learn other translated unit.
- We may compare the Santali story & Novelist with other develops literarian.

Course Content

Short Story (Selected)

- a) **Rengej Horak Dorkhasto – Rupchand Hembrom**
- b) **Mama Orah – Gomasta Prasad Soren**
- c) **Hirom Sikir – Durbin Saren**
- d) **Dah Lo Ghat Re – Sneha Lata Mandi**
- e) **Boyha Kuri – Raban Baskey**

Novel

- a) **Harmawah Atu – R.R.Kiski Rapaj**
- b) **Atu Orak – Doman Hansda**

Reference Book :

1. **Mit Say Mit Kahini – Editor : S.K.Bhowmik**

CC - 9 : Austric Language Family

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Student learn about Austric Language group
- Student learn about Austric life style and culture
- Student learn about background of Austric Language group

Course Content

- a) Affiliation with Austric Language Family
- b) Descriptive thought of Santali Language
- c) Descriptive thought of Ho / kol Language
- d) Descriptive thought of Munda Language
- e) Descriptive thought of other Austric Language Family – Bhumij, Birhor, Mahali

Reference Books :

1. Encyclopedia Mundarica – Hoff Man
2. Kol Totha Ho Bhasar Byakoron – Kartik Chandra Banada
3. Modern Santali Grammar – Sadhan Kumar Mandi
4. Mundari Bhasa Sahitya Evong Byakoron – Safai Prakashan, Ranchi
5. Larka Ho / Kol ek Parichay – Kamal Lochan Korah
6. Jharkhand Ki Adim Janjatiya – Dr. Bimla Charan Sharma
7. Santali and its affiliation with Austric Family – Schmid's Hypothesis

CC-10 : One Act Play

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- This Course is intended to provide knowledge on Santali One Act Play.
- The learner enhanced the knowledge on recent trend of Santali One Act Play.
- The learners will be enriched how human life is expressed in an artistic way in the world through One Act Play.
- The Students will enrich on Text base knowledge on One Act Play.

Course Content

- a) **Maya Sutam – Badal Hembrom**
- b) **Mit Bigha Hasa – Jyotilal Hansda**
- c) **Sagun – Parimal Hembrom**
- d) **Chet Chikayena – Shibu Soren**
- e) **Koche Karba – Soloman C. Murmu**
- f) **Chimpus Haram - Panipinto**

CC - 11 : Santali Drama

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Santali Drama are attractive its study.
- Student gains knowledge about society
- Santali t Drama whether full fill the goal of Santali drama are to be known.
- Santali drama has literary quality or not it can be shown.

Course Content

- i) Bidu Chandan – Pt. Raghunath Murmu
- ii) La Bir – Jadunath Tudu
- iii) Sansar Phend – Sadhu Ramchand Murmu

CC - 12 : Santali Literary (Essays & Magazine)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- It's are to be known through its literary study that whether santali essays are in literary . Essays form or is simple form, it's are classified.
- Santali Essays writers are really qualify writer or these can be known.
- Dose the Essays are rich form of Literary compare to other Literary wings its can be known.
- Comparative study of Santali Essays and others.
- Dose Santali Essays are Literary Essays or not it can be known through its study.
- There is so much Santali Magazine but there are very few ISSN magazine.
- Santali magazine scattered in four scripts like Roman, Bangla, Devnagri&Olchiki.
- Santali magazine faces lots of problems for script.
- In Santali magazine W.B. and Bengali script magazine are very much.
- Santali magazine is started by British people.

Course Content:

a)Essay (Preter on Language, Literature, Freedom Fighter, importance place of Santal)

- I) Judasi Onol Mala – Sarada Prasad Kisku
- II) Nahah Santali Onol – Babulal Murmu
- III) Santali Ganang Mala – Digambar Hansda
- IV) Santali Onol Mala – Mahadev Hansda
- V) Nahah Onol – T.C. Baskey

b)Magazine

- I) Hor Hopon Ren Pera
- II) Pera Hor
- III) Dharwak
- IV) Hor Sombad
- V) Paschim Bangla

CC – 13: Theory of Literature

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Aims & Importance of Santali Theory of Literature are found from its ancient periods.
- To know about the mediaeval literary development and their different form of their Literary units.
- Student know the different aspects of Santali theory of Literature.
- To create newly develop different literary units.

Course Content

1. General Concept of Literature, Definition of Literature.
2. Aim of Literature
3. Elements of Literature –Poetry , Epic, Gitikabita, Short Story, Novel,Drama, One Act. Play
4. Rhetoric
5. Prosody
6. Rasa

Reference Books :

1. Sahitya Sandarshan – Shris Chandra Das
2. Kabya Tatto – Aristotal – Shris Chandra Das
3. Kabya ke Ras – Gulav Ram
4. Sahitya Rupriti – Ujjal Kumar Majumdar
5. Nahah Santali Onol – Babulal Murmu ‘Adibasi’
6. Alankar Muktabali – Debendranath Sharma
7. Ronor – CIIL
8. Bangla Chander Biborton – Dr. S.K. Bhowmik
9. Santali Bhasar Prathomik Byakoron (Rev. P.O.Bodding) – Dr. S.K. Bhowmik

CC - 14 : Literary Movement (Western and Indian)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- To know the modern Literary theory and different modernism like Classicism, Romanticism, Realism, Naturalism, Structuralism & Post Structuralism and comparative with others.
- To create newly develop different literary units.

Course Contents

- a) **Classicism**
- b) **Romanticism**
- c) **Realism**
- d) **Symbolism**
- e) **Naturalism**
- f) **Modernism**
- g) **Post Modernism**

Reference Books:

1. **Principal of Literary Criticism –I.A.Richards**
2. **Theory of Literature – Reneleak**
3. **Studies of Literature – Hudson**
4. **Bangla Sahityer Rupo Riti – Mihir Chowdhry Kamilya**

Discipline Specific Elective (DSE)

Objectives:

The student teachers will be able to:-

- Demonstrate the knowledge of Santali grammar based problem solving skills.
- Ability to link knowledge of Santali with other two chosen auxiliary disciplines of study.
- Ability to know linguistic concept of Santali language.
- Ability to know about prose, poetry and folk literature.
- The ability to apply the knowledge and understanding to the analysis of a given information handling problem.

DSE -1 : Santali Prose Literature

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Students are introduced to some short stories.
- Those are Bapurij Kin – Hridoy Narayan Mandol, **UI Chakti – Chunkuram Tudu, Churi – Nunulal Hembrom “Thampatharang** and so on.
- Students are introduced to some novel. Those are **Sobhawah Kukmu – Badal Hembrom and Mati Mai – Madan Mohan Mandi.**

Course Content

I . Short Story

- a) UI Chakti – Chunkuram Tudu
- b) Bapurij Kin – Hridoy Narayan Mondal
- c) Churi – Nunulal Hembrom “Thampatharang”

II.

- a) Mayajal - Narayan Soren “Toresutam
- b) Solom Lotom (Selected) – Sarada Prasad Kisku
- c) Bul Hor ar Ad Hor – Doman Sahu “Samir”

III.

- a) Titanic do dubuj ena – Sarada Prasad Kisku
- b)Konka – Girijal Murmu
- c)Sattanarayan Majhi – Rupchand Hembrom

Novel :

- 1.Sobhawah Kukmu – Badal Hembrom
2. Mati Mai – Madan Mohan Mandi

DSE – 2 : Poetry Literature

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Develop the Students power of imagination, train the emotions, feelings of the students.
- To develop love for poetry reading and writing and develop their aesthetic sense and create love for Santali poetry.
- Enable them to understand the thought and imagination contained in Santali poetry.
- Students know appreciate the thyme and rhythm and style of the Santali poetry.

Course Content

- a) i) **Kherwal Bangsha Dhorom Puthi (Selected) – Majhi Ramdas Tudu**
 ii) **Hor Serenj – Pt. Raghunath Murmu**
 iii) **Ol Doho Onorhe – Sibil Sinjo , Sikrij , Hoy – Sadhu Ramchand Murmu**
 iv) **Anga Apa, Setah – Paul Jujhar Soren**
- b) i) **Pialpur, Disom Lagit – Gorachand Tudu**
 ii) **Enjak Janam Ror, Hesak Dare – Sarada Prasad Kisku**
 iii) **Emak Arjaw Dhon Doy Bandiw Idiked, Sisirjon Rar – Thakur Prasad Murmu**
- c) i) **Sona Disom – Rameswar Murmu**
 ii) **Akal (Selected) – Marshal Hembrom**
 iii) **Dhedre Rimil – Anadi Charan Hembrom**

DSE - 3 : Santali Grammar & Linguistics

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- After completion of the students will be able to have an in-depth knowledge of the Santali Grammar.
- Students will be able to know about Linguistics .

Course Content

1. Santali Vowel and Consonant, Articulation.

2. Santali Word, Words Formation – Prefix, Infix & Suffix
3. Part of Speech, Number, Gender, Person and Case
4. Santali Sentence, Classification
5. Linguistic – Phonology, Morphology, Syntax and Semantics

Reference Books :

1. Materials for a Santali Grammar – Part 1 & 2 by Rev. P. O. Boddling
2. Sadharan Bhasa Bigyan – Bholanath Tiwary
3. Santali Ka Bhasa Baiganik Adhyayan – Dr. K.C. Tudu
4. Sadharan Bhasa Bigyan o Bangla Bhasa – Rameswar Shaw
5. Modern Santali Grammar – Sadhan Kumar Mandi

DSE – 4 : Santali Folk Literature (Eastern India)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- This course will enable students to understand various theoretical aspects of Folk Literature studies and will introduce them to the history of Folk Literature as well.
- Student able to know folk lore and folk tales.

Course Contents

1. Santali Folk Songs – Dong, Langre, Baha, Sohray, Danshay, Karam, Dahar.
2. Santali Folk Tales (Selected 5)

- i) Toyo Reyah Forfundi,
- ii) Toyo ar Sim Hopon ko Reyah Katha,
- iii) Rengej Horak Katha,
- iv) Bambre ar Gidi Reyah,
- v) Bul Horah Katha

3. Santali Riddle, Idioms, Proverbs
4. Santali Myths
5. Project Work / Dissertation

30 Marks

Reference Books :

1. Austric Civilisation of India – N. N. Hembrom
2. Jaher Bonga Santar ko - Rameswar Murmu
3. Santar Serwa – Lusaram Murmu
4. Hor Koren Mare Hapram Ko Reyah Katha – Rev. L. O. Skrefsrud
5. Kherwal Bonsha Dhorom Puthi – Majhi Ramdas Tudu “Raska”
6. Dong Sereng – Bhagbat Murmu “Thakur”
7. Hinsi (Baha Sereng) –Gumda Mardi
8. Pitol Tiryo (Sohray Sereng) –Gumda Mardi

9. Ayno Kajol (Danshay Sereng) Gumda Mardi

10. Santali Lokgiton Me Sahitya aur Sanskriti – Dr. Ratan Hembrom

Generic Elective (GE)

Objectives:

The student teachers will be able to:-

- To understand and apply the fundamental concepts of the origin of Santali language .
- To understand and apply the characteristics of Santali language.
- To understand and apply Santali grammar
- To understand and apply Santali literature .

GE – 1: Introduction of Santali Language & Literature

Course Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- After Completion of the course the students will be able to have an in-depth knowledge of the Santali Language, History of Santali Literature and Grammar.

Course Contents

- a) Origine of Santali Language , Characteristics of Santali Language.
- b) Santali Grammar.
- c) History of Santali Literature.

Reference Books :

1. Adhunik Bhasa Bigyan – Bholanath Tiwary
2. Santali Bhasa ka Baiganik Adhyayan – Dr. K. C. Tudu
3. Santali Parsi Onorom – K.C.Tudu
4. Aad Parsi _ Babulal Murmu
5. Ronor –Pt. Raghunath Murmu
6. Nahah Santali Byakoron – Sanatan Hansda
7. Santali Sahityer Itihas – Parimal Hembram
8. Santali Bhasa o Sahityer itihas – Dhirendranath Baskey

GE- 2 : Santali Poems

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- The course is intended for making the students know about some poems ,those are the **Asin Ayub – Paul Jujhar Soren** , **Serma Re Sinj Bonga – Pt. Raghunath Murmu**, and **Bhorom Nasaw – Sadhu Ramchand Murmu**, **Koy jong – Doman Sahu “Samir”**.

Course Content

- a) **Asin Ayub – Paul Jujhar Soren**
- b) **Serma Re Sinj Bonga – Pt. Raghunath Murmu**
- c) **Bhorom Nasaw – Sadhu Ramchand Murmu**
- d) **Ale Atu, Lahah Har re – Sarada Prasad Kisku**
- e) **Koy jong – Doman Sahu “Samir”**
- f) **Hoy Dah – Guhiram Kisku**
- g) **Jiyon Lawka – G. C.Tudu**
- h) **Asar Binti – Narayan Saren “Toresutam”**
- i) **Setah Nene – Thakur Prasad Murmu**

Reference Books :

1. **Say Serma Ryah Onorhe –Editor. Suhrid Kumar Bhoumik**
2. **Hoy Dah – Guhiram Kisku**
3. **Sadhu Ramchand Anal Mala –Sadhu Ramchand Uyhar Bathan**
4. **Baha Dalwak – Paul Jujhar Saren**

GE – 3 Santali Short Story & Novel

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Short Story & Novel.

Course Content

1. Short Story

- A) Bapurij Kin – Hridoy Narayan Mandal “Adhir”
- B) Dugu – Thakur Prasad Murmu
- C) Athem – Rupchand Hembrom
- D) Kai – Shibu Soren

2. Novel

- A) Harmawah Atu – Ruben Rusen Kisku Rapaj

Reference Book :

1. Mit Say Mit Kahni – Editor : S.K.Bhowmik

GE – 4 : Santali Literary Essay & Drama

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Students demonstrate and develop writing skills, identify strengths and weaknesses, understand what writing an assignment involves and understand the functions of Santali essays.
- At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Drama.

Course Content

- a) **Judasi Onol Mala –Sarada Prasad Murmu**
- b) **Nahah Santali Onol – Babulal Murmu “ Adibasi”**
- c) **Dare Ge Dhon – Pt. Raghunath Murmu**

SEC -2 : Writing Skill

- a) **Documenting**
- b) **Report Writing**
- c) **Making Notes**
- d) **Letter Writing**

Reference Book :

1. **Course in Academic Writing –A – Renu Gupta**

Skill Enhancement Courses (SEC)

Objectives:

The student teachers will be able to:-

- To learn state of the Art of Translation.
 - To learn state of the Writing Skill.
 - To learn state of the Audio – Visual Translation.
 - To have expertise in current trending courses as well as technologies to meet workplace needs.
-

SEC – 1. Art of Translation

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Understanding of theories of and approaches to a variety of translation and interpreting fields
- Awareness of cultural, ethical, and epistemological aspects of translation and interpreting practices
- Understanding of and appreciation for language use as a cultural practice
- Command of technical tools regularly used in translation or interpreting
- Demonstrated skill in creation, management, and production of an individual project in a specialized subfield (interpreting, literary translation, technical and professional translation)

1. Definition of Translation

- A) Exercise in difference type / models of translation, such as (a) Semantic / Literal, translation.**
- B) Free / Sense / Literary translation.**
- C) Functional / Communication translation.**
- D) Technical / Official.**
- E) Transcreation.**
- F) Audio – Visual Translation.**

Reference Book :

- 1. Baker, Mona, in other words : A course book on Translation, Rout ledge, 2001**

SEC-2: Writing Skill

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Understand what writing an assignment involves
- Identify strengths and weaknesses
- Understand the functions of Letter writing, Documentation ,making notes and reports
- Demonstrate writing skills.

- a) **Documenting**
- b) **Report Writing**
- c) **Making Notes**
- d) **Letter Writing**

Reference Book :

1. Course in Academic writing – A. Renu Gupta
