

+3 CBCS SYLLABUS

ENGLISH HONOURS



(QR Code)



DIRECTORATE OF DISTANCE & CONTINUING EDUCATION

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**FINAL Structure for Under Graduate Programme (B.A)
Under Utkal University Bhubaneswar
(As per CBCS System)**

ARTS (HONOURS)

Group	Subjects	No. of Papers	Total Credits	Total Marks
Core	Core-1 to Core-14	14	14 x 6 = 84	1400
DSE	DSE-1 to DSE-4	4	4 x 6 = 24	400
AECC		2	2 x 4 = 8	200
SEC		2	2 x 4 = 8	200
GE		4	4 x 6 = 24	400
GRAND TOTAL		26	148	2600

N.B:- Arts (Hons.) course has Total Credits = 148, Total Marks = 2600.

Abbr. –

DSE – Discipline Specific Elective

AECC – Ability Enhancement Compulsory Course

SEC – Skill Enhancement Course

GE – Generic Elective

Stipulations:

- 1) An Arts (Hons.) student has to opt two different subjects as GE-A and GE-B other than core subject.
- 2) GE-A to be opted for Semester-I & III (as Paper-1 & 2) and GE-B Semester-II & IV(as Paper-1 & 2)
- 3) An Arts (Hons.) Student can opt maximum of two Practical Subjects.

SEMESTER – I

Sl No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	I	6	60	100
2	CORE	II	6	60	100
3	GE - A	I	6	60	100
4	AECC (Environmental Studies)	I	4	40	100
	TOTAL	4	22	220	400

SEMESTER – II

Sl No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	III	6	60	100
2	CORE	IV	6	60	100
3	GE – B	I	6	60	100
4	AECC MIL(Communication) (Odia/Hindi/Urdu/A.E.)	II	4	40	100
	TOTAL	4	22	220	400

SEMESTER – III

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	V	6	60	100
2	CORE	VI	6	60	100
3	CORE	VII	6	60	100
4	GE - A	II	6	60	100
5	SEC <i>(English Communication)</i>	I	4	40	100
TOTAL		5	28	280	500

SEMESTER – IV

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	VIII	6	60	100
2	CORE	IX	6	60	100
3	CORE	X	6	60	100
4	GE - B	II	6	60	100
5	SEC <i>(Modern Office Management)</i>	II	4	40	100
TOTAL		5	28	280	500

SEMESTER – V

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	XI	6	60	100
2	CORE	XII	6	60	100
3	DSE	I	6	60	100
4	DSE	II	6	60	100
TOTAL		4	24	240	400

SEMESTER – VI

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	XIII	6	60	100
2	CORE	XIV	6	60	100
3	DSE	III	6	60	100
4	DSE	IV	6	60	100
TOTAL		4	24	240	400

CORE-1: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th centuries. It offers the students an exploration of certain seminal texts that set the course of British poetry and plays.

British Poetry and Drama: 14th to 17th Centuries

Unit 1

A historical overview:

The period is remarkable in many ways: 14th century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons: intellectual and geographical.

Unit 2

Chaucer: *The Wife of Bath’s Tale* or *Sir Gawain and the Green Knight* (Part 1, lines 1-490)

Unit 3

Thomas Campion: “Follow Thy Fair Sun, Unhappy Shadow”, Sir Philip Sidney: “Leave , O Love, which reachest but to dust”, Edmund Waller: “Go, lovely Rose”, Ben Jonson: “Song to Celia”, William Shakespeare: Sonnets: “Shall I compare thee to a summer’s day?”, “When to the seasons of sweet silent thought”, “Let me not to the marriage of true minds.”

Unit 4

William Shakespeare: *Macbeth* or *Twelfth Night*.

Unit 5

Marlowe: *The Jew of Malta* or Thomas Dekker: *The Shoemaker’s Holiday*.

Suggested Readings:

Weller series: *Macbeth&Twelfth Night*

Chaudhury&Goswami: *A History of English Literature: Traversing Centuries*. Orient Blackswan

Harold Bloom: *Shakespeare: The Invention of the Human*

Sanders, Andrews: *The Short Oxford History of English Literature*. Oxford: OUP

CORE-2 : BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

The objective of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours; and the second a period of supreme satiric poetry and the comedy of manners.

Unit 1 A historical overview

17th C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humours; masques and beast fables

18th C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

Unit 2 John Milton: *Lycidas* Or *L'Allegro* and *Il Penseroso*:

John Donne: *A Nocturnall upon S. Lucie's Day, Love's Deity: and*

Andrew Marvel: *To His Coy Mistress; The Garden; A Dialogue between the Soul and the Body*

Unit 3 Ben Jonson: *Volpone* or *The Alchemist*:

Unit 4 Pope: *Ode on Solitude, Summer, Sound and Sense, The Dying Christian to his Soul*; and

Robert Burns: *A Red Red Rose, A Fond Kiss, A Winter Night, My Heart's in the Highlands*

Unit 5 Dryden : *All for Love* Or Congreve: *The Old Bachelor*

Suggested readings:

1. *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
2. *Lycidas* - John Milton (Eds. Paul & Thomas), Orient Blackswan
3. *The Norton Anthology of English Literature, Vol. B: The Sixteenth Century & The Early Seventeenth Century*
4. *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century*.

CORE-3: BRITISH LITERATURE: 18TH CENTURY

The objective of the paper is to acquaint the students with two remarkable forms of literature: Essay and novel. The period is also known for its shift of emphasis from reason to emotion.

Unit -1 A historical overview:

Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

Unit-2 Joseph Addison : On Giving Advice

Reflections in Westminster Abbey

Defence and Happiness of Married Life

Richard Steele: Recollections

On Long-Winded People

Unit-3 Daniel Defoe: *Robinson Crusoe*

Unit-4 Oliver Goldsmith: A City Night-Piece

On National Prejudices

Man in Black

Samuel Johnson: Expectations of Pleasure frustrated

Domestic Greatness Unattainable

Mischiefs of Good Company

The Decay of Friendship

Unit-5 Thomas Gray: Elegy written in a country churchyard

Suggested Readings:

1. *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
2. *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century*

CORE-4 : INDIAN WRITING IN ENGLISH

Though a late developer, Indian writing in English has been the fastest growing branch of Indian literature. It has delivered a rich and vibrant body of writing spanning all genres. As a 'twice born' form of writing, it partakes of both the native and alien perspectives and has an inherent inclination to be postcolonial. This paper attempts to introduce the students to the field of Indian writing in English through some representative works.

Unit – 1

A historical overview of Indian writing in English the key points of which are East India Company's arrival in India, Macaulay's 1835 Minutes of Education, India's first war of independence and the establishment of colleges to promote Western education. The focus in the literary setting will include Dean Mohammed's travel writing, said to be the first work of Indian English writing, Toru Dutt and Henry Derozio in poetry and Bankim Chandra Chatterjee and Lal Behari Day in prose fiction.

Unit 2

Crystallization: R.K. Narayan, *The Bachelor of Arts* or Mulk Raj Anand, *Untouchable*

Unit 3

Flowering: R. Parthasarathy (ed) *Ten Twentieth Century Indian Poets*. The following poets and their poems are to be studied.

Nissim Ezekiel, "Good Bye Party for Miss Puspa T.S", "Poet, Lover, Bird Watcher", ArunKolatkarr, "The Boat Ride", "Jejuri", Kamala Das, "My Grandmother's House", "A Hot Noon in Malabar", JayantaMahapatra, "Indian Summer", "Grass", A. K. Ramanujan, "Looking for a Cousin on a Swing", "Small Scale Reflections on a Great House"

Unit 4

Performing: Mahesh Dattani, *The Final Solution* Or ManjulaPadmanabhan, *The Harvest*

Unit 5

Maturation: Amitav Ghosh, *Shadow Lines* Or Kiran Desai, *The Inheritance of Loss*

Suggested Readings:

1. Arvind Krishna Mehrotra, *An illustrated History of Indian Literature in English*. Hyderabad: Orient BlackSwan, 2003.
2. R. Parthasarathy, *Ten Twentieth-Century Indian Poets*. Delhi: Oxford University Press, 1975.
3. Vinay Dharwadkar, "The Historical Formation of Indian-English Literature" in Sheldon Pollock (ed.) *Literary Cultures in History*. New Delhi: Oxford University Press, 2003.

CORE-5 : BRITISH ROMANTIC LITERATURE

The paper aims at acquainting the students with the Romantic period and some of its representative writers. At the same time one of the chief objectives of the paper is to give the students with a broad idea of the social as well as historical contexts that shaped this unique upheaval.

UNIT I: A Historical Overview:

The period otherwise known as The Romantic Revival may also be called as The Age of Revolution as it owes its origin to the Epoch making French Revolution of 1789. The emphasis on individual liberty and unbridled desire free from the shackles of classicism made this period unique, intriguing and controversial.

UNIT-II

William Blake: "The Holy Thursday", "The Chimney-Sweeper" (from Songs of Innocence)

"London", "A Poison Tree" (from Songs of Experience)

UNIT-III

William Wordsworth: "Tintern Abbey" and "Ode on Intimations of Immortality"

Samuel Taylor Coleridge: "Kubla Khan" and "Dejection: An Ode"

UNIT-IV

John Keats "Ode on a Grecian Urn" and "Ode on Melancholy"

P.B. Shelley: "Ode to the West Wind" and "To a Skylark"

UNIT-V:

William Wordsworth: Preface to *Lyrical Ballads* (2nd Edition)

OR

P.B. Shelley: "A Defence of Poetry"

Suggested Reading:

The Routledge History of Literature in English

History of English Literature: Traversing the Centuries – Chowdhury & Goswami

Romantic Imagination by C. M. Bowra

Pelican Guide to English Literature. Vol.5. Edited by Boris Ford

CORE-6 : 19TH CENTURY BRITISH LITERATURE

The paper seeks to expose students to the literature produced in Britain in the 19th century. The focus is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.

Unit 1: A Historical Overview

The 19th century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers. Much of these prosaic activities/developments needed the medium of prose for its articulation. Politically known as the Victorian period 19th century also witnessed what is known as the culture and society debate.

Unit 2 : Essays and Poems

Poems:

Charles Lamb:
“Ulysses”

“Old China”

Tennyson:

Leigh Hunt:
Duchess”

“A Few Thoughts on sleep”

Browning: “My Last

Unit 3: Novels

Mary Shelly: *Frankenstein* **OR** Jane Austen: *Pride and Prejudice*

Unit 4: Novel

Charles Dickens: *Hard Times* **OR** Elizabeth Gaskell: *Mary Barton*

Unit 5 : Criticism

Mathew Arnold: *Culture and Anarchy* (Chapter 1)

OR

William Hazlitt: “Lectures Chiefly on the Dramatic Literature of the Age of Elizabeth”
from *Lectures on English Poets*

Suggested Reading:

- Chapter 4, 5 from a *Short Introduction to English Literature* by Jonathan Bate
- *The English Novel* by Terry Eagleton
- *The Cultural Critics* by Leslie Johnson

CORE-7: AMERICAN LITERATURE

This paper seeks to give the students a sense of how the great American themes of self-reliance, individualism, sin and redemption and multiculturalism were shaped through its rich and varied Literature.

Unit – I : Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, e pluribus unum

Unit – II: Harriet Jacobs *Incidents in the Life of a Slave Girl* **OR** “Economy” , “Where I lived, and What I Lived for”, “Reading” and “Pond in Winter” from H D Thoreau’s *Walden*

Unit – III: *The Pioneers* – James Fennimore Cooper **OR** *Billy Budd*—Herman Melville

Unit – IV: (Any four poets to be studied)

- Walt Whitman: “when I heard the learn’d astronomer” and “A noiseless patient spider”
- Emily Dickinson: “Success is counted sweetest” and “Faith’ is fine invention”
- Robert Frost: “The road not taken” and “Fire and Ice”
- Wallace Stevens: “Thirteen ways of looking at a blackbird” and “Disillusionment of ten o’ clock”
- Adrienne Rich: “For the record” and “A valediction forbidding mourning”
- Susan Howe: “From the midnight” and “That this”
- Rita Dove: “Teach us to number our days” and “Exit”

Unit – V *Desire under the Elms*– Eugene O’Neill **OR** *The Dutchman*—Amiri Baraka

Suggested Reading

- Lewisohn, Ludwig. The Story of American Literature. The Modern Library, N. Y.
- Horton, Rod & Herbert W.. Edwards. Backgrounds of American Literary Thought. 3rd edition.
- Stewart, Randall(ed).Living Masterpieces Of American Literature . Brown University
- Norton Anthology of American Literature. 8th edition.

CORE-8: BRITISH LITERATURE: EARLY 20TH CENTURY

British Literature: Early 20th Century

This paper aims to familiarize the students with the new literature of Britain in the early decades of the 20th century. The course will mainly focus on the modernist canon, founded on Ezra Pound's idea of 'make it new', but will cover war poetry, social poetry of the 1930s and literary criticism.

Unit 1 (A historical overview): Highlights will include developments in society and economy, leading to a crisis in western society known as the First World War and the resultant change in the ways of knowing and perceiving. Such triggers for the modern consciousness as Marx's concept of class struggle, Freud's theory of the unconscious, Bergson's *duree*, Nietzsche's will to power and Einstein's theory of relativity are to be discussed.

Unit 2	T.S. Eliot	"The Love Song of J. Alfred Prufrock"
	W.B. Yeats	"Sailing to Byzantium"
	Ezra Pound	"In a Station of the Metro"
	T.E. Hulme	"Autumn"
	Hilda Doolittle	"The Mysteries Remain"

Unit 3 War Poetry : Wilfred Owen "Dulce Et Decorum est"

Siegfried Sassoon "Suicide in the Trenches"

Social Poetry: W.H Auden "The Unknown Citizen"

Stephen Spender "An Elementary Classroom in a Slum"

Louis MacNeice "Prayer before Birth"

Unit 4 Virginia Woolf: *Mrs. Dalloway* **OR**

James Joyce: Stories from *Dubliners* ("The Sisters", "Evelyn", "An Encounter", "Clay", "Two Gallants")

Unit 5 Literary Criticism: Henry James, "The Art of Fiction" or T.S. Eliot, "Tradition and Individual Talent"

Suggested Readings:

1. *Pelican Guide to English Literature: The Modern Age*(ed.) Boris Ford
2. Jonathan Bate, *English Literature: A Very short Introduction*, Oxford Paperback
3. Peter Faulkner, *Modernism*. London: Methuen
4. Peter Childs, *Modernism, New Accents*. Routledge

CORE-9: EUROPEAN CLASSICAL LITERATURE

The objective of this paper is to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paper seeks to acquaint the students with the origins of the European canon.

Unit-1 A historical overview:

Classical Antiquity: ancient Greece, the rise and decline of the Roman Empire

Geographical space: cultural history of the Greco-Roman world centered on the Mediterranean Sea

Unit-2 Epic poetry:

Homer *Odyssey* (Book I) **OR**

Virgil *Aeneid* (Book I)

Unit-3 Tragedy:

Sophocles *Oedipus the King* **OR**

Aeschylus *Prometheus Bound*

Unit-4 Comedy:

Aristophanes *Frogs* **OR** Plautus *Asinaria*

Unit-5 Criticism:

Plato *Republic*, (Book 10) **OR**

Aristotle *Poetics*, Chapter 6,7,8**OR**

Horace *Ars Poetica* or *Essay on Poetic Theory***OR**

Longinus *On the Sublime*, Chapter 7, 39

Suggested Readings:

Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. USA: Princeton University Press. 2013.

Beye, Charles Rowan. *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press. 1987

*All the texts are available for access on Project Gutenberg <https://www.gutenberg.org/>

CORE-10: WOMEN'S WRITING

The course aims to acquaint the students with the complex and multifaceted literature by women of the world, reflecting the diversity of women's experiences and their varied cultural moorings. It embraces different forms of literature: poetry, fiction, short fiction, and critical writings. In certain respects, it interlocks concerns of women's literary history, women's studies and feminist criticism.

Unit 1: In Defence of A Literature of Their Own

Mary Wollstonecraft: "Introduction" from "A Vindication of the Rights of Women"

OR

Sarala Devi: "NariraDabi" (The Claim of the Woman) Trans. S.Mohanty, Chapters 13 & 17 from the collective novel *Basanti* (The first two in *Lost Tradition: Early Women's Writing from Orissa* and the third in *Indian Literature No.*)

Unit 2: Desiring Self: Fiction by Women from the Centre

Charlotte Bronte: *Jane Eyre* **OR** Emily Bronte: *Wuthering Heights*

Jean Rhys: *Wide Sargasso Sea* **OR** Dorris Lessing: *The Grass is Singing*

Unit 3: Desiring and Dissenting Self: Fiction by Women from the Periphery

Krupabai Satthianadhan: *Saguna* or *Kamala*

OR

Prativa Ray: *Yajnaseni*

Unit 4: Tongues of Flame: Poetry by Women from Across the World

***Any Four Poets to be read**

Kamala Das "An Introduction" & "The Sunshine Cat"

Shanta Acharya "Homecoming", "Shringara"

Eunice de Souza "Women in Dutch Painting" & "Remember Medusa?"

Tishani Doshi "Ode to the Walking Woman" & "What the Body Knows"

Maya Angelou "Phenomenal Woman" & "I Know Why the Caged Bird Sings"

Sylvia Plath "Mirror" & "Barren Woman"

Margaret Atwood "This is a Photograph of me" & "The Landlady"

Unit 5: Discoursing at Par: Literary Criticism by Women

Virginia Woolf: "Chapter 1" from *A Room of One's Own*

OR

Simone de Beauvoir: "Introduction" from *The Second Sex*

Web Resources:

- Virginia Woolf, *A Room of One's Own* <https://victorianpersistence.files.wordpress.com/2013/03/a-room-of-ones-own-virginia-woolf-1929.pdf>
- Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction <http://pinkmonkey.com/dl/library1/vindicat.pdf>
- Maya Angelou's Poems http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf
- Sylvia Plath's Collected Poems https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf
- Margaret Atwood's Poems <http://www.poemhunter.com/margaret-atwood/poems/>
- Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting" <http://www.poetrynook.com/poem/remember-medusa> , <http://www.gallerie.net/issue14/poetry1.html>
- TishaniDoshi's Poems http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf
- Simone de Beauvoir *The Second Sex* <http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>

Suggested Reading:

- Toril Moi, *Sexual Textual Criticism*
- Elaine Showalter, *A Literature of Their Own*
- Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
- Gill Plain and Susan Sellers, *A History of Feminist Literary Criticism*. Cambridge University Press. 2007. Essays to be read: Helen Carr, "A History of Women's Writing" and Mary Eagleton, "Literary Representations of Women" https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf

CORE-11: MODERN EUROPEAN DRAMA

The aim of this paper is to introduce the students to the best of experimental and innovative dramatic literature of modern Europe.

Unit 1: Politics, social change and the stage; text and performance; European Drama: Realism and Beyond; Tragedy and Heroism in Modern European Drama; The Theatre of the Absurd

Unit 2: Henrik Ibsen: *Ghosts* **OR** August Strindberg: *Miss Julie*

Unit 3: Luigi Pirandello: *Six Characters in Search of an Author* **OR** Heiner Müller: *Hamletmachine*

Unit 4: Eugene Ionesco: *Chairs* **OR** Jean Genet: *The Maids*

Unit 5: Samuel Beckett: *Waiting for Godot* **OR** Bertolt Brecht: *The Good Woman of Szechuan*

Web Resources

- *Hamletmachine*: <http://theater.augent.be/file/13>
- Pirandello: <http://www.eldritchpress.org/lp/six.htm>
- Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
- Genet: <http://web.mit.edu/jscheib/Public/phf/themaids.pdf>
- Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>
- Strindberg: <https://archive.org/details/missjulieotherpl00striala>

Suggested Reading:

1. Constantin Stanislavski, *An Actor Prepares*, Chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1,2, 7,8,9, pp. 121-5, 137-46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. And tr. John Willet (London: Methuen, 1992) pp.68-76, 121-8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
4. Raymond Williams, "Tragedy and Revolution" in *Modern Tragedy*, Rvsd Ed (London: Verso, 1979) pp. 61-84.
5. Jean Genet, *Reflections on Theatre* (London: Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.

CORE-12: INDIAN CLASSICAL LITERATURE

This paper aims at creating awareness among the students of the rich and diverse literary culture of ancient India.

Unit 1: Vedic Literature

1. *SamjnanaSukta*Rig Veda X.19
2. *SivasankalpaSukta*Yajur Veda XXX.I.6
3. *PurushaSukta*Yajur Veda XV.XXXI. 1-16

References: The New Vedic Selection Vol 1, Telang and Chaubey, BharatiyaVidyaPrakashan, New Delhi

Unit 2: Selections from Epic Lit.

Vyasa 'The Dicing' and 'The Sequel to Dicing,' 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. And ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69

OR

'Ayodhya Kanda' (Book II), 1st Canto—The Ramayana of Valmiki. Gita Press Edition.

Unit 3: Sanskrit Drama

Kalidasa, *Abhijnanasakuntalam*, Act IV, tr. M.R Kale, MotilalBanarasiDass, New Delhi

OR

Bhavabhuti's *Rama's Last Act (Uttararamacharita)* tr. Sheldon Pollock (New York: Clay Sanskrit Library, 2007)

Unit 4: Sanskrit Drama

Mrcchakatika by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: MotilalBanarasidass, 1962)

Unit 5: Aesthetics and Maxims

- Bharata's *Natyasastra*, Chapter VI on Rasa theory
References-
English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950
- *SahityaDarpana* of VishvanathaKaviraja Chaps- I& II
References-
English Translation by P.V. Kane, MotilalBanarsiDass, N Delhi
- Nitisataka of Bhartrhari 20 verses from the beginning
References- The *Satakatraya* edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also
English Translation published from Ramakrishna Mission, Kolkata

Suggested Reading:

- Kalidasa. Critical Edition, SahityaAkademi
- B.B Choubey, New Vedic Selection, Vol 1, BharatiyaVidyaPrakashan, New Delhi
- H.H.Wilson (Tr.)- *Rig Veda*
- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol.I, 2nd edn (Calcutta: Granthalaya, (1967) chap. 6: 'Sentiments', pp. 100–18.
- J.A.B.VanBuitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp.33–40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A.Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95
- *Universals of Poetics* by Haldhar Panda

CORE-13: POSTCOLONIAL LITERATURE

This paper seeks to introduce the students to postcolonial literature—a body of literature that responds to the discourses of European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. By focusing on representative texts situated in a variety of locations, the paper aims to provide the students with the opportunity to think through and understand the layered response – compliance, resistance, mimicry and subversion - that colonial power has provoked from the nations in their search for a literature of their own.

Unit 1: Concept

- Definition and characteristics: Resistant descriptions, appropriation of the colonizer's language, reworking colonial art forms & etc.
- Scope and Concerns: Reclaiming spaces and places, asserting cultural integrity, revising history

Prescribed Reading:

Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in African Literatures*, Vol. 9, No.1, *Special Issue on Literary Criticism*. (Spring, 1978), pp. 1-15.

Unit 2: Indian

Raja Rao: *Kanthapura* **OR** R K Narayan: *The English Teacher*

Unit 3: Caribbean and African

V S Naipaul: *The Mimic Men* **OR** Chinua Achebe: *No Longer at Ease*

Unit 4: South African

Nadine Gordimer: *July's People* **OR** J M Coetzee: *Life & Times of Michael K*

Unit 5: Criticism

Chinua Achebe: "English and the African Writer" and
Ngugi wa Thiong'o: "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*

Web Resources

- Achebe, Chinua “An image of Africa: Racism in Joseph Conrad's Heart of Darkness,” *Research in African Literatures*, Vol. 9, No.1, *Special Issue on Literary Criticism*. (Spring, 1978), pp. 1-15.
<http://english.gradstudies.yorku.ca/files/2013/06/achebe-chinua.pdf>
- Achebe, Chinua: “English and the African Writer”
<https://mrvenglish.wikispaces.com/file/view/English+and+the+African+Writer.pdf>
- Thiong'o, Ngugi Wa. “The Quest for Relevance” from *Decolonising the Mind: The Politics of Language in African Literature*
https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_Quest_for_Relevance.pdf
- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge. 2007.
<http://staff.uny.ac.id/sites/default/files/pendidikan/else-liliani-ssmhum/postcolonialstudiesthekeyconceptsrouledgekeyguides.pdf>

Suggested Reading:

- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. “Introduction”, *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London, New York: Routledge, 2nd edition, 2002.
- Bhabha, Homi K. *The Location of Culture*. Noida: Atlantic Books. 2012.
- Gandhi, Leela. *Postcolonial Theory: An Introduction*. OUP. 1998.
- Said, Edward. *Orientalism*. India: Penguin. 2001.
- Spivak, Gayatri Chakraborty. *Can the Subaltern Speak?*. UK: Macmillan. 1998
<http://planetarities.web.unc.edu/files/2015/01/spivak-subaltern-speak.pdf>

CORE-14: POPULAR LITERATURE

This paper seeks to introduce the students to genres such as romance, detective fiction, campus fiction, fantasy/mythology, which have a “mass” appeal, and can help us gain a better understanding of the popular roots of literature.

Unit 1: Introduction to the concept

- What is popular literature?
- Debate between popular and high cultures ('high brow' v/s 'low brow')
- What is Genre fiction?
- Debate between genre fiction and literary fiction

Essays for discussion:

- Lev Grossman: “Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology”
<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: “Easy Writers: Guilty pleasures without guilt”
<http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- Joshua Rothman: “A Better Way to Think About the Genre Debate”
<http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>
- Stephen Marche: “How Genre Fiction Became More Important than Literary Fiction”
<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

Unit 2: Detective Fiction

Sherlock Holmes: *The Hound of the Baskervilles* **OR** Agatha Christie: *Murder on the Orient Express*

Unit 3: Romance

Shobha De: *Socialite Evenings* **OR** Nicholas Sparks: *The Notebook*

Unit 4: Campus Fiction

Chetan Bhagat: *Five Point Someone* **OR** David Lodge: *Small World: An Academic Romance*

Unit 5: Rewriting Mythology

Amish Tripathi: *The Immortals of Meluha* **OR** Anuja Chandramouli: *Arjuna: Saga of a Pandava Warrior-Prince*

Suggested Reading

- Leslie Fiedler, *What was Literature? Class, Culture and Mass Society*
- Leo Lowenthal, *Literature, Popular Culture and Society*
- *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson

DSE – 1 - LITERARY THEORY

1. Literary Theory- DSE 1

Objective

The development of theory in the last half-century or more is a fact of critical importance in the academic study of literature. Far from being seen as a parasite on the text, theory has been seen as a discourse that provides the conceptual framework for literature. This paper aims to give the students a firm grounding in a major methodological aspect of literary studies known as theory.

Starred texts are to be taught. Questions with alternatives are also to be set from these texts.

Unit 1: Overview

- Crisis in literary criticism and the search for a method
- Rise of theory
- What does it mean to theorise?

Unit 2: **New Criticism and Formalism:** with an emphasis on the main critical concepts of NC such as paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant

- *Cleanth Brooks, "The Language of Paradox" Or W.K. Wimsatt Jr. and Monroe Beardsley, "The Intentional Fallacy"
- *Viktor Shklovsky, "Art as Device" Or Roman Jakobson, "Linguistics and Poetics"

Unit 3: **Structuralism and Poststructuralism:** with an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure

- *Gerard Genette, "Introduction" to *Narrative Discourse* (https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod_djvu.txt) Or Roland Barthes, "Face of Garbo" and "French Fries" (from *Mythologies*)
- Jacques Derrida, "On the Idea of the Supplement" (from *Of Grammatology*) Or Michel Foucault, "What is an Author?" (<http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/r>)

[eadings/foucault.author.pdf](#)) (Either of the two essays can be taught depending on availability)

Unit 4: Marxism and New Historicism: with an emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commodification, determination and of New Historicism such as power, resistance, high-low dialectic

- *Louis Althusser, "Letters on Art" (from *Lenin and Philosophy and Other Essays*) Or Georg Lukacs, "On Reification" (from *History and Class Consciousness*)
- Raymond Williams, "In Memory of Lucien Goldmann" Or Stephen Greenblatt, "Learning to Curse" (Either of the two essays can be taught depending on availability)

Unit 5: Eco-criticism and Eco-feminism: with an emphasis on main critical concepts of Ecology as environment, balance, food chain and of Eco-feminism as body and its colonisation, patriarchy, woman as a creative principle in harmony with nature

- *Rachel Carson, "A Fable for Tomorrow" and "The Obligation to Endure" (from *Silent Spring* (http://library.uniteddiversity.coop/More_Books_and_Reports/Silent_Spring-Rachel_Carson-1962.pdf))
- *Mack-Canty, Colleen, "Third-Wave Feminism and the Need to Reweave the Nature/Culture Duality." *NWSA Journal* 16, no. 3 (2004): 154-179 (from [JSTOR Arts & Sciences VI](#))

Suggested Reading:

Terry Eagleton, *Literary Theory: An Introduction for Foreign Students*

David Robey and Anne Jefferson, *Modern Literary Theory*

Jonathan Culler, *Literary Theory: A Very Short Introduction*

Richard Barry, *Beginning Theory*

Tony Bennett, *Formalism and Marxism*

Terence Hawkes, *Structuralism and Semiotics*

Christopher Norris, *Deconstruction: Theory and Practice*

Veesser H. Aram (ed), *The New Historicism Reader*

Greg Gerrard, *Eco-Criticism*

DSE – II - READING WORLD LITERATURE

Reading World Literature

This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.

Unit 1: Concept

- The idea of world literature: Scope and definition
- Uses of reading world literature

Unit 2: European

Albert Camus *The Outsider*

OR

Fyodor Dostoevsky *Notes from Underground*

Unit 3: Caribbean and African

V S Naipaul *In a Free State*

OR

Chimamanda Ngozi Adichie *Purple Hibiscus*

Unit 4: Canadian Short Fiction

Margaret Atwood *Stone Mattress & Pretend Blood*

OR

Alice Munro *The Bear Came Over the Mountain & Face*

Unit 5: Latin American Poetry

Pablo Neruda "Death Alone", "Furies and Suffering", "There's no Forgetting", "Memory"

OR

Octavio Paz "from San Ildefonso Nocturne", "Between Going and Staying the Day Wavers", "Humayun's Tomb", "Motion"

Web Resources:

- The Complete Stories by Franz Kafka http://www.vanderbilt.edu/olli/class-materials/Franz_Kafka.pdf
- What is world Literature? (Introduction) David Damrosch <http://press.princeton.edu/chapters/i7545.html>
- Tagore's comparative world literature https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature
- Dostoevsky's *Notes from Underground* <http://www.gutenberg.org/files/600/600-h/600-h.htm>
- Margaret Atwood's Stone Mattress <http://www.newyorker.com/magazine/2011/12/19/stone-mattress>
- Margaret Atwood's Pretend Blood <http://www.independent.co.uk/arts-entertainment/books/features/first-lives-club-pretend-blood-a-short-story-by-margaret-atwood-1779529.html>
- Alice Munro's short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2>, <http://www.newyorker.com/magazine/2008/09/08/face>
- Poems of Octavio Paz http://www.poetrysoup.com/famous/poems/best/octavio_paz

Suggested Reading:

- *Weltliteratur*: John Wolfgang von Goethe in *Essays on Art and Literature* Goethe : The Collected Works Vol.3
- Rabindranath Tagore "World Literature": *Selected Writings On Literature and Language: Rabindranath Tagore* Ed. Sisir Kumar Das and Sukanta Chaudhuri Damrosch
- Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland' by Victor Luftig. JSTOR iv. *Comparative Literature* University of Oregon.
- David Damrosch, *What is World Literature?* Princeton University Press
- "WLT and the Essay" *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.

DSE – III - RESEARCH METHODOLOGY

Research methodology is a discipline specific course pitched at a higher level than the generic academic preparatory courses. Research is at the core of every university course starting from the UG to the PhD level. This course is designed to develop the fundamentals of research from creating a questioning mechanism in the students' minds leading up to writing research papers and dissertations. Students learn the methodological issues imperative for conducting research and for research documentation. The course also aims to train students in the essentials of academic and research writing skills.

Unit 1 Research and the Initial Issues

- Research as systematic investigation
- Searching for and locating research questions; Finding the general background about research problem/question: review of existing literature and applicable theories
- Refining the research problem/question; formulating its rationale and objectives
- Writing a research synopsis

Unit 2 Literature review

- Selecting review areas based on the research objectives
- Primary, secondary and tertiary sources, and related theory/s (sources: library, databases, online sources, previous research, archives, media, social/psychological/political/educational contexts, and such others)
- Gathering, reading and analysing literature and related theory
- Writing the review with implications for the research question selected

Unit 3 Hypotheses and formulation of research design

- Formulating hypotheses based on research objectives
- Formulation of research design: qualitative, quantitative, combinatory; steps in research design Theory application
- Data collection tools: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools
- Data analysis and interpretation

Unit 4 Results and documentation

- Preparing tables, charts, and graphs to present data; Collating the findings
- Testing hypotheses; Generalisation of results
- Writing a dissertation; MLA/APA citation: in-text and works cited pages
- Plagiarism and related problems

Unit 5 Practical (for Internal Assessment)

Students will write

- i. literature review of 1000 words on a research question and
- ii. a book review of 500 words.

Texts prescribed

- i. K Samantray, *Academic and Research Writing*. Orient Blackswan (2015)
- ii. Kothari & Garg, *Research Methodology*. New Age Publishers
- iii. Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing.



UTKAL UNIVERSITY

Ability Enhancement Compulsory Course-I (AECC-I)

ENVIRONMENTAL STUDIES

SEMESTER – I

FOR +3 ARTS, SCIENCE & COMMERCE - 2016

FULL MARKS: 100

TIME: 3 HOURS

TIME: 1 HOUR

END SEMESTER: 80

MID SEMESTER: 20

Unit - I

The Environment: The Atmosphere, Hydrosphere, Lithosphere, Biosphere, Ecology, Ecosystem, Biogeochemical Cycle (Carbon Cycle, Nitrogen Cycle).

Unit – II

Environment Pollution: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution, Radiation Pollution, Natural Disasters and their Management.

Unit – III

Population Ecology: Individuals, Species, Pollution, Community, Control Methods of Population, Urbanization and its effects on Society, Communicable Diseases and its Transmission, Non-Communicable Diseases.

Unit- IV

Environmental Movements in India: Grassroot Environmental movements in India, Role of women, Environmental Movements in Odisha, State Pollution Control Board, Central Pollution Control Board.

Unit – V

Natural Resources: Conservation of Natural Resources, Management and Conservation of Wildlife, Soil Erosion and Conservation, Environmental Laws: Water Act, 1974, Air Act, 1981, The Wildlife (Protection) Act, 1972, Environment Protection, 1986.

ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ
Ability Enhancement Compulsory Course (AECC)
ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ
(୨୦୧୭-୧୭)

MIL Communications – Odia
ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (2nd Semester) କଳା ଓ ବିଜ୍ଞାନ
(ସାଧାରଣ Pass/ ସମ୍ମାନ Hons) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

ଆସ୍ଥାମୂଲ୍ୟାଙ୍କ-୪, ମୋଟ ଶ୍ରେଣୀ ପାଠଦାନ ନିର୍ଦ୍ଦେଶ - ୪୦, ଗୋଟିଏ ଶ୍ରେଣୀ ପାଠଦାନର
(ପିରିୟଡ୍) ସମୟ ଅବଧି - ୪୫ ମିନିଟ୍, ପାଠ୍ୟକ୍ରମ - ୨, ପୂର୍ଣ୍ଣସଂଖ୍ୟା - ୧୦୦

(Credits – 4) Total Classes - 40, One Period - 45 Mins, Course - II, Full Marks - 100

ପାଠ୍ୟକ୍ରମର ଭୂମିକା :

ଏହି ପାଠ୍ୟକ୍ରମଟି ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ (CBCS / ସିବିସିଏସ୍) ପାଠ୍ୟ ପ୍ରଣାଳୀ ଅନୁସାରେ ପ୍ରସ୍ତୁତ ହୋଇଛି । ବିଭିନ୍ନ ସ୍ତରରେ ଆବଶ୍ୟକ ଅନୁସାରେ ସମସାମୟିକ ପରିସ୍ଥିତିକୁ ନେଇ ଭାବବିନିମୟ ଓ ପାରସ୍ପରିକ ଯୋଗାଯୋଗ ସ୍ଥାପନ କିପରି ଓଡ଼ିଆ ଭାଷାରେ ସହଜରେ, ସରଳରେ ଓ ଆନନ୍ଦରେ ହୋଇପାରିବ – ଏ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ସଦ୍ୟତମ ପ୍ରାୟୋଗିକ ଜ୍ଞାନର ବିକାଶ ନିମିତ୍ତ +୩ ସ୍ତରୀୟ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଏହି ପାଠ୍ୟକ୍ରମର ଖସଡ଼ାଟି ସାହାଯ୍ୟ କରିବ । ସେଥିପାଇଁ ପ୍ରଚଳିତ ଭାଷାର ବୈୟାକରଣିକ, ବ୍ୟାବହାରିକ ଓ ପ୍ରାୟୋଗିକ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଏଥିରେ ସଂଯୋଗ ପ୍ରକ୍ରିୟାର ଅନୁବିଧି, ଯୋଗାଯୋଗର ତଥ୍ୟ ଓ ତତ୍ତ୍ୱ ପ୍ରତି ଗୁରୁତ୍ୱ ଦିଆଯାଇଛି । ଏହା ବିଦ୍ୟାର୍ଥୀଙ୍କ ଭାବବିନିମୟାତ୍ମକ ଦକ୍ଷତା ବୃଦ୍ଧିରେ ସାହାଯ୍ୟ କରିବ । ସେମାନେ ଶୁଦ୍ଧ ଓ ପରିଚ୍ଛନ୍ନ ଭାବରେ ଯେକୌଣସି ପ୍ରକାର ଜ୍ଞାନର ସୂଚନା ତଥ୍ୟ ଓ ସିଦ୍ଧାନ୍ତକୁ ମୌଖିକ ଓ ଲିଖିତ ସ୍ତରରେ ସହଜରେ ପ୍ରକାଶ କରିପାରିବେ ଏବଂ ସେମାନଙ୍କ ମାତୃଭାଷାର ବିକାଶ ଘଟିପାରିବ ।

ମୂଲ୍ୟାଙ୍କନ ବିଭାଜନ ପଦ୍ଧତି :

କ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ଅନ୍ତତଃ ଦୁଇଟି ଲେଖାଏଁ ମୋଟ ୧୦ଟି ୧୨ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଯେକୌଣସି ୫ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଡ଼ିବ ।

$$(୧୨ \times ୫ = ୬୦)$$

ଖ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକରୁ ୧୫ଟି ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଡ଼ିବ ।

$$(୧୦ \times ୨ = ୨୦)$$

ଗ) ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଆନ୍ତଃ ପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା _____ (୨୦)

ମୋଟ ମୂଲ୍ୟାଙ୍କନ - ୧୦୦

ସବିଶେଷ ପାଠ୍ୟ

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ (AECC)

ପାଠ୍ୟ-୧ / **Course – 1** : ଯୋଗାଯୋଗ ଅନୁବିଧି, ରୀତି ଓ ମାଧ୍ୟମ

୧ମ ଏକକ : ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସର ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସାକ୍ଷାତଦକାର, ଦଳଗତ ଆଲୋଚନା ଓ ଡିଜିଟାଲ୍

୩ୟ ଏକକ : ଭାଷଣ କଳା, ଘୋଷଣା କଳା ଓ କଥନକଳା

୪ର୍ଥ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ଗଣମାଧ୍ୟମ୍ୟର ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୫ମ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା ଓ ବର୍ଣ୍ଣଶୁଦ୍ଧିର କାରଣ ଓ ନିରାକରଣ ।

(ବନାନ ତୁଟି ଓ ଏହାର କାରଣ - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଦିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି, ସମାର୍ଥବୋଧକ ଶବ୍ଦାଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ଵରସଙ୍ଗତି ଜନିତ ଅଶୁଦ୍ଧି - ଏସବୁର ନିରାକରଣ ଉପାୟ ବହୁ ପ୍ରଚଳିତ ବିଧାନ ଓ ଶୁଦ୍ଧାଶୁଦ୍ଧ ବିରୁଦ୍ଧ ।)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଶବ୍ଦର ଆକାଶ ଓ ଦୃଶ୍ୟର ଦିଗ୍‌ବଳୟ - ଶତପଥୀ ରବି, କଟକ
୨. ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ - ସାହୁ, ନାରାୟଣ, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା
୩. ଲିଖନକଳା ଓ ପ୍ରାୟୋଗିକ ବ୍ୟାକରଣ - ମିଶ୍ର, ଅଜୟ କୁମାର, କଲ୍ୟାଣୀ ପବ୍ଲିଶିଂ, କଟକ
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା - ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରୟୋଗ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୫. ପୁସ୍ତକ ରଚନାବିଧି - ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରୟୋଗ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୬. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର - ହରିଚନ୍ଦନ ନାଳାହିତୁଷଣ, ପି.ସି.ଆର୍ ପବ୍ଲିକେଶନ, ଭୁବନେଶ୍ୱର
୭. ସଂଯୋଗ ଅନୁବିଧି / ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ଭାଷା ଓ ପ୍ରାୟୋଗାତ୍ମକ ବ୍ୟାକରଣ - ତ୍ରିପାଠୀ ସନ୍ତୋଷ, ନାଲନ୍ଦା, କଟକ
୮. ଓଡ଼ିଆ ପ୍ରକାଶନ ଓ ପ୍ରସାରଣର ଇତିହାସ - ମହାପାତ୍ର ଶ୍ରୀଧର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୯. ସାରସ୍ୱତ ସାକ୍ଷାତକାର - ସିଂହ ବିଜୟାନନ୍ଦ, ବିଦ୍ୟାପୁରୀ, କଟକ
୧୦. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା-ମହାପାତ୍ର ଚନ୍ଦ୍ରଶେଖର, ଓଡ଼ିଶା ପାଠ୍ୟପୁସ୍ତକ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୧୧. ବେତାର ନାଟକ କଳା - ମହାନ୍ତି, ବ୍ରଜମୋହନ, ଓଡ଼ିଶା ବୁକ୍‌ଷ୍ଟୋର, କଟକ
୧୨. ଓଡ଼ିଶାର ଥିଏଟର - ସଂ. ଦାଶ ଗୌରାଙ୍ଗ ଚରଣ, କଟକ ଘର, ଅନୁଗୋଳ
୧୩. ବାଣିଜ୍ୟିକ ପତ୍ରାବଳୀ - ବେହେରା ଡ. କୃଷ୍ଣଚରଣ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶିଂ
୧୪. ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ଆକାଶବାଣୀର ଦାନ- ମହାନ୍ତି, ବ୍ରଜ ମୋହନ, ଓଡ଼ିଶା ବୁକ୍‌ଷ୍ଟୋର, କଟକ
୧୫. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) ସାମଲ, ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ ବୁକ୍‌ଷ୍ଟୋର, କଟକ ।

CBCS UG Syllabus

MIL Communication- Alternative English for Arts/Science/Commerce (Pass & Hons)

Alternative English

Objective

This course is focused on developing communicative competence in English with knowledge of the building blocks of grammar, usage and vocabulary. Core competencies in reading and thinking are sought to be encouraged through suitable reading content in prose form. Similarly writing activities and language exercises are provided to facilitate absorption of the rules of syntax and etiquettes of style.

Unit 1

Short Story

Jim Corbett- The Fight between Leopards

Dash Benhur- The Bicycle

Dinanath Pathy- George V High School

Alexander Baron- The Man who knew too much

Will F Jenkins- Uneasy Homecoming

Unit II

Prose

C V Raman- Water- The Elixir of Life

Harold Nicolson- An Educated Person

Claire Needell Hollander- No Learning without Feeling

Steven Harvey- The Empty Page

Santosh Desai- Emoji Disruption

Unit III

Comprehension of a passage from any of the prescribed pieces and answering the questions

Unit IV

Expanding an idea into a paragraph

Unit V

Language exercises- test of vocabulary, usage and grammar based on the prescribed pieces

Prescribed Text

The Widening Arc: A Selection of Prose and Stories. Ed. Asim R Parhi, S Deepika and Pulastya Jani. Kitab Bhavan, Bhubaneswar. 2016.

Suggested Reading:

Fluency in English – Part II, OUP, 2006

Communicative English. E. Suresh Kumar and P. Sreehari

(19)

SEMESTER- I / II

AECC : HINDI (MIL)

Total No. of Credit – 02

Full Marks : 50

UNIT-I

कविता

- (i) कबीर – साखी : 1 से 10
- (ii) तुलसी – विनयपत्रिका – पद 1 और 2
- (iii) प्रसाद – मधुमय देश
- (iv) निराला – भिक्षुक
- (v) अज्ञेय – हिरोशिमा

UNIT-II

गद्य

- (i) रामचन्द्र शुक्ल – उत्साह
- (ii) हजारी प्रसाद द्विवेदी – कुटज
- (iii) हरिशंकर परसाई – सदाचार का तावीज

UNIT-III

शब्द ज्ञान

- (i) शब्द शुद्धि
- (ii) वाक्य शुद्धि
- (iii) पर्यायवाची शब्द
- (iv) विलोम शब्द

UNIT-IV

सामान्य ज्ञान

- (i) निबंध लेखन (Essay Writing)

अंक विभाजन :

विभाग-(क) उपर्युक्त इकाइयों I, II, और IV से 03 प्रश्न पूछे जाएँगे। उनमें से 02 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 700-1000 शब्दों के बीच)

10×2 = 20

विभाग-(ख) उपर्युक्त इकाइयों I और II से 04 पद्यांश/गद्यांश पूछे जाएँगे। जिनमें से 02 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 400-500 शब्दों के बीच)

5×2 = 10

विभाग-(ग) युनिट III से अति संक्षिप्त प्रश्न पूछे जाएँगे।

2×5 = 10

End Semester	40
Internal	10
Total	50

पाठ्य पुस्तक :

1. हिन्दी प्रसून – सं. डॉ अंजुमन आरा, प्लानेट भी, कटक

SEC – 1 - ENGLISH COMMUNICATION

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language it is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

Unit 1

Introduction

1. What is communication?
2. Types of communication
 - Horizontal
 - Vertical
 - Interpersonal
 - Grapevine
3. Uses of Communication

Prescribed Reading: Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelle

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmUjYXRpb25fVGh1b3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

Unit 2

Language of Communication

1. Verbal: spoken and written
2. Non-verbal
 - Proxemics
 - Kinesics
 - Haptics
 - Chronemics
 - Paralinguistics
3. Barriers to communication
4. Communicative English

Unit 3

Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Unit 4

Writing

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

Unit 5: Language functions in listening and conversation

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually
3. Group Discussion
4. Interview
5. Dialogue

Grammar and Usage

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Use of Prepositions
5. Common Errors in English Usage

Texts to be studied (The following texts are available in the book *Vistas and Visions: An Anthology of Prose and Poetry*)

Prose

- Decoding Newspapers
- Pleasures of Ignorance
- Playing the English Gentleman
- Lifestyle English
- A Cup of Tea

Poetry

- Last Sonnet
- Sonnet 46 (Shakespeare)
- Pigeons
- Miracles

Books Recommended:

1. *Vistas and Visions: An Anthology of Prose and Poetry*. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. Orient BlackSwan
2. *Fluency in English – Part II*, OUP, 2006
3. *Business English*, Pearson, 2008
4. *Communicative English*. E. Suresh Kumar and P. Sreehari
5. *Language, Literature and Creativity*, Orient BlackSwan, 2013
6. *Language through Literature*. (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

SEC-II (4TH SEMESTER) FOR ARTS & SCIENCE (PASS & HONS.)

MODERN OFFICE MANAGEMENT

Full marks – 100

Mid Term-20

End Term-80

Unit- I: Office

What is a Business Enterprise? What is an Office? Who are Office Staff? What are the most Common Forms of Business Organization? What are the Advantages of Office Work? What are the Categories of Office Career and Job Classifications under Each Category? What are the Specific Skill Requirements for Office Jobs? Duties and Responsibilities of Office Staff

Unit-II: Records Management

Objectives of Record Keeping; What is Filing? What are the Different Kinds of Filing System? Steps in Filing; Indexing; Selecting the Appropriate Filing System; How to handle Incoming & Outgoing Mails

Unit –III: Document/Report Writing

Key points to write a document: The 5w-h plan for writing; Steps in writing workplace documents; Important things to remember when editing seven layout mistakes to avoid; Quick tips for report Writing; Basics of Meetings

Unit-IV: Supervisory Skills

What are the Skills of the Supervisor and How to Acquire Them? Functions of Supervisor

Communication

Meaning; Process; Communicating Tools; Types, Barriers

Unit-V: Leadership & Motivation

Meaning and Concept; Importance of Leadership; Qualities of a Leader; Relationship & Differences Leadership and Motivation; Organizational Leadership; Leadership Ethics - Traits of an Ethical Leader; Leadership Styles - Important Leadership Styles- Situational Leadership – Emotional Intelligence of Leader; Which Leadership Style to Follow? Influence of Situational Leadership Styles on Subordinate Development; References:–

1. Office Management
By Ankita Bhatia
Dr. R. K. Chopra
2. Office Management
By Dr. P. Rizwan Ahmed
3. Office Management
By R S N Pillai

Economics

Generic Elective I: Indian Economy

Course Description: This paper introduces the students to the essentials of Indian economy with an intention of understanding the basic feature of the Indian economy and its planning process. It also aids in developing an insight into the agricultural and industrial development of India. The students will understand the problems and policies relating to the agricultural and industrial sectors of India and current challenges of Indian economy.

Module I: Introduction to Indian Economy

Colonialism & British Rule: Exploitation and under-development in India; Basic features of India Economy; Indian Economy as a developing economy; Demographic trends in India - Size and growth of population, Occupational structure, Sex composition, Age structure and demographic dividend; Causes of population growth and population policy

Module II: Indian Agriculture

Role of agriculture in Indian Economy; Cause of low productivity, Green Revolution and Land Reforms, Agricultural Finance-Sources and Problems; Agricultural Marketing in India

Module III: Industrial Development in India

Role of Industrialisation in Indian Economy; Small Scale & Cottage Industries: Meaning, Role, Problems and Remedies; Industrial Policies of 1948, 1956, 1977 and 1991; Problems of Industrial Development in India; Industrial Sickness

Module IV: Service Sector in India

Growth & Contribution to GDP; Composition and relative importance of service sector; Factors determining growth of the sector; ICT and IT – Spread and Policy; Sustainability of services led growth

Module V: Current Challenges facing Indian Economy

Unemployment – Meaning; important employment Generation programmes, MGNREGS; Inequality in income distribution-Causes thereof; Government policy to check its growth

Basic Readings:

1. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi
2. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai
3. Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
4. Agarawala, A. N. *Indian Economy*, New Age Publications, New Delhi

5. Panagariya, Arvind (2008): India: the Emerging Giant, Oxford University Press, New York
6. Acharya, S. and Mohan, R. (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.
7. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): India's Economic Reforms and Development: Essays for Manmohan Singh, Oxford University Press, New Delhi.

Generic Elective II: Indian Economy II

Course Description: This paper is the part II of Indian economy deals with the external sector, financial markets in India, Indian Public Finances and Economic Reforms. This paper also troughs some light on current challenges of Indian Economy.

Module I: External Sector in India

Trends, Composition & Direction in exports from and imports of India; Problems of Balance of Payment: Causes of deficit in BoP & measures to correct it; Trade Policy- Export Promotion Vs Import Substitution; Foreign Trade Policy of India; WTO and India

Module II: Financial Markets in India

Commercial Banking in India- Nationalisation of Banks; Lead bank scheme and branch expansion; RBI - Functions, Monetary Policy; Development Banking- IFCI, IDBI, SIDBI and NABARD

Module III: Indian Public Finance

Public Expenditure-Growth and Composition, Causes of Growth of Public Expenditure in India: Tax Revenue of Central and State Governments; Concept of VAT; Deficit Financing in India-Revenue, Budget, Fiscal and Primary Deficits; Purpose and Effects of Deficit Financing; India's Fiscal Policy-Objectives

Module IV: Economic Reforms, Globalisation in India, Foreign Capital and MNCs

Genesis of Reforms, Macroeconomic Stabilisation, Structural Reforms, Appraisal

Globalisation and its impact on the Indian Economy; Foreign Capital-Need, Components; MNCs – Reasons for Growth and Appraisal

Module V: Current Challenges Facing Indian Economy

Inflation – Causes, Consequences and Anti-inflationary Policy; Poverty – Poverty line and Estimates, Major Poverty Alleviation Programmes; Environmental Degradation – Growth and Environment; Population Growth and Environment; Environment Policy

Basic Readings:

1. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi
2. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai
3. Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
4. Agarawala, A. N. *Indian Economy*, New Age Publications, New Delhi

5. Panagariya, Arvind (2008): **India: the Emerging Giant**, Oxford University Press, New York
6. Acharya, S. and Mohan, R. (Eds.) (2010): **India's Economy: Performance and Challenges**, Oxford University Press, New Delhi.
7. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): **India's Economic Reforms and Development: Essays for Manmohan Singh**, Oxford University Press, New Delhi.

Education

Generic Elective I : VISION OF EDUCATION IN INDIA : ISSUES AND CONCERNS

INTRODUCTION

Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision. In this regard, education has been considered as an agency of social transformation and classroom as the shaper of the envisioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision so as to develop normative perspectives regarding education and thereby emerging concerns and issues. This normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action.

Education being an operational area, every citizen perceives several issues related to it through personal experience. The student-teachers need to understand the main issues that touch their functioning as also situate themselves in context. Such an understanding on at least a few issues and concerns will equip student teachers to be ready for dealing with other issues and concerns in the field. This is very relevant as it may not be possible to bring under scrutiny all issues and concerns.

Since, concerns and issues cannot and should not be 'informed' like 'ready to cook facts', the course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values,

Course Objectives

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

- explain normative vision of Indian Society

- explain the view points of Indian thinkers on Education
- elaborate the contemporary issues like universalisation of school education, RTE act -2009 and Rastriya Madhyamika sikshya Abhiyan
- identify importance of common school system

Unit – 1 Normative vision of Indian Education

- Normative orientation of Indian Education: A historical enquiry.
- Constitutional provisions on education that reflect national ideas : Democracy, Equity, Liberty, Secularism and social justice
- India as an evolving nation state : Vision, nature and salient feature – Democratic and secular polity, federal structure : Implications for educational system .
- Aims and purposes of education drawn from the normative vision.

Unit – 2 Vision of Indian Education : Four Indian thinkers

- An overview of salient features of the “Philosophy and Practice” of education advocated by these thinkers.
 - Rabindranath Tagore : Liberationist pedagogy
 - M.K. Gandhi : Basic Education
 - Jiddu Krishnamurty : Education for Individual and social Transformation
 - Sir Aurobindo : integral Education

Unit – 3 Concern for Equality in Education: Concerns and Issues

- Universalisation of school education
 - (i) Issues of
 - (a) Universal enrollment
 - (b) Universal Retention
 - (c) Universal success
 - (ii) Issues of quality and equity

Unit – 4 Concern for Equality in Education

- Equality of Educational opportunity
- Prevailing nature and forms of inequality including Dominant and Minor groups and the related issues.

- Inequality in schooling : Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to disparity.
- Idea of common school system

Unit – 5 Education and Development – an interface

- Education for National Development : Education Commission (1964-66)
- Emerging trends in the interface between:
 - Political process and education
 - Economic Development and Education
 - Social cultural – changes in Education

References

- Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.
- Anand, C.L et.al. (1983). Teacher and Education in Emerging in indian Society, NCERT, New Delhi.
- Govt, of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt, of India (1992). Programme of Action (NPE). Min of HRD,
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All, Publication, New Delhi.
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- Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi -1999.
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- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
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- World Bank, (2004). *Reaching The Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.

GE-1 Practical

Term paper

Each student is required to prepare a term paper on the educational ideas of any Indian Thinkers or on any contemporary issues on Education.

GENERIC ELECTIVE II: ASSESSMENT AND EVALUATION TECHNIQUES

INTRODUCTION

Assessment is considered to be one of the most crucial aspects of any teaching learning process, as it helps the teacher to record the growth of their students, planning for instructional strategy and most importantly helps to assess their own growth over the years. An effective method of assessment in the classroom helps to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students' learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implication on students learning. The paper outlines the above mentioned questions and different issues that involves in assessment.

Course Objectives

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

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment and evaluation.
- explain different forms of assessment that aid student learning.
- use wide range of assessment tools and techniques and construct these appropriately.
- classify educational objectives in terms of specific behavioral form
- prepare a good achievement test on any school subject

Unit – 1 The Measurement, Evaluation and Assessment Process

- Educational Testing and Assessment : Context, Issues and Trends.
- The Role of Measurement, Evaluation and Assessment in Teaching.
- Instructional Goals and objectives : Foundation for Assessment.
- Types of Assessment: Placement, Formative, Diagnostic and Summative.

Unit – 2 Classroom tests and Assessment

- Planning classroom tests and assessment
- Constructing objective test items: simple forms and multiple choice forms.
- Constructing Essay type questions: Form and uses; suggestions for scoring essay questions.

Unit – 3 Alternative Techniques of Assessment

- Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists
- Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.
- Peer – appraisal: “Guess who” technique, sociometric technique.

Unit – 4 Processing and Reporting in Assessment

- Processing qualitative evaluation data: Content Analysis
- Considerations for reporting the performance
- Scheme of reporting: criterion – reformed and non reformed interpretation.
- Combining mark or grades over different subjects and reporting results of assessment to different users.

Unit – 5 Contemporary Trends in Assessment

- Marks vs Grading system
- Credit system
- Concept of Continuous and Comprehensive Evaluation (CCE)
- Computers in student evaluation

REFERENCES

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- Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
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- Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson
- Earl, L.M. (2006). Assessment as Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press
- Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
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- Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching London: Merrill Prentice Hall.

GE-2 Practical

Achievement Test Construction

Each student is required to construct 50 objective based objective type test items along with a blue print.

History

GENERIC ELECTIVE I: HISTORY AND CULTURE OF ODISHA

Unit-I: Socio-political life of Early and Medieval Odisha:

- [1] Kalinga War (261 B.C.) and its significance
- [2] Mahameghavahan Kharavela: His times and achievements
- [3] The Bhauma Karas and The Somavamsis
- [4] The Gangas and The Suryavamsis

Unit-II: Religion, Art and Literature of Early and Medieval Odisha:

- [1] Buddhism, Jainism and Sanatana Dharma in Odisha.
- [2] Development of Art and Architecture: Buddhist Art, Temples and Jaina Sculptures
- [3] Evolution and Growth of Odia Language and Literature: Sarala Mohabharata
- [4] Panchasakhas, Sri Chaitanya and Bhakti Movement in Odisha

Unit-III: Political and Economic structure in Medieval Odisha:

- [1] Mughal Administration
- [2] Maratha Administration
- [3] Impact on Odisha's Socio-Economic Condition

Unit-IV: Colonialism in Odisha:

- [1] The Early British Administration: Its Socio-economic impact
- [2] The Odia Identity Movement
- [3] Freedom Struggle in Odisha

Unit-V: Socio-cultural Changes in Modern Odisha:

- [1] Development of Modern Education
- [2] Social Reform Movements in Odisha
- [3] Modern Odia Literature: Radhanath Roy, Phakir Mohan Senapati and Gangadhar Meher

Reading List:

- A. Easchman et al (eds) The Cult of Jagannath and Regional Tradition of Orissa, Manohar, New Delhi, 1978.
- A. K. Mishra, Intellectual Tradition of Orissa, Bhubaneswar, 2006.
- , The Raj, Nationalists and Reforms, Bhubaneswar, 2007.
- , Indian Culture, Science and Technology (with special emphasis on Odisha), 2011.
- B.C. Ray, Orissa under the Mughals
- , Orissa under the Marahatas
- , Foundation of British Orissa
- B.K. Mallik, Medieval Orissa: Literature, Society, Economy, Bhubaneswar, 1996
- , Paradigms of Dissent and Protest: Social Movements in Eastern India (1400-1700 AD Manahar, New Delhi, 2004.
- J. Dora, Sakta Monuments of Orissa, A Study of Art, Architecture and Iconography, New Delhi, 2010.
- K.C. Mishra, The Cult Jagannath.

M.N. Das (ed) Sidelights on History and Culture of Orissa, Vidyapuri
M. A. Haq, Muslim Administration in Orissa
A.C. Pradhan, A Study of History of Orissa, Bhubaneswar, Panchsheel
K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, First edition, 1981
Chittaranjan Das, A Glimpse into Oriya Literature, Orissa Sahitya Akademi, Bhubaneswar, 1962
K.B. Tripathi, The Evolution of Oriya Language and Script, Utkal University, Bhubaneswar
K.C. Panigrahi, Sarala Dasa, Sahitya Akademi, New Delhi, 1975
Khageswar Mahapatra, (ed), Charyagitika

GENERIC ELECTIVE II: FREEDOM MOVEMENT IN INDIA

Unit-I: Growth of National Consciousness in 19th century:

- [1] Socio-Economic impact of British Rule
- [2] Role of Press and Journalism
- [3] Formation of Political associations prior to 1885

Unit-II: Nationalism: Trends up to 1919:

- [1] Formation of Indian National Congress: Its ideology and Performance
- [2] Moderates and Extremists
- [3] Swadeshi Movement and its impact

Unit-III: Gandhian nationalism after 1919: Ideas and Movements:

- [1] Mahatma Gandhi: Perspectives and Methods
- [2] Non- Cooperation, Civil Disobedience, Quit India Movements
- [3] Indian National Army (INA) and Subash Chandra Bose

Unit-IV: Communalism and Partition:

- [1] Ideologies and practices: Hindu Mahasabha, Muslim League
- [2] Partition and Independence

Unit-V: Emergence of a New Nation:

- [1] Making of the Constitution
- [2] Integration of Princely States
- [3] Land Reforms and beginnings of Planning

Reading List:

Judith Brown, Gandhi's rise to Power, 1915-22.
Paul Brass, The Politics of India Since Independence, OUP, 1990.
Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
Bipan Chandra, Rise and Growth of Economic Nationalism in India.
Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.
Ranajit Guha, ed., A Subaltern Studies Reader.
Peter Hardy, Muslims of British India.
Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
D.A. Low, ed., Congress and the Raj.
John R. McLane, Indian Nationalism and the Early Congress.
Jawaharlal Nehru, An Autobiography.
Gyanendra Pandey, The Construction of Communalism in colonial north India.
Sumit Sarkar, Modern India, 1885-1947.
Anil Seal, Emergence of Indian Nationalism.
Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.
Judith Brown, Gandhi: (et al) A Prisoner of Hope.
Bipan Chandra, Communalism in Modern India, 2nd ed., 1987.
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence.
A.R. Desai, Social Background of Indian Nationalism.

A.R. Desai, Peasant Struggles in India.
Francine Frankel, India's Political Economy, 1947-77.
Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies.
Charles Heimsath, Indian Nationalism and Hindu Social Reform.
F. Hutchins, Illusion of Permanence.
F. Hutchins, Spontaneous Revolution.
V.C. Joshi (ed.), Rammohan Roy and the process of Modernization
in India.
J.Krishnamurti, Women in Colonial India

Hindi

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SEMESTER-I

GE - I

मध्यकालीन इतिहास और भक्ति कविता

Total No. of Credit – 06

Full Marks : 100

UNIT-I

मध्यकाल सामान्य परिचय, भक्तिकाल की पृष्ठभूमि, भक्तिकालीन साहित्य की प्रमुख प्रवृत्तियाँ।

UNIT-II

भक्तिकाल की प्रमुख काव्य धाराएँ

निर्गुण काव्य – ज्ञानाश्रयी शाखा एवं प्रेममार्गी शाखा

सगुण काव्य – कृष्णभक्ति शाखा एवं रामभक्ति शाखा

UNIT-III

पाठ्य पुस्तक : हिन्दी काव्य संग्रह : सं. रामवीर सिंह, केन्द्रीय हिन्दी संस्थान, आगरा

कबीर दास – साखी 1 to 21

मलिक मुहम्मद जायसी – नागमति वियोग वर्णन 1 to 08

UNIT-IV

सूरदास – विनय के पद 1 to 5

भ्रमरगीत 6 to 10

UNIT-V

तुलसीदास – भरत-महिमा 1 to 10

अंक विभाजन :

विभाग-(क) उपर्युक्त इकाइयों से 05 प्रश्न पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 700-1000 शब्दों के बीच)

15×3 = 45

विभाग-(ख) उपर्युक्त इकाइयों से 05 संक्षिप्त प्रश्न/पद्यांश पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 400-500 शब्दों के बीच)

5×3 = 15

विभाग-(ग) सभी इकाइयों में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।

2×10 = 20

End Semester 80

Internal 20

Total 100

अनुमोदित ग्रन्थ :

1. मध्यकालीन भारत राजनीति, समाज और संस्कृति – प्रो. सतीश चन्द्र, ओरियंट लॉन्गमैन।
2. Medieval India - Prof Yusuf Hussain
3. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल, दिल्ली।

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SEMESTER-IV

GE - IV

हिन्दी और उसकी बोलियाँ

Total No. of Credit – 06

Full Marks : 100

UNIT-I

आधुनिक आर्यभाषाओं का विकास, क्षेत्र और परिचय

UNIT-II

आधुनिक आर्यभाषाओं का वर्गीकरण

UNIT-III

हिन्दी भाषा क्षेत्र और बोलियों का विभाजन

UNIT-IV

हिन्दी की प्रमुख बोलियाँ : अवधी, भोजपुरी, मैथली, ब्रजभाषा

UNIT-V

हिन्दी की प्रमुख बोलियाँ : हरियाणवी, बुंदेली, मारवाड़ी, गढ़वाली

अंक विभाजन :

विभाग-(क)	उपर्युक्त इकाइयों से 05 प्रश्न पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 700-1000 शब्दों के बीच)	15×3 = 45
विभाग-(ख)	उपर्युक्त इकाइयों से 05 संक्षिप्त प्रश्न पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 400-500 शब्दों के बीच)	5×3 = 15
विभाग-(ग)	सभी इकाइयों में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2×10 = 20
End Semester		80
Internal		20
Total		100

सहायक ग्रन्थ :

1. हिन्दी भाषा : डा. भोलानाथ तिवारी - किताब महल, इलाहाबाद
2. हिन्दी उदभव विकास और रूप : डा. हरदेव बाहरी, किताब महल, इलाहाबाद

Odia

ଆନ୍ତଃସମସ୍ତମୂଳକ ଲକ୍ଷ୍ୟଧାର ପାଠ – ଓଡ଼ିଆ Generic Electives (GE) - Course

ସୂଚନା :

୧. ପଢ଼ାସଂଖ୍ୟା – ୨ / ୨ ଗୋଟି ପାଠ୍ୟ ଦିଆଯିବ – ୨ ଟି ଯାକ ପାଠ୍ୟ ବାଧ୍ୟତାମୂଳକ ।
୨. ପ୍ରତ୍ୟେକ ପଢ଼ା – ୧୦୦ ନମ୍ବର ବିଶିଷ୍ଟ / ମୋଟ – ୨୦୦
୩. ପ୍ରତ୍ୟେକ ପଢ଼ାରେ ୫ ଗୋଟି ଏକକ ରହିବ ।
୪. ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ ୧, ୨ (ସେମିଷ୍ଟର ୧-୨) ରେ (୧ମ ପଢ଼ା) ଏବଂ ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ ୩-୪ (ସେମିଷ୍ଟର ୩-୪) ରେ (୨ୟ ପଢ଼ା) ଭାବେ ଓଡ଼ିଆ ବିଷୟ ନିଆଯାଇପାରେ ।
 - ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ – ୧ (Sem – I) ପ୍ରଥମ ପଢ଼ା / ପାଠ୍ୟ – ୧
 - ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ – ୨ (Sem – II) ପ୍ରଥମ ପଢ଼ା / ପାଠ୍ୟ – ୧
 - ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ – ୩ (Sem – III) ଦ୍ୱିତୀୟ ପଢ଼ା / ପାଠ୍ୟ – ୨
 - ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ – ୪ (Sem – IV) ଦ୍ୱିତୀୟ ପଢ଼ା / ପାଠ୍ୟ – ୨

ନମ୍ବର ବିଭାଜନ ବିଧି :

- କ) ପ୍ରତ୍ୟେକ ପଢ଼ାର ମୋଟ ନମ୍ବର – ୧୦୦
- ଖ) ଆନ୍ତଃପରୀକ୍ଷା – ୨୦ / ମୁଖ୍ୟ ପରୀକ୍ଷା – ୮୦
- ଗ) ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ପ୍ରତ୍ୟେକ ଏକକରୁ ଦୁଇଟି ଲେଖାଏଁ ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ ପସନ୍ଦମୂଳକ ବୋଧଜ୍ଞାନ ମାପକ ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନରୁ ୫ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ ।
(୫×୧୨ = ୬୦)
- ଘ) ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଲକ୍ଷ୍ୟଜ୍ଞାନମୂଳକ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ମୋଟ ୧୫ ଗୋଟି ପ୍ରଶ୍ନରୁ ୧୦ ଗୋଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ ।
(୨×୧୦ = ୨୦)

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester – I) ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester – II)

- ପାଠ୍ୟ – ୧ / ପଢ଼ା – ୧ (Core Course - 1) : ବେତାର କଳା, ସର୍ଜନଶୀଳ କଳା ଓ ବିଜ୍ଞାପନ କଳା
- ୧ମ ଏକକ : ଗଣମାଧ୍ୟମ ଓ ତା'ର ପ୍ରକାରଭେଦ
- ୨ୟ ଏକକ : ଓଡ଼ିଶାର ବେତାର କାର୍ଯ୍ୟକ୍ରମ
- ୩ୟ ଏକକ : ସର୍ଜନଶୀଳତାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଲକ୍ଷଣ
- ୪ର୍ଥ ଏକକ : ବିଜ୍ଞାପନର ପରିଭାଷା, ପରିସର ଓ ଉଦ୍ଦେଶ୍ୟ

୫ମ ଏକକ : ବିଜ୍ଞାପନର ପ୍ରସ୍ତୁତି ଓ ଉପଯୋଗିତା

ଏଥିରେ ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester-I & II)ରେ ଥିବା ଓଡ଼ିଆ ବିଷୟରେ ‘ବେତାର କଳା, ସର୍ଜନଶୀଳ କଳା ଓ ବିଜ୍ଞାପନ କଳା’ ପାଠ୍ୟ ପଢ଼ାଯିବ । ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟ (୫ଗୋଟି ଏକକ) ରୁ ପ୍ରତ୍ୟେକଟିରୁ ୨ଟି ଲେଖାଏଁ ମୋଟ ୧୦ଟି ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ । ସେଥିରୁ ୫ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । ସେହିପରି ୫ଟି ଏକକରୁ ୧୫ଟି ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଅତି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଆସିବ । ସେଥିରୁ ଯେକୌଣସି ୧୦ ଗୋଟିକର ଉତ୍ତର ଦେବାକୁ ହେବ ।

ବି.ଦ୍ର : ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (1st & IInd Semester) ପରୀକ୍ଷାରେ ଆନ୍ତଃ ସମଷ୍ଟିମୂଳକ (G.E) ଲକ୍ଷ୍ୟାଧୀନ ପାଠ (ଓଡ଼ିଆ) ଭାବେ ଉକ୍ତ ପାଠ୍ୟ ପଢ଼ାଯିବ । G.E (1st Paper) ଓଡ଼ିଆ ଭାବେ ଉଭୟ ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟର ଛାତ୍ରଛାତ୍ରୀମାନେ ସମାନ ପାଠ୍ୟ ପଢ଼ିବେ ।

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – III) / ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – IV)

ପାଠ୍ୟ – ୨ / ପତ୍ର – ୨ (Core Course - 2) : ଓଡ଼ିଆ ଭାଷାର ବିବିଧତା

୧ମ ଏକକ – ୟୁନିଟ୍-୧) ଓଡ଼ିଆ ଭାଷାର ପରିଚୟ

(ମାନକ ଭାଷା, କଥିତ ଭାଷା ଓ ଆଞ୍ଚଳିକ ଭାଷା)

୨ୟ ଏକକ – ୟୁନିଟ୍-୨) ଓଡ଼ିଆ ଭାଷାର ମୂଳ ଉତ୍ସ ନିରୂପଣ

(ସଂସ୍କୃତ, ପାଲି, ପ୍ରାକୃତ ଓ ଅପଭ୍ରଂଶ)

୩ୟ ଏକକ – ୟୁନିଟ୍-୩) ଓଡ଼ିଆ ଭାଷା ଉପରେ ବୈଦେଶିକ ଭାଷାର ପ୍ରଭାବ

(ହାବିଡ଼, ଅଷ୍ଟ୍ରିକ୍, ଯାବନିକ ଏବଂ ଇଂରାଜୀ)

୪ର୍ଥ ଏକକ – ୟୁନିଟ୍-୪) ଓଡ଼ିଆ ଶବ୍ଦ ଭଣ୍ଡାରର ପରିଚୟ

(ତତ୍ସମ, ତତ୍ତ୍ୱ, ଦେଶଜ ଓ ବୈଦେଶିକ)

୫ମ ଏକକ – ୟୁନିଟ୍-୫) ଭାଷା ସାହିତ୍ୟ ଅଧ୍ୟୟନ

(କ) ଗ୍ରାମ୍ୟ କୈହିକ ଉପନ୍ୟାସ-ମାଟିର ମଣିଷ-କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

(ଖ) ଗ୍ରାମ୍ୟ କୈହିକ ଗଳ୍ପ – ମାଗୁଣିର ଶଗଡ଼-ଗୋଦାବରୀଶ ମହାପାତ୍ର

ଆକାଶ ଦୀପ – ରବୀନ୍ଦ୍ର ନାରାୟଣ ମିଶ୍ର

ନମ୍ବର ବିଭାଜନ ବିଧି

କ) ମୋଟ ନମ୍ବର – ୧୦୦

ଖ) ଆନ୍ତଃ ପରୀକ୍ଷା – ୨୦/ମୁଖ୍ୟ ପରୀକ୍ଷା – ୮୦

ଗ) ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ ପସନ୍ଦମୂଳକ ବୋଧାଜ୍ଞାନ ମାପକ ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନରୁ ୫ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ ।

(୧୨ x ୫ = ୬୦)

ଘ) ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ ନମ୍ବର ବିଶିଷ୍ଟ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଢ଼ିବ । ମୋଟ ୧୫ଟି ପ୍ରଶ୍ନରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ ।

(୧୦ x ୨ = ୨୦)

ବି.ଦ୍ର : ତୃତୀୟ ଓ ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (IIIrd & IVth Semester) ପରୀକ୍ଷାରେ ଆନ୍ତଃ ସମ୍ପର୍କମୂଳକ (G.E) ଲକ୍ଷ୍ୟାଧୀନ ପାଠ ଓଡ଼ିଆ ଭାବେ ଉଚ୍ଚ ପାଠ୍ୟ ପଢ଼ାଯିବ । GE (2nd Paper) ଓଡ଼ିଆ ଭାବେ ଉଭୟ ତୃତୀୟ ଓ ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟର ଛାତ୍ରଛାତ୍ରୀମାନେ ସମାନ ପାଠ୍ୟ ପଢ଼ିବେ ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାୟୋଗିକ ଭାଷା ବିଜ୍ଞାନର ଦିଗବିଦିଗ : ପଟ୍ଟନାୟକ, କେ.ବି., ଓଡ଼ିଆ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୨. ସଂଯୋଗ ଅନୁବିଧି : ତ୍ରିପାଠୀ, ସନ୍ତୋଷ, ନାଲନ୍ଦା, କଟକ
୩. କବିତାର ମାନଚିତ୍ର : ମହାନ୍ତି, ଜାନକୀ ବଲ୍ଲଭ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୪. ଓଡ଼ିଆ ଭାଷା ବିଭବ : ମହାପାତ୍ର, ବିଜୟ ପ୍ରସାଦ, ବିଦ୍ୟାପୁରୀ, କଟକ
୫. ବୃତ୍ତି ଏବଂ ମୋ ପୋଷେ କୁରୁମ୍ : ମହାନ୍ତି, ପଞ୍ଚାନନ, ଭୁବନେଶ୍ୱର
୬. ପ୍ରାଚୀନ ପୋଥି ଶୁଦ୍ଧ ସଂପାଦନା ପଦ୍ଧତି ଓ ଅନୁବାଦ କୌଶଳ - ପଟ୍ଟନାୟକ, ଆଶୁତୋଷ, ଭୁବନେଶ୍ୱର
୭. ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ - ସାହୁ, ନାରାୟଣ, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା
୮. ଶବ୍ଦର ଆକାଶ ଦୃଶ୍ୟର ଦିଗ୍‌ବଳୟ - ଶତପଥୀ, ରବି, କଟକ
୯. ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ଆକାଶବାଣୀର ଅବଦାନ - ମହାନ୍ତି, ବ୍ରଜମୋହନ, ଓଡ଼ିଶା ବୁକ୍ ଷୋର, କଟକ
୧୦. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ : ଗୁରାଙ୍ଗୀ, ମୃଣାଳ, ଶେଫାଳି କମ୍ପ୍ୟୁନିକେସନ, ସଞ୍ଚାରମାର୍ଗ, ଦେଈନାଳ
୧୧. ଓଡ଼ିଆ ଶବ୍ଦ ବ୍ୟୁତ୍ପତ୍ତି ବିଜ୍ଞାନ : ସାହୁ, ବାସୁଦେବ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୧୨. ସର୍ବସାର ବ୍ୟାକରଣ : ମହାପାତ୍ର, ନାରାୟଣ ଓ ଦାସ, ଶ୍ରୀଧର, ନିଉ ଷ୍ଟୁଡେଣ୍ଟ୍ସ ବୁକ୍ ଷୋର, କଟକ
୧୩. ଓଡ଼ିଶାରେ ସମ୍ବାଦପତ୍ରର ଇତିହାସ : ଗୁରାଙ୍ଗୀ, ମୃଣାଳ, ଶେଫାଳି କମ୍ପ୍ୟୁନିକେସନ, ସଞ୍ଚାରମାର୍ଗ, ଦେଈନାଳ
୧୪. ମୁଁ କହିଲି ଲେଖଣୀ : ସଂକଳନ - ସିଂହ, ବିଜୟାନନ୍ଦ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୫. ଓଡ଼ିଆ ଭାଷାର ଉନ୍ନେଷ ଓ ବିକାଶ - ସାହୁ, ବାସୁଦେବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୬. ଭାଷା ବିଜ୍ଞାନର ରୂପରେଖ - ସାହୁ, ବାସୁଦେବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

Political Science

GENERIC ELECTIVE I: FEMINISM: THEORY AND PRACTICE

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

I. Approaches to understanding Patriarchy (22 Lectures)

- Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
 - Understanding Patriarchy and Feminism
 - Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

II. History of Feminism (22 Lectures)

- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

III. The Indian Experience (16 Lectures)

- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

Essential Readings

I. Approaches to understanding Patriarchy

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

Supplementary Readings:

Ray, Suranjita. *Understanding Patriarchy*. Available at:

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

II. History of Feminism

Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

Supplementary Readings:

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

III. Feminist Perspectives on Indian Politics

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Additional Readings

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

GENERIC ELECTIVE II: GOVERNANCE: ISSUES AND CHALLENGES

Objectives: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

1. GOVERNMENT AND GOVERNANCE: CONCEPTS [12 lectures]

Role of State In The Era Of Globalisation State,
Market and Civil Society

2. GOVERNANCE AND DEVELOPMENT [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good
Governance

3. ENVIRONMENTAL GOVERNANCE [12 lectures]

Human-Environment Interaction
Green Governance: Sustainable Human Development

4. LOCAL GOVERNANCE [12 lectures]

Democratic Decentralisation People's
Participation In Governance

5. GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES [20 lectures]

- Public Service Guarantee Acts
- Electronic Governance
- Citizens Charter & Right to Information
- Corporate Social Responsibility

READINGS

GOVERNMENT AND GOVERNANCE: CONCEPTS

B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998

Surendra Munshi and Biju Paul Abraham [eds.] , *Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004

United Nation Development Programme , *Reconceptualising Governance*, New York, 1997

Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*
Johns Hopkins University, The Georgetown Public Policy Review ,Volume VII, No.1, 2001
Vasudha Chotray and Gery Stroker , *Governance Theory: A Cross Disciplinary Approach* ,
Palgrave Macmillan ,2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel
(eds.) *Governance without Government: Order and Change in World Politics*, Cambridge:
Cambridge University Press ,1992

B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007 pp. 218-
240.

Smita Mishra Panda , *Engendering Governance Institutions: State, Market And Civil Society*,
Sage Publications,2008

Neera Chandhoke, *State And Civil Society Explorations In Political Theory* , Sage Publishers,1995

GOVERNANCE AND DEVELOPMENT

B. C. Smith, *Good Governance and Development*, Palgrave, 2007

World Bank Report, *Governance And Development*, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of
Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New
Delhi: Oxford University Press, 1995

Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007

ENVIRONMENTAL GOVERNANCE

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

J.P. Evans, *Environmental Governance*, Routledge , 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and
Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights, and
the Law of the Commons*, Cambridge University Press, 2013

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World Politics, New York: Oxford University Press, 2011, pp. 348-362.

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T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013

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Niraja Gopal Jayal , *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999

Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'* , International Institute For Educational Planning, UNESCO : Paris, 2001

Maxine Molyneux and Shahra Razavi , *Gender, Justice, Development, and Rights* , Oxford University Press, 2002

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983

Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of*

Development, Shipra Publications, 2007

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012

Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998

Jean Dreze and Amartya Sen, *An Uncertain Glory: India And Its Contradictions*, Princeton University Press, 2013

Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi , *Women And Food Security: Role Of Panchayats* , Concept Publishing House, 2002

Bidyut Mohanty, “Women, Right to Food and Role of Panchayats”, *Mainstream*, Vol. LII, No. 42, October 11, 2014

D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013

Sociology

GENERIC ELECTIVE I: INTRODUCTION TO SOCIOLOGY

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying these two papers, the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores, Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict

Unit-3 : Individual and Society : Individual and society, Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Meaning and definition, Dimensions of Stratification, Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

Unit-5: Social Control: Meaning and types, Formal and Informal social control, Agencies of Social control

Essential readings:

1. Bottomore, T.B. 1972, Sociology: A guide to problems and literature. Bombay : George Allen and Unwin (India)
2. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi Oxford University Press
3. Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India
4. Jaikumar, No. 1988 . What is Sociology . Madras: Macmillan, India :
5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers
6. Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. New Delhi Tata-Mac Graw Hill.

GENERIC ELECTIVE II: INDIAN SOCIETY

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating, change agents and initiatives.

Objectives: After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

Learning Outcomes: This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit-1 : Composition of Indian Society : Caste, Tribe, Religion, Language. Unity in Diversities, Threats to national integration

Unit-2 Hindu Social Organisation: Bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3 : Marriage and Family in India: Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.

Unit-4 : The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India

Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.

Unit-5 : Social Change in Modern India : Sanskritization, Westernization, Secularization, and Modernization

Essential readings:

1. Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House
2. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
4. Dube, S.C. 1995, Indian Village (London : Routledge)
5. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan- College) :: Lannoy,
7. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
8. Srinivas, M.N. 1980 : India: Social Structure (New Delhi: Hindustan -Publishing Corporation)
9. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).

10. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).

Sanskrit

GENERIC ELECTIVE I: MORAL TEACHINGS AND BASICS OF SANSKRIT

1. *Hitopodeśa Mitralabha* (From *Kathāmukha* to *Gṛdhravidalakatha*)
2. *Yaksaprasna of Mahabharata*(*Aranyakaparva*, ch.313
from Verses no. 41 to 133)
3. *Śabdarupa&Dhaturupa*
('a' karanta, 'i' karanta, 'ī' karanta, 'u' karanta, 'ū' karanta, 'in'
bhaganta, *Māṭṛ*, *Pitr*, *Asmad*, *Yusmad*, *Tad* (*sabdarupas*).*Lat*, *Lañ*,
Vidhiliñ, *Lṛt*, *Lot* and *Litlakaras* of *Path*, *Ni*, *Kṛ*, *Sev*, *Han*, *Pā*, *Dā*,
Śru, *Śī* and *Krīṇ* in the form of *Ātmanepada*, *Parasmaipada* or
Ubhayapada whichever is applicable. (*Dhaturupas*)

Books for Reference:

1. *Hitopadesah (Mitralabhah)* (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
2. *Hitopadesah (Mitralabhah)* (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
3. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013
4. Critical edition of the *Mahabharata*, (Ed.) V.S. Sukthankar, BORI, Pune
5. *Mahabharata*, Gitapress, Gorakhpur (Prescribed Text)
6. *Yaksaprasna*, T. K. Ramaayiyar, R. S. Vadhyar & Sons. Palkad, Kerala

GENERIC ELECTIVE II: POETRY & PROSE WRITING

1. Meghadutam (Purvamegha)
2. Gita (Chapter.XV)
3. Prose Writing (Essay in Sanskrit)

Books for Reference:

1. *Meghadutam* (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
2. *Meghadutam* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
3. *Meghadutam* (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984
4. *Meghadutam* (Ed.) B.S. Mishra, Vidyapuri, Cuttack, 1st Edn-1999
5. *Shrimad-bhagavad-gita* (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan
6. *Shrimad-bhagavad-gita* (Ed.) Gambhirananda, Ramakrishna Mission
7. *Shrimad-bhagavad-gita*, Gita Press, Gorakhpur
8. Prabandharatnakara, Ramesh Chandra Sukla, Chawkhamba Publications, Varanasi
9. Nibandhasatakam, Kapildev Dwivedi, Chawkhamba Publications, Varanasi