

+3 CBCS SYLLABUS

ODIA HONOURS



(QR Code)



DIRECTORATE OF DISTANCE & CONTINUING EDUCATION

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(To get the softcopy of the syllabus please scan the QR Code in your smart phone)

**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

SI 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

SI 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 (English Communication)	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 (Modern Office Management)	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

ପାଠ୍ୟକ୍ରମର ସାରାଂଶ – ସ୍ନାତକତା

Structure of B.A. Honours Odia Under CBCS

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ (Core Course) : ୧୪

ପ୍ରତ୍ୟେକ ପତ୍ରର କ୍ରେଡିଟ୍ସ୍ / ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧ (Core Course – 1)

୧ମ ପତ୍ର - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

ପ୍ରାଚୀନ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : (ଚର୍ଯ୍ୟାପଦଠାରୁ ପଞ୍ଚସଖା ପର୍ଯ୍ୟନ୍ତ)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୨ (Core Course – 2)

୨ୟ ପତ୍ର - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

(ପ୍ରାକ୍‌ରୀତି , ରୀତି ଓ ଉତ୍ତର ପର୍ଯ୍ୟାୟ ରୀତି)

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୩ (Core Course – 3)

୩ୟ ପତ୍ର - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ (ସ୍ୱାଧୀନତା ପର୍ଯ୍ୟନ୍ତ)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୪ (Core Course – 4)

୪ର୍ଥ ପତ୍ର - ନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟ

(୨୦୦୦ ମସିହା ପର୍ଯ୍ୟନ୍ତ)

ତୃତୀୟ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୫ (Core Course – 5)

୫ମ ପତ୍ର-ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ ୪ + ୨ = ୬

ଓଡ଼ିଆ ଭାଷାର ଐତିହାସିକ ବିକାଶକ୍ରମ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୬ (Core Course – 6)

ଷଷ୍ଠ ପତ୍ର ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ ୪ + ୨ = ୬

ଓଡ଼ିଆ ଭାଷାର ସ୍ୱରୂପ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୭ (Core Course – 7)

ସପ୍ତମ ପତ୍ର - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ଓଡ଼ିଆ ଭାଷାର ପ୍ରୟୋଗ ଓ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୮ (Core Course – 8)

୮ମ ପତ୍ର - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ଲୋକଧାରା / ଓଡ଼ିଆ ଭାଷା-ସାହିତ୍ୟର ମୌଖିକ ପରଂପରା

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୯ (Core Course – 9)

୯ମ ପତ୍ର - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ସାହିତ୍ୟର ସ୍ୱରୂପ ଓ ତତ୍ତ୍ୱ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ -10 (Core Course-10)

୧୦ମ ପତ୍ର - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ଓଡ଼ିଆ ସାହିତ୍ୟ ସ୍ରଷ୍ଟା : ବିଶେଷ ଅଧ୍ୟୟନ : ଲେଖକୀୟ ପାଠ (ବିଭିନ୍ନ ସମୟର ବିବିଧ ସାହିତ୍ୟ ବିଭାଗର ବିଶିଷ୍ଟ ଓ ଲେଖକ କବିପୟଙ୍କ ବିଷୟରେ ଅଧ୍ୟୟନ)

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ-୧୧ (Core Course - 11)
୧୧ଶ ପଢ଼ - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ଓଡ଼ିଆ ସାହିତ୍ୟର ସବିଶେଷ ଅଧ୍ୟୟନ : କାବ୍ୟ କବିତା
(ବିଭିନ୍ନ ସମୟର ପାଠକ ଆଦୃତ ଓ ବହୁ ପ୍ରଚଳିତ
କେତେକ କବିତାର ଅଧ୍ୟୟନ)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ-୧୨ (Core Course -12)
୧୨ଶ ପଢ଼ - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ଓଡ଼ିଆ ସାହିତ୍ୟର ଅଧ୍ୟୟନ : କଥା ସାହିତ୍ୟ ଓ ନାଟ୍ୟ
ସାହିତ୍ୟ

ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ-୧୩ (Core Course -13)
୧୩ଶ ପଢ଼ - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ଓଡ଼ିଆ ସାହିତ୍ୟର ଅଧ୍ୟୟନ : ପ୍ରବନ୍ଧ ଓ ଗଦ୍ୟ ସାହିତ୍ୟ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ-୧୪ (Core Course- 14)
୧୪ଶ ପଢ଼ - ଆସ୍ଥାନୁଲ୍ୟାଙ୍କ = ୪ + ୨ = ୬

ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ (Detail Syllabus)

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester – 1)

ମୂଳ ପାଠ : ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ-୧ (Core Course - 1) : ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

ପ୍ରଥମ ପଢ଼ (ସପ୍ତମରୁ ଷୋଡ଼ଶ ଶତାବ୍ଦୀ ପର୍ଯ୍ୟନ୍ତ)

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ପ୍ରାକ୍-ସାରଳା ସାହିତ୍ୟ (ଚର୍ଯ୍ୟାଗୀତିକା ଓ ନାଥ ସାହିତ୍ୟ)

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ସାରଳା ସାହିତ୍ୟ (ସାରଳା ଦାସଙ୍କ ରଚନାସମ୍ଭାର ଓ ସେଗୁଡ଼ିକର ସାହିତ୍ୟିକ, ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ବୈଶିଷ୍ଟ୍ୟ)

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ପଞ୍ଚସଖା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ଲେଖକ

(ବଳରାମ ଦାସ ଓ ଜଗନ୍ନାଥ ଦାସ)

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ପଞ୍ଚସଖା ସାହିତ୍ୟର ବୈଶିଷ୍ଟ୍ୟ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ପଞ୍ଚସଖା ସାହିତ୍ୟର ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଆବେଦନ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୨ (Core Course - 2) : ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

ଦ୍ୱିତୀୟ ପଢ଼

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ମଧ୍ୟଯୁଗୀୟ / ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ବିକାଶଧାରା

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟ ସାହିତ୍ୟ

(ଆଖ୍ୟାୟିକା କାବ୍ୟ, ପୌରାଣିକ ଓ ବୈଷ୍ଣବ କାବ୍ୟ)

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆଙ୍ଗିକ ବୈଚିତ୍ର୍ୟ

(ଆଳଙ୍କାରିକତା, ସାଙ୍ଗୀତିକତା, ରୀତି ବୈଚିତ୍ର୍ୟ)

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆତ୍ମିକ ବୈଚିତ୍ର୍ୟ

(ରସଚେତନା, ବିଷୟବସ୍ତୁ ବିନ୍ୟାସ, ଚରିତ୍ରଚିତ୍ରଣ)

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ମଧ୍ୟଯୁଗୀୟ ଗୀତିକାବ୍ୟ ପରଂପରା (ଚଂପୂ, ଚଉପଦୀ, ଚଉତିଶା)

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – II)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୩ (Core Course - 3) : ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ

ତୃତୀୟ ପତ୍ର

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ନବଜାଗରଣର ଭୂମିକା

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଆଧୁନିକ କାଳର ଓଡ଼ିଆ କାବ୍ୟ କବିତା ଓ କଥାସାହିତ୍ୟ

(ରାଧାନାଥ ରାୟ (କାବ୍ୟ), ଫକୀରମୋହନ ସେନାପତି-(ଗଳ୍ପ) ଓ
ମଧୁସୂଦନ ରାଓ(କବିତା))

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସତ୍ୟବାଦୀଧାରା

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସବୁଜଧାରା

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପ୍ରଗତିବାଦୀଧାରା

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୪ (Core Course - 4) : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟ

ଚତୁର୍ଥ ପତ୍ର

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତା

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଉପନ୍ୟାସ ଓ ଗଳ୍ପ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ (ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା)

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପତ୍ରପତ୍ରିକା

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – III)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୫ (Core Course - 5) : ଓଡ଼ିଆ ଭାଷାର ଐତିହାସିକ ବିକାଶକ୍ରମ

ପଞ୍ଚମ ପତ୍ର

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ କ୍ରମବିକାଶ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଓଡ଼ିଆ ଲିପିର ଐତିହାସିକ ବିବର୍ତ୍ତନ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଓଡ଼ିଆ ଶିଳାଲେଖର ଭାଷା

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଚର୍ଯ୍ୟାପଦ ଓ ସାରଳା ସାହିତ୍ୟର ଭାଷା

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଓଡ଼ିଆ ଭାଷା ସହିତ ଅନ୍ୟ ଭାଷାର ସମ୍ପର୍କ

(ଦ୍ରାବିଡ଼, ଅସ୍ଥିକ, ଯାବନିକ, ଇଂରାଜୀ)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୬ (Core Course - 6) : ଓଡ଼ିଆ ଭାଷାର ସ୍ୱରୂପ

ଷଷ୍ଠ ପଢ଼

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଶାସ୍ତ୍ରୀୟ ମାନ୍ୟତା ପ୍ରାପ୍ତ ଓଡ଼ିଆ ଭାଷା, ଓଡ଼ିଆ ଭାଷାର ଶାସ୍ତ୍ରୀୟ ଲକ୍ଷଣ,
ଓଡ଼ିଆ ଭାଷାର ବୈଶିଷ୍ଟ୍ୟ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଓଡ଼ିଆ ଆଞ୍ଚଳିକ ଭାଷା ଓ ବୋଲି

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଓଡ଼ିଆ ମାନକ ଭାଷା ଓ କଥିତ ଭାଷା

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ଗଦ୍ୟ ଭାଷାର ବିବର୍ତ୍ତନ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଓଡ଼ିଆ ଶବ୍ଦ ବିଭବ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୭ (Core Course - 7) : ଓଡ଼ିଆ ଭାଷାର ପ୍ରୟୋଗ ଓ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ

ସପ୍ତମ ପଢ଼

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଓଡ଼ିଆ ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଧାରାରେ ସୁଭାଷଣ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଓଡ଼ିଆ ସାମାଜିକ - ଲୋକାତ୍ମକ ଶବ୍ଦ ଓ ତା'ର ପ୍ରୟୋଗ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଶୁଦ୍ଧ ଲିଖନ ପ୍ରଣାଳୀ

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ବର୍ଣ୍ଣ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଓଡ଼ିଆ ବାକ୍ୟର ଗଠନ ଓ ବ୍ୟବହାର

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – IV)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୮ (Core Course - 8) : (ଲୋକଧାରା / ଓଡ଼ିଆ ଭାଷାର ମୌଖିକ ପରମ୍ପରା)

ଅଷ୍ଟମ ପଢ଼

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ (ସଂଜ୍ଞା, ସ୍ୱରୂପ, ପ୍ରକାରଭେଦ)

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଓଡ଼ିଆ ଲୋକଗୀତର ପ୍ରକାରଭେଦ ଓ ବୈଶିଷ୍ଟ୍ୟ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଓଡ଼ିଆ ଲୋକକାହାଣୀ ଓ ଜନଶ୍ରୁତି

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ଲୋକୋକ୍ତି, ପ୍ରକାରଭେଦ, ସାମାଜିକ-ସାଂସ୍କୃତିକ ଆବେଦନ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଲୋକନାଟକ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୯ (Core Course - 9) : ସାହିତ୍ୟର ସ୍ୱରୂପ ଓ ତତ୍ତ୍ୱ

ନବମ ପଢ଼

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : କବିତା, ଉପନ୍ୟାସ, ଆତ୍ମଜୀବନୀ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ରସ, ରୀତି, ଅଳଙ୍କାର (ଉପମା, ଯମକ, ଶ୍ଳେଷ, ବ୍ୟତିରେକ, ବିଭାବନା)

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : କ୍ଳାସିସିଜିମ୍, ରୋମାଣ୍ଟିସିଜିମ୍, ବାସ୍ତବବାଦ

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଅନୁବାଦତତ୍ତ୍ୱ ଓ ଅନୁବାଦର ପ୍ରକାରଭେଦ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୦ (Core Course - 10) : ଓଡ଼ିଆ ସାହିତ୍ୟ ସ୍ରଷ୍ଟା : ବିଶେଷ ଅଧ୍ୟୟନ

୧୦ମ ପଢ଼

ଲେଖକୀୟ ପାଠ

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଜଗନ୍ନାଥ ଦାସ, ଉପେନ୍ଦ୍ର ଭଞ୍ଜ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଭୀମଭୋଇ, ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଔପନ୍ୟାସିକ ଗୋପୀନାଥ ମହାନ୍ତି, ଗାନ୍ଧିକା ବୀଣାପାଣି ମହାନ୍ତି

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ନାଟ୍ୟକାର ଜଗନ୍ନାଥନ ଲାଲ ଓ ଗୋପାଳ ଛୋଟରାୟ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ପ୍ରାବନ୍ଧିକ ଚିନ୍ତରଞ୍ଜନ ଦାସ ଓ ସମାଲୋଚକ ନଟବର ସାମନ୍ତରାୟ

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ (Semester – V)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୧ (Core Course - 11) : ଓଡ଼ିଆ ସାହିତ୍ୟର ସବିଶେଷ ଅଧ୍ୟୟନ

୧୧ଶ ପଢ଼

କାବ୍ୟ କବିତା ପାଠ

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ମହାଭାରତ - ଗଦାପର୍ବ (ସାରଳା ଦାସ)

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : କିଶୋର ଚନ୍ଦ୍ରାନନ୍ଦ ଚମ୍ପୂ (କ-ଘ ଅନୁପ୍ରାସ) - କବିସୂର୍ଯ୍ୟ ବଳଦେବ ରଥ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଚିଲିକା - ରାଧାନାଥ ରାୟ

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ପ୍ରାଚୀନ ମଧ୍ୟକାଳୀନ ଓଡ଼ିଆ କବିତା, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ

→ ଶ୍ରୀରାମ କୋଇଲି - ବଳରାମ ଦାସ

→ ମହାବାହୁ - ବନମାଳୀ ଦାସ

→ ଆଦ୍ୟ ମାର୍ଗଶୀର - ଅରୁଣତାନନ୍ଦ ଦାସ

→ ମନବୋଧ ଚଉତିଶା - ଭକ୍ତଚରଣ ଦାସ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଆଧୁନିକ ଓଡ଼ିଆ କବିତା

→ ଅମୃତମୟ - ଗଙ୍ଗାଧର ମେହେର

→ ନମସ୍କାର - ମାୟାଧର ମାନସିଂହ

→ ଗାନ୍ଧାରୀର ଆଶୀର୍ବାଦ - କାଳିନ୍ଦୀଚରଣ ପାଣିଗ୍ରାହୀ

→ ଝରକା କଡ଼ର ଗୋଲାପ - ସୀତାକାନ୍ତ ମହାପାତ୍ର

→ ଚିତ୍ର ପ୍ରତିମା - ରମାକାନ୍ତ ରଥ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୨ (Core Course - 12) :

(ଓଡ଼ିଆ ସାହିତ୍ୟର ଅଧ୍ୟୟନ - କଥାସାହିତ୍ୟ / ନାଟ୍ୟସାହିତ୍ୟ)

୧୨ଶ ପଢ଼

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଆକାଶର ଇସାରା (ଉପନ୍ୟାସ) - ମନୋଜ ଦାସ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଅମାବାସ୍ୟାର ଚନ୍ଦ୍ର (ଉପନ୍ୟାସ) - ଗୋବିନ୍ଦ ଦାସ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : କ୍ଷୁଦ୍ରଗଳ୍ପ

ପାଠ୍ୟ ଗଳ୍ପ : ରାଣ୍ଡିପୁଅ ଅନନ୍ତା - ଫକୀରମୋହନ ସେନାପତି

ନୀଳମାଷ୍ଟ୍ରାଣୀ - ଗୋଦାବରୀଶ ମହାପାତ୍ର

ଶ୍ରୀକୃଷ୍ଣଙ୍କ ଶେଷ ହସ - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି

ମୋକ୍ଷ - ପ୍ରତିଭା ରାୟ

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ :

ମଙ୍ଗଳ ଅମଙ୍ଗଳ ବିଲ୍ୱ ମଙ୍ଗଳ (ନାଟକ) - ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ

- ଅଥବା -

ଓ. ସବାଶେଷ ଲୋକ (ନାଟକ) - ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଏକାଙ୍କିକା ପାଠ

ପାଠ୍ୟ ପ୍ରସଙ୍ଗ : ସଂଧ୍ୟା ଆସରର ଭୂତ - ପ୍ରାଣବନ୍ଧୁ କର

ଆବିଷ୍କାର - ମନୋରଞ୍ଜନ ଦାସ

ଛଦ୍ମବେଶୀ - ବିଶ୍ୱଜିତ୍ ଦାସ

ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ (Semester – VI)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୩ (Core Course - 13) : ଓଡ଼ିଆ ସାହିତ୍ୟ ଅଧ୍ୟୟନ - ଗଦ୍ୟ ସାହିତ୍ୟ

୧୩ଶ ପଢ଼

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ମୋ ସମୟର ଓଡ଼ିଶା - ଡକ୍ଟର କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ

(୩୦ ପୃଷ୍ଠାର ପାଠ୍ୟାଂଶ ପଠନୀୟ)

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଲଞ୍ଜନ ଚିଠି (ଭ୍ରମଣ କାହାଣୀ) - ଗୋଲୋକ ବିହାରୀ ଧଳ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : କାବ୍ୟ ସମ୍ଭାଦ (ସମାଲୋଚନା - ୧/୨ ଯୁ ଅଧ୍ୟାୟ) - ଦାଶରଥୀ ଦାସ

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ରଥସପ୍ତକ (୧ମ, ୨ୟ ଅଧ୍ୟାୟ) - ଚନ୍ଦ୍ରଶେଖର ରଥ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଆଧୁନିକ ଓଡ଼ିଆ ପ୍ରବନ୍ଧ

ପାଠ୍ୟ ପ୍ରସଙ୍ଗ : ମହାସ୍ରୋତ - ବିଶ୍ୱନାଥ କର

ନିଜ ଦାୟିତ୍ୱ - ମାୟାଧର ମାନସିଂହ

ନାମକରଣ - ଚନ୍ଦ୍ରଶେଖର ରଥ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୪ (Core Course - 14) : ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ

୧ଷଶ ପଢ଼

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ବ୍ୟାବହାରିକ ଲିଖନକଳା - ପରିଭାଷା, ସ୍ୱରୂପ, ବୈଚିତ୍ର୍ୟ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : କାର୍ଯ୍ୟାଳୟ ଲିଖନ ବିଧି

(ନଥି ପ୍ରସ୍ତୁତି ଓ ଲିଖନ / ଚିପ୍ପଣୀ ଲିଖନ/ ପ୍ରସ୍ତାବ ଲିଖନ ଓ ଅନୁମୋଦନ/

ଚିଠା ପ୍ରସ୍ତୁତି ଓ ଲିଖନ / ଅଧିସୂଚନା, ବିଜ୍ଞପ୍ତି ଓ ଘୋଷଣା ଲିଖନ)

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ସାହିତ୍ୟ ଓ ମୁଦ୍ରିତ ଗଣମାଧ୍ୟମ

(ସାହିତ୍ୟ ଓ ସାମ୍ବାଦିକତା/ସାହିତ୍ୟ ଓ ସଂପାଦକୀୟ ଲିଖନ ଉତ୍ତରୀ / ସ୍ତମ୍ଭ
ରଚନା, ଫିଚର ରଚନା)

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ପୁସ୍ତକ ରଚନା କୌଶଳ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ସଂପାଦନା କଳା (ପତ୍ର / ପତ୍ରିକା)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

- ଓଡ଼ିଆ ସାହିତ୍ୟର ଆଦିପର୍ବ ଓ ଉତ୍ତର ମଧ୍ୟପର୍ବ : ମହାକ୍ତି, ସୁରେନ୍ଦ୍ର, କଟକ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର
- ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ସାମନ୍ତରାୟ, ନଟବର, ବାଣୀଭବନ, ଭୁବନେଶ୍ୱର
- ଓଡ଼ିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ : ଆରୁଫ୍, ବୃନ୍ଦାବନ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
- ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ମାନସିଂହ, ମାୟାଧର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
- ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ପ୍ରଧାନ. କୃଷ୍ଣଚନ୍ଦ୍ର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶିଂ, କଟକ
- ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : କର, ବାଉରାବନ୍ଧୁ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶିଂ, କଟକ
- ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ପଟ୍ଟନାୟକ, ପଠାଣି, ନାଲନ୍ଦା, କଟକ
- ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ପାଢ଼ୀ, ବେଣୁଧର, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ
- ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ମହାରଣା, ସୁରେନ୍ଦ୍ର, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
- ଆଧୁନିକ କାବ୍ୟ ଜିଜ୍ଞାସା, ଚିନ୍ତକଳ୍ପ, : ଦାସ, ଦାଶରଥୀ, ଅଗ୍ରଦୂତ, କଟକ
- ଓଡ଼ିଆ ଦୀର୍ଘ କବିତା : ସାହୁ, ଉଦୟନାଥ, ଏଥେନା, ଭୁବନେଶ୍ୱର
- କବିତାର ମାନଚିତ୍ର : ମହାକ୍ତି, ଜାନକୀ ବଲ୍ଲଭ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶିଂ, କଟକ
- କଥା ଦୃଷ୍ଟି କଥା ସୃଷ୍ଟି - ଓଡ଼ିଆ, ବିଷ୍ଣୁପ୍ରିୟା, ପ୍ରଜ୍ଞାନ ପବ୍ଲିକେଶନ, ଜାରକା
- ଅନୁବାଦ ସାହିତ୍ୟର ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ : ପ୍ରଧାନ, ମନୋରଞ୍ଜନ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
- ସାହିତ୍ୟର ସୂଚୀପତ୍ର : ପଟ୍ଟନାୟକ, ବିଭୂତି, ନାଲନ୍ଦା, କଟକ
- ଅନୁବାଦ ସାହିତ୍ୟଧାରା : ଦାସ, ବେଣୁଧର, କାବ୍ୟଲୋକ, ଭୁବନେଶ୍ୱର

- ଉତ୍ତର ଆଧୁନିକତା ଡକ୍ଟ୍ରିନ୍ ଓ ପ୍ରୟୋଗ : ସଂ. ଶତପଥୀ, ଦେବୀ ପ୍ରସାଦ, ଅଗ୍ରଦୂତ, କଟକ
- ଆଧୁନିକବାଦ ଓ ଉତ୍ତର ଆଧୁନିକବାଦ : ରଥ, ପ୍ରଦୀପ କୁମାର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
- ଓଡ଼ିଆ କାବ୍ୟକୌଶଳ : ଆରୁର୍ଯ୍ୟ, ସୁଦର୍ଶନ, ବ୍ରହ୍ମପୁର
- କଥାସାହିତ୍ୟର କଥନିକା : ଓତା, ବିଷ୍ଣୁପ୍ରିୟା, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ
- ସାରଳା ମହାଭାରତ ସୃଷ୍ଟିର ଭୂମିପର୍ବ : ସାହୁ, ଉଦୟନାଥ, ଚିନ୍ମୟ ପ୍ରକାଶନ, କଟକ
- ପୂର୍ବ-ଭାରତୀୟ ମହାଭାରତ ପରଂପରା : ସାହୁ, ଉଦୟନାଥ
- ସବୁଜରୁ ସଂପ୍ରତିକ : ଶତପଥୀ, ନିତ୍ୟାନନ୍ଦ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
- ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରଗତିବାଦୀଧାରା : ଶତପଥୀ, ବିଜୟ କୁମାର, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
- ସାହିତ୍ୟିକ ଦିଗ୍‌ଦର୍ଶନ : ସାହୁ, ବାସୁଦେବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶିଂ, କଟକ
- ଭାଗବତର ସୃଷ୍ଟି ସୌରଭ : ସାହୁ, ଉଦୟନାଥ, ଏଥେନା, ଭୁବନେଶ୍ୱର
- ଓଡ଼ିଆ ଉପନ୍ୟାସ : ବେହେରା, କୃଷ୍ଣଚରଣ, ଜଗନ୍ନାଥ ରଥ, କଟକ
- ଆଲୋଚନା ମାଳା : ମିଶ୍ର, କାହ୍ନୁଚରଣ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶିଂ, କଟକ
- ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ଆଦ୍ୟ ପ୍ରୟାସ – ମହାନ୍ତି, ପ୍ରସନ୍ନ କୁମାର, କଟକ
- କହେ କୃଷ୍ଣଦାସ କବି : ସାହୁ, କୃଷ୍ଣଚରଣ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶିଂ, କଟକ
- କାଳିନ୍ଦୀଚରଣଙ୍କ କଥାସାହିତ୍ୟ : ଓତା, ବିଷ୍ଣୁପ୍ରିୟା, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶିଂ, କଟକ
- ପ୍ରାଚୀନ ଓ ମଧ୍ୟକାଳୀନ ସାହିତ୍ୟ : ଷଡ଼ଙ୍ଗୀ, କୃତ୍ତିବାସ
- ୧୯୬୦ ମସିହା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟର ଗତି ଓ ପ୍ରକୃତି – ସେଠୀ, ନାରାୟଣ, ସଞ୍ଜୟ ରିଡର, କଟକ
- ଓଡ଼ିଆ ଏକାଙ୍କିକା ସାହିତ୍ୟର ଦିଗ ଓ ଦିଗନ୍ତ – ସେଠୀ, ନାରାୟଣ, ସଞ୍ଜୟ ରିଡର, କଟକ

ଶୃଙ୍ଖଳାବେନ୍ଦୁକ ଇଚ୍ଛାଧୀନ ପାଠ – ଓଡ଼ିଆ
Discipline Specific Elective – Odia (DSE)
(ଉତ୍ତମ ସମ୍ମାନ (Hons) ଓ ସାଧାରଣ (Pass) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ)

ଷାସ୍ତ୍ରାବଳି ପର୍ଯ୍ୟାୟ – ୫ମ ଓ ୬ଷ୍ଠ (**Semester – V, VI**)

ଷାସ୍ତ୍ରାବଳି ପର୍ଯ୍ୟାୟ - ୫ମ (**Semester – V**) ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପତ୍ର $୧୦୦ + ୧୦୦ = ୨୦୦$ ନମ୍ବର

ଷାସ୍ତ୍ରାବଳି ପର୍ଯ୍ୟାୟ – ୬ଷ୍ଠ (**Semester – VI**) ତୃତୀୟ ପତ୍ର ୧୦୦ ନମ୍ବର
 (୨୦ ନମ୍ବର ଆକ୍ରଷ୍ଟ ପରୀକ୍ଷା / ୮୦ ନମ୍ବର ମୁଖ୍ୟ ପରୀକ୍ଷା)

ଚତୁର୍ଥ ପତ୍ର - ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି (ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ/ **Semester - VI**) ୧୦୦ ନମ୍ବର
 (୭୫ ନମ୍ବର ପ୍ରକଳ୍ପ ଲେଖା + ୨୫ ନମ୍ବର ସାକ୍ଷାତକାର)

ମୋଟ **୪୦୦ ନମ୍ବର**

ମୂଲ୍ୟାଙ୍କନ ବିଭାଜନ ପଦ୍ଧତି

(କ) ପ୍ରତ୍ୟେକ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ୧୫ଟି ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଅତି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ ।
 ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ସେଥିରୁ ଯେକୌଣସି ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । ($୨ \times ୧୦ = ୨୦$)

(ଖ) ପ୍ରତ୍ୟେକ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍)ରୁ ଅଳ୍ପତମ ୨ଟି ଲେଖା ଏ ମୋଟ ୧୦ଟି ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ
 ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ସେଥିରୁ ଯେକୌଣସି ୫ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଡ଼ିବ ।
 ($୧୨ \times ୫ = ୬୦$)

(ଗ) ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଆକ୍ରଷ୍ଟ ପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା – (୨୦ ନମ୍ବର)

ମୋଟ ମୂଲ୍ୟାଙ୍କନ – **୧୦୦ ନମ୍ବର**

ଭୂମିକା:

ଏହି ପାଠ୍ୟକ୍ରମଟି ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ, ସାମାଜିକ ଇତିହାସର ବିବର୍ତ୍ତନ ବିଷୟରେ ଜ୍ଞାନ ଆହରଣ ପାଇଁ ସୁଯୋଗ ଦେବ । ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସମାଜ ଓ ସଂସ୍କୃତିର ପ୍ରତିଫଳନ, ସାହିତ୍ୟର ବିବିଧତା, କମ୍ପ୍ୟୁଟରଭିତ୍ତିକ କୌଶଳ ବିଦ୍ୟା ଶିକ୍ଷଣ ଇତ୍ୟାଦି ଦିଗକୁ ଧ୍ୟାନ ଦିଆଯାଇ ଏ ପାଠ୍ୟକ୍ରମଟି ପ୍ରସ୍ତୁତ ହୋଇଛି ।

ଏହି ପାଠ୍ୟକ୍ରମରେ ମୋଟ ୪ ଗୋଟି ପାଠ୍ୟ ବାଧ୍ୟତାମୂଳକ । ସମ୍ମାନ (**Hons**) ଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀମାନେ ଏହି ୪ଟି ଯାକ ପାଠ୍ୟ ପଢ଼ିବେ । ଏଥିମଧ୍ୟରୁ ଗୋଟିଏ ପାଠକୁ ଆଧାର କରି ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ (ସେମିଷ୍ଟର-୬) ପରୀକ୍ଷା ବେଳକୁ ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟଟିଏ ୫୦ ପୃଷ୍ଠା ମଧ୍ୟରେ ପ୍ରସ୍ତୁତ କରିବେ । ପ୍ରକଳ୍ପଟି ୪ର୍ଥ ପତ୍ର ଭାବରେ ବିବେଚିତ ହେବ ।

ବିଶେଷ ଦୃଷ୍ଟ୍ୟ : ସାଧାରଣ (Pass) ଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀମାନେ ପାଠ୍ୟ-୧ କୁ ୫ମ ପର୍ଯ୍ୟାୟରେ **DSE-IA** କିମ୍ବା **DSE-IIA** ଭାବେ ଏବଂ ପାଠ୍ୟ-୨ କୁ ୫ଷ୍ଠ ପର୍ଯ୍ୟାୟରେ **DSE-IB** କିମ୍ବା **DSE-IIB** ଭାବେ ପଢ଼ିବେ ।

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ

ମୋଟ ୪ ଗୋଟି ପାଠ :

ପଢ଼ ସଂଖ୍ୟା - ୪

ପ୍ରତ୍ୟେକ ପଢ଼ - ୧୦୦ ନମ୍ବର (୨୦ ନମ୍ବର ଆକ୍ରଷ୍ଟପରୀକ୍ଷା + ୮୦ ନମ୍ବର ଅନ୍ତିମ ମୁଖ୍ୟ ପରୀକ୍ଷା)

ଆସ୍ଥା - ମୂଲ୍ୟାଙ୍କନ = $୬ \times ୪ = ୨୪$

ପ୍ରତ୍ୟେକ ପଢ଼ ପାଇଁ ୪୦ଟି ପିରିୟଡ୍, ପ୍ରତି ପିରିୟଡ୍ - ୪୫ ମିନିଟ୍

ଷାସ୍ତ୍ରାବିକ ପର୍ଯ୍ୟାୟ - ୫/୬ (ସେମିଷ୍ଟର - ୦୫ / ୦୬)

ପାଠ୍ୟ-୧ / **Course-1** : ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ (Hons & Pass) ଓ

(ଆସ୍ଥାମୂଲ୍ୟାଙ୍କନ $୪+୨=୬$)

୧ମ ଏକକ : ଓଡ଼ିଶାର ସଂକ୍ଷିପ୍ତ ଇତିହାସ ଓ ଉଚ୍ଚ ଜାତିର ଐତିହ୍ୟ ଏବଂ ବୈଶିଷ୍ଟ୍ୟ ।

୨ୟ ଏକକ : ଓଡ଼ିଶାର ସଂସ୍କୃତି (କଳା, ବାଣିଜ୍ୟ, ସମର ଓ ଶ୍ରୀ ଜଗନ୍ନାଥ ସଂସ୍କୃତି) ।

୩ୟ ଏକକ : ଓଡ଼ିଶାରେ ବିଭିନ୍ନ ଧର୍ମର ବିକାଶ ଓ ତା'ର ସାହିତ୍ୟିକ ପ୍ରତିଫଳନ

୪ର୍ଥ ଏକକ : ବୌଦ୍ଧ ସଂସ୍କୃତି ଓ ଚର୍ଯ୍ୟାପଦ, ଓଡ଼ିଶାର ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଇତିହାସରେ ସୂର୍ଯ୍ୟବଂଶର ଭୂମିକା ଓ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ତା'ର ପ୍ରତିଫଳନ ।

୫ମ ଏକକ : ଓଡ଼ିଆ ସାହିତ୍ୟରେ ନୌବାଣିଜ୍ୟ ପରମ୍ପରା ।

ପାଠ୍ୟ-୨ / **Course - 2** : ଓଡ଼ିଆ ଭାଷାରେ କମ୍ପ୍ୟୁଟରର ବ୍ୟବହାର (Hons & Pass)

୧ମ ଏକକ : କମ୍ପ୍ୟୁଟରର ପରିଭାଷା ଓ ଉପଯୋଗିତା

୨ୟ ଏକକ : ସର୍ପଟ୍ ଡ୍ରୋୟାର ଓ ହାର୍ଡ୍‌ଡ୍ରୋୟାର କମ୍ପ୍ୟୁଟର - ପ୍ରକାର୍ଯ୍ୟ

୩ୟ ଏକକ : ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ - ଓଡ଼ିଆ ଫଣ୍ଟସ୍, କି-ବୋର୍ଡ୍, ଶବ୍ଦ ପ୍ରକ୍ରିୟା, ବନାନ ଓ ବ୍ୟାକରଣ ଯାଞ୍ଚକ ପ୍ରକ୍ରିୟା

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆରେ ଇଣ୍ଟରନେଟ ବ୍ୟବହାରର ବିବିଧ ଦିଗ

୫ମ ଏକକ : ଓଡ଼ିଆ ସାମାଜିକ ଡ୍ରୋସାଇଟ୍ସ

ପାଠ୍ୟ-୩ / **Course - 3** : ଓଡ଼ିଆସାହିତ୍ୟ ଅଧ୍ୟୟନ (Hons)

୧ମ ଏକକ : ଛବିର ମଣିଷ : ବିଭୂତି ପଟ୍ଟନାୟକ

୨ୟ ଏକକ : କ୍ଷୁଦ୍ରଗଳ୍ପ ଅଧ୍ୟୟନ (ଗଳ୍ପ ଶତାବ୍ଦୀର) : ସଂକଳନ ଦେବୀ ପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ, ସଂଗମ ପବ୍ଲିକେଶନ, ବ୍ରହ୍ମପୁର

ପାଠ୍ୟ ଗଳ୍ପ : ମଶାଣିର ଫୁଲ - ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ

ଡିମିରିଫୁଲ - ଅଶ୍ରୁକ ମୋହନ ପଟ୍ଟନାୟକ

ମୁଖ୍ୟା - କୃଷ୍ଣ ପ୍ରସାଦ ମିଶ୍ର

ରଚକ - ରବି ପଟ୍ଟନାୟକ

ମାୟ ଏକକ : ବାନପ୍ରସ୍ଥ - ବିଜୟ ମିଶ୍ର

୪ର୍ଥ ଏକକ : ଆଧୁନିକ କବିତା - କବିତା ଚନ୍ଦନ - ସଂପାଦନା - ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ

ପାଠ୍ୟ କବିତା : କଞ୍ଚୁକାର ଭାବନା : ରାଧାନାଥ ରାୟ

ବନ୍ଦାର ସାଂଧ୍ୟ ଅନୁଚିତ୍ରା : ଗୋପବନ୍ଧୁ ଦାସ

ଯାତ୍ରା ସଙ୍ଗୀତ : ବୈକୁଣ୍ଠ ନାଥ ପଟ୍ଟନାୟକ

ପ୍ରଭାତ ଅବକାଶ : ନନ୍ଦକିଶୋର ବଳ

ସମୁଦ୍ର ଓ ମୁଁ : ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର

୫ମ ଏକକ : ପଶ୍ଚିମ ପଥକ : ମାୟାଧର ମାନସିଂହ

ପାଠ୍ୟ-୪/ Course – 4 : ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ (Hons)

୧ମ ଏକକ : ଲୋକସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପରିସର

୨ୟ ଏକକ : ଓଡ଼ିଆ ଲୋକଗୀତ

୩ୟ ଏକକ : ଓଡ଼ିଆ ଲୋକକାହାଣୀ

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଲୋକ ନାଟକ,

୫ମ ଏକକ : ପ୍ରବାଦ, ପ୍ରବଚନ, ନାଁ'ଦିଆ ଓ ରୁଡ଼ି ପ୍ରୟୋଗ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାଚୀନ ପୋଥି ଶୁଦ୍ଧ ସଂପାଦନା ପଦ୍ଧତି ଓ ଅନୁବାଦ କୌଶଳ - ପଟ୍ଟନାୟକ, ଆଶୁତୋଷ, ଭୁବନେଶ୍ୱର
୨. ଲିପିର କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା - ପରିଡ଼ା ରମେଶ ଚନ୍ଦ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ
୩. ମୌଳିକ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା - ମିଶ୍ର ଦେବକାନ୍ତ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶିଂ, କଟକ
୪. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟର ଇତିହାସ - କର ବାଉରାବନ୍ଧୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶିଂ, କଟକ
୫. କଥା ସାହିତ୍ୟର କଳା ଓ କାରିଗରୀ - ଦାସ କିଶୋରୀଚରଣ, ଇଷ୍ଟର୍ଣ୍ଣ ମେଡ଼ିଆ, ଭୁବନେଶ୍ୱର
୬. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ - ମିଶ୍ର ପ୍ରବୋଧ କୁମାର, ବିଦ୍ୟାପୁରୀ
୭. ପୂର୍ବଭାରତୀୟ ମହାଭାରତ ପରମ୍ପରା - ସାହୁ, ଉଦୟନାଥ
୮. ସାରଳା ମହାଭାରତ ସୃଷ୍ଟିର ଭୂମିପର୍ବ - ସାହୁ, ଉଦୟନାଥ, ଚିନ୍ମୟ ପ୍ରକାଶନୀ, କଟକ
୯. ଓଡ଼ିଆ ସାହିତ୍ୟର ଆଦିପର୍ବ - ମହାନ୍ତି ସୁରେନ୍ଦ୍ର
୧୦. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ପଟ୍ଟନାୟକ ପଠାଣି, ନାଲନ୍ଦା
୧୧. ଓଡ଼ିଆ ସାହିତ୍ୟକୋଷ - ବିଶ୍ୱାଳ ବଂଶୀଧର, ହିମାଂଶୁ ପ୍ରକାଶନ, କଟକ

୧୨. ଜୀବନୀ ସାହିତ୍ୟ ଏକ ଅଧ୍ୟୟନ - ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା,
ଭୁବନେଶ୍ୱର
୧୩. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା - ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା,
ଭୁବନେଶ୍ୱର
୧୪. ଓଡ଼ିଆ ସାହିତ୍ୟର ସାମାଜିକ ସାଂସ୍କୃତିକ ଇତିହାସ - ଦାସ ଚିତ୍ରଂଜନ, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟ ପୁସ୍ତକ
ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୧୫. କାଳିନ୍ଦୀ ଚରଣଙ୍କ କଥା ସାହିତ୍ୟ - ଓଡ଼ିଆ , ବିଷ୍ଣୁପ୍ରିୟା
୧୬. ସାହିତ୍ୟର ସୂଚୀପତ୍ର - ପଟ୍ଟନାୟକ ବିଭୂତି, ନାଳନ୍ଦା, କଟକ
୧୭. ଓଡ଼ିଆ ବର୍ଣ୍ଣମାଳା - ଟିକାୟତ, କୈଳାସ ଚନ୍ଦ୍ର, ପୁରୀ
୧୮. ସାହିତ୍ୟର ଡାକପତ୍ର - ମହାରଣା, ସୁରେନ୍ଦ୍ର
୧୯. ସାହିତ୍ୟର ରୂପରେଖ - ହରିଚନ୍ଦନ, ନୀଳାଦ୍ରି ଭୂଷଣ
୨୦. ପ୍ରଚଳିତ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାକରଣ - ମହାପାତ୍ର, ବିଜୟ ପ୍ରସାଦ, ବିଦ୍ୟାପୁରୀ
୨୧. ସଂଯୋଗ ଅନୁବିଧି - ତ୍ରିପାଠୀ ସନ୍ତୋଷ, ନାଳନ୍ଦା, କଟକ



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 ପାଠ୍ୟଶାସ୍ତ୍ରଟି 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 ଖାସ୍ତାଟି 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 ଗଣମାଧ୍ୟମମାନଙ୍କ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

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

(ବନାନ ତୁଟି ଓ ଏହାର କାରଣ - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଦିଗ୍ଧ 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=L0ludHJvX3RvX2NvbW11bmliYXRpb25fVGh1b3J5LnBkZg%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.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
- NCERT (1986). School Education in India - Present Status and Future Needs, New Delhi.

- Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.
- Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi -1999.
- Sainath P. (1996). Every body loves a good drought. Penguin Books New Delhi.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- Sykes, Marjorie (1988): The Story of Nai Talim, Naitalim Samiti: Wardha.
- UNESCO; (1997). Learning the Treasure Within.
- Dr. Vada Mitra. Education in Ancient India, Arya book Depot, New Delhi -1967
- Ministry of Education. '*Education Commission "Kothari Commission"*'. 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.
- *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- *National Policy on Education*. 1986. Ministry of HRD, Department of Education, New Delhi.
- Seventh All India School Education Survey, NCERT: New Delhi. 2002
- UNDP. *Human Development Reports*. New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala*. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- 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

- Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman Green and Company

- 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.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
- 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 Zelliott, 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

(32)

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।

(35)

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

English

GENERIC ELECTIVE I: ACADEMIC WRITING AND COMPOSITION

This is a generic academic preparatory course designed to develop the students' writing skills from basic to academic and research purposes. The aim of this course is to prepare students to succeed in complex academic tasks in writing along with an improvement in vocabulary and syntax.

Unit 1 Instruments of writing I

- Vocabulary development: synonyms and antonyms; words used as different parts of speech; vocabulary typical to 'science' and 'commerce'
- Collocation; effective use of vocabulary in context

Unit 2 Instruments of writing II

- Syntax: word order; subject-predicate; subject-verb agreement; simple, complex, compound, compound-complex sentences; structure and uses of active and passive sentences
- Common errors in Indian writing

Unit 3 Academic writing I

- What is academic writing?
- The formal academic writing process: the 'what' and the 'how' of writing; use of cohesive and transitional devices in short and extended pieces of writing

Unit 4 Academic writing II

- Paragraph writing: topic sentence, appropriate paragraph development ; expository, descriptive, narrative and argumentative paragraphs
- Extended pieces of writing: process development using comparison-contrast, cause and effect, argumentation, and persuasion

Unit 5 Project writing: (writing projects)

- What's a Project: reading-based, field work-based project : how to pick a topic for the project; background reading

- Structure of a Project: Title, aim of the project (a short statement), other objectives if any, significance of the Project : why is the project being undertaken, sources/books to be consulted for the study, method: Is it quantitative (field work) or qualitative (text-related), analysis/interpretation, findings, conclusion

Texts prescribed

1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP
3. Stanley Fish (2011) *How to Write a Sentence*

GENERIC ELECTIVE II: WRITING FOR THE ELECTRONIC MEDIA

This paper is designed to equip students with writing skills needed for the digital medium.

Unit 1

- Similarities and differences between writing for the print media and writing for the electronic media
- New Media—definition, function

Unit 2

Copywriting; writing for commercials

Unit 3

Writing for the web: e-mail and blogging

Unit 4

Website content writing

Unit 5

Online Journalism

Suggested Reading:

- *Electronic Literature: New Horizons for the Literary* by N. Katherine Hayles
- *Releasing the Image: From Literature to New Media* by Jacques Khalip & Robert Mitchell

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

Bina Agarwal, *Gender And Green Governance* , Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of*

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

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

LOCAL GOVERNANCE

Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006

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

Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002

Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007

GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES

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